

# Curriculum Skills and Progression English



The Nebula Federation

Old Catton Junior School

Old Catton Junior School teaches Year 3-6 (KS2) however we have kept Y2 in our curriculum map to show where the children are coming from and the skills, knowledge and understanding they should have to begin KS2 in Year 3.

English – Reading Year 2	
Expected	Greater Depth
<ul style="list-style-type: none"> <li>• Read accurately most words of two or more syllables</li> <li>• Read most words containing common suffixes*</li> <li>• Read most common exception words*.</li> </ul> <p style="margin-left: 20px;">In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> <li>• Read words accurately and fluently without overt sounding and blending</li> <li>• Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them</li> <li>• Discuss and explain their understanding of the meaning of vocabulary in the context of the text</li> <li>• Answer questions and make some inferences on the basis of what is being said and done</li> <li>• Asking and answering appropriate questions related to text</li> </ul>	<ul style="list-style-type: none"> <li>• Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this</li> <li>• Make inferences</li> <li>• With greater confidence, can discuss vocab choices and begin to consider the impact</li> <li>• Discuss their favourite words and phrases and give reasons for this</li> <li>• Make links between the book they are reading and other books they have read</li> </ul>

English – Reading Year 3	
Expected	Greater Depth
<ul style="list-style-type: none"> <li>• Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Pupils are able to retrieve and record information</li> <li>• Make predictions based on details stated and implied</li> <li>• Draw on contextual evidence to make sense of what is read</li> <li>• Explain and discuss their understanding of what they have read and words they have encountered</li> <li>• Ask questions to enhance understanding of the text</li> <li>• Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions</li> <li>• Explain and justify their personal opinions about the text</li> <li>• Make basic comparisons within and across different texts</li> <li>• Identifying main ideas drawn from more than one paragraph and summarise these</li> <li>• Asking and answering appropriate questions related to text</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate?</li> <li>• Identify how punctuation adds effect and the impact this has</li> </ul>
<p><b>Reading Projects 2019</b>  <i>(Our Reading Projects change annually and are planned in to reflect opportunities that arise such as trips, theatre visits, author visits and themes planned within other subjects.)</i></p> <ul style="list-style-type: none"> <li>• Autumn Term 2019 – Whole School Reading Project – The Promise (Power of Reading Text.)</li> </ul> <p><b>Guided Reading</b>                      Overview of our Guided Reading books covered for Year 3 can be found in the Appendix of this document.</p>	

This overview includes potential books that the teachers can choose from and may cover throughout the year, this does not mean that each pupil will read all books on the list. The titles allow for year groups to plan various texts depending on the level of ability and interests of the sets, without the risk that they would be covered in another year group.

### **Language and Literacy / The Power of Reading**

Language and Literacy and The Power of Reading are two schemes that are used to teach Literacy at Old Catton. An overview of the topics and texts covered in Year 3 can be found in the Appendix of this document.

### **Let's Think in English**

Let's Think in English is a lesson taught weekly, in classes, separately from Literacy. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group. The lessons feed into reading and speaking and listening but also has writing opportunities with a "bridging activity". These activities are used, at the teacher's discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. Refer to the Appendix for an overview of the Let's Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.

### **Year 3 and 4 Read, Write Inc Group**

For the children who are assessed on entry as being below the expected standard for Reading at the end of KS2 and who we identify internally as needing phonics intervention, we use the RWI Scheme of work. This is a phonics based programme that goes back through the sounds to fill the gaps for children who can not fluently read to the required standard. The group of children are a mixed year 3 and 4 group and are taught in a small class, moving back into the main class sets if or when they are ready to access the main KS2 curriculum for Literacy. Refer to Appendix for the RWI overview.

### **Building a Love for Reading in our School**

At Old Catton we want every child to grow a love for reading and have the opportunity to experience books of all different genres. We aim to do this through:

- Reading Projects
- Giving children access to our extensive library collection
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- Asking that every child has 5 signatures a week to show they have read at home and to build a home-school reading partnership
- Book sales and the Book People Magazine throughout the year
- Displays in school
- Areas in each classroom that enrich reading and encourage reading for pleasure

## Curriculum Skills and Progression Map



- Reading Buddies – Year 6 pupils work with lower school pupils to hear them read and develop confidence
- Reading Circle outside at break times – books are available for the children to read while they are playing outdoors

