



# Upper Nidderdale Primary Federation

## English

# Intent, Implementation and Impact updated September 2024



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

**Article 23**

**You have the right to special education if you have a disability.**

**Article 28**

**All children have the right to a good quality education.**

**Article 29**

**All children have the right to an education that helps to develop their talents and abilities.**

Intent

## Implementation of English - Agreed consistent approaches

Reading is at the heart of everything we do. We believe that the processes of reading and writing are complimentary to each other. We always choose high quality texts to immerse the children in, so that pupils can see what they are being taught exemplified by an expert author. We should always be able to justify to ourselves and to the children why we have chosen a particular model text and what we can get from using it.

**“If a child cannot read, then the rest of the curriculum is a secret garden to which they will never gain entry.”**

We encourage children to read like writers (and write like readers) and to use their 'writer's toolkit' to make decision about techniques to use in their own writing. In this way we encourage independence and creativity in our writer so that they can make stylistic choices, embedded in sound knowledge, to achieve their desired effect.

## Intent

Our curriculum is ambitious and gives ALL learners the knowledge and cultural capital they need to succeed in life. We have taken a holistic approach to reading within school, placing it at the heart of everything that we do. This approach of equity reflects our determination to give ALL our pupils, particularly the most disadvantaged, the knowledge and experience to accumulate the cultural capital necessary to succeed in life in modern Britain and beyond.

Our curriculum is coherently planned and sequenced. We believe that it is the right of every child to have access to an exciting, engaging and innovative English curriculum which enables and empowers children's written and oral communication and creativity. A high quality English curriculum should develop children's love of reading. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often.

The books and poetry that we will use in school are carefully chosen to give our pupils experience of rich and exciting vocabulary. We have carefully constructed a reading diet for our pupils that is ambitious and that will immerse them in a rich literary heritage, reflecting the best that has been thought and said. Our reading curriculum is designed to empower, engage and encourage children to develop a love of reading.

We recognise the importance of cultivating a culture where children take great pride in their writing can write clearly and accurately and adapt their language and style for a variety of purpose and audiences.

We want to inspire children to be confident in the arts of speaking and listening, so that they can engage fully in discussions and debates.

We believe that a thorough grasp of literacy skills is crucial for full access to the rest of the curriculum and that it gives children the tools to participate fully as a member of society.

We are determined for ALL learners to reach their full potential, and for our pupils to know more and remember more. We adapt our planning to address misconceptions, gaps in knowledge and forgotten knowledge.

## Spiritual, Moral, Social and Cultural Development (SMSC)

English contributes to the teaching of SMSC by encouraging children to take part in class and groups discussions on topical issues. Older children can research and debate topical problems and events. They discuss lifestyle choices, and meet and talk to visitors who they meet through the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views. As a Rights Respecting School, we encourage and develop the skills needed for children to voice their own opinions.

The teaching of English develops skills through which children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts and other media brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together and collaborate.

## English and Inclusion

At our school we teach English to all children, whatever their ability and individual needs. Through our teaching we provide learning opportunities that enable ALL pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able and those with English as an additional language. We use high quality teaching in the first instance, and adapt our teaching so that the curriculum is accessible to all learners, no matter what their barriers to learning are.



Knowledge  
in English

## Knowledge in English

Knowledge in reading refers to the understanding and application of effective reading strategies. When these reading strategies are secure and reading is fluent and automatic, children are able to interpret and evaluate a range of literature (see reading rationale). In writing, knowledge refers to the understanding and application of grammatical, structural and linguistic features. Our planning and teaching builds on children's knowledge and allows opportunity for deliberate practice, e.g. use of grammatical, structural and linguistic features. Once this knowledge is secure and fluent, children can apply this knowledge to a range of purposes and evaluate written text.

## Substantive knowledge

In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts. In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the long term memory.

## Disciplinary knowledge

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author (see reading rationale).

To reach these goals, we have;

- A well-organised and engaging library which has a large variety of books to engage and interest our reader.
- Reading buddies are established throughout school to allow pupils to share their love of reading and to discuss what they have read in a relaxed and encouraging environment.
- We run a weekly reading challenge which requires children to read outside of school at last 5 times a week.
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- All classrooms have an exciting and inviting 'Reading Nooks' so that children have a calm and relaxing space in which to enjoy reading.
- All classes take time out of the day for children to read for pleasure, making their own choices about texts.
- All classes make time for a class story or novel. This encourages enjoyment of reading and also gives children the opportunity to hear expression, intonation and use of punctuation modelled to them.

Implementation

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# Writing & GVP Guidelines

**The implementation of our writing curriculum is based on Philip Webb's Five Phases.**

**We have chosen to implement this pedagogical approach because it means that our pupils are immersed in high quality texts, which allows them to see how an expert used the grammar and punctuation rules that they are learning about. It also ensures that they are exposed to high quality vocabulary which they may choose to 'magpie' in their own writing.**

**It also means that children see the whole text during a unit and not extracts or excerpts. This means that, over time, they will become more skilled at writing whole texts.**

**The first two phases allow discussion and analysis of a text. By improving the comprehension of a text, children will be able to see how the text was put together and why the writer chose the writing techniques that they did. This will help them to make decisions about their own writing. In these phases, children will read like writers. In Phase 2, children will begin to write short written responses to questions posed. These responses can be edited and polished and used in a longer piece of writing in phase 4. In this way, all children are supported to lessen the cognitive overload of writing. They are supported with a piece of writing that they build up and improve without the cognitive pressure of writing a whole piece. They may be supported to expand a simple sentence, write compound or complex sentences or work on sentence manipulation, such as moving an adverb in the sentence to the start and discussing the effect on the reader.**

**In Phase 3, children will be exposed to some explicit Grammar, Vocabulary and Punctuation teaching. They will already have been exposed to these in phases 1 and 2 and have seen the effect of them. How they will learn more about the rules and conventions around this. Teachers will refer to the long term planning overviews for their year groups to ensure that a sequential and cumulative approach to teaching grammar and punctuation is maintained, with the opportunity for recall and consolidation of previously learnt knowledge.**

**In Phase 4, children will be planning, drafting and editing. They will already have a bank of writing from phase 2 (it could be a story opening, a character or setting description or a piece of dialogue). At this stage in the writing process, reference will be made back to the Sue Palmer skeleton frames and how they can be used in non-fiction writing to plan and draft a piece of writing. Editing can be done as the piece of writing is being completed for some children and after it has been completed for others. To balance out the first two phases, in this phase children will be writing like readers, thinking carefully about what they learnt in phase 1 and 2.**

**Phase 5 is a published final piece of writing, a culmination of the previous phases to be shared and celebrated.**



# Medium Term Planning using planning cards



**Phase 1 King of the sky**

- ① **Slide** - Predict what they might see? (windows)
- ② **Text** - one page make - more making pg 2 Prediction Individual
- ③ **Slide** - jumbled words Predictions: who? what happens? verbal - partner.

**Phase 2**

Read to rubber band. page 15 "King of the sky!"

- ① **Vocabulary** - words up - pairs - discuss meaning → **Reveal**
- ② **Character decision wheel** - what will he do with the pigeon?
- ③ **Ask character questions**
- ④ **Short burst** - write a letter to the boy
- ⑤ **Read the rest of the story**
- ⑥ **Questions** - test **Inference Comprehension**

**Phase 3**

- ① **Story ladder** - partner
- ② **Discuss partner** - short burst writing Paragraphs - PPTT.
- ③ **Grammar** - Label picture pg 34/35 nouns, adjectives, similes, verbs
- ④ **Put together into a paragraph**
- ⑤ **Grammar** - add inverted commas

**Phase 3**

- ⑥ **Noughts and crosses**. Retrieval
- ⑦ **Human sentences** reading - physical activity - up - in groups.

**Phase 4/5 (planning drafting editing)**

The boy writes an autobiography (give him a name - 1st person past tense)

- ① **Plan** - imitate (re-writing story) (use previous work)
- ② **Draft** - first write
- ③ **Evaluate**
- ④ **Edit/Redraft**
- ⑤ **Publish**

# Phase 1 Prediction

# Phase Compreh



Working well  
'Wow' engagement  
Big reveal



Pictures from the book  
↳ comparison to the film. →  
↳ venn diagram



Describe the difference between the opening scenes from the book and the film.



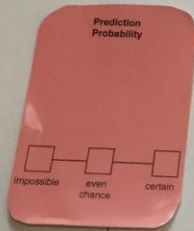
Word bank:  
· fortunate  
· anonymity  
· jeopardy  
· intricate  
· bitter  
· cryptic  
· eccentric



Blurb from the book  
↳ use Phillip's



Split grid for prediction before text and after. (before pg. 46)



Link to prediction from word cloud and book trailer.



Chapter 1

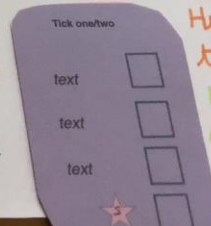
Why is the notebook important to Hugo the story?

How can you tell Hugo doesn't want to see his notebook of these? Which words suggest he doesn't want to see the notebook?

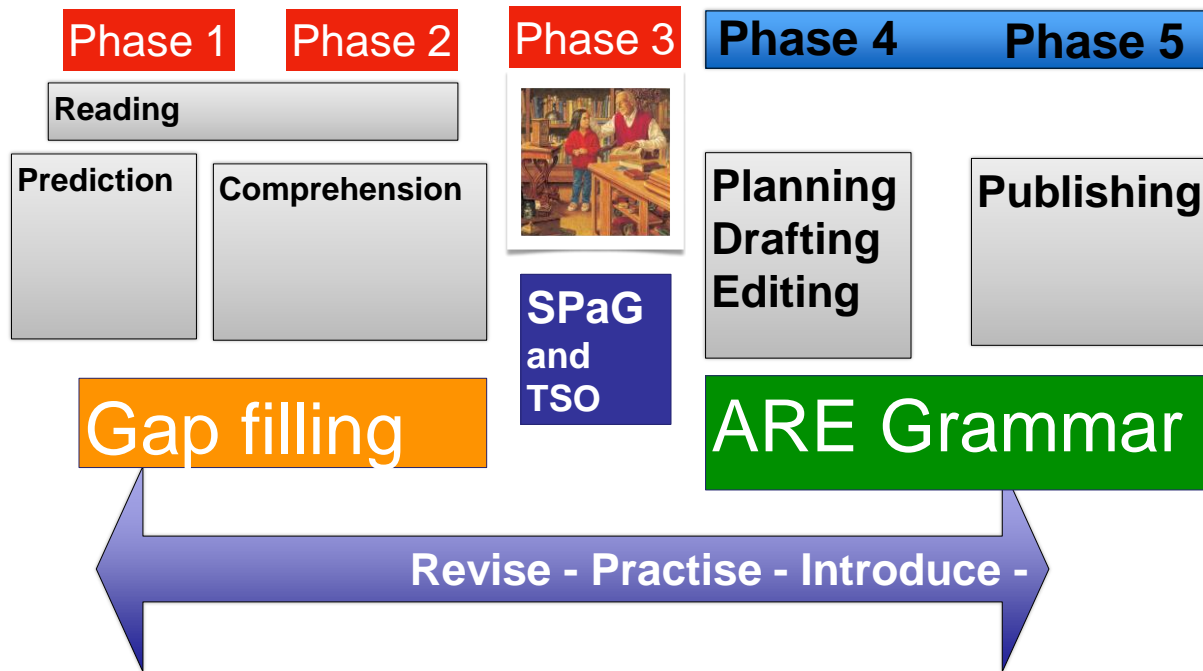
Y6 Hugo

Do you think Hugo is a fortunate young man?

ongoing throughout the unit.



# Fiction Unit - From Prediction to Publishing



# Non-Fiction Unit

Cross  
Curricular

## Phase 2

### Phase 1

Reading

How are these texts organised?  
How are they written?  
Comprehension



TSO  
Spag

### Phase 3

Writing

Shared  
Writing

### Phase 4

Independent  
Writing  
Publishing



# Writing in Reception

## Reception

Children in Reception will follow an adapted approach to the Phase 5 planning. They will follow a 3 phase approach to writing and GVP.

Phase 1 will provide opportunities to reinforce previously taught GVP. This will also allow opportunities to make predictions, learn, use and apply new vocabulary and become emersed in making predictions about the story or text.

Phase 2 will focus on comprehension. It will provide a deeper understanding of the text and vocabulary and allow children to have the chance to 'slow down to speed things up' meaning children will become all consumed in a text that they are able to fully understand emotions, story structure, features and sentence structure.

Phase 3 will give the children the chance to write - through imitation and innovation. Children will sequence text types, create story maps and Focus on specific skills when writing about the story i.e. capital letters/full stops, initial sounds. Children will finish by completing a 'final piece' of writing.

