

Curriculum Skills and Progression English

Old Catton Junior School's Christian Distinctiveness Statement

At Old Catton C of E Junior School, we ensure that the teaching of our English curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Love, Hope and Joy. We believe that through exposing the children to a range of texts, cultures and viewpoints, we can encourage a deeper understanding and acceptance of the diverse world in which we live. We teach a love of reading, a love of the literary world around us; the joy of the multiplicity of cultures, texts, religions and beliefs and the hope, that through an exposure to literature, we can teach others to enjoy, accept and encourage an understanding of one another. Through the teaching of a range of religious stories, such as our school Bible story of The Lost Sheep, we further reinforce the idea that no one person is left behind, regardless of their own life story and how different that might look to our own.



What does English look like at Old Catton Junior School?

At Old Catton Junior School, we provide the children with a rich and...

Old Catton Junior School's English Golden Threads		
Appreciation	Challenge	Inspiration
<p>Our Old Catton Junior School English Curriculum encourages a love and appreciation of rich texts with vibrant vocabulary that unlocks the children's imagination. Through our appreciation of high quality texts, we encourage an appreciation of the wonders of the world around us, including (but not limited to) an appreciation of: different cultures, different religions, the diversity of the World and the diversity of individuality.</p>	<p>At Old Catton Junior School, we encourage a culture of challenge: both challenging ourselves and also challenging pre-conceived ideas. Through high order questioning and a focus on inference, the children can challenge their understanding of the English Curriculum and further develop their knowledge. Through reading a range of texts, from a range of cultures and perspectives, the children can challenge any preconceived ideas, both their own and the ideas of others.</p>	<p>At Old Catton Junior School, our English Curriculum inspires children to explore the diversity of the world around them. We use high quality texts to unlock the rest of the Curriculum and therefore expose children to inspiring stories, people and cultures. A rich and vibrant reading culture teaches children that we can unlock knowledge through a picture, a word, a text and this can be the gateway to an exciting learning journey that can not only enrich our own understanding but inspire those around us.</p>

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

English – Reading Year 3	
Expected	Greater Depth
<ul style="list-style-type: none"> • 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. • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss their understanding of what they have read and words they have encountered • Ask questions to enhance understanding of the text • Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise these • Asking and answering appropriate questions related to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> • 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? • Identify how punctuation adds effect and the impact this has
<p>Reading Projects <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"> • Autumn Term 2019 – Whole School Reading Project – The Promise (<i>Power of Reading Text</i>). • Autumn Term 2020 – Whole School Reading Project – Here We Are by Oliver Jeffers (<i>Power of Reading Text</i>). <i>The purpose of this Reading Project was to reintroduce pupils to the school setting, following the school closures of 2020. The reading project focussed on the concept of ‘self’, ‘community’ and ‘local and global citizens’.</i> • Autumn Term 2021 – Whole School Reading Project – The Boy Who Loved Words. 	

The purpose of this Reading Project was to nurture the children's love of words, introduce them to language that they may not be exposed to and encourage them to include new words in their writing. As a result of this, each classroom had their own 'vocabulary tree' which nurtured a love of language and encouraged the children to use synonyms of commonly used words.

- Add Additional Reading Projects 2022, 2023,
- Summer Term 2024 – The Final Year, Cloud Busting and The Same Inside

Guided Reading

An overview of our Guided Reading books covered for Year 3 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.

All Guided Reading is taught in mixed ability classes, within year groups, at the beginning of every day. The Guided Reading lessons take the form of reading of chapters (read by either the teacher or pupils), verbal questioning and discussion, and written responses to VIPERS texts completed in Guided Reading books.

Teachers use VIPERS questioning, both verbally and written, in order to measure the pupils' understanding of the text.



Each class has a VIPERS Display to reinforce the children's understanding of the questioning.

The Power of Reading

The Power of Reading is the scheme that is used to teach English at Old Catton. This scheme is the body of our English curriculum. It focusses on one particular text, that the class access together, read by both the teacher and pupils. The children explore the themes presented in the text, as well as using the text as a base for writing opportunities. ***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 English. 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 (using a baseline assessment) as being below the Expected Standard for Reading at the End of KS1 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 cannot fluently read to the required standard. The group of children are taught in a small group, moving back into the main class set of mixed Year 3 and 4 if or when they are ready to access the main curriculum for English. In this mixed set of Year 3 and 4, The Power of Reading is taught, using a range of KS1 texts and lesson plans. Refer to Appendix for the RWI overview and mixed Year 3 and 4 Power of Reading scheme of work.

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, both with levelled books and a reading for pleasure text
- Sharing class texts and regularly hearing the teacher read aloud
- Asking that every child has 5 signatures a week to show they have read at home and to build a home-school reading partnership
- Displays in School
- Areas in each classroom that enrich reading and encourage reading for pleasure
- Reading Buddies – Year 6 pupils work with lower school pupils to hear them read and develop confidence (introduced in the Spring Term)
- Reading Book Burrow

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"> • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss their understanding of what they have read and words they have encountered • Ask questions to enhance understanding of the text • Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise these • Asking and answering appropriate questions related to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> • 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? • Identify how punctuation adds effect and the impact this has
<p>Reading Projects <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"> • Autumn Term 2019 – Whole School Reading Project – The Promise (<i>Power of Reading Text</i>). • Autumn Term 2020 – Whole School Reading Project – Here We Are by Oliver Jeffers (<i>Power of Reading Text</i>). <i>The purpose of this Reading Project was to reintroduce pupils to the school setting, following the school closures of 2020. The reading project focussed on the concept of ‘self’, ‘community’ and ‘local and global citizens’.</i> • Autumn Term 2021 – Whole School Reading Project – The Boy Who Loved Words. 	

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Guided Reading

An overview of our Guided Reading books covered for Year 4 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.

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Let's Think in English

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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.

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- 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 Buddies – Year 6 pupils work with lower school pupils to hear them read and develop confidence (introduced in the Spring Term)
- Reading Circle outside at lunch times (weather and interest permitted and run by an MSA) – books are available for the children to read while they are playing outdoors .

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"> • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • 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. • Identify themes and conventions through discussion and comment • Discuss and explain their understanding of the meaning of vocabulary in context • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Express views formed through independent reading and books that are read to them, explaining personal opinions • Are able to make comparisons within and across different texts • Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Use generally relevant textual references or quotations (PEE) • 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...
<p>Reading Projects <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"> • Autumn Term 2019 – Whole School Reading Project – The Promise (<i>Power of Reading Text</i>). • Autumn Term 2020 – Whole School Reading Project – Here We Are by Oliver Jeffers (<i>Power of Reading Text</i>). <i>The purpose of this Reading Project was to reintroduce pupils to the school setting, following the school closures of 2020. The reading project focussed on the concept of ‘self’, ‘community’ and ‘local and global citizens’.</i> • Autumn Term 2021 – Whole School Reading Project – The Boy Who Loved Words. 	

The purpose of this Reading Project was to nurture the children's love of words, introduce them to language that they may not be exposed to and encourage them to include new words in their writing. As a result of this, each classroom had their own 'vocabulary tree' which nurtured a love of language and encouraged the children to use synonyms of commonly used words.

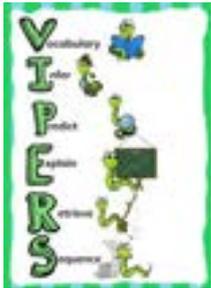
Guided Reading

An overview of our Guided Reading books covered for Year 5 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.

All Guided Reading is taught in mixed ability classes, within year groups, at the beginning of every day. The Guided Reading lessons take the form of reading of chapters (read by either the teacher or pupils), verbal questioning and discussion, and written responses to VIPERS texts completed in Guided Reading books.

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Let's Think in English

Let's Think in English is a lesson taught weekly, in classes, separately from English. 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.

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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
- Reading Buddies – Year 6 pupils work with lower school pupils to hear them read and develop confidence (introduced in the Spring Term)

Reading Circle outside at lunch times (weather and interest permitted and run by an MSA) – 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"> • Read age-appropriate books with confidence and fluency (including whole novels) • Retrieve and record information • Predict what might happen from details stated and implied • Read aloud with intonation that shows understanding • Work out the meaning of words from the context • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Make comparisons within and across books • Summarise main ideas, identifying key details and using quotations for illustration • Asking and answering appropriate questions relating to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Identify key details using quotations for illustration (Point, Explanation, Evidence) • 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
<p>Reading Projects <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"> • Autumn Term 2019 – Whole School Reading Project – The Promise (<i>Power of Reading Text</i>). • Autumn Term 2020 – Whole School Reading Project – Here We Are by Oliver Jeffers (<i>Power of Reading Text</i>). <i>The purpose of this Reading Project was to reintroduce pupils to the school setting, following the school closures of 2020. The reading project focussed on the concept of ‘self’, ‘community’ and ‘local and global citizens’.</i> • Autumn Term 2021 – Whole School Reading Project – The Boy Who Loved Words. <i>The purpose of this Reading Project was to nurture the children’s love of words, introduce them to language that they may not be exposed to and encourage them to include new words in their writing. As a result of this, each classroom had their own ‘vocabulary tree’ which nurtured a love of language and encouraged the children to use synonyms of commonly used words.</i> 	

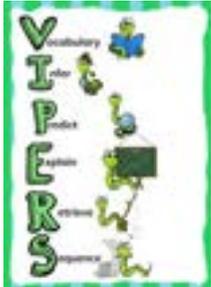
Guided Reading

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Let's Think in English

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

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

banks, sentences, WAGOLLS (*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.

To ensure that the application of writing skills are included in Power of Reading units, an overview of writing opportunities for each of these units are included in the appendix. Teachers refer to these documents to support their planning and teaching of writing. Teachers also have access to an additional writing document that provides them with opportunities for writing in Power of Reading topics, as well as examples of WAGOLLS.

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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 children have the opportunity to complete an 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, for one hour, once a week, as well as being integrated into all English lessons.

SPaG Fast Five are completed at the beginning of at least three English lessons a week to aid the recall and consolidation of key Spelling, Punctuation and Grammar knowledge, skills and application. These are completed in the back of the children's English books and marked as a class for self-assessment.

The questions presented to the children in SPaG Fast Five are taken from the previous year’s objectives, in order to consolidate their understanding.

In addition to this, pupils and staff also have access to a ‘Weaving SPaG’ document, which aids a way of "weaving" SPaG into all areas of the curriculum at Old Catton. The aim is to use these questions as a teaching prompt and tool to blend SPaG language more fluently across all areas of our teaching. It is designed to accompany any text being used in English lesson, or any piece of writing across the curriculum, that can be seen by the teacher and students as a jumping off point to help integrate and embed grammar further. It can be used in the following ways:

- Select certain questions from it as the teacher in class discussions.
- Give each child copies to use as extensions in green pen in foundation work. Stick it in curriculum books and have them refer to it when they have finished work/higher order questions.
- Use it as a tool to create stand-alone lessons in Guided Reading or English with any type of text.

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. Children are tested weekly on their spellings and English teachers monitor and assess the engagement of pupils on a weekly basis. Children are praised for the interaction on spelling shed with ‘honey pots’ being awarded to pupils who interact well during the week, as well ‘Super Speller’ certificates being handed out to English Sets, and specific children, in weekly Celebration Assemblies.

English – Writing	
Year 4	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader • In narratives, describe settings and characters, using a range of descriptive devices • Include correctly punctuated dialogue in narrative • Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis • Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event) • Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader • Choose language used in dialogue effectively to convey characters thoughts and feelings

- Choose nouns or pronouns appropriately for clarity and cohesion
- Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession
- 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
- Use legible, joined handwriting

Opportunities for Writing in English

The Power of Reading, within English lessons, as well as Guided Reading texts and questioning, 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, WAGOLLS (*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.

To ensure that the application of writing skills are included in Power of Reading units, an overview of writing opportunities for each of these units are included in the appendix. Teachers refer to these documents to support their planning and teaching of writing. Teachers also have access to an additional writing document that provides them with opportunities for writing in Power of Reading topics, as well as examples of WAGOLLS.

