

Reading and Writing At West Lodge

2nd December 2021



“Reading
is to the
mind
what exercise
is to
the
body.”

-Joseph Addison

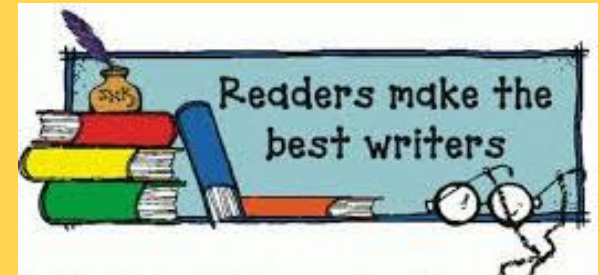


There is no such thing as a child who hates to read; there are only children who have not found the right book.

You're never too old,
too wacky, too wild,
to pick up a book
and read to a child.

-Dr. Seuss

Learning to read is the most important skill children will learn during their early schooling and has far-reaching implications for life-long confidence and well-being.



Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

Michael Morpurgo

**Teach a child to read
and keep that child reading
[and talking]
and we will change everything.
And I mean everything.**

Jeanette Winterson

What will 'hook' your child into reading?

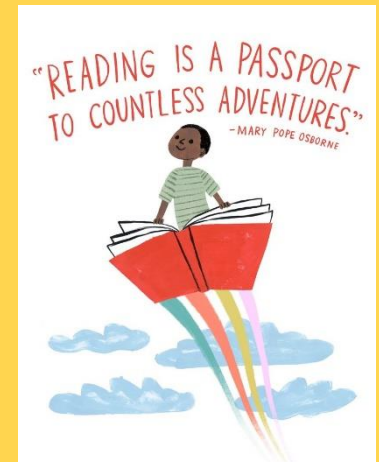
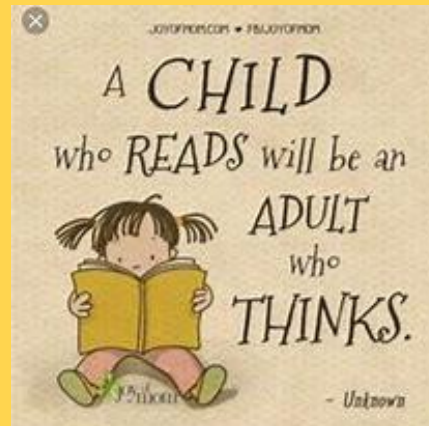
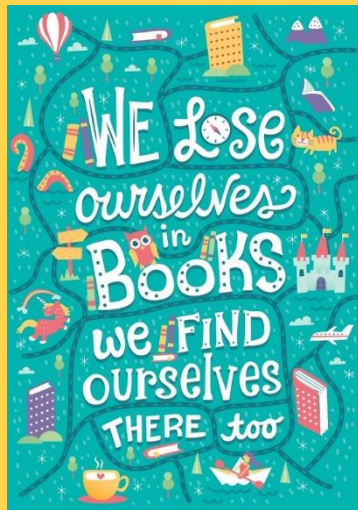
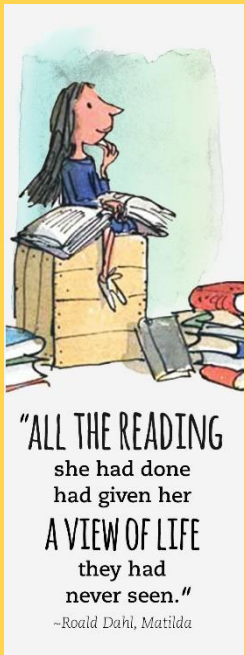
- Teaching children to read is just one part of the reading picture. As adults it is important that we help give children a motivation to want to read for themselves. When something really draws them in then they will have a purpose to want to learn to read and they will want to pick up books for pleasure or information.
- Look for recommendations for different books to read. As a school we have produced a recommended reading list for each year group. Consider using local libraries, family, friends, bookshops, different websites such as Booktrust and LoveReading for ideas about what to read next.
- Look for reading pathways. If your child enjoys a specific series of books or author look for recommendations to find similar books.