English – Reading Year 4	
Expected	Greater Depth
<p>Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.</p> <ul style="list-style-type: none"> <li>• Pupils are able to retrieve and record information</li> <li>• Make predictions based on details stated and implied</li> <li>• Draw on contextual evidence to make sense of what is read</li> <li>• Explain and discuss their understanding of what they have read and words they have encountered</li> <li>• Ask questions to enhance understanding of the text</li> <li>• Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions</li> <li>• Explain and justify their personal opinions about the text</li> <li>• Make basic comparisons within and across different texts</li> <li>• Identifying main ideas drawn from more than one paragraph and summarise these</li> <li>• Asking and answering appropriate questions related to text</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate?</li> <li>• Identify how punctuation adds effect and the impact this has</li> </ul>
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## Curriculum Skills and Progression Map



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English – Reading Year 5	
Expected	Greater Depth
<p>Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling)</p> <ul style="list-style-type: none"> <li>• Pupils are able to retrieve and record information</li> <li>• Make predictions based on details stated and implied</li> <li>• Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.</li> <li>• Identify themes and conventions through discussion and comment</li> <li>• Discuss and explain their understanding of the meaning of vocabulary in context</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Express views formed through independent reading and books that are read to them, explaining personal opinions</li> <li>• Are able to make comparisons within and across different texts</li> <li>• Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Use generally relevant textual references or quotations (PEE)</li> <li>• Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that...</li> </ul>
<p><b>Reading Projects 2019</b>  <i>(Our Reading Projects change annually and are planned in to reflect opportunities that arise such as trips, theatre visits, author visits and themes planned within other subjects.)</i></p> <ul style="list-style-type: none"> <li>• Autumn Term 2019 – Whole School Reading Project – The Promise (Power of Reading Text.)</li> </ul> <p><b>Guided Reading</b>            Overview of our Guided Reading books covered for Year 5 can be found in the Appendix of this document.</p>	

This overview includes potential books that the teachers can choose from and may cover throughout the year, this does not mean that each pupil will read all books on the list. The titles allow for year groups to plan various texts depending on the level of ability and interests of the sets, without the risk that they would be covered in another year group.

### **Language and Literacy / The Power of Reading**

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### **Shakespeare Project Year 5 Set 2**

In the first half of the Autumn Term, Year 5, Set 1, English take part in the Shakespeare Project. Old Catton Junior School have taken part in this project for 4 years, each year adapting, learning and performing a version of a Shakespeare Play. This year the pupils in Year 5 worked on the play The Tempest. During this half term all of their English work is tailored around the play and includes: learning and understanding the language of Shakespeare, learning the stage directions and acting the roles of the characters, planning costumes and sets, creating music and dance for the play and performing in front of an audience. The project concludes with an evening performance of the play at The Playhouse Theatre in Norwich. The children perform on this on a professional stage, in a real theatre, in front of a full audience. Their parents and families, teachers and friends are invited along to watch their final performance. This is a project that sees children grow in confidence, learn about an area of literature that they may never have touched before and create a memory and experience that they will cherish forever.

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## Curriculum Skills and Progression Map



- Asking that every child has 5 signatures a week to show they have read at home and to build a home-school reading partnership
- Book sales and the Book People Magazine throughout the year
- Displays in school
- Areas in each classroom that enrich reading and encourage reading for pleasure
- Reading Circle outside at break times – books are available for the children to read while they are playing outdoors

English – Reading Year 6	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• Read age-appropriate books with confidence and fluency (including whole novels)</li> <li>• Retrieve and record information</li> <li>• Predict what might happen from details stated and implied</li> <li>• Read aloud with intonation that shows understanding</li> <li>• Work out the meaning of words from the context</li> <li>• Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</li> <li>• Make comparisons within and across books</li> <li>• Summarise main ideas, identifying key details and using quotations for illustration</li> <li>• Asking and answering appropriate questions relating to text</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Identify key details using quotations for illustration (Point, Explanation, Evidence)</li> <li>• Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text</li> </ul>
<p><b>Reading Projects 2019</b>  <i>(Our Reading Projects change annually and are planned in to reflect opportunities that arise such as trips, theatre visits, author visits and themes planned within other subjects.)</i></p> <ul style="list-style-type: none"> <li>• Autumn Term 2019 – Whole School Reading Project – The Promise (Power of Reading Text.)</li> </ul> <p><b>Guided Reading</b>                      Overview of our Guided Reading books covered for Year 6 can be found in the Appendix of this document.                      This overview includes potential books that the teachers can choose from and may cover throughout the year, this does not mean that each pupil will read all books on the list. The titles allow for year groups to plan various texts depending on the level of ability and interests of the sets, without the risk that they would be covered in another year group.</p>	