Let's Think in English

Let's Think in English is a lesson taught weekly, in classes, separately from English. 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 children have the opportunity to complete an 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, for one hour, once a week, as well as being integrated into all English lessons.

SPaG Fast Five are completed at the beginning of at least three English lessons a week to aid the recall and consolidation of key Spelling, Punctuation and Grammar knowledge, skills and application. These are completed in the back of the children's English books and marked as a class for self-assessment. The questions presented to the children in SPaG Fast Five are taken from the previous year's objectives, in order to consolidate their understanding.

In addition to this, pupils and staff also have access to a 'Weaving SPaG' document, which aids a way of "weaving" SPaG into all areas of the curriculum at Old Catton. The aim is to use these questions as a teaching prompt and tool to blend SPaG language more fluently across all areas of our teaching. It is designed to accompany any text being used in English lesson, or any piece of writing across the curriculum, that can be seen by the teacher and students as a jumping off point to help integrate and embed grammar further. It can be used in the following ways:

- Select certain questions from it as the teacher in class discussions.
- Give each child copies to use as extensions in green pen in foundation work. Stick it in curriculum books and have them refer to it when they have finished work/higher order questions.
- Use it as a tool to create stand-alone lessons in Guided Reading or English with any type of text.

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English – Writing Year 5	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures • Include dialogue within narratives to develop characters • 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 • Begin to manipulate sentence structure for effect • Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists • Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum • 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 • Use a dictionary to check the spelling of more uncommon or ambitious vocabulary • Maintain legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Manage shifts in viewpoint within a piece of writing with careful selection of language • Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices • Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader • Use the passive and active voice appropriately to control the level of formality of a piece of writing • Use a range of punctuation to enhance meaning
<p><u>Opportunities for Writing in English</u></p>	

The Power of Reading, within English lessons, as well as Guided Reading texts and questioning, 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, WAGOLLS (*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.

To ensure that the application of writing skills are included in Power of Reading units, an overview of writing opportunities for each of these units are included in the appendix. Teachers refer to these documents to support their planning and teaching of writing. Teachers also have access to an additional writing document that provides them with opportunities for writing in Power of Reading topics, as well as examples of WAGOLLS.

Let's Think in English

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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 children have the opportunity to complete an 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, for one hour, once a week, as well as being integrated into all English lessons. SPaG Fast Five are completed at the beginning of at least three English lessons a week to aid the recall and consolidation of key Spelling, Punctuation and Grammar knowledge, skills and application. These are completed in the back of the children’s English books and marked as a class for self-assessment. The questions presented to the children in SPaG Fast Five are taken from the previous year’s objectives, in order to consolidate their understanding.

In addition to this, pupils and staff also have access to a ‘Weaving SPaG’ document, which aids a way of "weaving" SPaG into all areas of the curriculum at Old Catton. The aim is to use these questions as a teaching prompt and tool to blend SPaG language more fluently across all areas of our teaching. It is designed to accompany any text being used in English lesson, or any piece of writing across the curriculum, that can be seen by the teacher and students as a jumping off point to help integrate and embed grammar further. It can be used in the following ways:

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English – Writing Year 6	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • 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) • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action 	<p>The pupil can:</p> <ul style="list-style-type: none"> • 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) • Distinguish between the language of speech and writing and choose the appropriate register **

<ul style="list-style-type: none"> • 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) • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • 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 • Maintain legibility in joined handwriting when writing at speed 	<ul style="list-style-type: none"> • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • 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
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Opportunities for Writing in English

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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 children have the opportunity to complete an 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

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Curriculum Skills and Progression Map

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. Children are tested weekly on their spellings and English teachers monitor and assess the engagement of pupils on a weekly basis. Children are praised for the interaction on spelling shed with 'honey pots' being awarded to pupils who interact well during the week, as well 'Super Speller' certificates being handed out to English Sets in weekly Celebration Assemblies.

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

Skills Map – English Speaking and Listening		
Year 4	Year 5	Year 6
<p>Talking to and with others</p> <ul style="list-style-type: none"> • 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 • Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context <p>Talking with in role play and drama</p> <ul style="list-style-type: none"> • Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas • Take on straightforward roles and responsibilities in pairs and groups <p>Talking about talk</p> <ul style="list-style-type: none"> • Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario • Show understanding of how and why language choices vary in their own and others' talk in different situations 	<p>Talking to and with others</p> <ul style="list-style-type: none"> • Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit • Shape talk in deliberate ways for clarity and effect to engage the listener • Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context • Recognise significant details and implicit meanings, developing the speaker's ideas in different ways <p>Talking within role play and drama</p> <ul style="list-style-type: none"> • Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions • Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios <p>Talking about talk</p> <ul style="list-style-type: none"> • Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations 	<p>Talking to and with others</p> <ul style="list-style-type: none"> • 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 • Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands • Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings <p>Talking within role play and drama</p> <ul style="list-style-type: none"> • Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion <p>Talking about talk</p> <ul style="list-style-type: none"> • Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues • Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language

Let's Think in English

Let's Think in English is a lesson taught weekly, in classes, separately from English. 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.

Let's Think in English Planning

<u>Year 3</u>		
<u>Date</u>	<u>LTE Lesson</u>	<u>Content</u>
Autumn 1	Who did it?	This lesson explores Oliver Tallec's book "Who Done It?". Pupils develop their inference and deductions skills by exploring the pictures and considering who may have done it. They are then provided with a picture without a question and asked to consider what the accompanying question may have been before evaluating what makes some pictures harder than others.
	Kids	This lesson considers a poem by Spike Milligan and who the speaker is. Pupils consider which image best suits the poem before reviewing their choice in light of the concluding lines.
Autumn 2	The Selfish Crocodile	Pupils consider Faustin Charles and Michael Clarke's book "The Selfish Crocodile" and consider their classification of a hero. They then explore the character of the mouse and consider his heroism.
	Dark	This lesson considers a poem on being scared of the dark. Pupils consider why someone might be scared of the dark before developing their understanding of the speaker and exploring which images best suit the poem.
Spring 1	Kites	This lesson explores the short film 'Kites' and considers the feelings evoked by the film and how the kite's actions symbolises these feelings.
	Tunnel	This activity develops pupils understanding of the symbolism within Browne's story. Pupils consider what type of book they might be exploring and the relationship and impressions of the characters before they enter the tunnel. They also consider how the girl might be able to change the boy back from stone and thus develop their understanding of the symbolism within the story.

		This leads into a more general consideration of symbols within the text and how they influence our understanding and attitudes towards the characters.
Spring 2	Journey	1/2: This lesson explores Aaron Becker’s ‘Journey’ as pupils develop their understanding of the codes within the picture book. Pupils consider how colour infers meaning, before exploring the representation of the girl. They are provided with an opportunity to develop their own narrative inspired by the pictures before considering the climax of the story as the bird is captured and set free and its possible significance.
	Quest	2/2: This lesson explores the concept of a quest. Pupils consider how a journey and quest may differ before exploring the significance of the map and review the illustration to rank different aspects of the quest. Finally, they consider an additional task for the protagonists and consider where it would come in the sequence of events.
Summer 1	Tadpole’s Promise	Pupils study Jeanne Willis and Tony Ross’ story ‘Tadpole’s Promise’ considering the motivations of the characters.
	Who What Where	This lesson may follow the LTE “Who Did It?”. This second lesson explores Oliver Tallec’s “Who What Where?” Pupils continue to develop their inference and deductions skills by exploring the pictures and considering who may have done it. They are then provided with a picture without a question and asked to consider what the accompanying question may be. They then consider what questions might be posed for different characters.
Summer 2	Blue/Yellow	This lesson looks at “little blue and little yellow” by Leo Lionni. Pupils examine the front cover of the book before considering the characterisation of the colours and what this might suggest. Pupils are encouraged to recognise the story has a symbolic/metaphorical reading and to consider how they come to understand this.
	Hat	This activity develops pupils understanding of intentions and consequences by focusing on which character is at fault for what happens at the end of the story.

Year 4		
<u>Date</u>	<u>LTE Lesson</u>	<u>Content</u>
Autumn 1	Splash	This activity explores classification as pupils agree a system for classifying prose and poetry and then apply it to a collapsed Basho Matsuo haiku.

	Mysteries	This activity explores the Chris Van Allsburg book “The Mysteries of Harris Burdick”. Pupils explore the drawings and consider what genre of story they may inspire before re-considering their choice and considering the drawings in a different genre. This lesson is an introduction to “The Mysteries of Harris Burdick”.
Autumn 2	Halvar	This lesson focuses on a Norwegian folk “Halvar and the Trolls”. Pupils read the story and summarise the main plot points. Pupils then branch out into a consideration of what makes a stories or a specific story interesting/exciting. This leads into a consideration of the sparsity of the text and how it could be developed by adding literary devices and where they might be best deployed.
	Alike	This lesson uses the short film Alike to explore the representation of the father and son. Pupils track the changes in the characters particularly their colour to understand the symbolism within the film. Pupils move towards a consideration of why the father pretends to be the violinist towards the end of the film.
Spring 1	Red	Pupils explores Shaun Tan’s picture book “The Red Tree” and considers the narrative sequence . Pupils initially speculate on the characterisation and the type of story before trying to match the text to the images and considering what order they may fall in. Pupils consider why Tan illustrates a red leaf in all pages before discussing why he ends with the red tree. Finally, pupils consider Tan’s comments on the picture book being without a story and non-sequential.
	Shirley	This activity asks students to consider how the story might be structured. Before revealing the relationship between the pupils and the accompanying illustrations, pupils consider what they can infer about Shirley and the voices. They finally consider why Burningham provided two different illustrations for each episode.
Spring 2	Wolves	This lesson studies “Wolves” by Emily Gravett to explore classification of fiction and non-fiction texts and alternative endings. Students are asked to classify the language of the book and identify key features before having to revise their classification in the light of the illustrations and further details. Finally, they consider why the author included two endings and how this contributes to the tone of the book.
	Philip	This activity looks at the cautionary tale of Heinrich Hoffmann and explores the impact of cautionary tales and uses an alternative ending for pupils to consider what makes a successful ending.
Summer 1	Old	This lesson explores a Shel Silverstein poem “The Little Boy and the Old Man” considering the portrayal of both characters through direct speech. Pupils

		speculate on who might be speaking the dialogue, before considering an appropriate tone for the dialogue. Finally pupils consider who we have the greater sympathy for.
	Before After	Pupils explore Anne Margot Ramstein and Matthias Aregui’s picture book “Before After” and consider how to logically sequence images from the book.
Summer 2	The Sea Saw	This lesson looks at the narrative structure of Tom Percival’s story “The Sea Saw”. After considering the character of Sofia, pupils are introduced to a story mountain and identify stages of the story. They consider what the dilemma and ending of the book might be. Pupils are introduced to the idea of a “twist in the tale” and consider how Percival might use this to conclude the story before considering why writers might decide upon a sudden, unexpected ending.
	Here We Are	This lesson explores Oliver Jeffers “Here we are”. Pupils consider what type of advice the book might contain, before deciding whether some advice is more important than others. They then consider the tone and what this reveals about the intended audience for the book.