# Reception

Phase 1

Phase 2

Phase 3

Prediction

Understanding

Writing

Phonics - letter formation - role play - small world - enhanced provision - loose parts - listening to stories, poems and rhymes - the concept of a sentence



# Writing in Year One



# Year One

Children in Year 1 will follow the same 5 phase approach to English. However, this will be slightly adapted to meet the needs of early writers and to ensure that there is an emphasis on planning opportunities for pupils to practice and apply their phonics skills in writing. In Year One, the emphasis is not on writing in a particular genre for a final outcome at the end of the unit. The focus is on orally rehearsing sentences and applying their growing phonic knowledge independently. This could include wanted posters, story maps, invitations to and from characters in the story etc.

Phase 1 will provide opportunities to reinforce previously taught GVP. In Phase 1, children will be given opportunities to make predictions, learn, use and apply new vocabulary and become emersed in making predictions about the story or text.

Phase 2 will focus on comprehension. It will provide a deeper understanding of the text and vocabulary and allow children to have the chance to 'slow down to speed things up' meaning children will become all consumed in a text that they are able to fully understand emotions, story structure, features and sentence structure. Children will have opportunities to practice and apply their growing GVP knowledge in shorter pieces of writing that link to the chosen text.

Phase 3 will focus on the further develop of their GVP skills, with teacher modeling and lots of opportunities to orally rehearsing sentences that they want to write (**THINK IT, HEAR IT, SAY IT, LIKE IT, WRITE IT**). In this Phase, they will be taught knowledge and skills that will develop their writing ability, such as joining two sentences together with ;and.

Phase 4 will give the children the chance to write - through imitation and innovation. Children will focus on specific skills when writing i.e. capital letters/full stops, joining sentences with and, Again, there will be planned opportunities to practice and apply their phonics skills in a longer piece of writing..

Writing in  
Year Two &  
Key Stage Two

## Year Two onwards

From Year 2 onwards, children will follow the a 5 phase approach to English.

Phase 1 will provide opportunities to recap and retrieve previously taught GVP knowledge, as well as opportunities to practice and apply this in short contexts. In Phase 1, children will be given opportunities to make predictions, learn, use and apply new vocabulary and become emersed in making predictions about the story or text.


Phase 2 will focus on comprehension. It will provide a deeper understanding of the text and vocabulary and allow children to have the chance to 'slow down to speed things up' meaning children will become all consumed in a text that they are able to fully understand emotions, story structure, features and sentence structure, as well exposure to rich and varied vocabulary. Comprehension questions will be planned in reference to the content domains for reading in Key Stage One and Two.

Phase 3 will focus on the further development of their GVP knowledge, connecting prior essential knowledge with new knowledge. Whilst the focus is not an writing in a particular genre, there will be a focus on purpose and audience and on explicitly teaching the text structure and organist ion of a genre that fits the purpose (see long term planning).

Phase 4 will give the children the chance to write - through imitation and innovation. The teacher will explicitly model how to plan and then how to write from a plan. Children will plan, draft and edit in this phase.

Phase 5 - Children will finish by completing a 'final piece' of writing.

# The Five Phases



Our Writing Journey  
We are writing **to entertain**  
Our **new knowledge** stops along the way are:

|            |   |
|------------|---|
| Phase 1    | <p>We will explore how instructions are written. We will look at the language features so that we know how to write instructions.</p> <p>We will recall how to use conjunctions in sentences.<br/>In Y2, we will recap our knowledge of nouns and adjectives<br/>In Y3, we will recap our knowledge about the 4 sentence types.</p> |
| Phase 2    | <p>We will develop our inference skills.<br/>We will write a note to the main character using conjunctions</p>  |
| Phase 3    | <p>We will learn about <b>subordinate clauses and direct speech</b> so that we can make our writing more entertaining for the reader.</p>   |
| Phase 4    | <p>We will use everything that we have learnt to plan, write and edit an alternative ending for the story. We will share these with Year 4, 5 and 6.</p>  |
| Phase 5    | <p>We will write a final piece that will include our editing and improvements from Phase 4.</p>   |
| Final Task | <p>To write an alternative ending for Orion and the Dark.</p>   |

In Phase One, we will share the Learning Journey with children. They will be able to see what they will be learning and why (Metacognition).

There will be an emphasis on what they will be recalling/recapping from their prior GVP knowledge and what new GVP knowledge they will be taught in this unit.

Thursday 11<sup>th</sup> January 2024  
Phase 1 - Recall four different sentence types



Write a statement, a question, an exclamation and a command about the picture. Think carefully about how to punctuate each sentence.

Why does the cave look like it's made  
of <sup>snow</sup> ice?

The sky is blue <sup>and</sup> white.  
What a lot of holes in the cave.  
There's holes in the cave.  
Get out of there it's going to fall.

Thursday 18<sup>th</sup> April 2024  
Phase 1 - Recall common nouns and proper nouns

What is the difference between a  
common noun and a proper noun?

Common nouns are not general names  
of people, places, objects or animals.

Copy out this text. Underline the common  
nouns in red. Underline the proper nouns in  
blue. Make any corrections.

On Monday I am going to a new school. The  
school is called Glasshouses school. It is near  
Teley bridge. I have a new teacher and she  
is called Mrs Wilkinson.

Wednesday 17<sup>th</sup> April 2024  
Phase 1 - Recall nouns and adjectives

What is a noun?

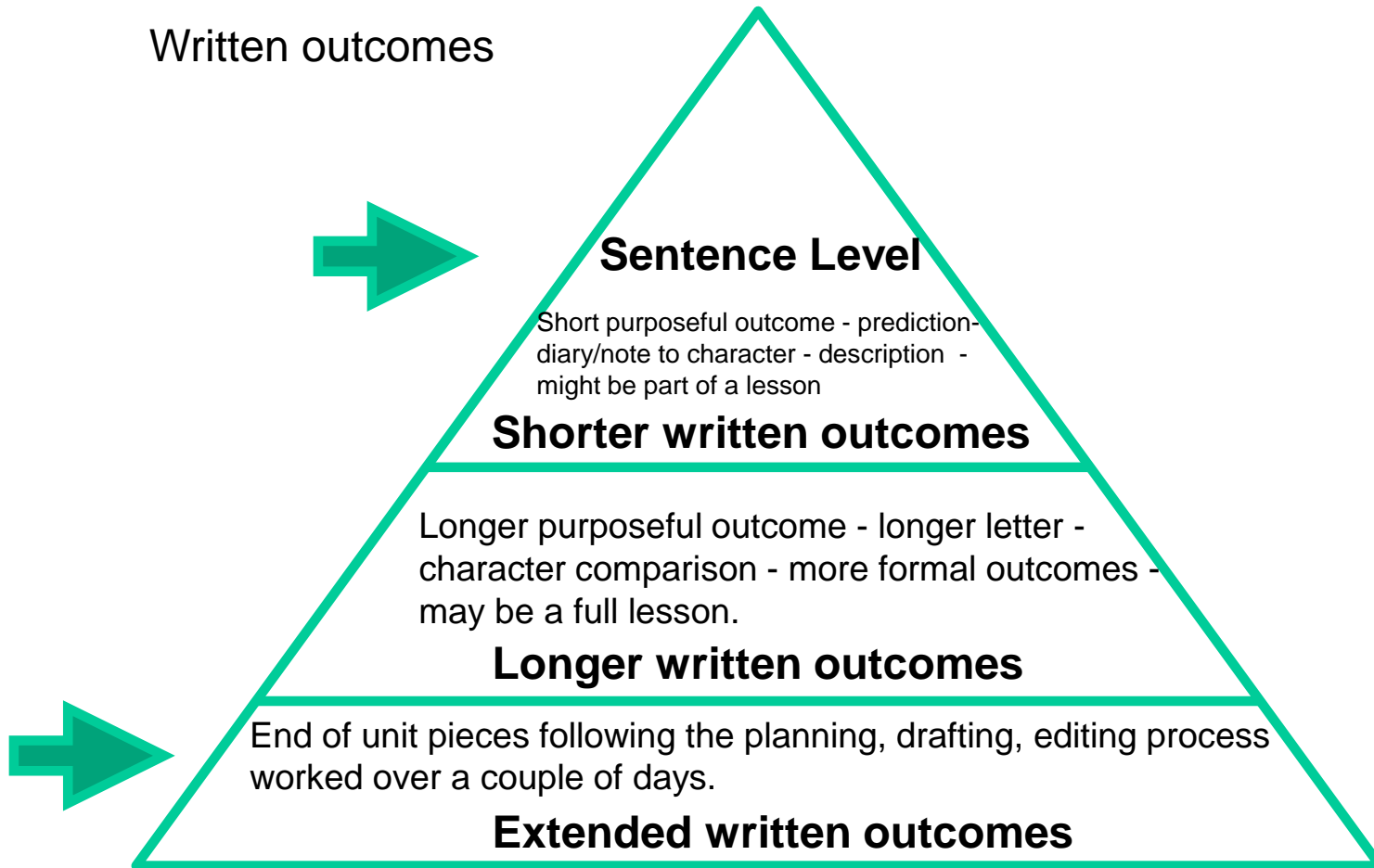
A noun is a particular piece of thing.

What is an adjective?

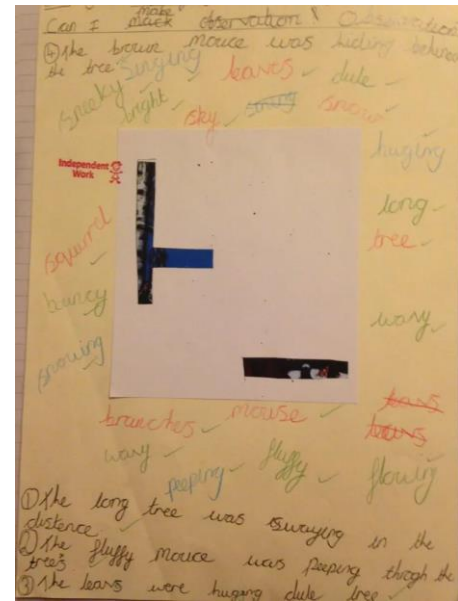
An adjective is a describing word.

On Monday I am going to a new school. The  
school is called Glasshouses school. It is near  
Teley bridge. I have a new teacher and she is called  
Mrs Wilkinson.

Written outcomes



# Phase 1 - Prediction



WALT: predict 18.1.16

**Characters**  
I predict that the main character is a mouse called Mary because he is on the front cover.

**Setting**  
I predict that the story is set in a book in the sun because Harry is a smaller and has a small hat on.

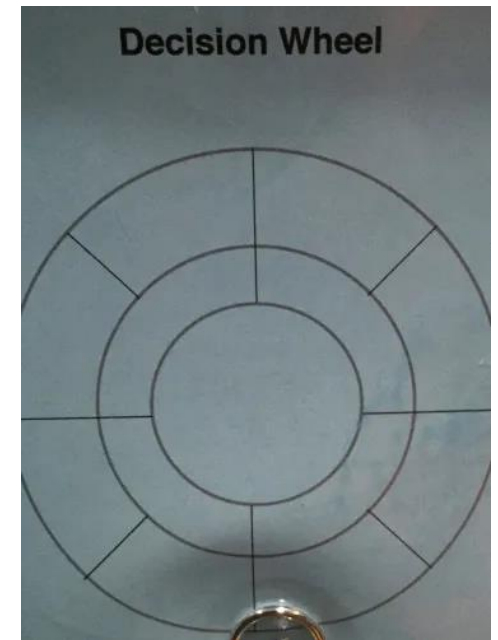
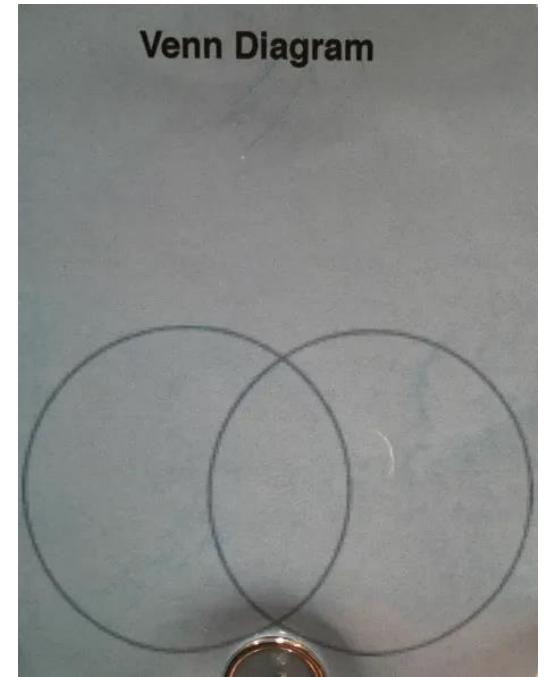
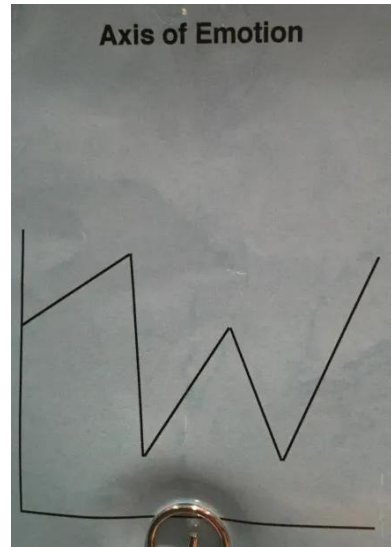
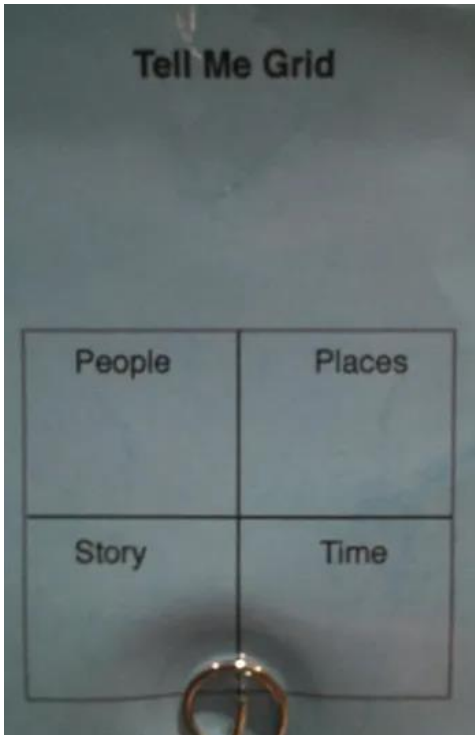
**What happens?**  
I predict that the mouse Mary gets entangled by the Jaggedy Daggers because they look evil.