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## Curriculum Skills and Progression Map



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English – Writing Year 2	
Expected	Greater Depth
<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• Write about real events, recording these simply and clearly</li> <li>• Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• Use present and past tense mostly correctly and consistently</li> <li>• Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</li> <li>• Spell many common exception words *</li> <li>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• Use spacing between words that reflects the size of letters</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Make simple additions, revisions and proofreading corrections to their own writing</li> <li>• Use the punctuation taught at Key Stage 1 mostly correctly ^</li> <li>• Spell most common exception words *</li> <li>• Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, ful, –less, –ly) *</li> <li>• Use the diagonal and horizontal strokes needed to join some letters</li> </ul>

English – Writing Year 3	
Expected	Greater Depth
<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences, using appropriate language</li> <li>• In narratives, develop settings, characters and plot</li> <li>• Include dialogue in narrative, punctuated with inverted commas</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although</li> <li>• Use adverbs and prepositions to express time and cause</li> <li>• In non-narrative writing, use simple organisational devices (for example, headings and sub-headings)</li> <li>• Begin to use accurate verb tenses and subject-verb agreement in pieces of writing</li> <li>• Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession</li> <li>• Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list</li> <li>• Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones</li> <li>• Use legible, joined handwriting</li> </ul>	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• Use sentences which enhance meaning through specific vocabulary and language choices</li> <li>• Show some awareness of purpose through selection of relevant content and an attempt to interest the reader</li> <li>• Begin to choose language used in dialogue to convey the character’s thoughts and feelings effectively</li> </ul>
<p><b><u>Opportunities for Writing in Literacy</u></b></p> <p>Language and Literacy, The Power of Reading and Guided Reading Texts within Literacy lessons all provide opportunities for writing. The Appendices attached show the different text types that the children are taught and write. Writing at Old Catton is a process, that the children work towards within a</p>	



unit of work. This will look to build on SPAG knowledge as well as lots of different stimulus such as: drama, talking, collaborative group work, writing word banks, sentences, WAGOLs (what a good one looks like) and shared writing with the teacher before they are expected to write a full piece independently. We look at the children producing lots of different written work in the build up to a main piece which we assess in depth every half term. The children receive detailed feedback with an opportunity to edit and review their written work with a yellow box and green pen re-write to improve their writing independently.

### **Let's Think in English**

Let's Think in English is a lesson taught weekly, in classes, separately from Literacy. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group. The lessons feed into reading and speaking and listening but also has writing opportunities with a "bridging activity". These activities are used, at the teacher's discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. Refer to the Appendix for an overview of the Let's Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.

### **Additional Opportunities for Writing**

**Guided Reading** - every week the children are expected to independently complete written tasks. These tasks are related to the Guided Reading Texts being covered in class. The texts can range from: diary entries, letters, book review to character and setting descriptions as well as additional SPAG tasks.

**Foundation Subjects** - every half term, in Humanities and Science, the pupils complete one extended piece of writing. The content of these pieces are related to the topics covered in Foundation Subjects and the text types are chosen by the teacher to suit the writing skills, and genres, taught in the said year group.

### **Spelling, Punctuation and Grammar**

The overview of SPAG topics, for each year group, can be found in the appendix of this document. At Old Catton Junior School, SPAG is taught as a discrete lesson, twice a week, as well as being integrated into all Literacy lessons. We use Spelling Shed for our Spelling Programme across all year groups. This teaches specific sounds and spelling rules. It has the added feature of interactive games that the children can play at home on a computer to build on the work they have done in the classroom.

English – Writing Year 4	
Expected	Greater Depth
<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader</li> <li>• In narratives, describe settings and characters, using a range of descriptive devices</li> <li>• Include correctly punctuated dialogue in narrative</li> <li>• Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</li> <li>• Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion</li> <li>• Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing</li> <li>• Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession</li> <li>• Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently</li> <li>• Use legible, joined handwriting</li> </ul>	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis</li> <li>• Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event)</li> <li>• Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader</li> <li>• Choose language used in dialogue effectively to convey characters thoughts and feelings</li> </ul>
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English – Writing Year 5	
Expected	Greater Depth
<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> <li>• In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures</li> <li>• Include dialogue within narratives to develop characters</li> <li>• Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun</li> <li>• Begin to manipulate sentence structure for effect</li> <li>• Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place</li> <li>• Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing</li> <li>• Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists</li> <li>• Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum</li> <li>• Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught</li> <li>• Use a dictionary to check the spelling of more uncommon or ambitious vocabulary</li> <li>• Maintain legible, joined handwriting</li> </ul>	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• Manage shifts in viewpoint within a piece of writing with careful selection of language</li> <li>• Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices</li> <li>• Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader</li> <li>• Use the passive and active voice appropriately to control the level of formality of a piece of writing</li> <li>• Use a range of punctuation to enhance meaning</li> </ul>
<p><b><u>Opportunities for Writing in Literacy</u></b></p>	