<u>Year 5</u>		
<u>Date</u>	<u>LTE Lesson</u>	<u>Content</u>
Autumn 1	Lulu	This lesson explores the Charles Causley’s poem ‘ <i>What has happened to Lulu?</i> ’ and considers what is implied about Lulu and the composition of the poem as a series of questions. Pupils consider the development of the speaker during the poem and Causley’s intended audience They are provided with an opportunity to plan or write an additional stanza of the poem.. Pupils use inference and deduction in developing their understanding of the poem.
	Tree	This activity explores Shel Silverstein’s “The Giving Tree. Pupils consider the representation of the tree and the boy throughout as well as the possible message of the text.
Autumn 2	The Maker	Pupils study a short film called The Maker. Pupils listen to the soundtrack and consider how a change of mood is suggested by the music. They then move onto considering how narrative may be structured around 5 stages: exposition, rising action, climax, falling action and resolution. Pupils then apply this to the film and explore any difficulties with using this. They then consider who the title of the film refers to and why the action is repeated.
	l)a	Students study Cumming’s poem l)a and consider why Cummings chose this form of poetic structure. Subsequently they experiment with the structure of

		another Cummings poem in order to consider Cummings intention. This lesson could follow on from 11, "Splash".
Spring 1	Shoes	This activity uses the 6 words short story accredited to Hemingway to consider how we classify texts particularly short stories. Pupils also classify a short story from Kevin Crossley-Holland as well as further examples of 6 word short stories before creating their own.
	Rabbits	Students study Eve Bunting's allegory "Terrible Things" and consider the representation of the terrible things and the author's use of allegory.
Spring 2	Home	This activity explores the Libby Hathorn story "Way Home". Students consider how the mood is created through illustrations and language before they study the symbolic significance of features of the story including the cats and Shane's home.
	Bear	Pupils explore Charles Causley's poem "My mother saw a dancing bear" and consider whether it would have been better published as a story or a poem.
Summer 1	Conquerors	This activity looks at the different episodes and illustrations within McKee's tale to explore his intention and the reader's reaction.
	Window	This lesson explores the story "Window" by Jeannie Baker; a picture book without text. Pupils start by analysing individual images before developing their understanding of character as the story unfolds. Pupils are then provided with images from the book and asked to place them in a logical time sequence. Finally, they compare the opening and closing images, considering when Sam was happiest and how Baker conveys her message.
Summer 2	Why?	This lesson explores Nikolai Popov's allegory "Why?". Pupils speculate on the front cover before reading the story in different ways: as originally intended with images only and as in later editions with text and image together. Pupils are asked to consider which is the most effective form of presentation and why? Pupils consider why Popov decided to use animals in his story before considering the meaning of the text.
	Last Stop	This lesson explores "Last Stop on Market Street" by Matt de la Pena and Christian Robinson. The lesson starts with pupils considering what we learn about CJ and Nana from the opening pages of the story. However the pupils are only given the text and must imagine what CJ and Nana would look like. Pupils then begin to consider the similes and metaphors both CJ and Nana use and their meaning. Pupils pause to reflect upon the significance of Nana's decision to sit at the front of the bus before considering why they might be visiting a soup kitchen. Pupils consider the portrayal of Nana and how truthful she is

		which leads to a consideration of her figurative language and why she might decide to use it.
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Year 6		
<u>Date</u>	<u>LTE Lesson</u>	<u>Content</u>
Autumn 1	Maps	Based on 'Geography Lesson' by Brian Patten and explores the concept of 'inspiration' and the impact this has on people's lives. Through discussion pupils explore the significance of the symbol of maps within the poem and will have an opportunity to create a physical map of where they would like to go.
	Snowmen	Pupils study Roger McGough's poem "The Trouble with Snowmen". Initially they speculate on the title, before exploring the portrayal of the father in the first four stanza and develop their understanding of the snowman symbol.
Autumn 2	Hole	This lesson uses a short film "Black Hole" to consider the intentions of the director. Pupils initially make inferences from the film's title and opening credits. They move on to consider the character and what we know of him from the mis-en-scene.
	Survivors	This lesson explores the story of Juliane Koepcke from David Long's book "Survivors". Pupils consider how the text might be altered if it was autobiographical and what factors were key in her survival against the odds. This leads to a consideration of the story and whether or not it actually happened.
Spring 1	Voices Lesson 1	This activity looks at the different accounts within Anthony Browne's story and their relationship in developing our understanding of characterisation and plot. Pupils build their understanding of the four characters and their relationships before considering who is happiest on the day of the events. Pupils then consider how they would edit the mother's narrative to portray her as more caring.
	Voices Lesson 2	This activity looks at the different accounts within Anthony Browne's story and their relationship in developing our understanding of characterisation and plot. Lesson Two considers the sequencing of the different voices and their impact on the reader. Pupils also consider how our understanding of the characters and events are influenced by the accompanying pictures.
Spring 2	Staircase	Pupils study Hughes poem "Mother to Son" considering the poet's choice of speaker and symbol. Pupils consider why Hughes uses an extended negative

		metaphor in his poem. Finally, details of the poet’s life are revealed and pupils are asked to consider if this influences their reading of the poem.
	Knight	This lesson explores Stephen Crane poem “Fast rode the knight”. Pupils consider their expectations of knights before comparing this with Crane’s presentation in the first stanza. They then consider where to place the additional stanza and its possible impact.
Summer 1	Creatures	Pupils study two poems: “A Small Dragon” by Brian Patten and “A Boat” by Richard Brautigan. Initially they speculate on the creature being described, before comparing and contrasting poems. Finally, they consider the impact of the final lines and whether or not they enhance the poem and influences it’s meaning.
	Feathers	This lesson explores the animated short film “Feathers” by Hands on Deck. Pupils explore the characterization of the mother and daughter in the opening of the film before consider- <u>ing the changes that are happening to the girl. The role of the doctors is discussed. Pupils are asked to consider when the girl is “free” and the film’s message before watching the film for a second time to identify symbols and their significance.</u>
Summer 2	Who	This lesson explores Charles Causley’s poem “Who” and the development of the speaker and character. Pupils track how their understanding of the characters in the poem changed as the poem develops and then review to the poem to identify examples of foreshadowing. Pupils consider the value of re-reading a poem or text multiple times.
	Visitor	Pupils study Serrailier’s poem “The Visitor” in stages considering the poet’s intention and how we, as readers, respond to the poem. Pupils start by considering the opening lines of the poem and how they set the scene and introduce the character. This extends to a consideration of why the skeleton might want the ring back before moving onto the characterisation and motivation of the wife. The ambiguity regarding the skeleton’s gender is highlighted and pupils reflect on whether this alters their reading of the poem. Pupils reflect upon Serrailier’s combination of the comic and frightening in the poem and make alterations to the poem to see how they can influence this.

Appendix 1: Guided Reading Texts and Example of Planning and VIPERS (Years 3 – 6)

Guided Reading Overview for Whole School

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 English as we began with a Reading Project.

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.

<u>Year Group</u>	<u>Guided Reading Texts and Authors</u>	<u>Themes Explored</u>
Year 3	The BFG, by Roald Dahl	Friendships, perceptions of others, adventure, family issues
	How to Train your Dragon, by Cressida Cowell	Fantasy, adventure, power, fate
	The Iron Man, by Ted Hughes	Science-Fiction, Fairytale, recycling, machinery, technology
	Stone Age Boy, by Satoshi Kitamura	Prehistory
	The Boy Who Grew Dragons, by Andy Shepherd	Fantasy, magic, adventure, family, home life
	Red Eyes at Night, by Michael Morpurgo	Friendships, perceptions, adult vs child point of view, morals
	The Butterfly Lion, by Michael Morpurgo	War text, love and relationships, family, loss and stories told from ancestors
	The Owl Who Was Afraid of the Dark, by Jill Tomlinson	Fears, bravery, overcoming obstacles
	The Invisible Dog, by Dick King-Smith	Family, the loss of a pet, caring for animals, imagination
	Jack Sweettooth, by Malorie Blackman	Friendships, mystery, anxieties, comedy
	Bill's New Frock, by Anne Fine	School life, identity, gender stereotypes
Esio Trot, By Roald Dahl	Love, growing old, unlikely friendships, morals	

	The Magic Finger, by Roald Dahl	Dealing with anger, how humans treat animals, hunting
	The Diary of a Killer Cat, by Anne Fine	Humour, loss, morals and ethics, good descriptive text, diary text
	The Snake Who Came to Stay, by Julia Donaldson	Relationships, family dynamics, cultural differences
	Disney's Tarzan, by Russell Schroder	Different story to the film, unexpected, structure of a story, family, choices
	Incredible Insects, by Kelli Hicks	Non-Fiction, information, facts, layout, how to use an information text, high level vocabulary, cross curricular
	Desperate for a Dog, by Rose Impey	Basic graphic novel style, comic strips, sibling relationships, animal themes
	Nutty as a Noodle, by Pie Corbett	Collection of short stories, tales based in classic fairy tales with a twists
	Happy Mouseday, by Dick King-Smith	Responsibility, owning a pet, truths and lies, value of living things
	Unusual Day, by Sandi Toksvig	School related story, funny involving a strange Grandma
Year 4	The Wild Robot, by Peter Brown	Survival. Isolation, machinery, technology, loneliness, perceptions, bravery
	The Land of Roar, by Jenny McLachlan	Adventure, magic, mystical, good and evil
	Varjak Paw, by S. F Said	Adventure, mystery, challenge, self-survival
	Who Let the Gods Out, by Maz Evans	Myths and legends, illness, family relationships, adventure, fantasy
	Matilda, by Roald Dahl	A well-loved, well known story, full of characters that children can relate to
	The Enchanted Horse, by Magdalen Nabb	Fantasy, female lead and imagination
	The Sausage Lion, by Michael Morpurgo	War, love and letter writing
	Space Baby, by Henrietta Branford	Sci-Fi, humour, cartoon elements
	The Firework Maker's Daughter, by Phillip Pullman	Chinese culture, strong female lead
	Fantastic Beasts and Where to Find Them, by JK Rowling	Fantasy, information text
	The Dancing Bear, by Michael Morpurgo	Animal/human relationships, culture and fame
The Sheep Pig, by Dick King-Smith	Dialect, animals and not judging a book by its cover	

	The Legend of Podkin One Ear, by Kieran Larwood	Loss of a parent, being a young carer and overcoming disabilities
	The Fastest Boy in the World, by Elizabeth Laird	Running, culture, ambition, perceptions of others, family relationships, war
	The Worst Witch, by Jill Murphy	Strong female lead, problem solving, mythical characters, magic
	Abdullah's Butterfly, by Janine. M. Fraser	Cultural, lots of description, motivational
	Fantastic Mr Fox, by Roald Dahl	A fun story, a cunning character, problem solving
	The Twits, by Roald Dahl	A comedy tale, how to treat others
	My Granny's Great Escape, by Jeremy Strong	Family dynamics and aging
	Little Wolf's Book of Badness, by Ian Whybrow	A mischievous character, diary entries as the format
	The Hodgeheg, by Dick King-Smith	Family, road safety and animals
	The Portal, by Andrew Norriss	Mystery, family dynamics, autism
Year 5	The Secret Garden, by Frances Hodgson Burnett	A classic children's novel, class divides, dialect and colonial Britain
	War Horse, by Michael Morpurgo	Historical fiction, friendship, animal welfare and providence and destiny in children's fiction.
	Coming to England, by Floella Benjamin	Racism, black history, Empire, courage and inner-strength.
	The Lion, the Witch and the Wardrobe, by C.S. Lewis	A classic children's novel , religion
	The Dawn Treader, by C.S. Lewis	Humility and character arcs based on morality and forgiveness, unfamiliar dialects and expressions, historical fantasy text. Christian and British values.
	There's a Boy in the Girl's Bathroom, by Louise Sachar	Mental Health, roles in school, anger issues
	Kensuke's Kingdom, by Michael Morpurgo	Drama, fantasy, adventure, friendships, survival
	Wonder, by R.J. Palacio	Perceptions, disabilities, friendships, family relationships, school
	Charlotte's Web, by E.B. White	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.
	James and the Giant Peach, by Roald Dahl	Escapism, trust, providence and destiny in children's fiction, historical fiction and the treatment of children including child abuse.