**Ending**  
I predict that the Jaggedy Daggers become friends with Harry the mouse because they are friendly at the end.

|   |                     |                   |
|---|---------------------|-------------------|
| <p>Book Trailer</p>                             | <p>Big Envelope</p> | <p>Props Bag</p>  |
| <p>'Anagram'</p> <p>A _ _ _ _ _ G _ _ _ _ _</p> | <p>Word Cloud</p>   | <p>IBW Reveal</p> |

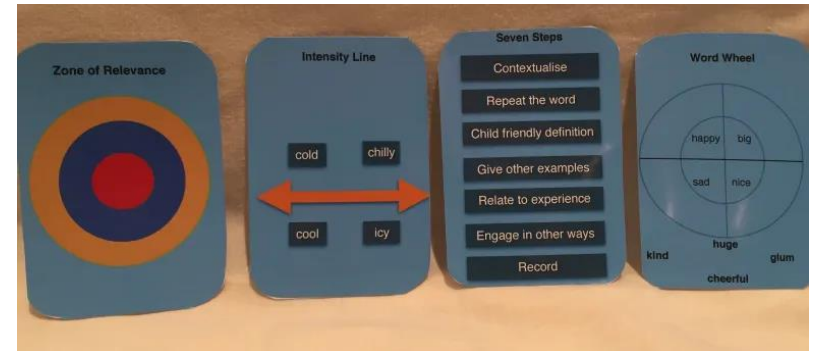
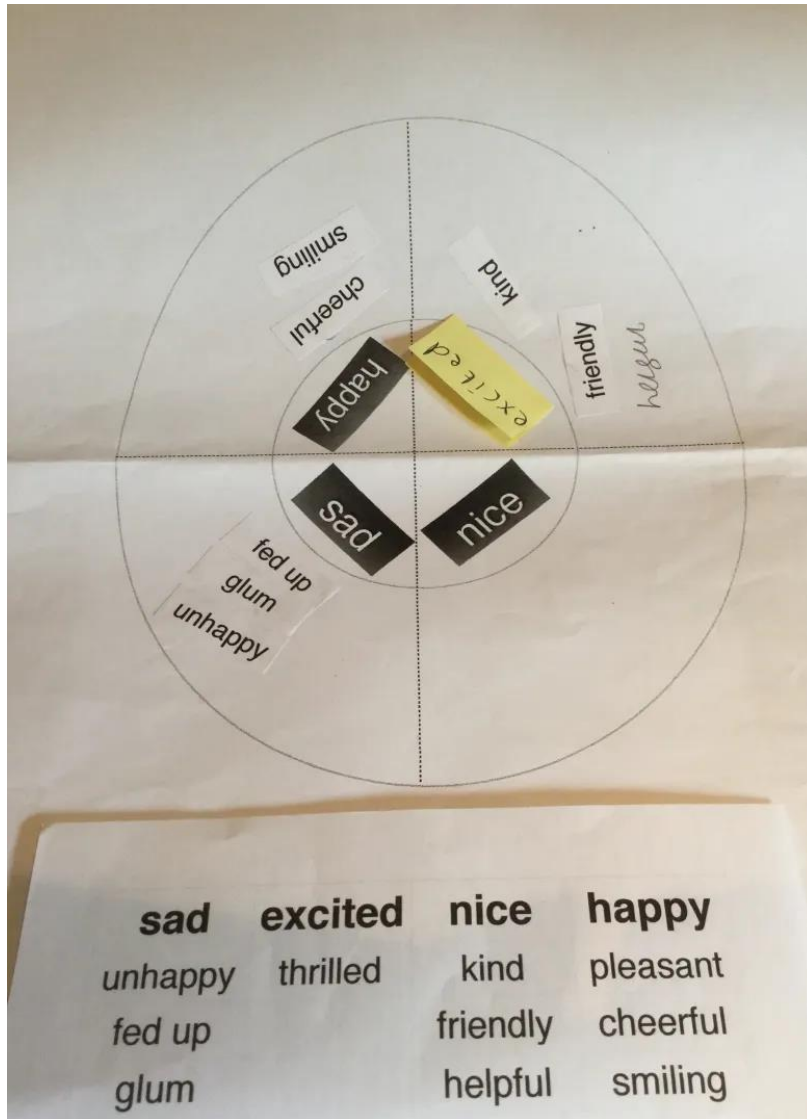


# Phase 2 - Comprehension

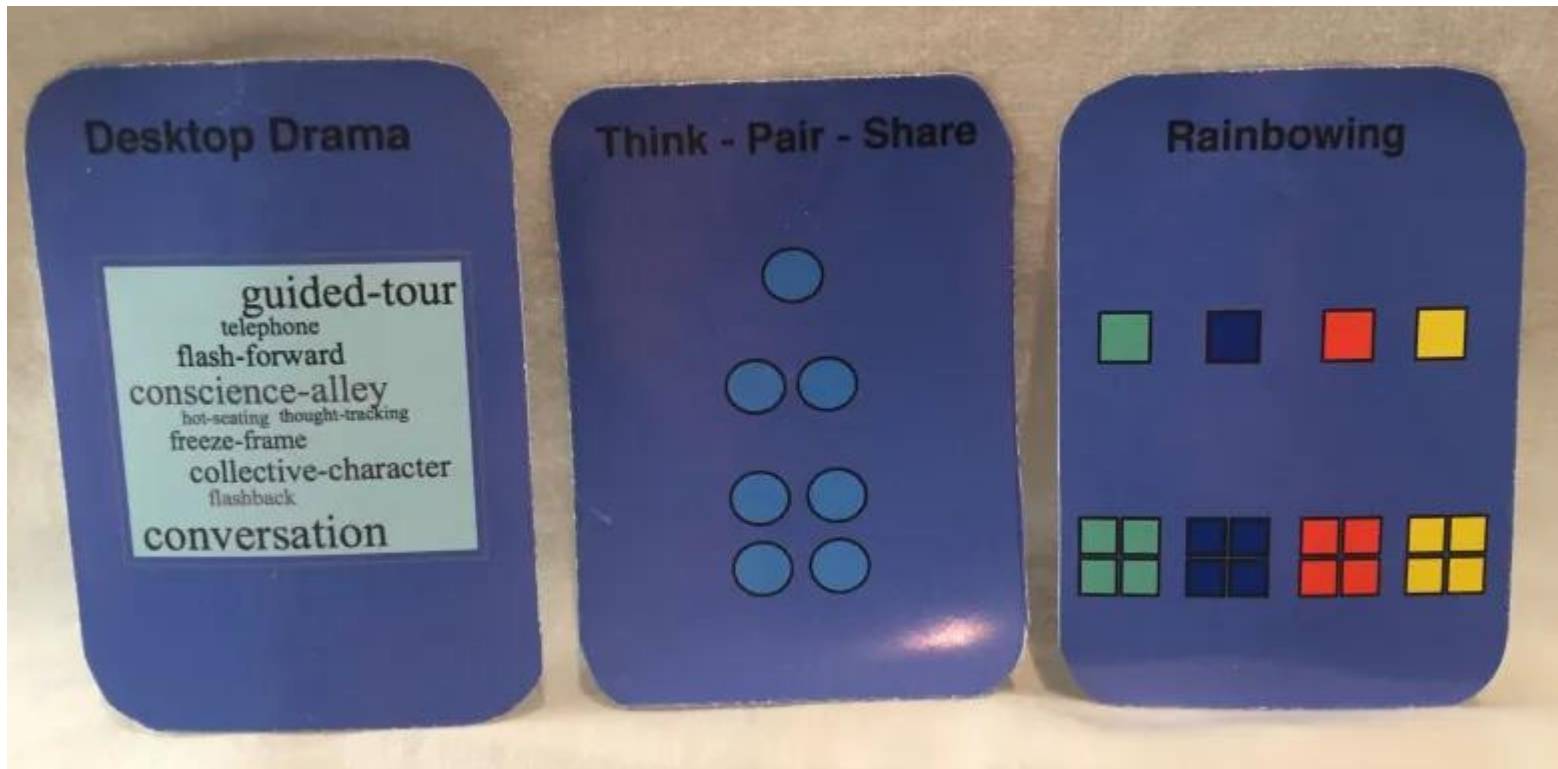




# Phase 2 - Vocabulary



**Phase 2 - Speaking and Listening - Giving the children an opportunity to practice and apply what they have been learning about orally, rehearsing what they will be writing about.**



# Spoken Language Opportunities

# Drama Techniques

## Freeze Framing



- Freeze frames are still images used to illustrate a specific incident or event.
- Individual children or groups are asked to represent the characters at a significant moment.
- Freeze frames can be improvised or planned briefly.
- Positioning and body shape have to be considered carefully in order to represent ideas and emotions.
- Freeze frames can be brought to life through 'Thought Tracking.'

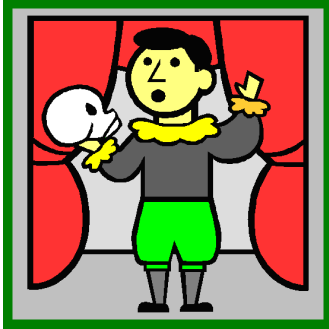
## Thought Tracking



- This is a good technique for creating and then examining the private thoughts of characters at particularly tense moments of a narrative.
- It focuses on the characters in a freeze frame, and it involves the rest of the class contributing ideas as if they were speaking the thoughts of one of the characters.
- The class makes a circle around the character and says their thoughts one at a time, or individual children can stand next to the frozen character and speak their thoughts aloud.

# Drama Techniques

## Role Play



Work together in a small group, each child in the group is allocated a role (relating to the particular issue).

- As discussion progresses, each pupil represents the point of view of the role they represent.

## Hot Seating



'Hot seating focuses closely on a character and looks at their motivation.

- Hot seating involves the class in asking questions of someone in role as a character, either fictional or real, who sits in the hot seat.

- This strategy works best if both the role player and the questioners are familiar with the character and the narrative or the situation.

# Drama Techniques

## Forum Theatre



Forum theatre allows an incident or event from different points of view, making it a very useful strategy for examining alternative ideas.

- A small group acts out a scene while the rest of the class watch them.
- The class work as directors of the group in role, e.g. asking them to act or speak in a particular way, questioning the characters in role.

## Conscience Alley



Conscience alley is a means of exploring a character's mind at a moment of crisis and of investigating the decision they are facing.

- The class create two lines facing each other. One child in role, as a particular character, walks down the 'alley' between the lines.
- Children voice the character's thought, both for and against a decision.
- The child in role listens to his/her conscience before making a decision.