Language and Literacy, The Power of Reading and Guided Reading Texts within Literacy lessons all provide opportunities for writing. The Appendices attached show the different text types that the children are taught and write. Writing at Old Catton is a process, that the children work towards within a unit of work. This will look to build on SPAG knowledge as well as lots of different stimulus such as: drama, talking, collaborative group work, writing word banks, sentences, WAGOLs (what a good one looks like) and shared writing with the teacher before they are expected to write a full piece independently. We look at the children producing lots of different written work in the build up to a main piece which we assess in depth every half term. The children receive detailed feedback with an opportunity to edit and review their written work with a yellow box and green pen re-write to improve their writing independently.

### **Let's Think in English**

Let's Think in English is a lesson taught weekly, in classes, separately from Literacy. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group. The lessons feed into reading and speaking and listening but also has writing opportunities with a "bridging activity". These activities are used, at the teacher's discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. Refer to the Appendix for an overview of the Let's Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.

### **Additional Opportunities for Writing**

**Guided Reading** - every week the children are expected to independently complete written tasks. These tasks are related to the Guided Reading Texts being covered in class. The texts can range from: diary entries, letters, book review to character and setting descriptions as well as additional SPAG tasks.

**Foundation Subjects** - every half term, in Humanities and Science, the pupils complete one extended piece of writing. The content of these pieces are related to the topics covered in Foundation Subjects and the text types are chosen by the teacher to suit the writing skills, and genres, taught in the said year group.

### **Spelling, Punctuation and Grammar**

The overview of SPAG topics, for each year group, can be found in the appendix of this document. At Old Catton Junior School, SPAG is taught as a discrete lesson, twice a week, as well as being integrated into all Literacy lessons. We use Spelling Shed for our Spelling Programme across all year groups. This teaches specific sounds and spelling rules. It has the added feature of interactive games that the children can play at home on a computer to build on the work they have done in the classroom.

English – Writing Year 6	
Expected	Greater Depth
<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>• In narratives, describe settings, characters and atmosphere</li> <li>• Integrate dialogue in narratives to convey character and advance the action</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• Use verb tenses consistently and correctly throughout their writing</li> <li>• Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• Spell correctly most words from the Year 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• Maintain legibility in joined handwriting when writing at speed</li> </ul>	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li> <li>• Distinguish between the language of speech and writing and choose the appropriate register **</li> <li>• Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>• Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</li> </ul>
<p><b><u>Opportunities for Writing in Literacy</u></b></p>	

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Skills Map – English Speaking and Listening			
EYFS	Year 1	Year 2	Year 3
<p><b>Listening to Others</b></p> <ul style="list-style-type: none"> <li>• Listen attentively in a range of situations</li> <li>• Listen to stories, accurately anticipating key events</li> <li>• Respond to what they hear with relevant comments, questions or actions</li> <li>• Give their attention to what others say and respond appropriately, while engaged in another activity</li> <li>• Follow instructions involving several ideas or actions</li> <li>• Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</li> <li>• Express themselves effectively, showing awareness of listeners’ needs.</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul>	<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Develop ideas and feelings through sustained</li> <li>• Speaking turns</li> <li>• Organise talk to help the listener, with overall structure evident</li> <li>• Adapt language and non-verbal features to suit content and audience</li> <li>• Respond to the speaker’s main ideas, developing them through generally relevant comments and suggestions</li> <li>• Attempt different roles and responsibilities in pairs or groups</li> <li>• Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios</li> </ul>	<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Recount experiences and imagine possibilities,</li> <li>• Often connecting ideas vary talk in simple ways to gain and hold attention of the listener</li> <li>• Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts</li> <li>• Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups</li> </ul> <p><b>Talking about talk</b></p> <ul style="list-style-type: none"> <li>• Extend experience and ideas, adapting speech, gesture ,or movement to simple roles and different scenarios</li> <li>• Show awareness of ways in which speakers vary talk, and why,</li> </ul>	<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Express feelings and ideas when speaking about matters of immediate interest</li> <li>• Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts</li> <li>• Understand and engage with the speaker ,demonstrating attentive listening</li> <li>• Engage with others through taking turns in pairs and small groups</li> </ul> <p><b>Talking about Talk</b></p> <ul style="list-style-type: none"> <li>• Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement</li> <li>• Notice simple differences in speakers’ use of language</li> </ul>