	Danny the Champion of the World, by Roald Dahl	Boys engagement text – a main character boys can relate to, father/son relationship, adventure story
	Stig of the Dump, by Clive King	Historical context, friendship, self-discovery, identity
Year 6	The Explorer, by Katherine Rundell	Adventure, diversity, survival, The Amazon, disaster
	No Ballet Shoes in Syria, by Catherine Bruton	Asylum seekers, refugee, kindness, prejudice, hope and safety
	Cosmic, by Frank Cottrell-Boyce	Fantasy, self-image, adventure, childhood, challenges, bravery
	Non-Fiction Shockwaves	Non Fiction Texts include topics such as: The Environment, Space Exploration, Asia, WW1 and WW2, Technology and Transport
	Victory, by Susan Cooper	Historical context – time switching from past to present
	Snake Stone, by Berlie Doherty	Deals with teenage issues such as adoption, teen pregnancy, identity
	Running on the Cracks, by Julia Donaldson	Contemporary novel written by a well-known picture book poet Julia Donaldson
	Framed, by Frank Cottrell-Boyce	Cross curricular links with art and famous artists
	Holes, by Louis Sachar	Adventure, suspense, plot twists
	Peppermint Pig, by Nina Bawden	
	The Indian in the Cupboard, by Lynne Reid Banks	Dialects interwoven into the characters, cultural, racism, friendship and trust – a children’s classic
	The House with Chicken Legs, by Sophie Anderson	Legends from other cultures
	Anne Frank, by Anne Frank	An autobiography, a pivotal recount of WW2 told by a child
	Boy Under Water, by Adam Baron	Different family issues, death, bereavement, grief and separation, discovering who you are
	Stormbreaker, by Anthony Horowitz	Boys engagement text, action-packed, James Bond inspired
	Hetty Feather, by Jacqueline Wilson	Humorous, period drama, moral dilemmas and relatable characters
	I Was a Rat, by Philip Pullman	Fairy Tale with an unpredictable twist
	Why the Whales Came, by Michael Morpurgo	Community and not judging a book by its cover
	Boy, by Roald Dahl	An autobiography, written by a famous children’s author, full of funny stories
	Goodnight Mr Tom, by Michelle Margorian	Heart-warming, WW2, evacuee, emotional, historical context

VIPERS

VIPERS Questions are discussed in Guided Reading lessons and the children also complete written work based on these VIPERS questioning format.

<p><u>V – Vocabulary</u> 2a – Give/ explain the meaning of words in context.</p>	<ul style="list-style-type: none"> • What do the words...and....tell us about the character/setting/mood/author? • Which words tell you that...? • Can you find a word that describes....? • Find a word in the text that means...? • Find a word that is a synonym of...? • Find a word that suggests/shows...? • What does the word mean? • Why has the author chosen....?
<p><u>I – Inference</u> 2d – Make inference from the text/ explain why and justify using evidence from the text</p>	<ul style="list-style-type: none"> • How do these words make you as the reader feel? • How can you tell that...? • What impression of... do you get from this paragraph/chapter/sentence/illustration? • Who is the narrator of this story? Are they the same as the author? • What expression might you add to this part? • What was.... thinking when...? • Do you agree with....? • What would you have done when....?
<p><u>P – Predict</u> 2e – Predict what might happen from the details stated and implied.</p>	<ul style="list-style-type: none"> • From the cover, what do you think is going to happen in our text? • What information do you think we will find out? • What do you think will happen in the next chapter based on what we've read? • Do you think.... will happen? Explain your answer. • Can you find evidence that shows... might happen? • What has happened before this? Do you think that will affect the character's choices? • What would you do if...?

<p><u>E – Explain</u> 2f – Identify/explain how information/narrative content is related and contributes to the meaning as a whole. 2g – Identify/ explain how meaning is enhanced through choice of words and phrases. 2h – Make comparisons within the text.</p>	<ul style="list-style-type: none"> • Why is the text organised like this? • What features and structures has the author used? Why? • Is the use of...effective? why? • Find evidence to prove... • Which words and phrases give us the impression of...? • Find phrases which show a change in attitude from...? • What affect does... have on the reader? • What affect does... have on the character? • Why has the author chosen...? • Does the author have a point of view? Find phrases to prove your answer.
<p><u>R – Retrieve</u> 2b – Retrieve and record key information/ key details from fiction and non-fiction.</p>	<ul style="list-style-type: none"> • How did...? • Who is...? • What does.... do when...? • What can you learn from....? • What is....? • Give an example of...? • Which genre of text is the text? How do you know?
<p><u>S – Summarise</u> 2c – Summarise main ideas from more than one paragraph.</p>	<ul style="list-style-type: none"> • Can you put these events in order? • What happened before this chapter? • Tell me what has happened so far, in your own words. • What was....? • Which order to the chapter headings come in the story? • Can you summarise the paragraph we have just read? • What happened in the beginning/middle/end? • Summarise the character's actions in this chapter.

Appendix 2: Long Term 'Power of Reading' English Lesson Planning (Year 3 – 6) AN OVERVIEW

The Long Term Plan for English lessons outlined below shows the texts read, and the Power of Reading units covered throughout the Academic Year. A number of curriculum objectives are covered during one unit, along with a number of writing opportunities.

Please see the Medium Term Plan (Appendix 3) for a more detailed breakdown.

<u>Set</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 3	PoR: Gregory Cool, by Caroline Binch		PoR: Pugs of the Frozen North, by Phillip Reeve		PoR: Tin Forest by Helen Ward and Wayne Anderson	
Year 4	PoR: The Pebble in My Pocket: A History of Our Earth, by Meredith Hooper	PoR: Arthur and the Golden Rope, by Joe Todd-Stanton			PoR: Werewolf Club Rules, by Joseph Coelho	
Year 5	PoR: The Adventures of Odysseus, by Hugh Lupton, Daniel Morden and Christina Balit			PoR: The Song from Somewhere Else, by AF Harrold		
Year 6	PoR: Shackleton's Journey, by William Grill		PoR: Varmints, by Helen Ward		PoR: The London Eye Mystery, by Siobhan Dowd	

Appendix 3: Long Term GPS Planning (Year 3 – 6)

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 being readdressed as the children progress through Key Stage 2.

Year 3	Year 4	Year 5	Year 6
<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"> • Nouns • Noun Phrases • Sentence Functions: Statements, Questions, Exclamations and Commands • Suffixes • Subordinating and Coordinating Conjunctions • Adjectives, Adverbs and Verbs • Past and Present Tense (Progressive) • Capital Letters, Full Stops, Question Marks, Exclamation Marks, Apostrophes and Commas <p><i>Year 3 Objectives:</i></p> <ul style="list-style-type: none"> • Indefinite Article • Singular and Plural Verbs • Adjectives • Punctuating Sentences 	<ul style="list-style-type: none"> • Verb Tenses (<i>recap</i>) • Main and Subordinate Clauses • Nouns: common, proper, collective and compound • Direct Speech • Suffixes • Adjective and Adverb Phrases • Singular and Plural Nouns • Possessive Pronouns • The Perfect Tense • Adverb Pairs • Subject and Object • Past Perfect Tense • Possessive Adjectives • Indirect Speech • Past and Present Perfect Tense • Adverb Clauses • Noun Phrases • Tense Mistakes • Paragraphs • Positive and Negative Words • Confusing Words • Synonyms • Adverb Clauses • Apostrophes • Possessive Nouns • Adverb Phrases and Clauses 	<ul style="list-style-type: none"> • Irregular Plurals • Possessive Pronouns and Adjectives • Forming Verb Tenses • Direct Speech • Adverb Clauses • Singular and Plural Possessive Nouns • Indirect Speech • Subject and Predicate • Homophones • Verbs and Suffixes • Synonyms • Relative Pronouns • Homonyms • Apostrophes • Subject and Predicate • Pronouns: Repetition and Clarity • Relative Clauses • Auxiliary Verbs • Commas • Adverbials • Prefixes • Confusing Words • Adverbs of Sequence • Auxiliary Verbs • Main, Adverb and Relative Clauses 	<ul style="list-style-type: none"> • Subject and Object • Subject and Predicate • Homophones and Homonyms • Relative Pronouns • Modal Verbs • Relative Clauses • Verb Tenses • Main Clauses and Co-ordinating Conjunctions • Confusing Words • Subordinate Clauses and Subordinating Conjunctions • Replacing Overused Words • Noun Phrases • Presenting Information • Confusing Words (<i>who's, whose, fewer, less etc</i>) • Hyphens in Compound Words • Direct Speech • Auxiliary Verbs • Active and Passive Voice • Standard and Non-Standard English • Conditional Clauses • Semi-Colons and Colons • Discursive Writing • Standard and Non-Standard English • Hyphens with Prefixes

Curriculum Skills and Progression Map



<ul style="list-style-type: none">• Forming Plurals of Given Nouns• Adverbs• Prepositions• Verb Tenses• Direct Speech• Subject and Object Pronouns• Future Tense• Abstract Nouns• Capital Letters• Adjective Phrases• Prefixes• Adverb Phrases• Suffixes• Conjunctions• Paragraphs• Perfect Tense• Main Clauses		<ul style="list-style-type: none">• Commas to Avoid Ambiguity• Commas, Brackets and Dashes• Improving Writing	<ul style="list-style-type: none">• The Subjunctive Form• Writing for a Particular Purpose
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Appendix 4: Long Term Spelling Planning (Year 3 – 6)

The weekly spellings that children learn throughout the year are obtained from Spelling Shed. Each child has their own log in and access the weekly spellings set by the English teacher.

Below is an overview of the spellings learnt each week, in each year group. There are additional spelling lists that can be learnt post Week 30, as a basis for revision.

Year 3

<p><u>Week 1</u> The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.</p>	<p><u>Week 2</u> The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.</p>	<p><u>Week 3</u> The /i/ sound spelled with a 'y.'</p>	<p><u>Week 4</u> Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'</p>	<p><u>Week 5</u> Words with endings that sound like /ch/ is often spelt – 'ture' unless the root word ends in (t)ch.</p>	<p><u>Week 6</u> Challenge Words</p>	<p><u>Week 7</u> Words with the prefix 're-' 're-' means 'again' or 'back.'</p>	<p><u>Week 8</u> The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.</p>	<p><u>Week 9</u> The prefix 'mis-' This is another prefix with negative meanings.</p>	<p><u>Week 10</u> Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled in these words.</p>
<p>Mouth around sprout sound spout ouch hound trout found proud</p>	<p>touch double country trouble young cousin enough encourage flourish couple</p>	<p>gym myth Egypt pyramid mystery symbol synonym lyrics system gymnastics</p>	<p>measure treasure pleasure enclosure displeasure composure leisure exposure closure disclosure</p>	<p>creature furniture picture nature adventure capture future sculpture fracture mixture</p>	<p>actual answer bicycle circle earth enough fruit island often popular</p>	<p>redo refresh return reappear redecorate revenge review replay reaction rebound</p>	<p>disappoint disagree disobey disable dislike dislocate disappear disadvantage disapprove dislodge</p>	<p>misbehave mislead misspell mistake misplace misread mistrust misunderstanding misuse mislaid</p>	<p>gardening gardened limited limiting developing developed listening listened covered covering</p>
<p><u>Week 11</u> Adding suffixes beginning with vowel letters to words of more than one syllable.</p>	<p><u>Week 12</u> Challenge Words</p>	<p><u>Week 13</u> The long vowel /a/ sound spelled 'ai'</p>	<p><u>Week 14</u> The long /a/ vowel sound spelled 'ei.'</p>	<p><u>Week 15</u> The long /a/ vowel sound spelled 'ey.'</p>	<p><u>Week 16</u> Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb.</p>	<p><u>Week 17</u> Homophones – words which have the same pronunciation but different meanings and/or spellings.</p>	<p><u>Week 18</u> Challenge Words</p>	<p><u>Week 19</u> The /l/ sound spelled '-al' at the end of words.</p>	<p><u>Week 20</u> The /l/ sound spelled '-le' at the end of words.</p>

