

Believe. Achieve. Succeed Together.

<u>Iver Village Junior School</u> <u>Implementing the English curriculum</u> <u>(Writing, Spelling and Grammar)</u>

<u>Article 28, 29</u> Education must develop every child's personality, talents and abilities to the full

Implementation

Curriculum Design

National Curriculum:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

The English curriculum and Iver Village Junior School

We use high quality, language rich texts to support the children's writing. When planning the unit of writing, teachers follow a writing cycle structure. Depending on the genre and style of writing the cycle will either be one or two weeks long.

The first stage of the cycle is 'feature analysis'. This is where the children look at the specific organisational and grammatical features of a model text in order to identify the style and structure required for this piece of writing. This is followed by the planning phase where the children begin gathering ideas for their piece of writing. After planning, children begin drafting their piece of work. After drafting, children edit their work using 'purple polishers'. Each editing lesson has a specific focus where teachers model and directly teach the skills required for editing. Children use the success criteria as a guide to ensure they have all of the features required to make it a successful piece of writing. Throughout the writing cycle teachers use yellow highlighters to identify words, sentences or paragraphs which require editing; providing a scaffold for children to develop this skill. At the start of each English lesson children are taught a grammar starter which is generally linked to the style of writing being taught.

Cyclical curriculum and repetition:

In order to improve quality and accuracy the writing cycle is always as follows:

- Plan
- Draft
- Edit
- Redraft
- Publish

Key concepts:

To write for different purposes and in different forms, both factual and creative. To encourage pupils to consider the audience and purpose for their work. To have high expectations of presentation.

To build an understanding of structure, language, punctuation and grammar.

Key Knowledge:

- Grammar features
- Punctuation
- Genre-specific features

Key skills:

- Grammar
- Punctuation
- Writing
- Editing
- Handwriting
- Reading
- Comprehension

Key vocabulary:

- Year 3 and 4 and Year 5 and 6 spelling words
- Vocabulary Ninja
- Technical vocabulary relating to the text/writing genre

Medium term planning:

Year 3

| Year 3/4 | | | Autu | mn 1 | | | | | Autu | mn 2 | | |
|-------------------------------|--|---|---|---|--|---|---|---|---|--|--|--|
| Genre | Week 1 SPAG | Week 2 SPAG | Week 3 Setting Description. | Week 4 Character description | Week 5 – Diary Entry | Week 6 persuasive letter | Week 1: Literacy shed – Marshmallow | Week 2: Instructions: How to build a stone age shelter | Week 3: Newspaper Report | Week 4: Continue newspaper report | Week 5: Narrative – Next Book Ug comes to the future | Week 6 – Continue Narrative |
| Text | | | Book: The | Tin Forest | | | | | Book: | UG | | |
| Learning Objective | How do Luse capital letters correctly? How do L punctuate the end of my sentences? What is a simple sentence? | What is the difference and a clause? How can Luse co- ordinating conjunctions to expand my sentence? How can Luse conjunctions to extend my sentences? What is an adjective? | How can lumite a setting description of the opening of the Tin Forest? | How can l write a character description of the old man from the <u>In fores</u> ? | How can I use first person to write about a day in the life of the old man? | How can I gletter to her Village Council to persuade them to help her's environment? | How can I retell a story in my own words? | How can I write a set of instructions? | How can Inform people of interesting and important events? | How can Inform people of interesting and important events? | How can I design an interesting but easy to understand plot? | How can I design an interesting but easy to understand plot? |
| Success Criteria (writing) | See 2.55 Automatic Apontorphale for Contraction Command For Usits Command For Usits Command For Usits Command For Usits Exclamation Methics Exclamation Methics Exclamation Methics Exclamation Methics Exclamation Methics Exclamation Methics Exclamation Methics Exclamation Methics For Exclamation State For Exclamation Methics Command State Command Stat | | | | Year 3 and 4 Statement Age An Adjectives Adverts Apostrophes for Posses Adverts Adverts Version State Adverts Adversida Adversida Bears Fronted Adversida Nouns Speech Marks (Inversion Speech Marks (| ion d Main) 195 nd Time Commas) | | | | | | |
| Grammar Focus | Capital letters Demarcati on Main Clauses | Clauses and Phrases Co- ordinating conjuncti on Subordina ting Conjuncti on 4. | 1. Expande d Noun Phrase 2. Adverb 3. Prepositi ors – Place | Apostrop he for possessi on Determi ners Aor an | 1. Past tense VERBS 2. Prepositi orts – Time 3. | Suffix, - fuelt - fuelt and less Prefix um-, dis-, re- Paragrap hs | Adjectives Expanded Noun sentences Demarcati on | Heading and Sub- headings Adverbs Prepositions for time | 1. Headings 2. Tense 3. Paragraph s | 1. Capital letters 2. Speech marks 3. Punctuati ng speech | 1. Piot 2. Setting descriptio n | Character description Time and place prepositions |