Theme of the Month and Traditional Tale of the Month

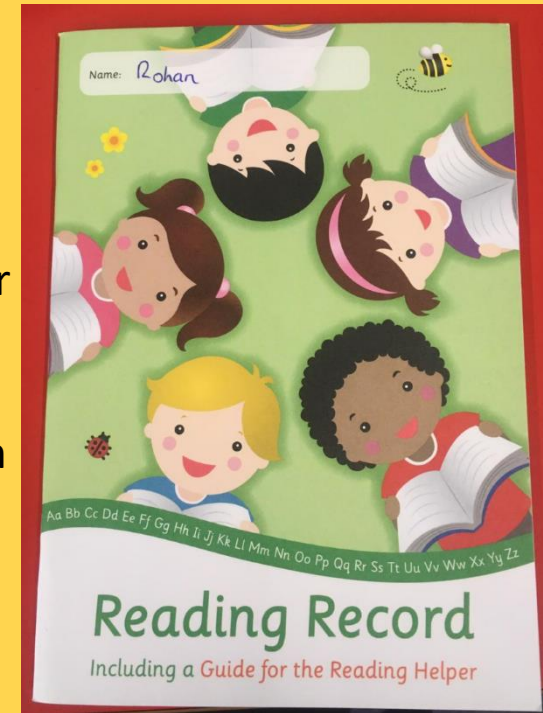
In Key Stage 1 our aim is to introduce children to a wide range of genres and authors both at school and at home. Children can add on seesaw any books of that theme that they read at home that they want to recommend to others in their class or year group.

In Reception our aim is to introduce children to a range of different traditional tales that we will then use throughout their time in school.



The Reading Record

- When your child is read with at school, adults write in their reading record
- There is space in the reading record for parents/carers to make any comments that they feel are necessary after reading a book with their children – use this as a form of communication with the teacher. You could also include any books from home / e-books you are reading with your child
- As children's writing skills develop, begin to encourage your child to write their own comments in their reading record about what they thought about the book.
- Children are encouraged to change their basket book twice a week

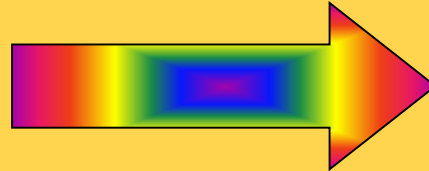


Writing at West Lodge

At West Lodge we believe that children write best when they write about something they know about or are interested in. Offer them a subject that immediately engages their imagination, and they will think about it, talk about it and finally, write about it.

Talk for Writing

- Being able to speak a sentence is the first step of being able to write a sentence.
- Oral rehearsal is a vital step in the writing process.
- This needs to go beyond providing stimulating ideas – it should help children grasp the content, sequence their ideas and understand the style of what they are about to write.
- They should have an idea of ‘what’ they are going to write in the ‘whole story’. This helps children to sequence and structure their story. If pupils know ‘what’ they are going to write they can concentrate on the style, structure and punctuation when they are writing.

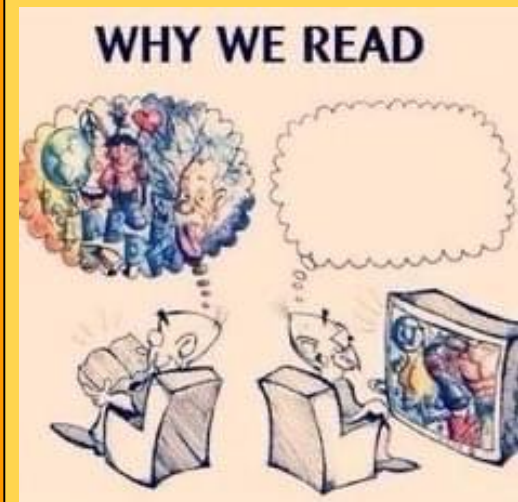


Story telling – Reading

- The ability to tell a story arises out of building up and drawing upon a bank of well-known tales. This is why good writers tend to be avid readers or have had stories regularly read to them – when writing they can draw on their ‘narrative storehouse’. Those who struggle may not have built up the ‘storehouse’ so they are unfamiliar with language patterns... it is not to do with being unimaginative or unintelligent.