Curriculum Skills and Progression Map



forgetting forgotten beginning preferred permitted regretting committed forbidden propelled equipped	centre decide disappear early heart learn minute notice regular therefore	straight painter fainted waist strainer chained claimed failure snail waiter	vein weigh eight neighbour sleigh reign freight reins veil eighteen	obey prey convey survey grey osprey disobey they surveyor conveyor	calmly exactly deadly bravely boldly gladly deeply clearly hourly quickly	grate great grown groan main mane meat meet missed mist	build describe imagine library natural ordinary promise recent suppose weight	arrival burial comical emotional national magical personal optional survival tropical	battle article struggle possible capable settle humble terrible example adjustable
<u>Week 21</u> Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'	<u>Week 22</u> Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'	<u>Week 23</u> Adding the suffix '-ly'. Words which do not follow the rules.	<u>Week 24</u> Challenge Words	<u>Week 25</u> Words ending in '-er' when the root word ends in (t)ch	<u>Week 26</u> Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.	<u>Week 27</u> Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelled '-que.' These words are French in origin.	<u>Week 28</u> Words with the /s/ sound spelt 'sc' which is Latin in its origin.	<u>Week 29</u> Homophones: Words which have the same pronunciation but different meanings and/or spellings.	<u>Week 30</u> Challenge Words
gently simply humbly nobly durably terribly incredibly responsibly wrinkly possibly	basically frantically dramatically historically nationally emotionally accidentally automatically traditionally specifically	truly duly publicly daily slyly shyly fully wholly coyly happily	address arrive certain experience history mention occasionally probably reign sentence	teacher catcher richer stretcher watcher dispatcher butcher preacher cruncher scorchers	scheme chorus chemist echo character stomach monarch school anchor chaos	vague league plague tongue fatigue antique unique grotesque mosque plaque	science scene discipline fascinate crescent scissors ascend scented scenery descend	ball bawl berry bury brake break fair fare mail male	accidentally breathe century consider eight guard heard peculiar possible quarter

Year 4

<p>Week 1 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p>	<p>Week 2 The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'</p>	<p>Week 3 The prefixes il-, im- and -ir</p>	<p>Week 4 The prefix 'sub-' which means under or below</p>	<p>Week 5 The prefix 'inter-' means between, amongst or during.</p>	<p>Week 6 Challenge Words</p>	<p>Week 7 The suffix '-ation' is added to verbs to form nouns.</p>	<p>Week 8 The suffix '-ation' is added to verbs to form nouns.</p>	<p>Week 9 Adding -ly to make adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'</p>	<p>Week 10 Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'</p>
<p>accept except knot not peace piece plain plane weather whether</p>	<p>inactive incorrect invisible insecure inflexible indefinite inelegant incurable inability inadequate</p>	<p>illegal illegible immature immortal impossible impatient imperfect irregular irrelevant irresponsible</p>	<p>submarine subject subway submerge subtropical subdivide subheading substandard subtitle submit</p>	<p>interact intercity international interfere interview intercept intercom internet interchange interface</p>	<p>calendar appear believe grammar increase interest opposite straight strength women</p>	<p>information sensation preparation vibration decoration donation duration registration population determination</p>	<p>adoration admiration coronation detonation observation location generation exploration combination illustration</p>	<p>sadly completely wildly bravely gently foolishly proudly horribly nervously happily</p>	<p>usually finally beautifully thoughtfully wonderfully carefully faithfully peacefully cruelly generally</p>
<p>Week 11 Word with the 'sh' sound spelled ch. These words are French in origin.</p>	<p>Week 12 Challenge Words</p>	<p>Week 13 Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'</p>	<p>Week 14 Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.</p>	<p>Week 15 The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.</p>	<p>Week 16 The 'ee' sound spelt with an 'i.'</p>	<p>Week 17 The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.</p>	<p>Week 18 Challenge Words</p>	<p>Week 19 The 'au' digraph.</p>	<p>Week 20 The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion'</p>
<p>chef chalet machine brochure</p>	<p>complete continue experiment famous</p>	<p>expansion extension comprehension tension</p>	<p>poisonous dangerous mountainous marvellous</p>	<p>courageous outrageous nervous</p>	<p>merriment happiness plentiful penniless</p>	<p>serious obvious curious</p>	<p>breath business caught different</p>	<p>naughty caught</p>	<p>invention injection action hesitation</p>

Curriculum Skills and Progression Map



parachute chute chaperone chandelier crochet quiche	favourite February naughty material knowledge remember	suspension exclusion provision explosion erosion invasion	perilous tremendous enormous jealous precious disastrous	famous adventurous disadvantageous ridiculous carnivorous rapturous torturous	happily prettiest nastiness beautiful pitiful silliness	hideous spontaneous courteous furious various victorious gaseous	exercise extreme medicine possession although thought	fraught automatic astronaut cause author applaud taught audience	completion stagnation nomination migration conservation selection
<u>Week 21</u> The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'	<u>Week 22</u> The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'	<u>Week 23</u> Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.	<u>Week 24</u> Challenge Words	<u>Week 25</u> Homophones – words which have the same pronunciation but different meanings and/or spellings.	<u>Week 26</u> The /s/ sound spelt c before 'i' and 'e'	<u>Week 27</u> Some words have similar spellings, root words and meanings. We call these word families. This list contains 'sol word family' and 'real word family' words	<u>Week 28</u> Some words have similar spellings, root words and meanings. We call these word families - 'phon word family' and 'sign word family' words are in this spelling list.	<u>Week 29</u> The prefixes 'super-' 'anti-' and 'auto-'	<u>Week 30</u> The prefix bi-meaning two
expression discussion confession permission admission impression obsession procession omission concussion	musician magician electrician politician mathematician technician optician beautician physician dietician	reluctantly quickly generously unexpectedly gently curiously furiously seriously victoriously courteously	group height particular potatoes separate surprise through various though woman	scene seen whose who's affect effect here hear heel heal	circle century centaur circus princess voice medicine celebrate celery pencil	solar solution soluble insoluble dissolve real reality realistic unreal realisation	phone telephone phonics microphone phonograph sign signature assign designer signaller	supermarket superman superstar superhuman antiseptic anticlockwise antisocial autobiography autograph automatic	bicycle biplane biped bicentennial biannual bilingual bicuspid biceps binoculars bisect

Year 5

<u>Week 1</u> Words ending in ‘-ious.’	<u>Week 2</u> Words ending in ‘-cious.’ If the root word ends in –ce the sound is usually spelt ‘-cious’.	<u>Week 3</u> Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant. But there are many exceptions.	<u>Week 4</u> Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant but there are many exceptions.	<u>Week 5</u> Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant. But there are many exceptions.	<u>Week 6</u> Challenge words	<u>Week 7</u> Words ending in ‘-ant’. ‘-ant’ is used if there is an ‘a’ or ‘ay’ sound in the right place.	<u>Week 8</u> Words ending in ‘-ance’. ‘-ance’ is used if there is an ‘a’ or ‘ay’ sound in the right place.	<u>Week 9</u> Use –ent and –ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.	<u>Week 10</u> Words ending in –able and –ible. –able is used where there is a related word ending in –ation
ambitious infectious fictitious nutritious repetitious amphibious curious devious notorious obvious	delicious atrocious conscious ferocious gracious luscious malicious precious spacious suspicious	official special artificial crucial judicial beneficial facial glacial especially multiracial	potential essential substantial influential residential confidential impartial preferential torrential circumstantial	financial commercial provincial initial spatial palatial controversial initially controversially financially	appreciate cemetery conscious convenience environment immediately language sufficient thorough vegetable	abundant brilliant constant distant dominant elegant fragrant ignorant tolerant vacant	abundance brilliance elegance extravagance tolerance hesitancy relevancy vacancy dominancy abundancy	innocence decent frequent emergent confidence competence transparent eloquence violent intelligence	dependable comfortable understandable reasonable enjoyable reliable possible horrible terrible incredible
<u>Week 11</u> Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably.	<u>Week 12</u> Challenge Words	<u>Week 13</u> Words ending in ‘-able’. If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap.	<u>Week 14</u> Adverbs of time (temporal adverbs) these are words to develop chronology in writing.	<u>Week 15</u> Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled.	<u>Week 16</u> Words with ‘silent’ letters at the start.	<u>Week 17</u> Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<u>Week 18</u> Challenge Words	<u>Week 19</u> Words spelled with ‘ie’ after c.	<u>Week 20</u> Words with the ‘ee’ sound spelt ei after c. The ‘i’ before e except after ‘c’ rule applies to words where the sound spelled by ei is /ee/ however there are exceptions
reliably dependably comfortably possibly	accommodate available controversy dictionary	changeable noticeable manageable agreeable	afterwards immediately earlier eventually	referring preferred transferring reference	knight wreckage writer knowledge	Doubt island lamb solemn	amateur ancient awkward criticise	ancient science species efficient	deceive conceive receive

Curriculum Skills and Progression Map



horribly terribly visibly incredibly sensibly legibly	marvellous opportunity secretary sincerely suggest twelfth	knowledgeable replaceable microwaveable salvageable rechargeable irreplaceable	previously finally recently yesterday tomorrow whilst	referee preference transference difference inference conferring	knuckle wreath pterodactyl mnemonic wrestler knife	thistle autumn build receipt ascend disciple	excellent foreign pronunciation symbol yacht equipment	deficient glacier scientists sufficient emergencies inefficient	perceive receipt protein caffeine seize either neither
Week 21 Words containing the letter string 'ough' where the sound is /aw/.	Week 22 Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.	Week 23 Language of possibility (modal verbs). These words show the possibility that something has of occurring	Week 24 Challenge Words	Week 25 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Week 26 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings	Week 27 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings	Week 28 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Week 29 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Week 30 Challenge Words
bought fought thought ought sought nought brought wrought afterthought thoughtfulness	though although dough doughnut rough enough tough plough bough toughen	definitely possibly probably frequently infrequently occasionally rarely certainly obviously often	accompany communicate conscience desperate disastrous interfere nuisance queue restaurant rhythm	advice advise device devise licence license practice practise prophecy prophecy	aisle isle aloud allowed altar alter ascent assent farther father	guessed guest heard herd morning mourning past passed bridal bridle	cereal serial complement compliment principal principle stationary stationery wary weary	affect effect precede proceed draft draught dessert desert whose who's	achieve apparent bargain bruise community mischievous muscle necessary vehicle system

Year 6

Week 1 Challenge Words	Week 2 Challenge Words	Week 3 Challenge Words	Week 4 Challenge Words	Week 5 Challenge Words	Week 6 Challenge Words	Week 7 Challenge Words	Week 8 Challenge Words	Week 9 Challenge Words	Week 10 Challenge Words
muscle prejudice available determined rhyme identity accommodate suggest competition existence	accompany average conscience develop explanation immediately necessary privilege rhythm symbol	according awkward conscious dictionary familiar individual neighbour profession sacrifice system	achieve bargain controversy disastrous foreign interfere nuisance programme secretary temperature	aggressive bruise convenience embarrass forty interrupt occupy pronunciation shoulder thorough	amateur category correspond environment frequently language occur queue signature twelfth	ancient cemetery criticise equipped government leisure opportunity recognise sincerely variety	apparent committee curiosity guarantee lightning parliament recommend soldier vegetable especially	appreciate communicate definite exaggerate harass marvellous persuade relevant stomach vehicle	attached community desperate excellent hindrance mischievous physical restaurant sufficient yacht
Week 11 Words with the short vowel sound /i/ spelt y	Week 12 Spelling Rules: Words with the long vowel sound /i/ spelt with a y.	Week 13 Adding the prefix ‘-over’ to verbs.	Week 14 Spelling Rules: Convert nouns or verbs into adjectives using suffix ‘-ful.’	Week 15 Spelling Rules: Words which can be nouns and verbs.	Week 16 Spelling Rules: Words with an /oh/ sound spelled ‘ou’ or ‘ow’	Week 17 Spelling Rules: Words with a ‘soft c’ spelt /ce/.	Week 18 Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	Week 19 Spelling Rules: Words with the /f/ sound spelt ph	Week 20 Spelling Rules: Words with origins in other countries
rhythm system physical symbol mystery lyrics oxygen symptom typical crystal	rhyme occupy apply hyphen hygiene python supply identify multiply recycle	overbalance overthrow overturned overcoat overslept overcook overpaid overreact overtired overlooked	merciful plentiful beautiful fearful faithful boastful doubtful thankful pitiful fanciful	produce impact transport silence permit object contest subject increase freeze	shoulder smoulder mould thrown known blown window shallow soul poultry	prejudice nuisance hindrance sacrifice cemetery certificate celebrate necessary deceased December	disappointed dissatisfied dissimilar unsure unnecessary unnatural overseas overrule overreact impatient	graph pheasant phone photo physical alphabet dolphin elephant pamphlet sphere	hoist easel restaurant pyjamas bungalow veranda ballet blizzard gymkhana origin
Week 21 Words with unstressed vowel sounds.	Week 22 Words with endings /shuhl/ after a vowel letter	Week 23 Spelling Rules: Words with endings /shuhl/ after a consonant letter.	Week 24 Spelling Rules: Words with the common letter string ‘acc’ at the	Week 25 Words ending in ‘-ably’	Week 26 Words ending in ‘-ible’	Week 27 Adding the suffix ‘-ibly’ to create an adverb.	Week 28 Changing ‘-ent’ to ‘-ence.’	Week 29 Words ending -er, -or, ar	Week 30 Adverbs synonymous with determination.