| Year 3 | | | Spri | ng 1 | | | | | Spri | ng 2 | | |
|-------------------------------|--|---|---|---|--|--|---|--|---|---|---|--|
| Genre | Week 1: Persuasive letter – Do not ban the dark! | Week 2: diary entry – plotting against the king | Week 3: Poetry- The Night sky | Week 4 : Travel Brochure - Where in the World? | Week 5: Narrative – Lighthouse | Week 6: Narrative – Lighthouse | Week 1: Newspaper – Intruder in Iver | Week 2- Newspaper – Intruder in Iver | Week 3: Diary Entry – Life as an Iron Man | Week 4: Instructions – How can I make a robot? | Week 5: Narrative – take flight | Week 6: Narrative – take flight |
| Text | | | Book: The King Wh | o Banned the Dark | | | | | Book: In | on Man | | |
| Learning Objective | How do Luse persuavive vocabulary in a formal letter? | How can lumite a diary entry from the perspective of a book character? | How can I use descriptive language in a poem about the night sky? | How can I persuade someone to travel to my sland? | How can luce setting and character description to draw the reader into my story? | Here can luse a cohesive plot to ensure that the reader understands what is happening? | How can luse a newspaper format to inform people about an event? | How can't use pargaraph to explain something in chronological order? | How can I express the thoughts and feelings of a character through a diary entry? | How can ladd detail to my instructions to make sure the reader knows what to do? | How can I make an interesting opening and start to build up the world of my story? | How can Luce speech to express the thoughts and feelings of my character? |
| Success Criteria (writing) | Year 2 Statements Accountypes for Cartraction Carman for Lists Carman for Lists Carginations - Scateflacting (or, and, but) Carajanctions - Coordinating (or, and, but) Carajanction - Scateflacting (or, and, but) Carajancting (or, | | | | Verif and & Statements: | | | | | | | |
| Grammar Focus | 1. Ormarcatio # 2. Prefass 3. Suffixes | Spench marks Comman for liss Conjunctio ris | 1. Nouns 2. Adjectives 3. Adverbs | Headings and Subbreadin 8³ Perrussive vocabular v Determine rs | Past tense VERBS Setting description n - similes Character description ns - Metaphor s | Spench marks Plot Expanded noon phrases | Headings and sub- headings Preposition – Time Preposition – Place | Paragraphs Co- ordinating conjunctions Co- ordinating conjunctions | Subordinatin Subordinatin Conjunctions Subordinatin Soupartitions Soupartitions Soupartitions Soupartitions | Preparition time Preparition place Preparition place Adverbs A Determiners | Plat Setting description – Personifacti on Expanded non phrases | Character description Action and voice Character description Movement Faparded noun phrases. |