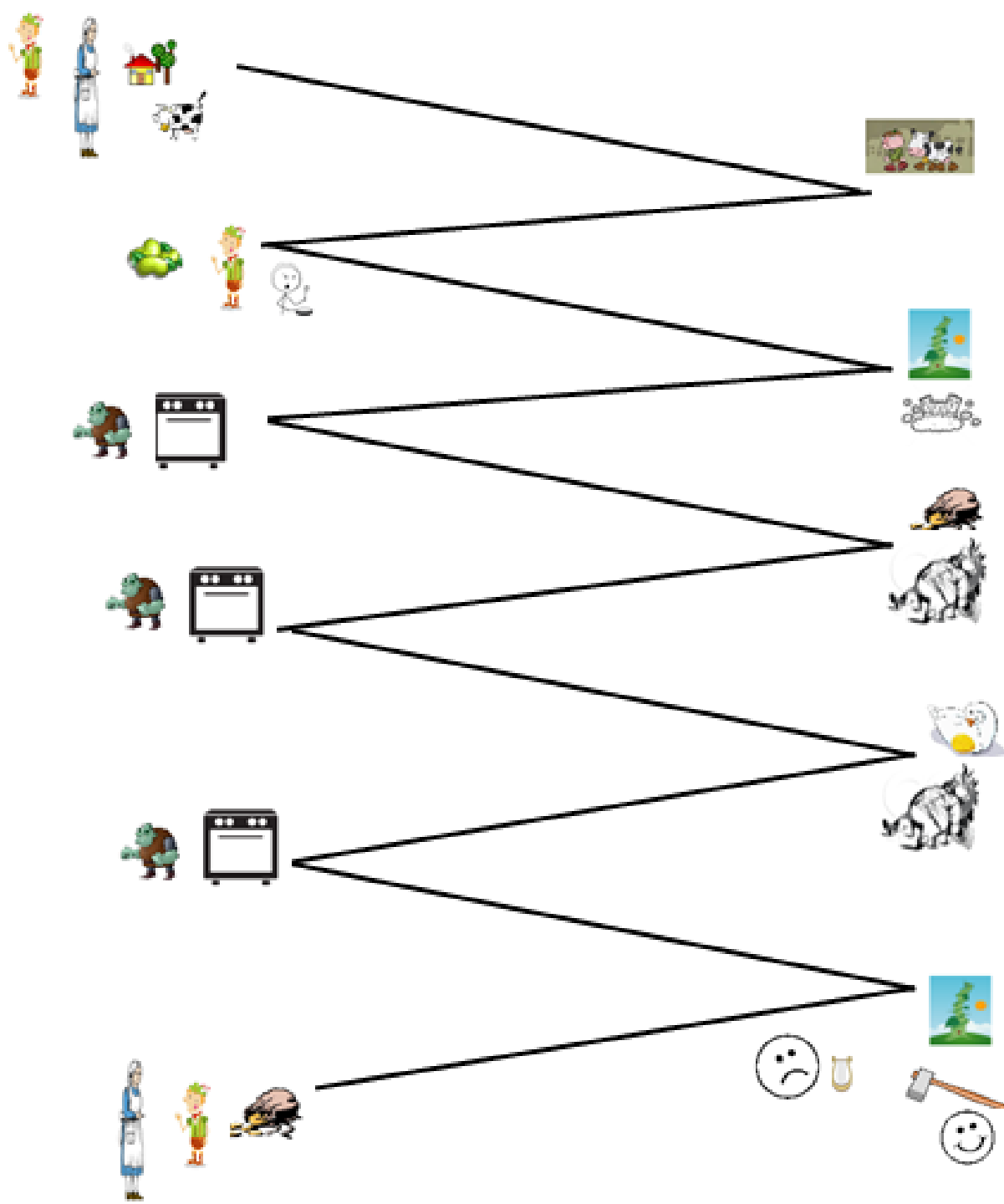
Problems Arising

- 1) All children start school with very different experiences of being read to. Some children may not have had regular experience of books.
- 2) In today's society children spend a lot of time watching Television and DVDs and less time looking at books. Watching TV is a passive act. It does not provide children with the same opportunities to respond and imagine.



What is Igniting Writing?