Curriculum Skills and Progression Map



			beginning of words.						
explanatory	antisocial	influential	accompany	changeably	reversible	reversibly	excellent	computer	intently
environment	official	martial	accommodate	noticeably	incredible	responsibly	excellence	superior	diligently
secretary	superficial	spatial	access	dependably	possible	possibly	silent	customer	repeatedly
jewellery	special	partial	accuse	comfortably	horrible	horribly	silence	soldier	knavishly
poisonous	artificial	confidential	accost	reasonably	terrible	terribly	evident	shoulder	determinedly
company	social	essential	accrue	adorably	responsible	visibly	evidence	interior	resolutely
desperate	racial	substantial	accuracy	valuably	legible	incredibly	convenient	calendar	relentlessly
definitely	crucial	potential	accomplish	believably	forcible	sensibly	convenience	popular	persistently
reference	facial	sequential	accumulate	considerably	sensible	forcibly	different	particular	tenaciously
temperature	beneficial	torrential	accentuate	tolerably	visible	legibly	difference	radiator	continually

In addition to the weekly spellings that pupils learn, and are tested on, there are additional SPaG quizzes, mathematical word lists and grammar word lists that the children are set as additional homework tasks throughout the year.

Appendix 5: Spelling Homework Overview

Each week, the children will complete a set of 10 spellings on Spelling Shed, followed by an additional SPaG Quiz (split into word, punctuation, word and text). These are assigned, each week, to each child.

Read, Write Inc Set

<u>Week</u>	<u>Phonics Sound</u>	<u>SPaG/Additional Task</u>
1	Phase 3 /j/ in CVC and CVCC words	
2	Phase 3 /v/ in CVC, CVCC and CVCV words	
3	Phase 3 /w/ in CVC, CVCC and CVCV words	
4	Phase 3 /x/ in CVC, CVCC and CVCV words	
5	Revision of phase 3 /j/v/w/x/ in CVC, CVCC, CVCCVC and CVCV words	
6	Phase 3 /y/ in CVC, CVCC and CVCV words	
7	Phase 3 /qu/ in CVC, CVCC and CVCV words	Stage 3 W1.1 Identify and sort nouns
8	Phase 3 /z/ and /zz/ in CVC, CVCC, CVCV and CVCCVC words	Stage 3 W1.2 Introduce the term 'prefix'
9	Revision of phase 3 /y/qu/z/zz/ in CVC, CVCC, CVCCVC and CVCV words	Stage 3 W1.3 Prefix un- meaning 'not'
10	Phase 3 /ng/ in CVCC words	Stage 3 W1.4 Introduce and sort prefixes
11	Phase 3 /ch/ in CCVC, CVCC and CCVCC words	Stage 3 W1.5 Choose the correct word for the sentence gap
12	Phase 3 /sh/ in CCVC, CVCC and CCVCC words	Stage 3 W1.6 Which of these words matches the definition?
13	Phase 3 /th/ (as in moth) in VCCVC, CVCC and CCVCC words	Stage 3 W1.7 Identify a word with a prefix in a sentence
14	Phase 3 /th/ (as in weather)	Stage 3 W1.8 Write own sentence using a given word with a prefix
15	Phase 3 /th/ in CCVC, CVCC words	Stage 3 W2.1 Revise/introduce terms and definitions of vowel and consonant
16	Phase 3 /ai/ (10 words)	Stage 3 W2.2 Choose correct a/an in a sentence
17	Phase 3 /ee/ (10 words)	Stage 3 W3.1 Identify and sort prefixes/suffixes/root words
18	Phase 3 /igh/ (10 words)	Stage 3 W3.2 Add an appropriate prefix or suffix to each root word
19	Phase 3 /oa/ (10 words)	Stage 3 P1.1 Identify what is being said in image/film/speech bubbles
20	Phase 3 /ue/(as in statue) (7 words)	Stage 3 P1.2 Punctuate spoken sentences

21	Phase 3 /ow/ (10 words)	Stage 3 P1.3 Identify and sort synonyms for said
22	Phase 3 /oi/ (10 words)	Stage 3 P1.4 Rearrange sentence fragments to create a grammatically accurate sentence
23	Phase 3 /oo/ (as in too) (10 words)	Stage 3 P1.5 Add all punctuation to a given sentence including speech
24	Phase 3 /oo/ (as in good) (10 words)	Stage 3 P1.6 Identify which speech sentences are constructed correctly/incorrectly
25	Phase 3 /ar/ (10 words)	Stage 3 S1.1 Revise coordinating and subordinating conjunctions
26	Phase 3 /or/ (10 words)	Stage 3 S1.2 Identify, define and use prepositions
27	Phase 3 /ur/ (10 words)	Stage 3 S1.3 Identify and sort conjunctions, adverbs and prepositions
28	Phase 3 /er/ (as in gerbil) (23 words)	Stage 3 S1.4 Add an appropriate conjunction/adverb/prepositions to sentences
29	Phase 3 /er/ (10 words)	Stage 3 T1.1 Read through a text and split into paragraphs
30	Phase 3 /ear/ (10 words)	Stage 3 T1.2 Read through short passages and rearrange into correct order

Year 3

Week	Spelling Rule	SPaG/Additional Task
1	The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.	
2	The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.	
3	Spelling Rule: The /i/ sound spelled with a 'y.'	
4	Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'	
5	Words with endings that sound like /ch/ is often spelled – 'ture' unless the root word ends in (t)ch.	
6	Challenge words	
7	Words with the prefix 're-' 're-' means 'again' or 'back.'	Stage 3 W1.1 Identify and sort nouns

8	The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.	Stage 3 W1.2 Introduce the term 'prefix'
9	The prefix 'mis-' This is another prefix with negative meanings.	Stage 3 W1.3 Prefix un- meaning 'not'
10	Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.	Stage 3 W1.4 Introduce and sort prefixes
11	Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.	Stage 3 W1.5 Choose the correct word for the sentence gap
12	Challenge words	Stage 3 W1.6 Which of these words matches the definition?
13	The long vowel /a/ sound spelled 'ai'	Stage 3 W1.7 Identify a word with a prefix in a sentence
14	The long /a/ vowel sound spelled 'ei.'	Stage 3 W1.8 Write own sentence using a given word with a prefix
15	The long /a/ vowel sound spelled 'ey.	Stage 3 W2.1 Revise/introduce terms and definitions of vowel and consonant
16	Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.	Stage 3 W2.2 Choose correct a/an in a sentence
17	Homophones – words which have the same pronunciation but different meanings and/or spellings.	Stage 3 W3.1 Identify and sort prefixes/suffixes/root words
18	Challenge Words	Stage 3 W3.2 Add an appropriate prefix or suffix to each root word
19	The /l/ sound spelled '-al' at the end of words.	Stage 3 P1.1 Identify what is being said in image/film/speech bubbles
20	The /l/ sound spelled '-le' at the end of words	Stage 3 P1.2 Punctuate spoken sentences
21	Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'	Stage 3 P1.3 Identify and sort synonyms for said
22	Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'	Stage 3 P1.4 Rearrange sentence fragments to create a grammatically accurate sentence

23	Adding the suffix –ly. Words which do not follow the rules.	Stage 3 P1.5 Add all punctuation to a given sentence including speech
24	Challenge Words	Stage 3 P1.6 Identify which speech sentences are constructed correctly/incorrectly
25	Words ending in ‘-er’ when the root word ends in (t)ch.	Stage 3 S1.1 Revise coordinating and subordinating conjunctions
26	Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language.	Stage 3 S1.2 Identify, define and use prepositions
27	Words ending with the /g/ sound spelled ‘-gue’ and the /k/ sound spelled ‘-que.’ These words are French in origin.	Stage 3 S1.3 Identify and sort conjunctions, adverbs and prepositions
28	Words with the /s/ sound spelled ‘sc’ which is Latin in its origin.	Stage 3 S1.4 Add an appropriate conjunction/adverb/prepositions to sentences
29	Homophones: Words which have the same pronunciation but different meanings and/or spellings.	Stage 3 T1.1 Read through a text and split into paragraphs
30	Challenge Words	Stage 3 T1.2 Read through short passages and rearrange into correct order

Year 4

<u>Week</u>	<u>Spelling Rule</u>	<u>SPaG/Additional Task</u>
1	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Stage 4 W1.1 Identify and sort nouns
2	The prefix ‘in-’ can mean both ‘not’ and ‘in’/‘into.’ In these spellings the prefix ‘in-’ means ‘not.’	Stage 4 W1.2 Add -s, add -es to words
3	Before a root word starting with l, the ‘in-’ prefix becomes ‘il-’. Before a root word starting with r the prefix ‘in-’ becomes ‘ir-’	Stage 4 W1.3 Revise and extend Stage 2 P3.1-7
4	The prefix ‘sub-’ which means under or below.	Stage 4 W1.4 Sort possessive and plural words ending in -s
5	The prefix ‘inter-’ means between, amongst or during.	Stage 4 W1.5 Choose sentences with correctly spelled words
6	Challenge Words	Stage 4 W1.7 Introduce use of apostrophe after a plural
7	The suffix ‘-ation’ is added to verbs to form nouns.	Stage 4 W2.1 Introduce inflections of the verb ‘to be’ using Standard English

8	The suffix '-ation' is added to verbs to form nouns.	Stage 4 W2.2 Complete similar activities looking at local non-standard terms
9	Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'	Stage 4 P2.1 Revise Stage 3 P1
10	Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'	Stage 4 P2.2 Identify correctly placed inverted commas
11	Word with the 'sh' sound spelled ch. These words are French in origin.	Stage 4 P2.4a Add punctuation marks to sentences including inverted commas
12	Challenge Words	Stage 4 P3.1 Revise Stage 2 P3.3-P3.6
13	Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'	Stage 4 P3.2 Apostrophes to mark plural possession
14	Adding the suffix -ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.	Stage 4 P3.3 Apostrophes to mark plural possession, including irregular plurals
15	The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.	Stage 4 S1.1 Identify and sort adjective/noun/prepositional phrase
16	The 'ee' sound spelled with an 'i.'	Stage 4 S1.2 Add adjectives before one noun
17	The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.	Stage 4 S1.3 Identify the prepositional phrase in a sentence
18	Challenge Words	Stage 4 S1.4 Identify determiners in a sentence
19	The 'au' digraph	Stage 4 S1.5 Expand sentences using adjectives and prepositional phrases
20	The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'	Stage 4 S2.1 Revise and extend Stage 3 S1
21	The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'	Stage 4 S2.2 Identify adverbials
22	The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'	Stage 4 S2.3 Select the appropriate adverbial for a sentence
23	Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.	Stage 4 S2.4a and P1 Rearrange sentences so that the adverbial is at the front

24	Challenge Words	Stage 4 S2.4b and P1 Choose the appropriate adverbial to front a sentence
25	Homophones – words which have the same pronunciation but different meanings and/or spellings.	Stage 4 S2.5 Punctuate sentences with fronted adverbials correctly
26	The /s/ sound spelled c before 'i' and 'e'.	Stage 4 T2.1 Revise noun types from previous Stages
27	Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'	Stage 4 T2.2 Identify and sort types of nouns
28	Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'	Stage 4 T2.3 Identify and sort nouns and pronouns
29	Prefixes – 'super-' 'anti' and 'auto.'	Stage 4 T2.4 Identify and sort personal and possessive pronouns
30	The prefix bi- meaning two	Stage 4 T2.5 Identify sentences from the description