| Year 3 | | | Sumn | ner 1 | | | | | Sumn | ner 2 | | |
|-------------------------------|---|--|---|--|---|---|---|--|--|--|--|--|
| Genre | Week 1: Little bird – persoasive letter | Week 2: How to make a delicious ice-cream | Week 3: Poem – first day at school | Week 4: fairytale story | Week S: fairytale story | Week 6: Pen pal latter – refugee child | Week 1: Poem – Bubble dream – Literacy shed | Week 2- Sphinx riddle Poem | Week 3: Diary entry – Howard carter | Week 4: Instructions – Making a mummy | Week 5: Narrative – Superhero story | Week 6: Superhero story |
| Text | | | Book: The boy at th | e back of the class | | | | | Book: The Ancient | Egyptian sleepover | | |
| Learning Objective | How do Luxe persuavive vocabulary in an informal lister? | How can i add detail to my instructions to make sure the reader knows what to do? | Mow can I describe a chid's first day at school using pootic device? | How can I make an interesting opening and start to built up the world of my story? | Hore can I use speech to express the throughts and fixedings of my character? | How can be empathetic through my writing? | Mow I can I use portic devices to describe a dream world? | How can I use descriptive writing to give little bits of detail at a time? | Mow can i use a Gary entry to express the thoughts and emotions of a real-file gerson? | How can I add detail to my instructions to make sure the reader knows what to do? | How can I make an interesting opening and start to build up the world of my story? | How can I use speech to express the thoughts and feelings of my character? |
| Success Criteria (writing) | Yan Zakamanis, Apolitopho fe Contra Capital letters Comma for List Conjunctions - Co-ond Contractions - Co-ond Co | ating (or, and, but) nating (if, that, becaus | e, when) | | | | Teer 3 and 4 Statement Act An Adjectives Adverba Adverba Adverba Adverba Adverba Adverba Adverba Adverba Adverba Character Devorption Classics Schoolintes an Determines Fronted Adverbah Readings and School Readings and School Readings and School Readings and School Readings and School Readings and School Readings and School Reading School Spatial (including some Spatial (including some S | ion d Main) 1gs 1d Time Commas) | | | | |
| Grammar Focus | 1. Demarcatio n 2. Profines 3. Suffices | Sposch marks Commas for faits Conjunctio ns | 1. Nouns 2. Adjectives 3. Adverbs | Subordina sing conjunctions Prepositions Adverbs | Similes and Fronted adverbials Fronted adverbials | 4. Apostroph ex for postenico n 5. Phelloes 6. Suffices | Headings and sub- headings Prepositor - Time Prepositor - Place | Paragraphs Co- ordinating conjunctions Co- ordinating conjunctions | Subordinatin X Subordinatin X Subordinatin X conjunctions. X Tense | Preposition - time Preposition - place Adverbs Adverbs Determiners | Neuris Neuris Preneuris Opering A. Plat | Overator description - Action and voice Onvertor description Movement Espanded noun phrases. |

<u>Year 4</u>

| Year 4 | | Autur | nn 1 | | | | Autumn 2 | - | | |
|-------------------------------|--|--|---|--|---|--|--|---|--|--|
| Genre | SEaG | Setting Description | Instruction Writing | Non-chronological Report | Fairy tale | Norse Myths | Narrative Poem | Travel Brochure | | |
| Text | | One Plas | tic Bag | | Arthur and the Golden Rope | | | | | |
| Learning Objective | How do I understand the features of the Year 3/4 success criteria? SPaG lessons | How do I write a paragraph about a spooky forest and a magical forest? | How can I identify the features of instructions and use them to write my own instructions? | How can I research and write a non- chronological report about plastic pollution? | How can I tell a twisted fairy tale? | How can I understand the structure of a Norse myth to plan and retell one? | How can I write a narrative poem about Arthur's journey? | How can I write a travel brochure about Iceland? | | |
| Success Criteria (writing) | | Apastraphics for Contraction Community of Contraction Community of Contractions (or yes), bod Community of Contractions (or yes), because, when) Exclamation Marias Expanded Nature Pragas Full Stage Perfers and Selfies | | | |) 04 | | | | |
| Grammar Focus | Capital listers Full acops Question marks Cadamation marks Causes Coordinating compilations Areguations compilations Areguations Transe Apostonghes for contraction Apostonghes for procession Apostonghes for procession Sevenh publics Sevenh publics Sevenh contraction Areas and files Character, setting and plot | Setting description Expanded noun phrase | Author Wole Comma for los Adverts | Authors Voice Co-ordinating conjunctions Subortinuting conjunctions Heading and subhandings Departed nour phrases Spelling Stamina | Author voke Orbanater Setting Plot | Author Voice Paragradus Spench Naons Pronouns | Paragraph/stanzas Tensa Expanded noun phrases | Heading ad Jubheadings Expanded nou phrasas Adjectrives Adjectrives Pergerapho Samma | | |