<ul style="list-style-type: none"> <li>Develop their own narratives and explanations by connecting ideas or events.</li> </ul>			<p>and try out new words and ways of expressing meaning</p>
<b>Skills Map – English Speaking and Listening</b>			
<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener</li> <li>Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context</li> </ul> <p><b>Talking with in role play and drama</b></p> <ul style="list-style-type: none"> <li>Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas</li> <li>Take on straightforward roles and responsibilities in pairs and groups</li> </ul> <p><b>Talking about talk</b></p> <ul style="list-style-type: none"> <li>Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario</li> </ul>	<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit</li> <li>Shape talk in deliberate ways for clarity and effect to engage the listener</li> <li>Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context</li> <li>Recognise significant details and implicit meanings, developing the speaker’s ideas in different ways</li> </ul> <p><b>Talking within role play and drama</b></p> <ul style="list-style-type: none"> <li>Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions</li> <li>Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios</li> </ul> <p><b>Talking about talk</b></p>	<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener</li> <li>Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands</li> <li>Engage with complex material making perceptive responses, showing awareness of the speaker’s aims and extending meanings</li> </ul> <p><b>Talking within role play and drama</b></p> <ul style="list-style-type: none"> <li>Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion</li> </ul> <p><b>Talking about talk</b></p> <ul style="list-style-type: none"> <li>Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues</li> </ul>	

<ul style="list-style-type: none"> <li>• Show understanding of how and why language choices vary in their own and others' talk in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language</li> </ul>
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**Let's Think in English**

Let's Think in English is a lesson taught weekly, in classes, separately from Literacy. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group. The lessons feed into reading and speaking and listening but also has writing opportunities with a "bridging activity". These activities are used, at the teacher's discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. Refer to the Appendix for an overview of the Let's Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.

**Old Catton Junior School Let's Think in English Planning**

<b><u>Year 3</u></b>	
<b><u>Date</u></b>	<b><u>LTE Lesson</u></b>
Autumn 1	Who did it? Kids
Autumn 2	<b>The Selfish Crocodile</b>
Spring 1	Dark Kites Tunnel
Spring 2	<b>Journey</b> <b>Quest</b>
Summer 1	<b>Tadpole's Promise</b> Who What Where
Summer 2	Blue/Yellow Hat

<b><u>Year 4</u></b>	
<b><u>Date</u></b>	<b><u>LTE Lesson</u></b>
Autumn 1	Splash Mysteries
Autumn 2	Halvar Alike
Spring 1	<b>Red</b> <b>Shirley</b>
Spring 2	<b>Wolves</b> Philip
Summer 1	Old Before After
Summer 2	The Sea Saw Here We Are

<b>Year 5</b>	
<b>Date</b>	<b>LTE Lesson</b>
Autumn 1	Lulu Tree
Autumn 2	The Maker I)a
Spring 1	Shoes Rabbits
Spring 2	<b>Home</b> Bear
Summer 1	<b>Conquerors</b> Window
Summer 2	Why? Last Stop

<b>Year 6</b>	
<b>Date</b>	<b>LTE Lesson</b>
Autumn 1	Maps Snowmen
Autumn 2	Hole Survivors
Spring 1	<b>Voices Lesson 1</b>
Spring 2	<b>Voices Lesson 2</b> Staircase Knight
Summer 1	Creatures Feathers
Summer 2	Who Visitor

**Old Catton Year 5 Presents:**  
**‘The Tempest’**  
**Wednesday 6<sup>th</sup> November 2019**  
**Norwich Playhouse**



For our English lessons during the first Autumn half term, we focussed on, studied, interpreted and performed our own production of William Shakespeare's 'The Tempest' as a part of the Shakespeare Schools Festival. This all ended with a fantastic performance of our production on stage at Norwich Playhouse, in front of an audience of all our friends and family.

As a result of this SSF project, in addition to gaining confidence and participating in new experiences, the children also hit the following curriculum expectations:

### Spoken Language:

- To select and use appropriate registers for effective communication
- To participate in discussions, presentations, performances, roleplay/improvisations and debates
- To speak audibly and fluently with an increasing command of Standard English
- To gain, maintain and monitor the interest of the listener(s)

### Comprehension:

- To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Ask me about my experience in this project!