Year 5

<u>Week</u>	<u>Spelling Rule</u>	<u>SPaG/Additional Task</u>
1	Words ending in '-ious.'	
2	Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'	Stage 5 W1.1 Identify four word classes – adverbs, adjectives, nouns, verbs
3	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.	Stage 5 W1.2 Identify and sort word classes – conjunctions, determiners, prepositions
4	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.	Stage 5 W1.3 Match noun and adjectives to suffixes
5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.	Stage 5 W1.4a Identify verbs that have been made by converting a noun or an adjective in sentences/paragraphs
6	Challenge words	Stage 5 W1.4b Match root adjective/noun and apply a suffix e.g. memory + ise = memorise
7	Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.	Stage 5 W2.1 Introduce prefixes
8	Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.	Stage 5 P1.1 Brackets to indicate parenthesis

9	Use –ent and –ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.	Stage 5 P1.2 Dashes to indicate parenthesis
10	Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’	Stage 5 P1.3 Commas to indicate parenthesis
11	Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably	Stage 5 P1.4 Brackets, dashes and commas to indicate parenthesis
12	Challenge Words	Stage 5 P2.1 Identify an extra clause at the opening of a sentence
13	Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.	Stage 5 P2.2a Identify a clause or phrase that is embedded within the sentence, often relative but not always
14	Adverbs of time (temporal adverbs) these are words to develop chronology in writing.	Stage 5 P2.2b Assemble jumbled sentences
15	Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled.	Stage 5 P2.2c Identify correct and incorrect usage of commas
16	Words with ‘silent’ letters at the start.	Stage 5 P2.3 Revise Stage 2 P2.3, 2.4, 2.5
17	Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Stage 5 P2.4 Using commas for lists and within list sentences
18	Challenge Words	Stage 5 P2.5 Punctuate sentences that represent a range of comma usage
19	Words spelled with ‘ie’ after c.	Stage 5 S1.1 Revise the terms personal and possessive pronoun
20	Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.	Stage 5 S1.2 Introduce relative pronouns
21	Words containing the letter string ‘ough’ where the sound is /aw/	Stage 5 S2.1 Introduce modal verbs (might, should, will, must)

22	Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.	Stage 5 S2.2a Identify, sort and order modal verbs in terms of probability
23	Adverbs of possibility. These words show the possibility that something has of occurring.	Stage 5 S2.2b Create a sentence using a modal verb
24	Challenge Words	Stage 5 S2.3 Introduce adverbs of possibility
25	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Stage 5 T1.1 Identify and define cohesive features
26	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Stage 5 T1.2 Identify and sort adverbs, conjunctions and pronouns
27	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Stage 5 T1.3 Improve cohesion by adding cohesive devices from selection into simple paragraphs
28	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Stage 5 T2.1 Identify and sort adverbials of time, place and number
29	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Stage 5 T2.2 Add appropriate adverbials from selection into missing word sentences/paragraphs
30	Challenge Words	Stage 5 T2.3 Improve paragraphs/texts by adding in appropriate adverbials from selection

Year 6

<u>Week</u>	<u>Spelling Rule</u>	<u>SPaG/Additional Task</u>
1	Challenge Words	31. Spelling Rules: Adjectives to describe settings
2	Challenge Words	32. Spelling Rules: Vocabulary to describe feelings.
3	Challenge Words	33. Spelling Rules: Adjectives to describe character
4	Challenge Words	34. Grammar Vocabulary
5	Challenge Words	35. Grammar Vocabulary 36. Mathematical Vocabulary
6	Challenge Words	Stage 6 W1.1 Introduce formal and informal language
7	Challenge Words	Stage 6 W1.2 Edit poor examples of formal language to make them more appropriate
8	Challenge Words	Stage 6 W2.1a-W2.1b Identify antonyms and synonyms from lists of words
9	Challenge Words	Stage 6 W2.1c-W2.1d Identify and match synonyms in different contexts
10	Challenge Words	Stage 6 P1.1 Explore the three punctuation marks - semicolon, colon and dashes
11	Spelling Rules: Words with the short vowel sound /i/ spelled y	Stage 6 P1.2 Explore independent clauses
12	Spelling Rules: Words with the long vowel sound /i/ spelled with a y.	Stage 6 P1.3b Add a colon into a sentence in the appropriate place
13	Spelling Rules: Adding the prefix '-over' to verbs.	Stage 6 P1.3c Add a semicolon into a sentence in the appropriate place
14	Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'	Stage 6 P1.3d Add a dash into a sentence in the appropriate place
15	Spelling Rules: Words which can be nouns and verbs.	Stage 6 P2.1 Using colons and semicolons for lists and list sentences
16	Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'	Stage 6 P3.1 Punctuation of bullet points to list information
17	Spelling Rules: Words with a 'soft c' spelled /ce/	Stage 6 P4.1 Using hyphens to avoid ambiguity
18	Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	Stage 6 S1.1a-S1.1b Explore active and passive voice
19	Spelling Rules: Words with the /f/ sound spelled ph.	Stage 6 S1.1c-S1.1e Make active and passive voice sentences

20	Spelling Rules: Words with origins in other countries	Stage 6 S1.1f-S1.1g Rearrange and write active and passive voice sentences
21	Spelling Rules: Words with unstressed vowel sounds.	Stage 6 S2.1a-g Further explore the use of formal and informal language
22	Spelling Rules: Words with endings /shuhl/ after a vowel letter	Stage 6 S2.2 Introduce the subjunctive form
23	Spelling Rules: Words with endings /shuhl/ after a consonant letter.	Stage 6 S2.3 Introduce the use of question tags
24	Spelling Rules: Words with the common letter string 'acc' at the beginning of words.	Stage 6 T1.1 Linking ideas across paragraphs using a wider range of cohesive devices
25	Spelling Rules: Words ending in '-ably.'	Stage 6 T2.1 Layout devices
26	Spelling Rules: Words ending in '-ible'	SATS REVISION
27	Spelling Rules: Adding the suffix '-ibly' to create an adverb.	SATS REVISION
28	Spelling Rules: Changing '-ent' to '-ence.'	SATS REVISION
29	Spelling Rules: -er, -or, -ar at the end of words	SATS REVISION
30	Spelling Rules: Adverbs synonymous with determination.	SATS REVISION

Stage 1 and Stage 2 Spelling

In the event that pupils are working 'pre-year', there is the option for English teachers to set spelling for the previous year group. Below is the overview for Stage 1 (Year 1) and Stage 2 (Year 2)



Stage 1

- 1.Words ending in 'ff', 'ff', 'ss' and 'ck'
- 2.Words with the /k/ and /nk/ sound
- 3.Words with the trigraph 'tch'
- 4.Adding '-s' and '-es' to make plurals
- 5.Adding the suffixes '-ing' and '-ed'
- 6.Adding the prefix 'un-' and the suffixes '-er' and '-est'
- 7.Compound words and words with unstressed vowels
- 8.Words with the digraphs 'ai' and 'oi'
- 9.Words with the digraphs 'oy' and 'oy'
- 10.Words with the split digraph 'a_e'
- 11.Words with the split digraph 'e_e'
- 12.Words with the split digraph 'i_e'
- 13.Words with the split digraph 'o_e'
- 14.Words with the split digraph 'u_e'
- 15.Words with the digraph 'ir'
- 16.Words with the digraph 'er'
- 17.Words where the digraph 'ea' makes an /ee/ sound
- 18.Words where the digraph 'ea' makes an /eə/ sound
- 19.Words where the digraph 'er' is stressed
- 20.Words where the digraph 'er' is unstressed
- 21.Words with the digraphs 'ir' and 'ur'
- 22.Words with the digraphs 'oo/oo'
- 23.Words with the digraphs 'oo/oo'
- 24.Words where the digraphs 'oo' and 'oo' make an /oo/ sound
- 25.Words where the digraph 'ou' makes an /ow/ sound
- 26.Words where the digraph 'ow' makes an /ow/ or /oo/ sound
- 27.Words ending in 'y/ee/ and 've/le/
- 28.Words with the digraphs 'ur' and 'ur'
- 29.Words where 'ir' makes an /igh/ sound
- 30.Words where 'er' makes an /ee/ sound
- 31.Words with the trigraph 'igh'
- 32.Words with the digraph 'or' and the trigraph 'ore'
- 33.Words where 'ow' and 'ou' make an /ou/ sound
- 34.Words with the trigraphs 'air' and 'ear'
- 35.Words where the trigraphs 'air' and 'ear' make an /air/ sound
- 36.Words with the digraphs 'ph' and 'wh'



Stage 2

- 1.Words where 'dge' makes a /j/ sound
- 2.Words where 'ge' makes a /j/ sound
- 3.Words where 'y' makes a /j/ sound
- 4.Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'
- 5.Words where 'kn' and 'gn' make a /n/ sound at the beginning of words
- 6.Challenge Words
- 7.Words where 'wr' makes a /r/ sound at the beginning of words
- 8.Words ending in 'le'
- 9.Words ending in 'lf'
- 10.Words ending in 'of'
- 11.Words ending in 'ff'
- 12.Challenge Words
- 13.Words where 'y' makes an /igh/ sound
- 14.Words where '-es' is added to words ending in 'y'
- 15.Words where '-ed' is added to words ending in 'y'
- 16.Words where '-er' and '-est' are added to words ending in 'y'
- 17.Words where '-ing' is added to words ending in 'r'
- 18.Challenge Words
- 19.Words where '-er', '-est' and '-ed' is added to words ending in 'r'
- 20.Words where '-ing' is added to single syllable words
- 21.Words where '-ed' is added to single syllable words
- 22.Words where 'o' makes an /ou/ sound
- 23.Words where 'o' makes an /oo/ sound
- 24.Challenge Words
- 25.Words where 'ey' makes an /ee/ sound
- 26.Words where 'a' makes an /ou/ sound
- 27.Words where 'or' and 'er' make an /ou/ or /ou/ sound
- 28.Words where 's' makes an /s/ sound
- 29.Words ending in '-ment' and '-ness'
- 30.Words ending in '-ful' and '-less'
- 31.Words that are homophones or near homophones
- 32.Words that are homophones or near homophones
- 33.Words ending in '-tion'
- 34.Words containing an apostrophe for contraction
- 35.Words containing an apostrophe for possession
- 36.Challenge Words

Year 3 and 4 Statutory Spelling List

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Year 5 and 6 Statutory Spelling List

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Appendix 6: Assessment for Reading, Writing, Speaking and Listening and SPaG

Assessment of all strands of the English curriculum (Reading, Writing, Speaking and Listening and SPaG), takes place in a number of different ways throughout the Academic Year.

Below is summary of the assessment tools used to monitor pupils' understanding and progress throughout the year. Staff use the information obtained from a range of assessment tools, in order to inform their own teaching and to map the progress of their pupils.

Formative Assessment for Reading, Writing, Speaking and Listening: Years 3-6

Teachers use a range of tools for formative assessment throughout a unit of work, be that over a few lessons, a week, or a half term. This can be in the form of verbal questioning, such as VIPERS questions in Guided Reading; written answers to VIPERS questions in Guided Reading lessons; as well as the marking and feedback of pieces of written work (including yellow box and correction work). Teachers will use these tools in order to assess the pupils' understanding during a unit of work and will target questioning, teaching and intervention, based on deductions made from this form of assessment.

Summative Assessment: Year 3, 4 and 5

Pupil Progress Meetings

At the end of every half term, set teachers complete 'Pupil Progress Grids'. These grids identify the starting point for pupils for Reading, Writing and SPaG (End of KS1, End of Previous Year, Start of Year) and where teachers feel the pupils are, in regards to the 'Expected Standard', at the end of every half term. These take the form of 'teacher assessment' at the end of every half term, but are informed by formal 'summative' assessment of Rising Stars assessment at the end of every term.