| Year 4 | | Sprir | ng 1 | | | Spring 2 | |
|--------------------------------|--|---|--|--|--|---|--|
| Genre | Riddle | Short Story Narrative | Non Chronological Report | Biography | Newspaper | Character description | Setting description |
| Text | | 1 | | | Varijak Paw | | |
| Learning Objective | How can I write a 'what am I' riddle? | How can I write a creative short story about a Lego mini figure? | How can I write a non- chronological report about cats? | How can I write a biography about Xatiak Paw? | How can I use what I know about the features of newspapers to plan and write my own report about the events in xg/gk Pav? | How can I describe a character? | How can I write a setting description? |
| Success Criteria (vrriting) | Vise 2 Setements: Assorbative for contraction Capital attern Comma for Line Contraction Compared the Contracting (pr. and, Compared to Contracting (pr. and, Expanded Noun Preses Full Sopp Perfuses and Arfines Question Marks | Secause, when) | | | Test 2 and 2 Statements: Age An Age An Age An Age An Age An Age And Age And Age And Age Address and And Age Address Age And Age Address Age | | |
| Grammar Focus | Question marks Exclamation marks commas for lists Expanded noun phrases | Prefuse and suffices Homophones Spallings Adverbs Prepatitions Synonyms Fronted adverbs Speech | Author voice Commas for lists Apostrophes Handwriting | Author voice Apostrophes for possessions Expanded noun phrases | Heading and subheading Protection and subheading Protection and subheading Determines Adjectives Adjectives Preparations Causes | Adjective Noons Mjeurotvo language Similes Metaphors Character Description | Homophones Figurative language Synonyms Prefixes and suffixes Adjectives Nouns Setting Description |

| Year 4 | | Summ | ner 1 | | | s | Summer 2 | | | |
|-------------------------------|--|--|--|---|---|---|--|---|--|--|
| Genre | Fact File | Recipe | Newspaper Report | Diary Entry | Persuasive Letter | Setting Description | Character Description | Adventure Narrative | | |
| Text | | Escape from | n Pompeii | | Leon and the Place Between | | | | | |
| Learning Objective | How can I understand the structure of a fact file, plan and write my own? | How can I understand the structure of a recipe, plan and write my own? | How can I plan and write a newspaper report about the eruption of Mount Vesuvius? | How can I plan and write my own diary entry recalling the eruption of Mount Vesuvius? | How can I write a formal letter to the President of America asking for his help to ban the use of animals in circuses in the USA? | How can I design and describe my own dream playground? | How can I write a character description of Abdul Kazam? | How can I plan and write my own adventure story about a lost toy? | | |
| Success Criteria (writing) | Yes 2 Stermants Abstraction Fortheration Capital letters Comma for Unic Constraining (Letters Conjunction - Subordinating (Letters Expended Noun Prases Full loop Prefiles and Suffices Question Maria | secause, when) | | | Yes 2 and 5stements A or An A or An Adjectives Adverts Adverts Adverts Adverts Volca/Royle Character Description Clauses (Subordinare and Tail Clauses (Subordinare and Tail Heading and Subsestings Noors Paragraph/Stansa Paragraph/Stansa Setting Gescription Section Geschild Section (Invested Commas Setting Gescription Section (Section B)/4 work Taile Taile (Section B)/4 work Taile Section (Sect | ds) | | | | |
| Grammar Focus | Prepositions Prefixes and Suffixes Adverbs Nouns Fronted adverbals Heading and subheadings | Fronted Adverbials Prepositions Determiners Adverbs <u>A.or</u> an | Headings and Subheadings Paragraphs Tense Expanded noun phrases Prepositions Fronted adverbials | Fronted sdverblats Apostrophes for Possession Clauses Tense Pronouns | Pronouni Prefixes anguage Figurative language Author volke | Setting Country Setting Setting Setting Setting Setting Setting Adjectives Nours Similes Metaphors Figurative language Senses | Character Description Nound Adjectives | Settings Expanded noun phrases Spellings Characte Description priot Year 3/4 Spellings | | |