**Guided Reading Overview for Whole School**

<b><u>Guided Reading Books</u></b>	<b><u>Reasons Chosen and Text Opportunities</u></b>
<p><u>High Year 6</u>            Victory            Snake Stone            Running on the Cracks            Framed            Holes            Peppermint Pig            The Indian in the Cupboard              The House with Chicken Legs            Anne Frank            Boy Under Water    <u>Low Year 6</u>            Stormbreaker            Hetty Feather            I Was a Rat            Why the Whales Came            Kensuke's Kingdom              Boy            Goodnight Mr Tom            Across Year 6 – Non Fiction Shockwaves</p>	<p>Historical context – time switching from past to present            Deals with teenage issues such as adoption, teen pregnancy, identity            Contemporary novel written by a well known picture book poet Julia Donaldson            Cross curricular links with art and famous artists            Adventure, suspense, plot twists              Dialects interwoven into the characters, cultural, racism, friendship and trust – a children's classic            Legends from other cultures            An autobiography, a pivotal recount of WW2 told by a child            Different family issues, death, bereavement, grief and separation, discovering who you are              Boys engagement text, action-packed, James Bond inspired            Humorous, period drama, moral dilemmas and relatable characters            Fairy Tale with an unpredictable twist            Community and not judging a book by its cover            A beautifully descriptive novel, bravery, unlikely friendships and loyalty - diary entry style            An autobiography, written by a famous children's author, full of funny stories            Heart-warming, WW2, evacuee, emotional, historical context            Non Fiction Texts include topics such as: The Environment, Space Exploration, Asia, WW1 and WW2, Technology and Transport</p>
<p><u>High Year 5</u>            The Portal            The Secret Garden            War Horse</p>	<p>Mystery, family dynamics, autism            A classic children's novel, class divides, dialect and colonial Britain            Historical fiction, friendship, animal welfare and providence and destiny in children's fiction.</p>

<p>Coming to England The Lion, the Witch and the Wardrobe The Dawn Treader</p> <p>There's a Boy in the Girl's Bathroom</p> <p><u>Low Year 5</u> Charlotte's Web</p> <p>James and the Giant Peach</p> <p>Danny the Champion of the World</p> <p>Stig of the Dump</p>	<p>Racism, black history, Empire, courage and inner-strength. A classic children's novel , religion Humility and character arcs based on morality and forgiveness, unfamiliar dialects and expressions, historical fantasy text. Christian and British values. Mental Health, roles in school, anger issues</p> <p>Setting description, foreshadowing, coming of age and the turn of the seasons as expressed in poetry and fiction, cultivating a love of words. Love, friendship and loss. Escapism, trust, providence and destiny in children's fiction, historical fiction and the treatment of children including child abuse. Boys engagement text – a main character boys can relate to, father/son relationship, adventure story Historical context, friendship, self-discovery, identity</p>
<p><u>High Year 4</u> Matilda The Enchanted Horse The Sausage Lion Space Baby The Firework Maker's Daughter Fantastic Beasts and Where to Find Them The Dancing Bear The Sheep Pig The Legend of Podkin One Ear</p> <p><u>Low Year 4</u> The Worst Witch Abdullah's Butterfly Fantastic Mr Fox The Twits My Granny's Great Escape The Book of Badness</p>	<p>A well-loved, well known story, full of characters that children can relate to Fantasy, female lead and imagination War, love and letter writing Sci-Fi, humour, cartoon elements Chinese culture, strong female lead Fantasy, information text</p> <p>Animal/human relationships, culture and fame Dialect, animals and not judging a book by its cover Loss of a parent, being a young carer and overcoming disabilities</p> <p>Strong female lead, problem solving, mythical characters, magic Cultural, lots of description, motivational A fun story, a cunning character, problem solving A comedy tale, how to treat others Family dynamics and aging</p>



<p>The Hodgeheg</p>	<p>A mischievous character, diary entries as the format Family, road safety and animals</p>
<p><u>High Year 3</u> Red Eyes at Night The Butterfly Lion The Owl Who Was Afraid of the Dark The Invisible Dog Jack Sweettooth Bill’s New Frock Esio Trot The Magic Finger The Diary of a Killer Cat</p> <p><u>Low Year 3</u> The Snake Who Came to Stay Disney’s Tarzan Incredible Insects</p> <p>Desperate for a Dog Nutty as a Noodle Happy Mouseday Unusual Day</p>	<p>Friendships, perceptions, adult vs child point of view, morals War text, love and relationships, family, loss and stories told from ancestors Fears, bravery, overcoming obstacles Family, the loss of a pet, caring for animals, imagination Friendships, mystery, anxieties, comedy School life, identity, gender stereotypes Love, growing old, unlikely friendships, morals Dealing with anger, how humans treat animals, hunting Humour, loss, morals and ethics, good descriptive text, diary text</p> <p>Relationships, family dynamics, cultural differences Different story to the film, unexpected, structure of a story, family, choices Non-Fiction, information, facts, layout, how to use an information text, high level vocabulary, cross curricular Basic graphic novel style, comic strips, sibling relationships, animal themes Collection of short stories, tales based in classic fairy tales with a twists Responsibility, owning a pet, truths and lies, value of living things School related story, funny involving a strange Grandma</p>