# Drama Techniques

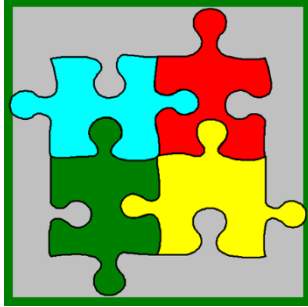
## Meetings



- The teacher in role, perhaps as an official, can call a meeting for the whole class to attend.
- Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face.
- Meetings encourage children to adopt a collective role e.g. Romans, villagers on opposite sides about a road being build etc. This collective role can help less confident children.
- Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.
- This is a really cross-curricular drama approach.

# Group Interaction

## Jigsawing



- Organise the children into home groups, preferably, of equal numbers. Give each home group a related topic to research, such as an animal.

- Number each child in each home group.

- Give each of the children with the same number to one area for investigation, such as eating habits, appearance or habitat. They will become the 'expert group.'

- After undertaking the investigation, the children all go back to their home group.

- The children take it in turns to feedback their findings to each other.

## Presentations



- Following on from the jigsawing work, the group work together to prepare and present their findings.

- The group could work together to decide on the best way to present their findings.

## Group Interaction

### Snowballing



- Talk in pairs, either to develop initial ideas or to share ideas about a topic.
- Pair with another group of two and pool ideas in the new group of four.
- Fours can double up to eights and pool ideas.

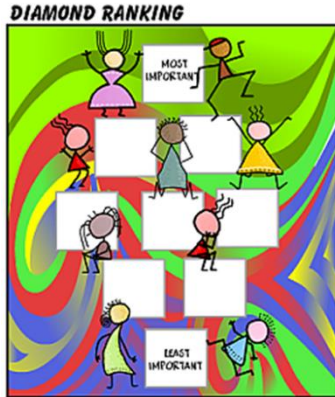
### Envoying



- After being given a topic or question to discuss, the group can send one member as an envoy to share ideas or information with another group.
- Once the information is gathered, the 'envoy' returns to the original group to share their findings.
- Envoys move all around the groups in turn explaining/sharing ideas gathered from the groups they have visited.

# Group Interaction

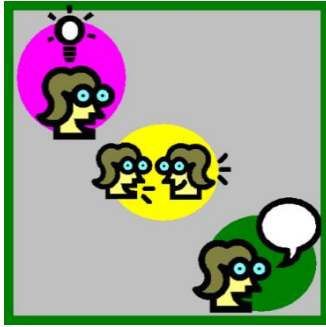
## Diamond Ranking



- A group is given a set of 9 cards with statements on them such as, different qualities needed to be a good friend, etc.
- The group needs to agree, through discussion, which of the statements are the most important.
- They then continue to rank them in order of importance or relevance.
- When some are considered of equal importance, they can be ranked in a line.

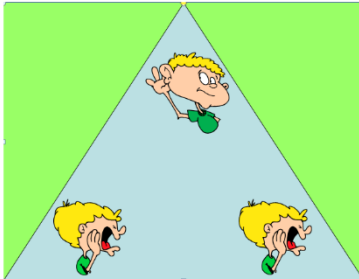
# Speaking and Listening

## Think, Pair, Share



- Think about an issue on your own.
- Share ideas with a partner.
- Share ideas with another group or the whole class

## Listening Triad



- Work together in groups of threes.
- The two speakers discuss the topic or question set by the teacher.
- The listener observes the discussion, gives feedback to the speakers and/or gives feedback to the class.

## Speaking and Listening

### Talk Partners



- Children work in pairs for an allocated time, talking to each other at specific points in a teaching sequence.

- The focus of the talk needs to be made clear e.g. generating ideas, reflecting on learning, etc.

### Telephone Conversations



- To emphasize the need to use language rather than gesture or facial expression,

- Children sit back to back with telephones, to have a conversation.

- The content of the conversation may vary, but the children must listen carefully to what is being said because they cannot see the person who is speaking.

# Phase 3 - Text Structure and Organisation

**People**

**Places**

**Topic**

**Time**

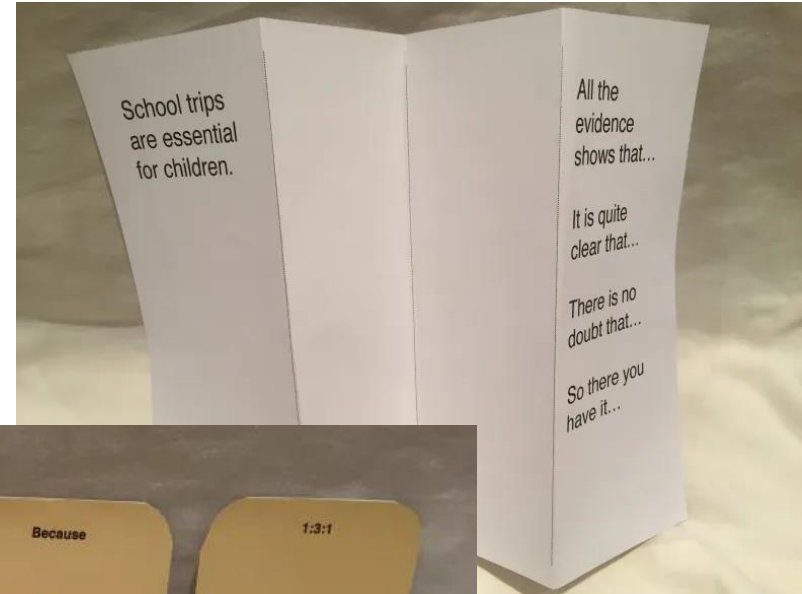
**Places**

**Topic**

**Places**

**Time**

*Handwritten notes and sketches are scattered throughout the collage, illustrating the concepts of people, places, topics, and time.*



**P-P-T-T**

Person  
Place  
Time  
Topic

**Story Map**

**Because**

Because...  
Because...  
Because...

**1:3:1**

**Boxing Up**

|                    |  |
|--------------------|--|
| Introduction       |  |
| Where it lives     |  |
| What it looks like |  |
| What it eats       |  |
| What it does       |  |
| Conclusion         |  |

**5 Ps**

|                |                |                |                |                |
|----------------|----------------|----------------|----------------|----------------|
| P <sub>1</sub> | P <sub>2</sub> | P <sub>3</sub> | P <sub>4</sub> | P <sub>5</sub> |
|----------------|----------------|----------------|----------------|----------------|

**Story Ladder**

How it was

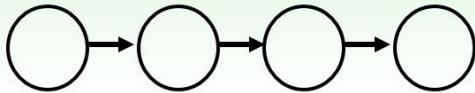
How it is

**Origami Structure**

# Phase 3 - Text Structure and Organisation - It is important that Children understand the purpose of their writing, rather than just The text type that they are writing in.

## Instruction text

tells how to do or make something  
in time order  
(sequential/chronological)



## Discussion text

\*

\*

\*

\*

\*

\*

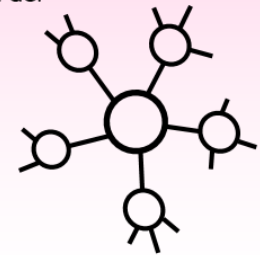
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## report text

\* describes what things are like  
(or *were* like)

\* not in time order



## Persuasion text

- makes a case for a particular point of view
- one or more points, perhaps with elaboration

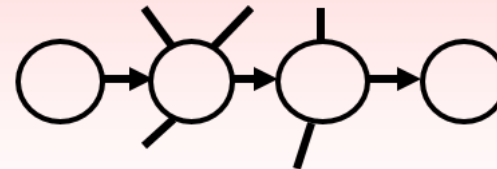
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## explanation text

- \* explains how or why something happens
- \* cause and effect
- \* often in time order



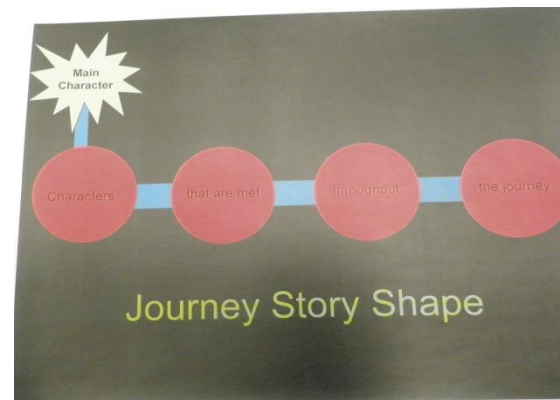
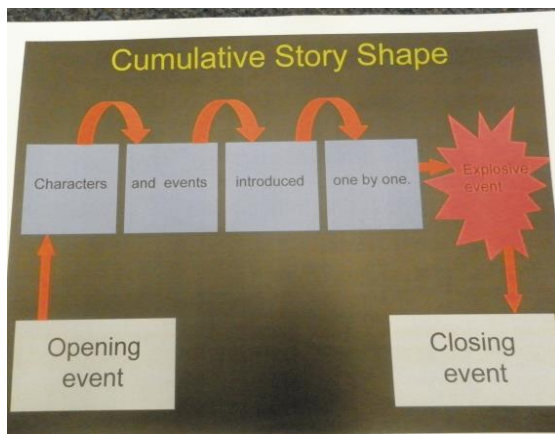
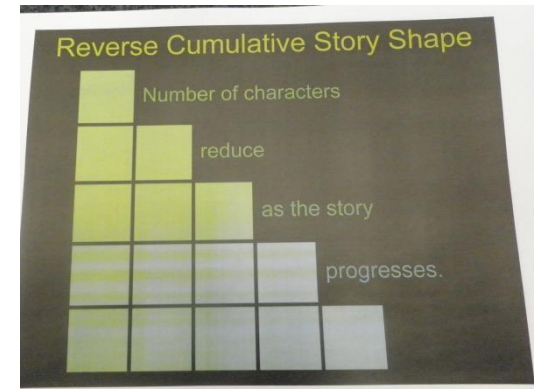
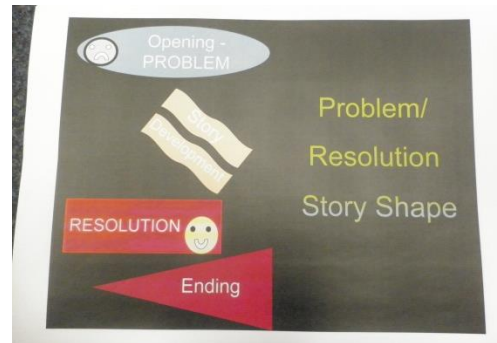
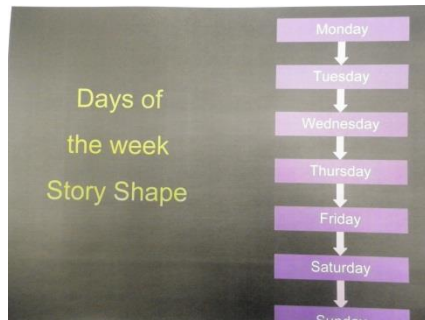
(sequential)



# Non-Fiction Text Shapes – Supporting all learners



# Fiction Story Shapes



# Phase 4 - Planning, drafting and editing

## Editing Glasses



## Expert Lanyards



## Punctuation Cricket



### Punctuation Cricket

| Punctuation Mark | Name | 1st Struggle | 2nd Struggle |
|------------------|------|--------------|--------------|
| and/and          |      |              |              |
| ,                |      |              |              |
| ...              |      |              |              |
| ! exclamation    |      |              |              |
| ! exclamation    |      |              |              |
| ! exclamation    |      |              |              |
| ! exclamation    |      |              |              |
| ! exclamation    |      |              |              |

## Example Checklist

### Conjunctions

The boy ran down the street **and** went into the park.

### Noun phrases

The tree had a **rough brown trunk**.

### Adverbial openers

**When he got there**, he ran to the swings.

## Loyalty Card

| Sentences | Spelling |
|-----------|----------|
| X         | X        |

## Success Criteria

I have joined my sentences with conjunctions.

I have used full stops, capital letters, question marks and exclamation marks.

I have written in paragraphs.

# Writing Phases

- Imitation - familiarisation
- Innovation – adapting a well known tale
- Invention – creating your own story

After building up a 'narrative storehouse,' through the earlier phases, pupils can write in an 'adapted way.' Pupils who find generating ideas more difficult may choose to imitate what they have read in their own writing. Children who are further along in the writing journey may innovate on what they have read and other children will be ready to invent their own fiction writing.

## Modelled Writing

This is sometimes called 'demonstration writing.' Where the teacher shows the children how writers work e.g. thinking aloud, stopping and starting, 'having a go', making mistakes, changing things, reading and re-reading, editing and checking for full stops and capital letters. Modelled writing is the 'Blue Peter' approach. It should be used for new things or for difficult things.