<u>Year 5</u>

| rear 5 | | Autur | nn 1 | | | , | Autumn 2 | | | |
|--------------------------------|--|---|---|---|---|---|--|---|--|--|
| Genre | Informal Letter | Narrative | Information Text | Character Description | Newspaper | Narrative | Diary Entry | Narrative | | |
| Text | | Book: Dark | Sky Park | | Book: London Eye Mystery | | | | | |
| Learning Objective | How can I write an informal letter to my future self? | How can I retail the story of The Girl and the Fox? | How can I write an information text based on the different landscapes in China? | How can I write a detailed description of a tardigrade? | How can I write a newspaper report on Salim's disappearance? | How can I retell the cyclops chapter of Odysseus? | How can I write a diary entry as a Viking? | How can I retell The <u>Christmasaucus</u> ? | | |
| Success Criteria (vrriting) | Yes 2 Setements Destroyed to Carlo star Capital Letters Derman for Use Americans (), etc. Conjunctions – Subordinating (), that, to conjunction Market Bestington (), that, to conjunction (), that, to conjunction (), the set Bestington (), the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the | | A 24 and 4.5 Statements: A 24 and 4.5 Statements: A 100 and | me | | Arona 5 and 5 States Arona 2 and 5 Arona 2 Bullet Points Coloni Real Higher Mode Viet Mode Viet | | | | |
| Grammar Focus | Expanded noun phrases Fronted adverbials Commas for lists | Character descriptions Setting descriptions Expanded noun phrases (starter) Speech Co-ordinating conjunctions | Paragraphs (tip-top) Headings and subheadings (starter) Apostrophes for contraction | Word classes and vocabulary choices Pronouns (starter) | Fronted adverbials (starter) Relative clauses Author's voice/tone | Setting description (starter) Character description (starter) Parenthesis Apostrophes for contraction (starter) Apostrophes for possession | Apostrophes for possesion (starter) Relative clauses (starter) Parenthesis (starter) | Setting description Character description Expanded noun phrases (starter) Speech (starter) | | |

| Year 5 | | Sprin | g 1 | | | | Spring 2 | | | |
|-------------------------------|--|---|--|--|--|--|--|--|--|--|
| Genre | Character Descriptions | Setting Descriptions | Narrative | SPAG | Email | Narrative | Persuasive Leaflet | Information Text | | |
| Text | | Book: C | osmic | | Book: Cosmic | | | | | |
| Learning Objective | How can I write three different descriptions, based on the Rock, Paper, Scissors characters? | How can I write a setting description based on my classroom | How can I re-tell the story of the <u>Resemptive</u> , creating my own main character? | | How can I write an email to Liam's mum and dad? | How can I write a time travelling narrative, making my own decision on how it will end? | How can I write a persuasive leaflet about an exciting place to visit? | How can I write an explanation text base upon the phases of the moon? | | |
| Success Criteria (writing) | Yes: Strength | | A Cr An A Spectral A Month A Lonce VI Classes 10 Classes 10 Classes 10 Processes B Proces | Jeconstan Joordinate and Main) 23 Interbala Interbala Interbala Interbala Interbala Interbala Interbala Interbala Interbala | | Year, Sanki Amonghene Bankin francis Constant Constant Page 2015 Page 2015 P | l Paranthesis I Si Si | | | |
| Grammar Focus | Relative Clauses Modal verbs Commas for lists (starter) | Subordinating Conjunctions/clauses Co-ordinating conjunctions (starter) Word Classes (planning) | Character descriptions Setting descriptions Prefixes and suffixes Verailable and suffixes verds Speech Fronted adverbials | Class focus – whatever they are struggling with | Modal verbs Parenthesis Apostrophes for contraction Authors voice/tone | Pronouns Synonyms Apostrophes for possession Paragraphs | Bullet points Expanded noun phrases | Headings and subheading . | | |