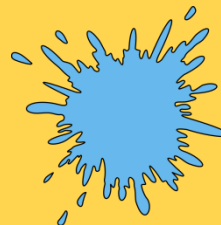
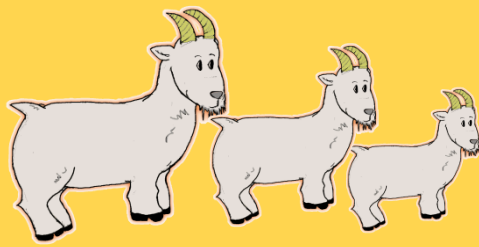
- The stories are taught in a multi-sensory manner based on an approach developed by Pie Corbett. Actions are used to make the tales, especially the conjunctions and story language, memorable. Each story has a story map or board as a visual reminder.
- In this way the children **hear** the text, **say it** for themselves and **enjoy it** before seeing it written down. Once they have internalised the language of the text, they are in a position to read the text and use it to support their writing.



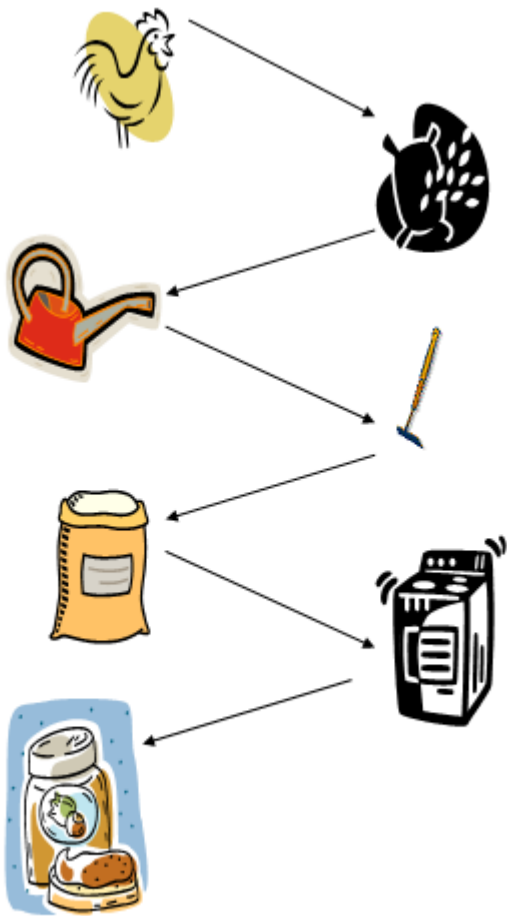
Jack and the Beanstalk



Goldilocks and the Three Bears



The Three Billy Goats Gruff



The Little Red Hen

Children in Key Stage 1 have been learning the story of The Little Red Hen using Igniting Writing strategies



Here is an example of some Year 2 children telling the story of the Little Red Hen as an Igniting Writing story.

Embedding the stories

Bringing them to Life and Making them Memorable

- Retell the story using a tuff spot / small world exploration / story box.
- Create a story setting map and take puppets on a journey around it whilst telling the story.
- Role-play the story using props and masks. This could be outside in the outdoor classroom/ playground, in the hall or in the classroom. This has included using OPAL playground equipment.
- Film the story
- Take the story map home to practise telling the story to a new audience.
- Reading, comparing and contrasting different versions of the story.