This is where pupils observe an 'expert' modelling what they will be asked to do later.

Model writing by 'thinking aloud' about;

- What to write
- How to start
- How to choose and link relevant information
- How to present information and ideas
- How to write a new text form
- How to 'have a go' at a spelling or an idea
- How to use classroom resources e.g. word banks, wall displays, prompt cards etc.

After modelling, always go over main teaching points to give children a clear reference point for their own writing. The teacher will always model the learning objective so that the children have a concrete example.

## Shared Writing

Shared writing is the joint construction of the text between teacher and children, either in the whole class session or in small group work. As the teacher acts as scribe, the children are freed to concentrate on the compositional aspects (rather than transcriptional) of the work and to contribute a wide range of ideas. During shared writing the focus of the teaching should be on specified learning objectives. This is to share with the children so it involves the children by drawing on their contributions for writing - words, sentences, ideas.

- Shared writing is the next step on from modelling - it is 'now we'll have a go together'.
- The teacher
- Scribes in front of the children;
- focuses children on thinking about what needs to be done next - check plan, re-read, use target, refer to model;
- helps children generate lots of ideas and then select the most powerful, orally rehearsing and rereading, making judgements;
- sifts contributions - challenges if contributions are weak;
- maintains pace so that there is a creative buzz;
- sets 'progress' challenges, e.g. 'now to show how he feels, let's try using a 'fronted adverbial starter';

**Shared writing balances demonstration and children's contributions.**

Learning  
Journeys &  
Non-  
Negotiables

## Learning Objectives






We carefully considered the use of daily learning objectives, considering their impact on learning and why

we were using them daily.

We made the decision to share the 'bigger picture' of our learning objectives over as unit of writing with

Pupils at the start of a learning journey, sharing and discussing **what** we would be learning and **why**. These learning objectives would then be referred to and built upon in a sequence, rather than broken down each day, without pupils seeing any **connections** in their learning. **This helps to develop metacognition - learning about their learning. The Learning journey would reflect the phases of the writing journey.**

A typical learning journey would look like this.

|   |   |
|---|---|
|  <p style="text-align: center;"><u>Our Writing Journey</u><br/>We are writing to _____<br/>Our <b>new knowledge</b> stops along the way are:</p> |   |
|    | To use <b>imperative verbs</b> to convey urgency.   |
|    | To use <b>rhetorical questions</b> to engage the reader.  |
|    | To use <b>relative clauses</b> to provide additional enticement.<br>To use commas to mark the relative clauses.   |
| <p><u>Destination</u><br/>Writing Outcome</p>    | To write a holiday brochure using our grammar and sentence knowledge to persuade the reader to visit.   |
| Knowledge that we will recall<br><b>Previous Knowledge.</b>   | <ul style="list-style-type: none"><li>• <b>Expanded noun phrases</b> to add more detail</li><li>• Use of <b>conjunctions</b>.</li><li>• <b>Commas</b> to mark relative clauses.</li></ul> |

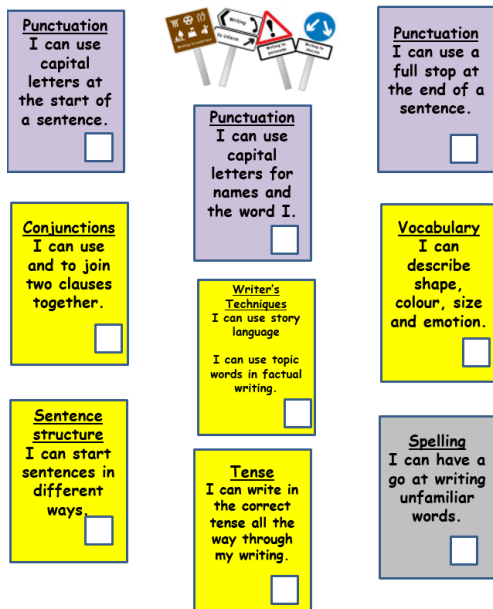


# Non-Negotiables in Writing

Each year group has a set of agreed writing non-negotiables.

These are aspects of SPaG that will be developed throughout the year and will be used to ensure that all pupils are aware of what is the minimum expectation for each piece of writing in their year group. These will be used **for teacher/self marking** so that pupils can set meaningful targets for themselves and others. Targets can be set for the next piece of writing. Also, pupils can be taught to **edit** (purple) and **improve/revise** (yellow) their writing.

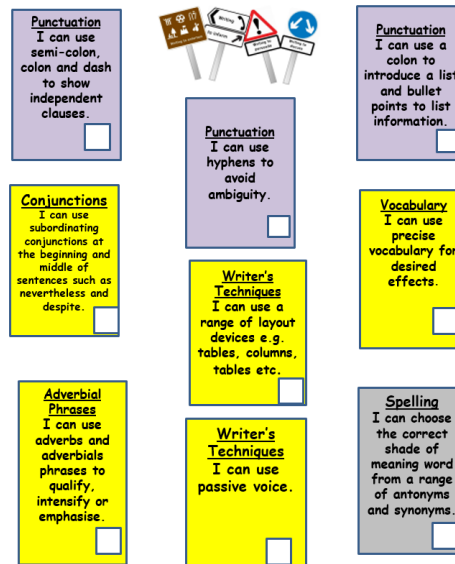
## Year One Writing - Non-negotiables



A grid of nine boxes for Year One writing non-negotiables. The boxes are arranged in three columns. The top row has three purple boxes (edit), the middle row has three yellow boxes (improve/revise), and the bottom row has three grey boxes (improve/revise). A central graphic shows four icons: a brown house icon, a white document icon, a red triangle warning icon, and a blue circular arrow icon.

|  |  |  |
|--|--|--|
| <b>Punctuation</b><br>I can use capital letters at the start of a sentence. <input type="checkbox"/> | <b>Punctuation</b><br>I can use capital letters for names and the word I. <input type="checkbox"/>   | <b>Punctuation</b><br>I can use a full stop at the end of a sentence. <input type="checkbox"/> |
| <b>Conjunctions</b><br>I can use and to join two clauses together. <input type="checkbox"/>          | <b>Writer's Techniques</b><br>I can use story language. <input type="checkbox"/><br>I can use topic words in factual writing. <input type="checkbox"/> | <b>Vocabulary</b><br>I can describe shape, colour, size and emotion. <input type="checkbox"/>  |
| <b>Sentence structure</b><br>I can start sentences in different ways. <input type="checkbox"/>       | <b>Tense</b><br>I can write in the correct tense all the way through my writing. <input type="checkbox"/>  | <b>Spelling</b><br>I can have a go at writing unfamiliar words. <input type="checkbox"/>       |

## Year Six Writing - Non-negotiables



A grid of nine boxes for Year Six writing non-negotiables. The boxes are arranged in three columns. The top row has three purple boxes (edit), the middle row has three yellow boxes (improve/revise), and the bottom row has three grey boxes (improve/revise). A central graphic shows four icons: a brown house icon, a white document icon, a red triangle warning icon, and a blue circular arrow icon.

|   |  |   |
|---|--|---|
| <b>Punctuation</b><br>I can use semi-colon, colon and dash to show independent clauses. <input type="checkbox"/>  | <b>Punctuation</b><br>I can use hyphens to avoid ambiguity. <input type="checkbox"/>   | <b>Punctuation</b><br>I can use a colon to introduce a list and bullet points to list information. <input type="checkbox"/>       |
| <b>Conjunctions</b><br>I can use subordinating conjunctions at the beginning and middle of sentences such as nevertheless and despite. <input type="checkbox"/> | <b>Writer's Techniques</b><br>I can use a range of layout devices e.g. tables, columns, tables etc. <input type="checkbox"/> | <b>Vocabulary</b><br>I can use precise vocabulary for desired effects. <input type="checkbox"/>                                   |
| <b>Adverbial Phrases</b><br>I can use adverbs and adverbials phrases to qualify, intensify or emphasise. <input type="checkbox"/>                               | <b>Writer's Techniques</b><br>I can use passive voice. <input type="checkbox"/>  | <b>Spelling</b><br>I can choose the correct shade of meaning word from a range of antonyms and synonyms. <input type="checkbox"/> |

## **Live/Reactive Marking in writing**

Research into feedback has indicated that faster feedback is more valuable to students because learners find it easier to improve if their mistakes are corrected quickly (Education Endowment Foundation).

We believe that live marking promotes a rich dialogue which enables the teacher to talk to the children on an individual basis and find out how the learning is going. It allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement. The teacher can also pick up on any mis-conceptions and use this as a teaching point for the rest of the class. If there is a common issue that several children are struggling with the teacher could work with these children together instantly.

- Children grouped according to needs (clustering needs)
- A mini lesson within a lesson.
- Known as 'precision intervention.'

The teacher might:

- Work with children who are below the level of the majority of children in the class to reinforce key objectives covered in whole-class sessions, reinforcing phonic and spelling strategies.
- Work with children who are above the level of the majority of the class to challenge and extend their writing.
- Work with children who have completed some independent writing, responding to their work and guiding them to make improvements or corrections.
- Use the opportunity to extend and challenge more-able groups of children;

***Self-assessment → Writing Non-negotiables.***

## Substantive Knowledge

In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the long term memory.

## Disciplinary Knowledge

In writing, it is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. It is not only demonstrating fluency when using different devices in writing, but it is the ability to 'write with the ear'; to hear what the reader would, and make choices based on effectiveness and coherence. In both reading and writing, it is the process of thinking critically and creatively using the automaticity of substantive knowledge.

We use high quality texts and encourage the children to read as writers and to write as readers.

Children will be exposed to high quality teaching, including modelling and shared writing to enable them to see how writing develops and to hear the decisions that writers make as they are working.

# Three Week Writing Unit

\*The lessons set out in this diagram are set as a guideline, teachers will use their professional judgement if an aspect takes more or less time.

## Suggested Writing Sequence

Session  
1

Prediction

Engage the children in the text with an exciting introduction to the book, such as *The Big Envelope*. Encourage to children to back up their predictions with evidence. Encourage discussion, and use open questioning to develop predicting skills.

- What do you think will happen next?
- What do you think would happen if \_\_\_\_\_?
- Based on what you have read, what does the last paragraph suggest might happen next?
- Can you think of another story, which has a similar theme, e.g. good vs evil?
- Do you think this story will end in a similar way? Why?
- Why did the author choose this setting? Will that influence how the story develops?
- How is \_\_\_\_\_ like someone you know? Do you think they will react in the same way?
- What might happen next? Why?
- Choose one character from the book and predict how you think they will behave/react?
- Can you predict several possible outcomes and explain your answer?
- What if...?
- If there was a sequel, what might happen? Why do you think this?

Session  
2, 3 and 4

Comprehension

Recap work covered in the previous session.

Look at the learning journey and explain what the children will be learning about over the next few weeks, what the purpose of their writing in (to entertain, to inform, to persuade, to discuss) and why they will be learning about this (**metacognition**).

The purpose of these sessions is to fully immerse pupils in the text type, analysing the layout, the vocabulary used etc. It is an opportunity to further develop comprehension skills as well as developing the children's ability to read like writers, analysing why writers have made certain decisions and what writing tools they have chosen to use- what is the affect on the reader? Look at vocabulary choices, create a list of synonyms to use in independent writing to display on the working wall. References to the writer's toolkit displays can be used to link reading and writing.

There are a variety of strategies to use in these sessions such as role on the wall, axis of emotion, decision wheels, Tell Me grid. In these sessions the children will get a deeper understanding of the purpose of the writing, build up vocabulary and have opportunities to write shorter pieces of writing (reducing the cognitive overload). These pieces of writing could be story openers, character or setting descriptions. Pupils will have the writing modelled for them and then be supported to develop their writing further. For example, they could be given a simple sentence that they need to add expanded noun phrases to, or they could be experimenting with fronted adverbials. These pieces of writing can be incorporated into their longer pieces of writing.

## Suggested Writing Sequence

**Session 5**  
**Spoken**  
**Language**

In these session, the children will have the opportunity to practice and apply the knowledge and vocabulary that they have gained in the previous sessions, in an oral manner. See Phase 3 guidance for ideas.

These can be developed for fiction and non-fiction genres.

**Sessions 6, 7, 8, 9**

**Text, Structure and Organisations**

Inn these sessions, the children will have discrete lessons on grammar and punctuation (teachers will use the long term plans to ensure that coverage is cumulative and sequential). Teachers will explicitly teach the knowledge needed to develop punctuation and grammar skills, as well as opportunities to use this new knowledge in shorter pieces of writing, for example, writing a short piece of dialogue or adding extra information for parenthesis. In this way, children can practice and apply their growing GVP knowledge and have an opportunity to apply previously learnt GVP knowledge without the cognitive overload of writing a full piece.