| Year 5 | | Summer 1 | | | s | iummer 2 | |
|-------------------------------|--|---|--|--|--|-----------------|--|
| Genre | Information Text | Poetry | Newspaper | News Script | Character Description | Assessment Week | Narrative |
| Text | | Book: Running on Empty | | | Bool | a The Journey | |
| Learning Objective | How can I write an information text on the rainforest? | How can I write a rhyming poem about running a race? | How can I write a newspaper on | How can I write and perform a detailed news script based upon the current refugee crisis? | How can I write a character description on the Kraken? | | How can I write my own version of our class text, The Journey? |
| Success Criteria (writing) | Year 2 Statements Apoltophe for Contraction Capital Litters Comman to Unit Scattering Jon and Comman to Unit Scattering Jon and Explanation Marks Full Stopp Representation of the Representation of the Representation of the Representation of the | | Yeek and Statements: Acr An Acr And Acr And Acr And Acr And | 1 | Versi Fand State Arrosphere Brand Bolt Commy I State Hand Hand Hand Hand Hand Hand Hand Hand | | |
| Grammar Focus | Parenthesis Expanded noun phrases Apostrophes for possession Editing effectively Relative clauses | Expanded noun phrases Word classes Similies Sanzas Authors volce/tone | Headings and subheadings Peregraphs Proved advebsis Speech Model withs | Oracy focus | Character description Expanded noun phrase Word (asses Relative clause Conjunctions – subordinating and coordinating | | Character descriptions Setting descriptions Speech Modal verbs Prefixes and suffixes |

<u>Year 6</u>

| Year 6 | | Autumn 1 | | | | Autumn 2 | | | | |
|-----------------------|---|--|--|---|---|--|--|--|--|--|
| Genre | Narrative – The Dragon Slayer | Non-chronological report – Climate Change | Narrative - Origins | Persuasive Letter – Baboon on the Moon | Recount | Narrative - Glued | Narrative - Floodlands ending | Diary entry | | |
| Text | | Book: Elg | odianda | | Book: Elocalianda | | | | | |
| Learning Objective | How do I: Describe setting and characters; and integrate dialogue to convey character and advance the action in a short fantasy story? Completed but took longer than two week due to lise and children setting in. | How do I: build cohesion using conjunctions and synonyme in a non- chronological report? Completed | How do <u>L</u> <u>create</u> a setting and charcter description, Convey strenghese, Integrate dialogue to convey character and advance the action; and build cohesion using conjunction? <u>Unable</u> to do this half term due to assessment week and PGL week. Move to Spring 1. | How do I: Use modal verbs to suggest degress of possibility and the correct verb tenses when writing a persuasive letter? Unable to do this half term due to lack of time. Move to Autumn 2. | How do I: use the correct word classes when writing a recount about PGL/Non-PGL week? | How do it create atmosphere and integrate dialogue to convey character; and build cohesion using conjunctions to create a narrative? | How do :: Describe settings and characters; and convey atmosphere to write my own ending to £loodledde? | How do I: use adverbals of time and place, commas for clarity and the correct tenses in a diary entry? | | |

|] | | | | | | | | | | |
|-----------------------|---|--|---|---|--|---|---|---|--|--|
| Year 6 | | Spring 1 | | | | Spring 2 | | | | |
| Genre | Narrative - Skellig | Diary Entry - Skellig | Narrative - The Lighthouse | Poetry - Spring | Non-chronological report (Owls) | Narrative – Catch A Lot | Narrative – Skellig ending prediction | Diary entry – La Luna | | |
| Text | Book: Skellig | | | | Book: Skellig | | | | | |
| Learning Objective | How do I: convey atmosphere, integrate dialogue to convey character and advance the action; and build cohesion using conjunctions to create a setting and character description? | How do I: write a diary entry in character, using the correct tenses and a range of devices to build cohesion? | How do I: write a narrative with an imaginative setting and character description which includes most words speit correctly and a range of devices to build cohesion? | How do I: use commas for clarity and use passive verso to affect how information is presented and maintain legibility in joined handwriting when writing at speed? | How do I: use verb tenses consistently and correctly and punctuation for parenthesis when writing a non- chronological report? | How do I: write an exciting ending to an adventure narrative, selecting grammatical structures that the writing requires and a range of devices to build cohesion? | How do I: Describe settings and characters; and convey atmosphere to write my own ending to Skellig? | How can I: write a diary entry in character, selecting vocabulary and grammatical structures that reflect what the writing requires? | | |