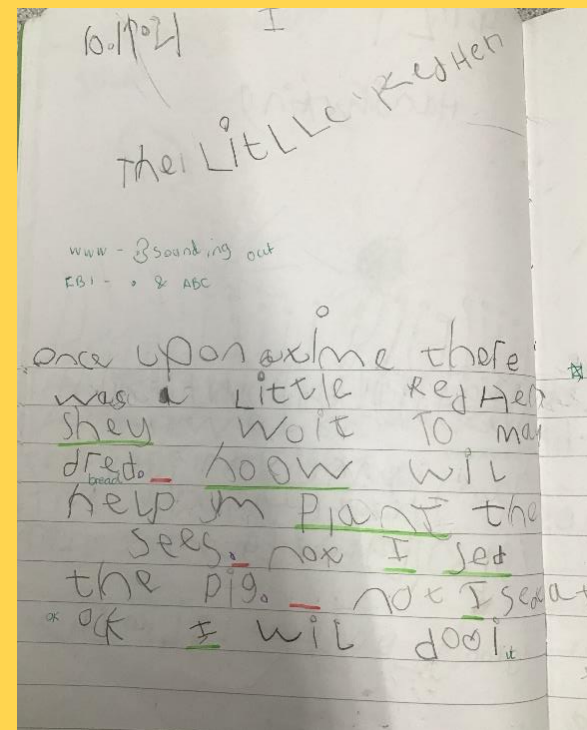
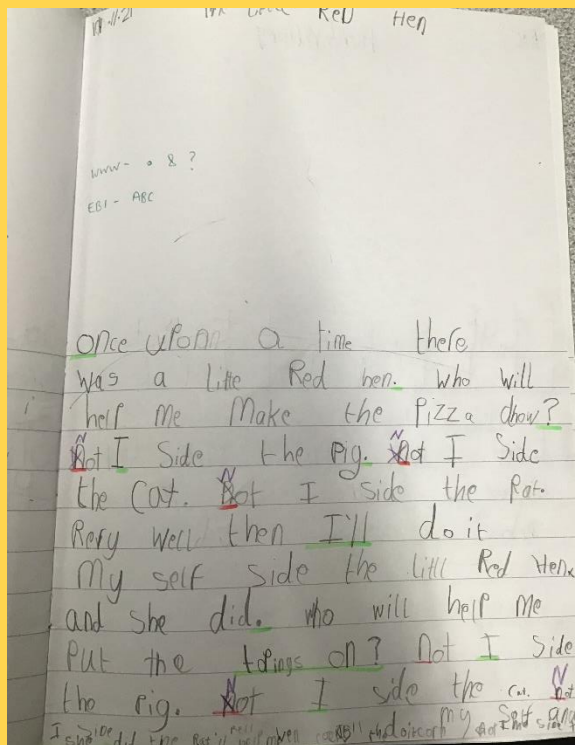
Innovation

Once the story is in the long-term working memory the children can begin to use it to help inspire their own creative writing. This will always begin with the teacher modelling orally and in writing.

1. **Substitutions**
2. **Additions**
3. **Alterations**

Here are some examples of the children's writing

Year 1



Some children retold the original story whilst others change what the Little Red Hen was making.

Here are some examples of the children's writing

Year 2

wednesday 29th September 2021

First Person Retell

Steps to Success:	Me	Teacher
Punctuation		
First person		✓
Tier 2 adjectives		✓
Conjunctions		✓

EBT - punctuation

One rainy and sunny morning I woke up excited to plant some new seeds. I asked my friends if they would like to help me. Not I said the lazy pig. So I asked cat dozing on the fire. Would you like to help me I said. Not I said sleepy cat. So I went to see. Would you like to help me plant these seeds? Not I said dirty me. Very well I said I will do it myself. Said so I planted the seeds all by myself. Who will help me water the seeds? So I went over to pig and said will you help me water the seeds? Not I said smelly pig.

Wednesday 29th September 2021

First Person Retell

Steps to Success:	Me	Teacher
Punctuation		!
First person		✓
Tier 2 adjectives		
Conjunctions		because

EBT - Explain your feelings.

One sunny morning I woke up and I was very excited because I my ran gave me some seeds. I jumped out of my cosy coop and first asked if my friend's would help me? I said who will help me plant these seeds? Not I said the pig. Not I said the cat. Okay I said and I did. Next I said who will help me water the seeds? Not I said the pig. Not I said the cat. I felt very agitated. After that I said who will help me but these seeds. because they my friend weren't helping me. Not I said the pig. Not I said cat. Okay then I said.

The children wrote a recount of the Little Red Hen's story but written in the first person, from her point of view.

Igniting Writing

- Each year the children will learn to orally tell a range of stories. This means that they will leave Year 2, knowing up to about 18 stories.
- This helps the children to build a bank of narrative patterns that they can then call upon in the future when they wish to create their own stories.
- They develop an imaginative world of images that can be drawn upon and day-dreamed about to invent new stories.
- Telling stories improves and reinforces other language skills such as vocabulary, story recall, and reading aloud with expression and confidence. Through orally re-telling stories, children start to see how story language and conjunctions can be used.

How can you support this process at home?

- When children bring home story maps as part of their homework encourage them to orally re-tell the stories to you. Let them teach you the actions and join in with them letting them be your teacher.
- Act out the stories at home with props – puppets, masks, toys. Never underestimate the value of good quality talk.
- Read lots of different versions of the story. Talk about the differences between the different versions. Which do they like best and why? What language does the author use that the children like?
- When you are on long car journeys or at bed time make time as a family to tell your own stories orally. You could try making up your own versions of traditional stories. (E.g. change the characters, settings etc.)