In these sessions, pupils can also learn more about the structure and organisation of the text type that they have been reading and analysing. In non-fiction, Sue Palmer skeleton books can be referred to and the link between certain text types and the grammar and punctuation that they have been learning can be made explicit. In these session, teachers can make reference to the work done in the comprehension section of the unit - reading like a writer. What would the ARE success criteria for this text type have in it? Share with the children.

In fiction units, reference can be made back to work previously done in the comprehension phase. What sort of fiction are we going to be writing? What have we learnt do far What would the ARE success criteria for this text type have in it? Is there anything specific to this type of fiction (traditional tales, mystery stories etc.) that will influence our writing (refer back to phase 2).

## Suggested Writing Sequence

Sessions 10, 11, 12, 13, 14  
Planning, Drafting and Editing

See progression for planning, drafting and editing.

Planning - ensure that children are aware of why they are planning and how it supports their journey. Teachers to make explicit links between the shape of the text that they have been learning about an looking at in Phase 2 and Phase 3. Teacher to model how to complete the planning pro forma.

Drafting - Teacher to model how to use the planning to inform writing. They will use the writer's toolkits to decide on the best tools to use for the desired effect on the reader. In this phase, they will write like readers, considering everything that the have learnt in the previous phases - punctuation and grammatical choices, choosing the best vocabulary to use and considering their sentence structure and use of cohesive devices.

Editing - It is better to edit as they go along (live marking and self editing) to ensure that errors are corrected and misconceptions are addressed before they are embedded. Writing make a large cognitive demand on children, and leaving the editing process until the end of a piece of writing can have a negative effect on their enjoyment of writing and their self-esteem. Ensure that children are aware that editing is about correcting errors and improving is about making different vocabulary choices or manipulating the order of a sentence for effect.

Session 15  
Publishing

Inn these sessions, children write their final piece up in neat, or word process it. This is the piece that will be shared and celebrated with the intended audience, a culmination of the 3 week writing journey.

National Curriculum

Progression in Writing

Plan/Draft/Edit



# Writing Progression

|               | Planning  | Drafting/Writing   | Editing  |
|---------------|---|--|--|
| <b>EYFS</b>   |   | <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>                         |  |
| <b>Year 1</b> | <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it .</li> </ul>   | <ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• [re-reading what they have written to check that it makes sense</li> </ul>   | <ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>  |
| <b>Year 2</b> | <p><b>Consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> | <p><b>Develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> | <p><b>Make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> |

## Writing Progression

|                                  | <b>Planning</b>   | <b>Drafting/Writing</b>  | <b>Editing</b>   |
|----------------------------------|---|--|--|
| <b>Year 3<br/>and<br/>Year 4</b> | <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul>  | <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>   | <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> </ul>  |
| <b>Year 5<br/>and<br/>Year 6</b> | <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> | <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> | <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> |

# Reading Information

# Guided Reading Guidelines

\*Refer to reading curriculum to ensure that children are exposed to high quality texts that exemplify the use of the GPV elements being taught - what technical & compositional effects has the writer used?

Reading skills are 'taught not caught' - the skills must be explicitly modelled and taught

Explicit teaching of decoding skills - how to tackle unfamiliar words, different strategies to use and resources that can support reading - model this.

We use Reading Explorers along other texts for guided reading. We use the text type that we are learning about in English for guided reading to allow pupils to be fully immersed in the purpose for writing and transfer their knowledge to reading.

## The National Curriculum for English (2014) aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Reading underpins children's access to the curriculum and it clearly impacts on their achievement. *There is considerable research to show that children who enjoy reading and choose to read benefit not only academically, but also socially and emotionally.*

To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. It is essential that children are actively taught and supported to use phonics as the only approach to decoding.

Phonic decoding skills must be practised until children become automatic and fluent reading is established. Fluent decoding is only one component of reading. Comprehension skills need to be taught to enable children to make sense of what they read, build on what they already know and give them a desire to want to read. Reading increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Furthermore, children who read widely and frequently also have more secure general knowledge.

## Early Reading

Children need to be given regular opportunities to apply the phonics they have learned to reading fully decodable books.

Our reading practice sessions take place at least three times a week. Each reading practice session needs to have a clear focus, so that the demands of the session do not overload the children's working memory.

The reading practice sessions have been designed to focus on three key reading skills:

- **decoding**
- **prosody - reading with meaning, stress and intonation**
- **comprehension - understanding the text.**

**\*\*Prosody - The rhythmic and intonational aspect of speech that manifests as expressive reading. It comprises timing, phrasing and intonation, and helps to convey meaning and add 'life' to reading.**

## Non-negotiables for Guided Reading

- Reading skills are not caught, they are taught - explain to pupils which reading skill they are using and why - How will this help them to develop as a reader (**meta-cognition**) → Refer to 'Reading Gems' questions. 'Reading Gems' are used to plan questions and to refer to during guided and shared reading session so that children are aware of the reading skill that they are developing and why that particular skill is important to their development as a reader. Staff will link the Reading Gems to the appropriate content domains and share these with pupils
- Pupils must have been exposed to culturally and vocabulary rich texts that excite and motivate them. Ask yourself as a teacher - Why am I using this particular text? What do I want them to get from it?
- Explain your choices to the class - why have you chosen this text?
- Because of the gaps in reading ability because of school closures we may still need to model decoding skills.
- Our consistent school approach is whole class reading. We plan carefully (with direct reference to the content domains).
- In Key Stage One the focus is on **learning to read**, applying phonic knowledge and learning to read CEW words. Reading skills also include the content domains for Key Stage One so that children are developing their skills as a reader and are able to gain a deeper understanding of the text.
- In Key Stage Two the focus is on **reading to learn**. We model expression and intonation when reading aloud. We plan discussion which encourages deep discussion about author choice's and their impact. We also model skills of inference, prediction, summarising etc. to support children when answering questions independently.

## Substantive knowledge

In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts. In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the long term memory.



## Disciplinary knowledge

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author (see reading rationale).

To reach these goals, we have;

- A well-organised and engaging library which has a large variety of books to engage and interest our reader.
- Reading buddies are established throughout school to allow pupils to share their love of reading and to discuss what they have read in a relaxed and encouraging environment.
- We run a weekly reading challenge which requires children to read outside of school at last 5 times a week.
- We run a weekly reading challenge which requires children to read outside of school at last 5 times a week.
- All classrooms have an exciting and inviting 'Reading Nooks' so that children have a calm and relaxing space in which to enjoy reading.
- All classes take time out of the day for children to read for pleasure, making their own choices about texts.

All classes make time for a class story or novel. This encourages enjoyment of reading and also gives children the opportunity to hear expression, intonation and use of punctuation modelled to them.

We teach reading in school in distinct strategies:

- Shared Reading - Phase 1 (Prediction) and Phase 2 (Comprehension) of our writing unit cycle.
- Guided reading
- Independent reading

The actual 'teaching' of reading will be planned and delivered in shared and guided reading sessions.

The skills and attitudes taught in these sessions will be practiced and applied in independent reading. We recognise that guided reading is very much a 'bridge' between shared and independent reading.

We will take account of the 'Key Skills in Reading' when planning these sessions, and of the content domains from the end of Key Stage tests as we feel that these promote good reading skills.

## Guided Reading

We have moved away from grouped guided reading. We believe that whole class guided reading means that ALL children are immersed in the same high-quality literature and the discussions that these texts provide. Teaching the whole class instead of groups means that all pupils read with the teacher more often, moving faster through longer texts and benefitting from the teacher's expert explanations, modelling, questioning and feedback. Reading sessions will be pitched high, while providing scaffolding to allow all pupils to access the text and practise reading and responding in challenging ways.

These are our guidelines for whole class guided reading:

- 1) **All children should be in mixed attainment pairs/groups, so as to allow for frequent, paired discussions** - It is essential that less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions.
- 2) **The text chosen should provide a clear challenge for all members of the class** - the text should contain rich, challenging vocabulary which can be discussed.
- 3) **When reading, the teacher should model good use of intonation, movement, volume and expression** - children will pick up on good reading styles from the teachers' performance and they will start to emulate this on their own.
- 4) **Teachers should be actively monitoring pace, so as to ensure high levels of engagement throughout the lesson** - reading and listening to reading for long periods of time can be mentally taxing for some children. Interspersing longer stints of reading with paired discussions and independent follow up tasks is vital.
- 5) **Explain to the children which reading skill they are developing**, what that skill is and how that skill helps them to become a better reader. Refer to the Reading gems ladders for the skills that go with each reading skill.
- 6) **Follow up/Questioning** - Ensure that all pupils are exposed to the same rich vocabulary, but that the questions asked are differentiated (Use Reading Gems question Stems)

## Independent Reading - Year 2 onwards

We believe that regular individual reading is vital for building reading stamina and fluency. This is the opportunity for the children to practice and apply the skills that they have been taught in shared and guided reading sessions at a level appropriate to their reading attainment. It is also where they will develop their fluency.

The reading scheme is arranged from lilac to dark red book bands and stored centrally. (see attached sheets). Books used during EYFS and KS1 are carefully matched so that children can practise and apply what they are being taught in the phonics sessions. This guidance must be strictly adhered to.

Once children have completed the reading scheme, they must complete a 'Reading Challenge' which suggests authors and classics for them to read. We feel that this gives more direction than just 'free readers.'

### Reading Plus

In Key Stage 2, all children will read online regularly at home and at school. Reading Plus allows children to read interesting and stimulating texts in a multi-media way, then they answer questions based on the content domains. Reading Plus is proven to improve both fluency and understanding/comprehension. Staff are able to track progress in either fluency or comprehension and to determine a 'reading age' and Lexile ability.

## Guided Reading - Suggested Planning Guidance

|  |   |
|--|---|
| <p><b>Session 1</b></p> <p><b>Explore<br/>Teach<br/>Practice</b></p> | <p>Piece of text to be introduced to the class. Teacher to explain why this text has been chosen. Give children time to read it independently, to a partner etc. so that they are reading. Recap strategies for reading unfamiliar words. (SEN adaptation pre-teach - this text could have already been shared with a pupil)</p> <p>Ask pupils to underline/highlight any words where they are unsure of the meaning. Discuss meaning of words and how the meaning could be changed with different words. Use paired talk to discuss synonyms that could enhance meaning etc.</p> <p>As a group, give children the next paragraph etc. and give them reading roles and ask them to spend sometime discussing the text, in their roles and then feedback to the class. Could use jigsawing techniques as an alternative.</p>   |
| <p><b>Session 2</b></p>  | <p>Recap the previous session briefly - what can the children recall? Introduce the next piece of text for the children to read independently (pre-teach with a TA if needed). Brief discussion about the meaning of any words, how the punctuation affects reading etc. then plan questions for children to answer - retrieval, prediction, inferring etc. Teacher to plan questions using whole school reading comprehension progression and content domains, model how to infer, predict etc. <b>Reading Gems</b> must be used This can be done in reading journals or orally, but pupil <b>MUST</b> be asked questions that reflect the skills they are improving. Plan questions using whole school reading comprehension progression and content domains.</p> <p>Ensure that questions are differentiated according to the need of the pupils - exposure to the same high quality text, but differentiated questioning.</p> |
| <p><b>Session 3/4</b></p>  | <p>Recall skills/knowledge taught this week. Look at text from previous day/new piece of text to read independently (where appropriate) with questions to answer to answer independently (SAT/PIRA) style with time to stop and discuss and answers with teacher modelling where in the text to find the answer. These must be recorded in a reading journal.</p>   |
| <p><b>Friday Session 5</b></p>                                       | <p><u>Cultural Capital</u></p> <p>Poem of week guided reading (from agreed list) - Reading a poem and answering questions. Time to reflect on learning, discuss responses to questions. Discuss any misconceptions and teacher to model where answers can be found. <b>Build up a collection of poems that pupils know off by heart and can practise reciting.</b></p>  |

## Key Stage One - Content Domains

1a)

Draw on knowledge of vocabulary to understand texts

1b)

Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c)

Identify and explain the sequence of events in texts

1d)

Make inferences from the text

1e)

Predict what might happen on the basis of what has been read

## Key Stage Two - Content Domains

2a)

Give/explain the meaning of the words in context

2b)

Retrieve and record information/identify key details from fiction and non-fiction

2c)

Summarise main ideas from more than one paragraph

2d)

Make inferences from the text/explain and justify inferences with evidence from the text

2e)

Predict what might happen from details stated and implied

2f)

Identify/explain how information/narrative content is related and contributes to meaning as a whole

2g)


Identify/explain how meaning is enhanced through choice of words and phrases

2h)