| Year 6 | | Summer 1 | | | | Summer 2 | | | | | |
|-----------------------|---|--|---|---|--|--|--|--|--|--|--|
| Genre | Non-chronological report - Wolves | Playscript – Wolf Brother | Narrative – The Three Little Pigs | Narrative – Cave Man Story | Narrative - Adrift | Persuasive letter – The Day the Crayons Quit | Nattatting – Harris Burdick Mysteries | Narrative – Silence <u>At</u> Six | | | |
| Text | | Book: Wolf Brother | | | | Book: Wolf Brother | | | | | |
| Learning Objective | How do I write a non-chronological report about wolves, using a range of devices to build cohesion and a range of punctuation? | How do I: understand the purpose and structure of playscripts and write a playscript using a range of punctuation and adverbials of time and place? | How do I: write effectively for a range of purposes and audiences, use contracted forms appropriately and build cohesion using conjunctions and adverbials of time and place, whilst retelling a story? | How do I: write a short story, using passive verbs and adverbials of time and place? | How do I: write a short story, using a range of punctuation in my writing? | How do I: write a persuasive letter, using a range of punctuation and fronted adverbials? | How do I: write a short story, using a range of devices to build cohesion and a range of punctuation? | How do I: write story openers for different genes, writing effectively for a range of audiences, selecting the appropriate language and using inverted commas correctly? | | | |

Lesson Design

All English lessons follow a similar structure to support pupils in developing a depth of understanding and opportunity to plan, draft, edit, re-draft and publish their work.

| Aspect of lesson | Details |
|-----------------------------------|---|
| Review of previous learning and | - Success criteria writing features |
| retrieval practice | - SPaG |
| Introduction of learning question | - Learning question introduced |
| | - Writing features |
| Concepts, knowledge, skills, | - Genre/text features |
| vocabulary | - SPaG |
| | Text reviews/marking |
| | Key vocabulary (Year 3/4 and 5/6 spelling |
| | words) |
| | - Ninja Vocabulary |
| Modelling | - Teacher modelling text writing with class |
| Guided practice | Shared writing (child led) |
| Independent practice (learning | - Independent writing |
| tasks) | - Children begin planning and drafting sections |
| | at a time following introduction of concepts |
| Plans for scaffolding | - Support given in class by class teacher and LSAt |
| | to targeted groups |
| | - Visual prompts: sentence starters, vocabulary, |
| | grammar examples |
| | - Task organisers |
| | - Whole group work adaptations to meet the |
| | overall task |
| | |

