



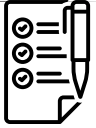
CARLTON MILLS
PRIMARY SCHOOL

Reading into Writing Teaching Sequence



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Step 1 Prepare



Picture of the class text front cover and writing outcomes.

Writing Intent document

Step 2 Analyse



Immerse children with the text.
Awe, Wonder, Wow
Bring the text to life

Read as a writer-unpick the texts to find the key features (NC objectives)

Immerse children with other examples of the text type

Use DART activities to assess understanding

Step 3 Teach



Explicitly teach the writing feature required within writing genre

Quality standard of WAGOLL evidenced

Teaching of Alan Peat sentence types and GPS skills

Step 5 Publish



Visual progression from the initial draft

Reflect & Review document

Application of Alison Philipson writing assessment tools

Step 4 Apply



Plan, draft, edit, up level

Whole class/Peer/Pupil self marking

Editing using green pen

Success criteria

Application of statutory spellings

Step 6 Celebrations



Star Writer award

Display work centrally

Twitter



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Reading at Carlton Mills



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Library Book

Each week all children take home a library book in our school library. We have a wide selection of fiction and non-fiction texts. The texts are non-decodable and are read for pleasure.

High Interest

High Interest texts, identified by our children in order to develop reading for pleasure, have been 'Lexile' scored to create reading ages of each text. Children in KS2 take fortnightly 'Lexile' assessments to provide accurate texts to read. Texts are taken home weekly.

Reading at home

Children are encouraged to read at home.

Reading records updated to reflect Read to Succeed

Concerns with parental engagement to be initially discussed with parent/carer by class teacher then SLT.

Reading at school

Children in Key Stage 2 to use Read Theory to provide an accurate Lexile assessment score and develop reading comprehension skills.

High Interest texts used following our book band conversion chart.

Half-termly rewards for children who show improved access and progress using Read Theory.

Reading lessons

Fortnightly 30-minute reading lesson developing reading skills.

Application of VIPERS reading comprehension strategies.

Class novels used as 'Windows and Mirror' texts.

Reading embedded across the curriculum.

Reading Across The Curriculum

Children across school have opportunities to access topic texts to supplement learning through the CUSP curriculum. All curriculum books are assessed for a reading age using the Lexile website which informs the class teacher whether the whole text is appropriate for their year group or specific sections.

Read, Write, Inc

Each week all children in Key Stage 1 take home a decodable Read, Write, Inc book bag book or core story book.

Children in Key Stage 2 who take part in Fresh Start interventions take home a Read, Write, Inc book.

The text matches current Read, Write, Inc classroom lessons.

Book Banded texts

Children in Key Stage 1 who have completed the Read, Write, Inc programme and have full CGP awareness and also children in Key Stage 2 have access to non-decodable book banded texts which are taken home weekly. The book banded texts are cross-referenced to identify the 'Lexile' reading level.