Make comparisons within a text

# Reading Gems

- We will use Reading Gems to make it explicit to the children which reading skill we are working on, what that skill looks like in practise and how this skill will help them to be better readers.
- Reading Gems question stems will be used to model how to answer questions in shared and guided reading.
- Ladders (KS1 and KS2) explain the skills/techniques for each content domain.

|   |   |
|---|---|
| <b>Summarise</b>  | <b>Zc: Summarise main ideas from more than one paragraph</b>                      |
| <ul style="list-style-type: none"><li>• What is the main message of the text?</li><li>• Number the sentences below to show the order they happened</li><li>• Which of these events happened first?</li><li>• Which of these events happened last?</li><li>• What happened after?</li><li>• What happened before?</li><li>• What's the main point in this paragraph?</li><li>• Can you sum up what happens in _____?</li><li>• Sort the information in these paragraphs.</li><li>• Which is the most important point in these paragraphs? How do you know?</li><li>• What part of the story do you think is the most important? Explain why you think this.</li><li>• Which of the following would be the most suitable summary of the whole text?</li><li>• Which sentence best describes the...?</li><li>• Which statement is the best summary for...?</li></ul> |  |

|   |
|---|
| Read Question   |
| Identify what you are summarising                         |
| Find the part of the text the question relates to. (scan) |
| Read section again.                                       |
| Make notes of key points (if needed).                     |
| Briefly retell key points in own words. (summarise)       |
| Check you have answered question                          |

|   |  |
|---|--|
|  |  |
|  | <b>Zc</b><br>Summarise main ideas from more than one paragraph |



# *Sequential Comprehension Skills*

## *Overview for Shared and Guided Reading*

Retrieval, Inference and Deduction

Retrieve



Infer



Summarise



Predict



Language and Organisational Features

Explore



Define



Viewpoint and Connections

Compare



Relate



# Sequential Reading Skills Overview

| Reception | Retrieval, Inference and Deduction  | Language and Organisational Features  | Viewpoint and Connections  |
|-----------|---|---|--|
|           | <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions<br/>(ELG - Listening, Attention and Understanding)</p> | <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play<br/>(ELG - Comprehension)</p> | <p>Make use of props and materials when role playing characters in narratives and stories.<br/>(ELG - Creating with Materials)</p> |
|           | <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br/>(ELG - Comprehension)</p>  |   | <p>Invent, adapt and recount narratives and stories with peers and their teacher<br/>(ELG - Being Imaginative and Expressive)</p>  |
|           | <p>Anticipate - where appropriate - key events in stories<br/>(ELG - Comprehension)</p>   |   |  |
|           | <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;<br/>(ELG - Speaking)</p>  |   |  |

## Sequential Reading Skills Overview

| Sequential Reading Skills Overview |  |   |   |
|------------------------------------|--|---|---|
| Year One                           | <b>Retrieval, Inference and Deduction</b>  | <b>Language and Organisational Features</b>   | <b>Viewpoint and Connections</b>                                    |
|                                    | To answer questions in discussion with the teacher.  | To discuss word meanings and link to words they already know.   | To link what they have read or hear read, to their own experiences. |
|                                    | To make simple inferences.   | To discuss particular features of texts e.g. story language, use of fonts, text features and language features. |   |
|                                    | To make simple plausible predictions about an unknown story using the front cover and the title. |   |   |
|                                    |  |   |   |

## Sequential Reading Skills Overview

| <b>Year Two</b> | <b>Retrieval, Inference and Deduction</b>   | <b>Language and Organisational Features</b>  | <b>Viewpoint and Connections</b>  |
|-----------------|---|--|---|
|                 | To answer questions and make some inferences.   | To discuss why words are effective in context.   | To make links between the book they are reading and other books they have read. |
|                 | To explain what has happened so far in what they have read.                                       | To identify a few basic features of organization in non-fiction texts, such as sub-headings. | To know that writers have viewpoints and purposes.                              |
|                 | To make a plausible prediction about what might happen on the basis of what has been read so far. | To use a content, index and glossary to locate information.                                  |   |
|                 | To summarise what has happened in a story so far.   |  |   |

# Sequential Reading Skills Overview

## Year Three

| Retrieval, Inference and Deduction  | Language and Organisational Features   | Viewpoint and Connections   |
|---|--|---|
| To ask questions to improve their understanding of the text.  | To discuss words and phrases that capture the reader's interest and imagination.                                     | To identify themes and conventions in a wide range of books, including underlying themes and ideas. |
| To quote directly from the text to support thoughts and discussions.  | To identify non-fiction text types by identifying their language features.   | To begin to identify differences between a wider range of fiction.                                  |
| To identify main ideas drawn from more than one paragraph and summarizing these.  | To comment on the author's choice of language and its effect on the reader and the images and atmosphere it creates. |   |
| To emphasise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act.             | To explain the meaning of ambitious words read in context.   |   |
| To discuss how characters are built up from small details and recognise how a character is presented in different ways, by referring to the text. | To comment on the purpose of paragraphs/chapters.  |   |
| To predict what might happen from details stated and implied.   |  |   |
| To identify main ideas drawn from more than one paragraph and summarizing these.  |  |   |

# Sequential Reading Skills Overview

## Year Four

| Retrieval, Inference and Deduction   | Language and Organisational Features   | Viewpoint and Connections   |
|--|--|---|
| To identify and comment on author's choice of language where it is used to create mood, build tension or paint a picture through dialogue, action and description. | To discuss words and phrases that capture the reader's interest and imagination, including figurative language.  | To identify the point of view from which a story is told and how it affects the readers' response. (author's bias)                        |
| To use quotations and text references to support ideas and arguments.  | To compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.                    | To explore comparisons and alternatives that have occurred in the text (e.g. a different ending), referring to the text to justify ideas. |
| To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.                       | To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.                                 | To identify and explain the difference between fact and opinion.  |
| To identify main ideas from more than one paragraph.   | To identify how language, structure and presentation contribute to meaning.  |   |
| To use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the text.  | To begin to identify the purpose, audience and organization of different fiction/non-fiction texts and evaluate the success of each of these elements. |   |

# Sequential Reading Skills Overview

## Year Five

| Retrieval, Inference and Deduction  | Language and Organisational Features   | Viewpoint and Connections  |
|---|--|--|
| To draw inferences and justify these with evidence (characters' feelings, thoughts and motives).                | To identify and evaluate the purpose, audience and organization of different texts.              | To discuss the message a text has about our society, cultures or traditions from the past. |
| To predict what might happen using evidence from the text.  | To discuss the difference between literal and figurative language and the effects on the reader. | To make comparisons within and across books.   |
| To summarise the main ideas drawn from more than one paragraph.   | To explain the structural devices an author has used such as flashbacks.                         | To identify and discuss themes and conventions in and across a wide range of writing.      |
| To begin to refer and quote from the text to answer questions   | To identify how language, structure and presentation contribute to meaning.                      | To identify explicit and implicit points of view in texts.                                 |
| To discuss how a character can be seen in different ways, depending upon how an author chooses to portray them. |  |  |
| To retrieve, record and present information from non-fiction books.   |  |  |
| To infer messages, moods, feelings and attitudes across a text.   |  |  |



# Sequential Reading Skills Overview

| <b>Year Six</b> | <b>Retrieval, Inference and Deduction</b>   | <b>Language and Organisational Features</b>  | <b>Viewpoint and Connections</b>  |
|-----------------|---|--|---|
|                 | To refer and quote from the text to answer questions.   | To recognise and explain how the author makes different language choices and how this affects the reader.  | To discuss how the historical, social or cultural context of a text can affect its meaning and how this can change over time. |
|                 | To ask questions to improve their understanding.  | To discuss and evaluate how authors use language (including figurative language) considering the impact on the reader.   | To make comparisons within and across books.  |
|                 | To draw inferences and justify these with evidence (characters' feelings, thoughts and motives) | To discuss a range of organisational features and how they contribute to the effect of the text (change of viewpoint, organize information to compare and contrast). | To identify and discuss themes and conventions in and across a wide range of writing.   |
|                 | To predict what might happen from details stated and implied.                                   | To discuss and explain the organization of a variety of texts (presentational features, cohesion within paragraphs)  | To identify explicit and implicit points of view in texts and begin to unpick and evaluate them.                              |
|                 | To summarise the main ideas from more than one paragraph.                                       | To recognise the use of irony and comment on the authors' intent.  | To discuss and evaluate the purpose and audience of different texts.  |
|                 | To evaluate the relationships between characters and how behavior impacts on the story.         |  |   |

Fluency

# Fluency

The Reading Framework - Developing Fluency - Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page: connecting the words, sentences and text. As children gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it.

## Fluency: speed and accuracy

Researchers generally define and measure fluency in terms of the number of words read correctly per minute. Accuracy as well as speed influences fluency; it is not just about the speed at which a child reads. The national curriculum refers to pupils reading words comprising the year 1 GPCs 'accurately and speedily', reflecting this concept of fluency.

Fluency gives the reader the choice to read at a speed that allows for comprehension and can be adapted to the purpose of the reading. Beginner readers, however, do not have a choice about speed because they are still engaged in decoding the words on the page.

Children do not pass through a magic barrier and suddenly become fluent. There is no point in children reading speedily if the words they read are wrong - for example, if they read 'place' for 'palace'. Equally, accuracy on its own is not useful, unless they can read at sooner they see beyond the word as consisting of a series of letters to decode and can focus on what it means.

## Fluency

However, practising to gain automaticity in decoding needs to focus on accuracy. This means children must first work out a word by sounding and blending. Most of them have to do this several times before they can read it accurately 'at a glance'. Re-reading a text, therefore, gradually increases the number of words in it that they can read 'at a glance'. Urging children to read at speed will not increase their fluency: they can read only at the speed they can decode.

### Recognising familiar words 'at a glance'

Some children can decode a word by sounding and blending once; later, whenever they come across the same word, they read it 'at a glance'. Most children, however, have to decode a word several times in different contexts before it becomes familiar enough to read 'at a glance'. Children with poor short-term memories need to practise decoding a word many more times before they can read it 'at a glance'. Children learn to read words 'at a glance' more easily if, when they first decode a word by saying the sounds and blending them, they know what it means: the written word is a label for what the spoken word represents. A child therefore might be more likely to read 'dog' 'at a glance' than 'cog', and 'splash' rather than 'stash'. The more words children can read 'at a glance', the sooner they see beyond the word as consisting of a series of letters to decode and can focus on what it means.

## Fluency Rubric

|                              | <b>1</b>   | <b>2</b>  | <b>3</b>  | <b>4</b>  |
|------------------------------|--|---|---|---|
| <b>Expression and Volume</b> | Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.                                      | Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend. | Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend. | Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage. |
| <b>Phrasing</b>              | Reads word-by-word in a monotone voice.  | Reads in two or three word phrases, not adhering to punctuation, stress and intonation.   | Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.                        | Reads with good phrasing; adhering to punctuation, stress and intonation.   |
| <b>Smoothness</b>            | Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage. | Reads with extended pauses or hesitations. The reader has many "rough spots."   | Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.                                       | Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.  |
| <b>Pace</b>                  | Reads slowly and laboriously.  | Reads moderately slowly.  | Reads generally at an appropriate rate throughout reading.  | Reads at an appropriate conversational pace throughout the reading.   |

# Spelling Guidelines

## Non-negotiables for Spelling

- Spelling objectives are organised onto long term plans (Y2/Y3 and Y4/Y5/Y6) to ensure that the teaching of spelling is cumulative and sequential.
- Spelling has been negatively impacted by school closures and MUST be a daily priority in schools
- Spelling skills are taught not caught.
- We must explicitly teach spelling skills and knowledge using our agreed sequence of teaching for spelling. This sequence has been put together using established research about the most effective ways to teach spelling and MUST be adhered to
- The spelling of CEW words is very weak throughout school. This was a priority before lockdown and is an even bigger priority now.
- The spelling of CEW words must be taught - look at patterns, look at what makes this word tricky.

# CEW

Common Exception Words must be practised daily.

These are to be a focus at the start of every English lesson.

Teacher to pick the same 5 CEW words to focus on each week.

At the start of each new piece of work there should be a clear title 'CEW' and children should be given 5 minutes to practise writing them. All spellings must be marked in line with the marking policy. Please ensure that you are live marking in the session so that children can learn from their mistakes.

These must be written across the page with clear finger spaces between each word.



# Daily Spelling Lessons

Daily spelling sessions follow a new format, using Purple Mash.

All spellings must be marked in line with the marking policy. Please ensure that you are live marking in the session so that children can learn from their mistakes.

# Purple Mash

**Monday** - complete slides 1 - 3 - Spelling Rule

1. Introduce the learning focus and the spelling word list. Go through each word, discuss it's meaning and read them out loud, allowing the children to do the same.
2. Introduce the activity and allow the children time to complete it either independently or with a partner. i.e. create a mnemonic. Allow time for children to feedback.