Classroom Practice

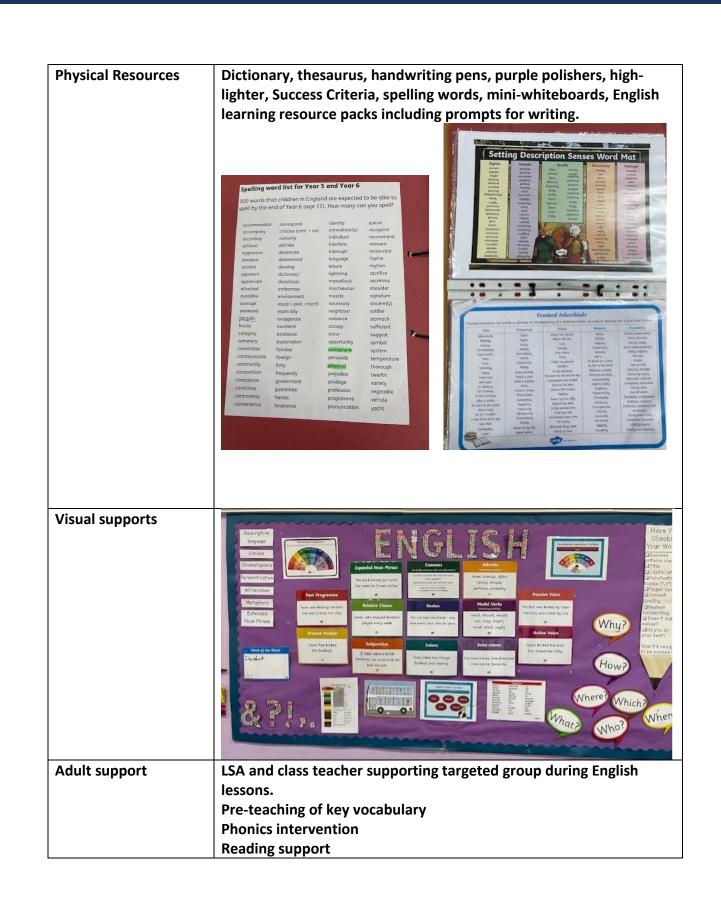
| Retrieval practice | Review of previous learning | |
|--------------------|--|--|
| | Success Criteria features revisited | |
| | Grammar focus revisited | |
| | Use of mini-whiteboards to check understanding | |
| Modelling: | Teacher modelling of writing focus | |
| Questioning | Retrieval questioning | |
| | Deep thinking questioning | |
| | Talk for writing | |
| Scaffolding: | Prepared packs of English learning prompts given to each child | |
| | in class. | |

| | Success criteria adapted dependent on children's ability |
|----------|---|
| Practise | Opportunities to practise on whiteboards, during the planning |
| | phase and when drafting. |
| | Handwriting practise opportunities given |
| Oracy | Talk for writing during the planning phase |
| | Sharing ideas |
| | Opportunities to contribute throughout the lesson |
| | Talk/discussion on tables/talk partners |
| | Reading aloud |
| | Reading texts |
| | Share work/successes |
| | Quizzes/games |

Adaptive teaching:

The main aim for adaptive teaching within English is providing appropriate and timely scaffolding to allow for all pupils to access the lesson. The table below identifies some of the ways scaffolding is provided during English lessons.

| Knowledge organisers and worked examples Image: Comparison of the comparis | Kan lada ana ' | Tanday 21* tourney 2023 |
|---|----------------------|--|
| Task organisers Image: Control of Control o | Knowledge organisers | |
| • • • • • • • • • • • • • • • • • • • | | Scores Orberia / Key Hahrnes Grayman Focus Ligg Head Tomes and Scores Control - Key Hahrnes Ling Head Tomes and Scores Control - Key Hahrnes |
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Additional intervention

For some pupils, additional support is required to support the development of pupils' English understanding. The below table identifies the types of additional intervention that may be provided. This provision is planned with support from the SENCo.

| Pre-teaching of vocabulary | Scaffolding and increase vocabulary knowledge for |
|----------------------------|---|
| | different contexts |
| | Text related technical vocabulary |
| | Year 3 and 4 spelling words |
| | Year 5 and 6 spelling words |
| | Ninja spelling words |

Support for teachers:

| Subject knowledge | https://literacytrust.org.uk/resources/developing-grammar-subject-knowledge- practitioners/ https://literacytrust.org.uk/resources/?phase=primary https://education.exeter.ac.uk/research/centres/languageandliteracy/grammar- teacher-resources/grammaraschoice/grammarsubjectknowledge/ |
|----------------------|---|
| | https://clpe.org.uk/training/webinars/understanding-spelling-ks2-webinar-0 |
| Pedagogy | English programmes of study: key stages 1 and 2 National curriculum in England |
| | https://educationendowmentfoundation.org.uk/education-evidence/guidance- reports/literacy-ks2 |
| | <u>https://www.gov.uk/government/publications/effective-primary-pedagogical-strategies-in-english-and-mathematics-in-key-stage-2-a-study-of-year-5-classroom-practice-drawn-from-the-eppse-3-16-lon</u> |