Teachers meet with TLRs and discuss the progress of their pupils, the strengths and areas of development at the end of every half term.

Summative Assessment of Reading:

Across Years 3, 4 and 5, pupils are formally assessed in Reading at the end of every term. This is done using 'Rising Stars' assessments. The pupils take these tests under test conditions within their classrooms, with teachers marking these tests and identifying areas of development on Question Level Analysis Grids (QLA). Teachers will upload this data onto Pupil Asset and TLRs and the Head of School, present and analyse the data for the Executive Team and Governors.

In addition to this, teachers also access the Reading Assessment Grids for Nebula which they use to inform their Teacher Assessments. These too are uploaded onto Pupil Asset at the end of every term.

Summative Assessment of Writing:

Across Years 3, 4 and 5, pupils are formally assessed in Writing at the end of every term. This is done using the Nebula Writing Assessment Grids. Pupils complete a piece of unaided writing at the end of the term and teachers assess this writing against the Year Group Standards, present on the grids.

Curriculum Skills and Progression Map

Summative Assessment of GPS:

Across Years 3, 4 and 5, pupils are formally assessed in GPS at the end of every term. This is done using 'Rising Stars' assessments. The pupils take these tests under test conditions within their classrooms, with teachers marking these tests and identifying areas of development on Question Level Analysis Grids (QLA). Teachers will upload this data onto Pupil Asset and TLRs and the Head of School, present and analyse the data for the Executive Team and Governors.

Summative Assessment: Year 6

Pupil Progress Meetings

At the end of every half term, set teachers complete 'Pupil Progress Grids'. These grids identify the starting point for pupils for Reading, Writing and SPaG (End of KS1, End of Previous Year, Start of Year) and where teachers feel the pupils are, in regards to the 'Expected Standard', at the end of every half term. These take the form of 'teacher assessment' at the end of every half term, but are informed by formal 'summative' assessment of Rising Stars assessment at the end of every term.

Teachers meet with TLRs and discuss the progress of their pupils, the strengths and areas of development at the end of every half term.

Summative Assessment of Reading:

Pupils in Year 6 are formally assessed in Reading every half term. This is done using past SATS papers with the timetable as follows:

<u>Half Term</u>	<u>Past SATS Papers</u>
Start of Year	2019
Autumn Half Term 2025	2022
Autumn End of Term 2025	2023
Spring Half Term 2026	2024
Spring End of Term 2026	2025

The pupils take these tests under test conditions within their classrooms, with teachers marking these tests and identifying areas of development on Question Level Analysis Grids (QLA). Teachers will upload this data onto Pupil Asset and TLRs and the Head of School, present and analyse the data for the Executive Team and Governors.

Summative Assessment of Writing:

Pupils in Year 6 are formally assessed in Writing at the end of every half term. This is done using the Nebula Writing Assessment Grids, as well as the Norfolk Assessment for Writing Grids. Pupils complete a piece of unaided writing at the end of the term and teachers assess this writing against the Year Group Standards, present on the grids.

Curriculum Skills and Progression Map



Summative Assessment of GPS:

Pupils in Year 6 are formally assessed in GPS every half term. This is done using past SATS papers with the timetable as follows:

<u>Half Term</u>	<u>Past SATS Papers</u>
Start of Year	2019
Autumn Half Term 2025	2022
Autumn End of Term 2025	2023
Spring Half Term 2026	2024
Spring End of Term 2026	2025

The pupils take these tests under test conditions within their classrooms, with teachers marking these tests and identifying areas of development on Question Level Analysis Grids (QLA). Teachers will upload this data onto Pupil Asset and TLRs and the Head of School, present and analyse the data for the Executive Team and Governors.

Curriculum Skills and Progression Map

Appendix 7: The Library and Levelled Oxford Reading Tree Books

Every child in school has two books from the School Library:

- 1) A levelled reading book, taken from the Oxford Reading Tree Scheme. This levelled book is linked to the Salford Reading Test completed at the start of every term. This test provides us with a level which corresponds to a banded book in our library.
- 2) A 'reading for pleasure' book, chosen by each child from the School Library. Children have the opportunity to choose a book from the library, either fiction or non-fiction which can be read and shared at home.

The children have the opportunity to change both their levelled reading book, and their reading for pleasure book, every week during an allotted library time. The children do not need to change their library book every week, this can be done on an 'as and when needed' basis.

The children's reading level is reassessed every term, using the Salford Reading test. If staff or parents feel that the children are working at a level that does not suit the child's ability, this can be reassessed but only at the discretion of the teacher.

The Year Group Library Rota is as follows:

<u>Day</u>	<u>Year Group</u>
Monday	Year 3
Tuesday	Year 4
Wednesday	Year 5
Friday	Year 6

Each year group's allocated library slot will take place from 9:00am – 9:30am, during the Guided Reading half an hour. During the year group's library slot, the children will be given the opportunity to go to the library to change either their levelled reading book or their reading for pleasure book. The children left in the classroom will listen to a class text read by the class teacher. This will be different to the Guided Reading book being read in daily Guided Reading lessons.

Curriculum Skills and Progression Map

Appendix 15: Cross Curricular Links

At Old Catton Junior School, and across the Nebula Federation, we have a clear aim: to expose children to a wide variety of texts that broadens their understanding of the world around them and introduces them to the richness of the English Language. There are a number of different ways in which children are exposed to a variety of texts while in school:

- *Daily Guided Reading Lessons*
- *Power of Reading English Lessons*
- *Class Texts*
- *Library Books*
- *Nebula Library*
- *Classroom Book Corners*
- *Cross Curricular Texts*
- *Reading Projects*
- *Author Visits*
- *World Book Day*

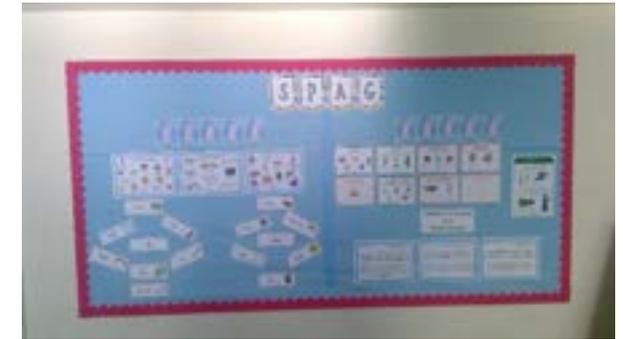
During English lessons, but not limited to, the children have the opportunity to learn about the features of a range of text types, as well as being given the opportunity to be authors of these text types in their own right. There are a number of different opportunities for writing within our curriculum and are not limited to English lessons.

- *History*
- *Let's Think in English*
- *Geography*
- *Guided Reading*
- *English Lessons*
- *Science*

Cross Curricular Links in each of the Power of Reading units can be found in the Medium Term Plans.

Appendix 8: Nebula Library and Classroom Book Corners, English Displays

In order to enhance our Reading Curriculum, we also have the Nebula Library, and classroom book corners, to choose from that offers a range of texts that complement the Power of Reading lessons taught in school as well as encouraging a love of reading.



Curriculum Skills and Progression Map

Appendix 9: Reasonable Adjustments

At Old Catton Junior School, we ensure that every child has access to the curriculum, and are able to reach their potential, regardless of the challenges they may face or the limitations they may have. We ensure that we make reasonable adjustments to our teaching, and to our curriculum, to facilitate all of the types of learners that we teach in our school. Below is a list of some of the many ways in which we make reasonable adjustments to our school as a whole and more specifically, our English Curriculum and teaching:

- *Word Banks for pre-learning and to support during topics and themes*
- *Cutting and Sticking Key Words on to work as prompts*
- *Print out portions of work and learning objectives to minimise writing*
- *Coloured Paper or recycled paper to minimise visual stress*
- *Breaking down lessons into short, manageable chunks*
- *Mixed ability groups – using peers as support and role models*
- *Adult assistance nearby*
- *Using another student as a reader/support*
- *Knowledge map/Mind Maps*
- *Recording ideas on whiteboards as an aide memoire*
- *Printing work larger and in smaller chunks*
- *Draw answers or explanations*
- *Songs and rhymes/mnemonics – Horrible Histories*
- *Actions – telling the story of a lesson*
- *My Turn/Your Turn*
- *Breaks*
- *Targets made clear for lessons and learning – linked to IEP*
- *Now/Next*
- *Weighted lap/shoulder blanket*
- *Visual Timetables – class and individual*
- *Fidget toys available*
- *Cushions for seats – wobble and wedge cushions*
- *Coloured Overlays*
- *Headphones/ear defenders*
- *Remembering/'to do' lists*
- *iPad as a translator*
- *iPad to record ideas*

Curriculum Skills and Progression Map

- *Equipment adapted for needs (books, scissors, pencils, whiteboard, pencil grippers)*
- *Coloured exercise books*
- *Changing font size*
- *Writing frames and scaffolding*
- *Word lists of key vocabulary for pre-learning and as prompts*
- *Checking seating position – sight problems – near the back for sensory needs*
- *A safe/quiet space in or near the classroom*
- *Special interest projects linked to and alongside class learning*
- *Sensory time/circuits/sensory room*
- *Reduced timetable*
- *Proud/success book*
- *Extra break time-or break at a different time*
- *Behaviour plans*
- *One Page Pupil Profiles*
- *Resistance bands*
- *Social stories*
- *Extra time for the trickier tasks*
- *Visual and Picture aids*
- *Emotion fans/PATHS cards*
- *Allow talk time for those who find recording difficult*
- *Use of a scribe*
- *Worry monsters and boxes*
- *Time-outs*
- *Simplified work*
- *Keeping instructions short and one at a time*
- *Adjust attainment expectations – P levels, AET targets*
- *Personal calendar/ knowledge planner*
- *Checklists (e.g., going home)*
- *Learning some basics of a language for an EAL pupil*

Appendix 10: Parent Communication and Interaction

Parents are made aware, regularly throughout the year about the Curriculum being taught, progress and also expectations such as homework. Children are expected to read at least 5 times at home and this must be documented in their Reading Diaries which are checked by the class teacher once a week. In addition to this, the children are also expected to practise their spellings using Spelling Shed. Parents are also sent an overview of VIPERS and Reading at Old Catton Junior School, along with an overview of the Reading, Writing and GPS curriculum. Parents were invited to attend a Parent Curriculum Meeting at the start of the Academic Year and have been sent an overview of the Whole School Curriculum.

Other Ways to Help Your Child

Act as a good role model – let your child see you reading for pleasure or for a purpose.

Talk with your child about the books they are reading in school. Could you find others by the same author?

Arrange for your child to have access to a variety of texts: comics, poetry, books, letters, websites, information books, news, catalogues etc.

Take your child to the library and choose books together.

Reading should never seem like a punishment or a chore. Try playing games related to the book or role by listening to an audiobook together.

Speak to your child's Class Teacher or Literacy Leader for advice and support.

Success is the key

It is important to remember that not all children learn at the same speed. Some children may find certain areas of reading trickier than others. Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember, 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to books they can access. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

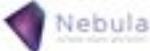


Unlock the gift of reading

Reading offers important emotional benefits, enabling children, through listening to and talking about stories, to talk about their ideas and feelings and to lose themselves in books. Our school recognises the importance of talk, of accurate assessment, and of building a love of stories and reading. Most importantly, we prioritise reading and make it our mission to make sure every child in our school becomes a fluent reader.

By engaging and interacting with your child through books at home, you prepare them to become committed and enthusiastic readers: you can transform their attitudes to reading and education. Reading with your child teaches them to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere, without leaving the comfort of home.

Together, with your support, we can build children's reading confidence, resilience and enjoyment so they ultimately become life-long readers.



Reading with Your Child

A guide for parents and carers of children in Key Stage 2



As parents and carers, you are the most influential role models when it comes to reading. Sharing a book is a great way to build special memories and moments with your child, and can easily become a favourite part of their day.

We hope that this guide will help answer some of your questions, as well as give you some advice and inspiration for helping your child enjoy reading at home.