The Guided Reading texts are separated into Year Groups and can be taught as whole class texts or in groups, depending on the Class Teacher’s focus and intention. These are the books that can be used within each year group – not all the texts will be taught each year.

This year all classes started teaching using The Promise text from The Power of Reading. Teachers will have been using this text to start the year both in Guided Reading and in Literacy as we began with a Reading Project.

## Curriculum Skills and Progression Map

The links we have made with the books that have been chosen for Guided Reading have many strong connections to SMSC, Promoting Fundamental British Values as part of SMSC in Schools – DfE 2014, RSE, E Safety and personal safety and PSHE. The topics and themes covered, grow and develop from Year 3 to Year 6 in an age appropriate manner that allows for discussion based learning, questioning and reflection as well as focused questions linking to reading fluency and understanding.

Teachers build into Guided Reading lessons, questions that allow children to access and practise the six main question types that they will need to become confident readers, with excellent comprehension skills and to tackle the KS2 Reading Paper at the end of Year 6. These are: Vocabulary, Infer, Predict, Explain, Retrieve, Summarise. We use the VIPERS questioning guide to make this clear for all teachers and children. This directly ties into the English Reading Test Framework – DfE 2016. Guided Reading Planning for individual texts shows these questions types.

Old Catton Junior School SPAG Long Term Plan

*This long term plan outlines the grammatical terms that are covered from Year 3 to Year 6. As a school, we refer to the National Curriculum DfE 2014 for Key Stage 2 and support this with The Nelson Grammar scheme for Spelling, Punctuation and Grammar. The following lists detail the coverage of the curriculum across each year group, with some subject areas be readdressed as the children progress through Key Stage 2.*

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><i>The following list outlines the Year 2 objectives (according to the National Curriculum) which will be covered at the start of Year 3 to ensure that pupils have a sound understanding of these key grammatical terms before progressing with the Key Stage 2 curriculum for Spelling, Punctuation and Grammar:</i></p> <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Noun Phrases</li> <li>• Sentence Functions: Statements, Questions, Exclamations and Commands</li> <li>• Suffixes</li> <li>• Subordinating and Coordinating Conjunctions</li> <li>• Adjectives, Adverbs and Verbs</li> <li>• Past and Present Tense (Progressive)</li> </ul>	<ul style="list-style-type: none"> <li>• Verb Tenses (<i>recap</i>)</li> <li>• Main and Subordinate Clauses</li> <li>• Nouns: common, proper, collective and compound</li> <li>• Direct Speech</li> <li>• Suffixes</li> <li>• Adjective and Adverb Phrases</li> <li>• Singular and Plural Nouns</li> <li>• Possessive Pronouns</li> <li>• The Perfect Tense</li> <li>• Adverb Pairs</li> <li>• Subject and Object</li> <li>• Past Perfect Tense</li> <li>• Possessive Adjectives</li> <li>• Indirect Speech</li> <li>• Past and Present Perfect Tense</li> <li>• Adverb Clauses</li> <li>• Noun Phrase</li> <li>• Tense Mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Irregular Plurals</li> <li>• Possessive Pronouns and Adjectives</li> <li>• Forming Verb Tenses</li> <li>• Direct Speech</li> <li>• Adverb Clauses</li> <li>• Singular and Plural Possessive Nouns</li> <li>• Indirect Speech</li> <li>• Subject and Predicate</li> <li>• Homophones</li> <li>• Verbs and Suffixes</li> <li>• Synonyms</li> <li>• Relative Pronouns</li> <li>• Homonyms</li> <li>• Apostrophes</li> <li>• Subject and Predicate</li> <li>• Pronouns: Repetition and Clarity</li> <li>• Relative Clauses</li> <li>• Auxiliary Verbs</li> <li>• Commas</li> <li>• Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Subject and Object</li> <li>• Subject and Predicate</li> <li>• Homophones and Homonyms</li> <li>• Relative Pronouns</li> <li>• Modal Verbs</li> <li>• Relative Clauses</li> <li>• Verb Tenses</li> <li>• Main Clauses and Co-ordinating Conjunctions</li> <li>• Confusing Words</li> <li>• Subordinate Clauses and Subordinating Conjunctions</li> <li>• Replacing Overused Words</li> <li>• Noun Phrases</li> <li>• Presenting Information</li> <li>• Confusing Words (<i>who's, whose, fewer, less etc</i>)</li> <li>• Hyphens in Compound Words</li> <li>• Direct Speech</li> <li>• Auxiliary Verbs</li> </ul>