**Tuesday** - LSCWC - needs to be taught!

Complete this in books. Discuss common mistakes.

**Wednesday** - dictation activity - for high ability spellers this may need to be adjusted i.e. not a cloze activity

**Thursday** - quiz

This can either be done as a whole class (this avoids getting X amount of laptops out. Specific groups can also access their personal spelling rule i.e. intervention groups to get a separate laptop out.

**Friday** - Revision of CEWs.

# Spelling Impact

Once a half term, Rising Stars spelling tests - results from these will be logged on Eaz Mag.

In class, the CEW low stakes test will be done every 2 weeks, using our Karate spelling grids. Children will practice the words in the grid that they have not spelt correctly in DIRT time ready to be tested every two weeks. Scores will be logged on Eaz Mag so that we can see progress in the spelling of CEWs.

There will be no year group label on the grids so that no one can see if a child is working on words out of their year group.

# Spelling Long Term Plans

## Mixed age plan for 2/3 - KS2 spelling programme - 2 year rolling programme

| Year A            | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|-------------------|--|--|--|---|---|--|
| Year 2 Objectives | <p>Adding ed, ing, er, and est to a root word ending in y with a consonant before it.<br/>(copies, copier)</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>The /s:/ sound spelt or after w (word, work, worm)</p> | <p>Adding ed, ing, er, and est and <u>qu</u> to a root word ending in e with a consonant before it.<br/>(hike, hiking, hiked, hiker)</p> <p>The /o/ sound spelt a after w and qu (watch, wander quantity, squash)</p> <p>The /z/ sound spelt s (television, treasure, usual)</p> | <p>The /ɔ:/ sound spelt a before l and ll (all, ball, call)</p> <p>The igh sounds at the end of words cry, fly, try</p> <p>Adding es to nouns ending in y (tries, replies, cries)</p> <p>Review contractions</p> | <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y<br/>(badge, edge, age, gem, magic)</p> <p>The /ɔ:/ sound spelt ar after w (war, warm, towards)</p> | <p>The /l/ or /ɒ/ sound spelt -al at the end of words - metal, petal, hospital</p> <p>Words ending -<u>il</u> - pencil, fossil, nostril</p> <p>The /i:/ sound spelt -ey (key, donkey, monkey)</p> | <p>The /ʌ/ sound spelt o (other, mother, brother)</p> <p><u>Homophones</u><br/>one/won<br/>sun/son<br/>to/too/two<br/><u>be</u>/bee<br/>blue/blew,<br/>night/knight</p>  |
| Year 3 Objectives | <p>Adding suffixes beginning with vowel letters to words with more than one syllable (forgetting, beginning)</p> <p>Words with /ai/ sound spelt <u>ei</u>, eigh, ey - vein, weigh, eight, neighbour)</p>                   | <p>Prefix 'un' &amp; 'dis'<br/>Prefix 'in', 'im' &amp; 'il'</p> <p>Words with the /k/ sound spelt ch (Greek in origin) - scheme, chorus, machine, brochure</p>   | <p>Prefix 're', 'pre' &amp; 'de', 'sub' meaning under<br/><u>inter</u> meaning between or among.</p>   | <p>Possessive apostrophe with plural words - (girls', babies', boys')</p> <p>Distinguish the forms its/it's</p>   | <p>'le' words</p> <p>Explore spelling patterns for soft 'c' &amp; soft 'g'<br/>e.g. circle/giraffe</p>  | <p><u>Homophones and near-homophones</u><br/>accept/except,<br/>affect/effect,<br/>ball/bawl, berry/bury,<br/>brake/break,<br/>fair/fare, grate/great,<br/>groan/grown,<br/>here/hear,<br/>heel/heal/he'll,<br/>knot/not, mail/male,<br/>main/mane</p> |

| Year B            | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|-------------------|---|--|--|--|---|--|
| Year 2 Objectives | Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single consonant letter after a single vowel letter (patting, patted, humming, hummed) | Adding es to nouns ending in y (tries, replies, cries)<br><br>Contractions - can't, didn't, hasn't, couldn't | The suffixes -ment, -ness, -ful, -less and -ly (enjoyment, careful, playful, hopeless, plainness, merriment, happiness, plentiful)   | The possessive apostrophe (singular nouns) (Megan's, Boy's, the girl's, the man's)   | Words ending in -tion (station, fiction, motion, section) | <u>Homophones</u><br>there/their/they're<br>here/hear<br>quite/quiet<br>see/sea<br>bare/bear   |
| Year 3 Objectives | Compound words (Y3)<br><br>The /v/ sound spelt ou - young, touch, double, trouble   | 'super', meaning above<br>'auto', meaning self or own (Y3)<br><br>Contractions (Y3)                          | The /z/ sound spelt y elsewhere than at the end of words - myth, gym, Egypt, pyramid<br><br>Prefix 'mis', 'co', 'non', 'anti' & 'ex' | Suffix 'ful', 'ly' & 'less'<br><br>Words ending with the /g/ sound spelt -gure and the /k/ sound spelt -que (French in origin) - league, antique, unique | Prefixes - anti, sub, super                               | <u>Homophones and near homophones</u><br>meat/meet,<br>medal/meddle,<br>missed/mist,<br>peace/piece,<br>plain/plane,<br>rain/rein/reign,<br>scene/seen,<br>weather/whether,<br>whose/who's |

## Mixed age plan for Y4, Y5 and Y6 - KS2 spelling programme - 2 year rolling programme

| Year A              | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|---------------------|---|--|--|--|--|---|
| Year 4 Objectives   | <p>The suffix -ation (information, adoration, sensation, preparation)</p>   | <p>The suffix -ly<br/><br/>(sadly, completely, finally, comically, happily, angrily, simply, gently, basically, usually)</p> | <p>Endings which sound like /ʒən/ -sion<br/><br/>division, invasion, confusion, decision, collision, television)</p>   | <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian<br/><br/>(invention, injection, action, expression, discussion, confession, expansion, tension, musician, electrician, magician, mathematician)</p>   | <p>The suffix -ous<br/>glamorous, vigorous<br/>courageous,<br/>outrageous serious,<br/>obvious, curious<br/>hideous, spontaneous,<br/>courteous<br/><br/>*Recap and consolidation of suffixes and prefixes from the Y3/4 curriculum.</p>   | <p><u>Homophones and near-homophones</u><br/>accept/except,<br/>affect/effect,<br/>ball/bawl, berry/bury,<br/>brake/break,<br/>fair/fare, grate/great,<br/>groan/grown,<br/>here/hear,<br/>heel/heal/he'll,<br/>knot/not, mail/male,<br/>main/mane</p>  |
| Year 5/6 Objectives | <p>Words ending in -able and -ible<br/><br/>-able and -ibly<br/><br/>(adorable/adorably, applicable/applicably, tolerable/tolerably, possible/possibly, horrible/horribly, sensible/sensibly)</p> | <p>Endings which sound like cious or tious<br/><br/>(vicious, precious, conscious, delicious, fictitious)</p>                | <p>Adding suffixes beginning with vowel letters to words ending in -fer<br/><br/>referring, referred, referral, preferred, transferring, transferred, reference, referee, preference, transference</p> | <p>Words with the /i:/ sound spelt ei after c<br/><br/><i>The 'i' before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</i><br/><br/>deceive, conceive, receive, perceive, ceiling</p> | <p><b>Homophones and other words that are often confused</b><br/><br/>*heard: past tense of the verb hear herd: a group of animals<br/><br/>*led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)<br/><br/>*principal: adjective - most important (e.g. principal ballerina) noun - important person (e.g. principal of a college) principle: basic truth or belief</p> | <p><b>Homophones and other words that are often confused</b><br/><br/>*advice/advise<br/>device/devise<br/>licence/license<br/>practice/practise<br/>prophecy/prophesy<br/><br/>*farther: further father: a male parent<br/><br/>*guessed: past tense of the verb guess guest: visitor<br/><br/>*who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)</p> |

| Year 5              | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|---------------------|---|---|--|--|--|--|
| Year 4 Objectives   | <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>-sure and -ture<br/>(measure, treasures, pleasure, enclosure, picture, adventure)</p>                    | <p>The suffix -ous<br/>(poisonous, dangerous, mountainous, tremendous, courageous, outrageous, spontaneous, courteous)</p>          | <p>Possessive apostrophe with plural words</p> <p>girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</p>  | <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>invention, injection, action, hesitation, completion</p> <p>*expression, discussion, confession, permission, admission</p> <p>*expansion, extension, comprehension, tension</p> <p>*musician, electrician, magician, politician, mathematician</p> | <p>Recap and consolidation of suffixes and prefixes from the Y3/4 curriculum.</p>  | <p>Homophones and near homophones</p> <p>meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>   |
| Year 5/6 Objectives | <p>Words ending in -ant, -ance, -ancy, -ent, -ence/ency</p> <p>observance, hesitancy, tolerance, substance, innocent, innocence, decency, obedient, obedience</p> | <p>Endings which sound like /ʃəl/</p> <p>-cial and -tial</p> <p>Official, special, artificial, partial, confidential, essential</p> | <p>Use of the hyphen</p> <p>co-ordinate<br/>re-enter<br/>co-operate<br/>co-own</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>doubt, island, lamb, solemn, thistle, knight</p> | <p>Words containing the letter string ough</p> <p>*ought, bought, thought, nought, brought, fought</p> <p>*rough, tough, enough</p> <p>*cough</p> <p>*though, although, dough</p> <p>*through</p> <p>*thorough, borough</p> <p>*plough, bough</p>  | <p><b>Homophones and other words that are often confused</b></p> <p>*mourning: before noon<br/>mourning: grieving for someone who has died</p> <p>*past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road)</p> <p>*proceed: go in front of or before proceed - go on</p> | <p><b>Homophones and other words that are often confused</b></p> <p>*profit: money that is made in selling things<br/>prophet: someone who foretells the future<br/>stationary: not moving<br/>stationery: paper, envelopes etc.</p> <p>*steal: take something that does not belong to you<br/>steal: metal</p> <p>*weary: cautious weary: tired</p> |



## Reading

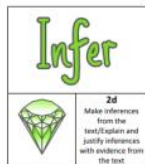
Our class story is .....

The reading skills that we are improving is...



How can we improve this skill?

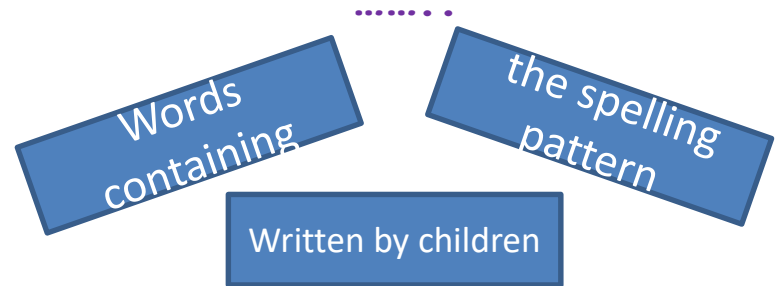
|  |
|--|
| Read Question  |
| Identify the question type (when, where, why etc)            |
| Identify main words in question.                             |
| Identify how the question relates to the text.               |
| Read between the lines (work out the answer)                 |
| Find part of the text to explain why you think this. (Quote) |
| Answer question.   |
| Check you have answered question                             |



Examples of ch's written answers to inference questions.

## Spelling

Our spelling pattern/rule is



Any rules or info to support the writing of this spelling pattern

Our CEW words are ....



Examples of ch's Dictations

Our simmering pot - Words that we need to practise.



Impact

# Reading

## Externally

- Attainment in Reading is measured using statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.
- Attainment in Phonics is measured by the Phonics Screening Check at the end of Year One.
- Children in EYFS will be observed throughout the year and given a final assessment by staff of emerging, expected or exceeding.

## Internally

- Termly PIRA tests
- Reading Plus - attainment and progress analysed
- Book band being read compared to ARE
- Internal baseline and record keeping

# Writing

## Externally

- Attainment in Writing is measured using statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally
- End of KS1 and KS2 SPAG tests,
- Children in EYFS will be observed throughout the year and given a final assessment by staff of emerging, expected or exceeding.

## Internally

- Termly Rising Stars spelling and Grammar, Punctuation and Vocabulary tests.
- No More Marking writing moderation.
- Internal assessment of writing against year group expectations.

# Spelling

## Externally

- Attainment in Spelling is measured using statutory assessments at the end of Key Stage One and Two. These results are measured against the spelling attainment of children nationally.

## Internally

- Half termly Rising Stars tests
- Fortnightly CEW spellings - looking at progress made - logged on EAZ Mag.