<ul style="list-style-type: none"> <li>• Capital Letters, Full Stops, Question Marks, Exclamation Marks, Apostrophes and Commas</li> </ul> <p><i>Year 3 Objectives:</i></p> <ul style="list-style-type: none"> <li>• Indefinite Article</li> <li>• Singular and Plural Verbs</li> <li>• Adjectives</li> <li>• Punctuating Sentences</li> <li>• Forming Plurals of Given Nouns</li> <li>• Adverbs</li> <li>• Prepositions</li> <li>• Verb Tenses</li> <li>• Direct Speech</li> <li>• Subject and Object Pronouns</li> <li>• Future Tense</li> <li>• Abstract Nouns</li> <li>• Capital Letters</li> <li>• Adjective Phrases</li> <li>• Prefixes</li> <li>• Adverb Phrases</li> <li>• Suffixes</li> <li>• Conjunctions</li> <li>• Paragraphs</li> <li>• Perfect Tense</li> <li>• Main Clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Positive and Negative Words</li> <li>• Confusing Words</li> <li>• Synonyms</li> <li>• Adverb Clauses</li> <li>• Apostrophes</li> <li>• Possessive Nouns</li> <li>• Adverb Phrases and Clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Confusing Words</li> <li>• Adverbs of Sequence</li> <li>• Auxiliary Verbs</li> <li>• Main, Adverb and Relative Clauses</li> <li>• Commas to Avoid Ambiguity</li> <li>• Commas, Brackets and Dashes</li> <li>• Improving Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Active and Passive Voice</li> <li>• Standard and Non-Standard English</li> <li>• Conditional Clauses</li> <li>• Semi-Colons and Colons</li> <li>• Discursive Writing</li> <li>• Standard and Non-Standard English</li> <li>• Hyphens with Prefixes</li> <li>• The Subjunctive Form</li> <li>• Writing for a Particular Purpose</li> </ul>
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Humanities Writing Opportunities – Year 5 and 6

	<u>Year 1</u>	<u>Year 2</u>
<u>Autumn 1</u>	<u>The United Kingdom</u> To find out about the seas and coasts of the UK. <b>Letter to a friend about a holiday at a UK coastal destination</b>	<u>Anglo Saxons vs Vikings</u> To find out why King Alfred was dubbed 'Alfred the Great'. <b>Discussion Text</b>
<u>Autumn 2</u>	<u>Tudor Exploration</u> To find out what life was like on a Tudor ship. <b>Diary Entry (Tudor Sailor)</b>	<u>Scandinavia vs The United Kingdom</u> To be able to compare and contrast an area in the UK with an area in Scandinavia. <b>Comparison</b>
<u>Spring 1</u>	<u>Leisure and Entertainment</u> To consider how trends in leisure and entertainment were affected by significant events in history after the Second World War. <b>Non Chronological Report (Olympics/Festival of Britain)</b>	<u>Crime and Punishment</u> To explore crime and punishment in the Victorian period. <b>Diary Entry (Oliver Twist)</b>
<u>Spring 2</u>	<u>South America</u> To gain an in-depth understanding of the South American country of Ecuador. <b>Information Text</b>	<u>Investigating Coasts</u> To find out about the physical features of coasts and the processes of erosion that affect them. <b>Newspaper (Coastal Erosion)</b>
<u>Summer 1</u>	<u>Shang Dynasty</u> To explore the evidence surrounding the Shang Kings. <b>Argument (Archaeological Evidence or History Books)</b>	<u>Ancient Greece</u> To learn about Greece and to place the Ancient Greek Civilisation on a timeline. <b>Information Text (Greece)</b>
<u>Summer 2</u>	<u>Extreme Earth</u> To find out about earthquakes and what causes them. <b>Explanation Text</b>	<u>The Local Area</u> To explore the local area and identify physical and human features. <b>Letter to the Parish Council (Old Catton)</b>