Believe. Achieve. Succeed Together.

Iver Village Junior School
Implementing the English curriculum
(Writing, Spelling and Grammar)

Article 28, 29
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:

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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 — Autumn 1 & Autumn 2

	Autumn 1						Autumn 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 I use capital letters correctly? How do I punctuate the end of my sentences? What is a simple sentence?	What is the difference between a phrase and a clause? How can I use co-ordinating conjunctions to expand my sentence? How can I use sub-ordinating conjunctions to extend my sentences? What is an adjective?	How can I write a setting description of the opening of the Tin Forest?	How can I write a character description of the old man from the Tin forest?	How can I use first person to write about a day in the life of the old man?	How can I a letter to Iver Village Council to persuade them to help Iver's environment?	How can I retell a story in my own words?	How can I write a set of instructions?	How can I inform people of interesting and important events?	How can I 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)	**Year 2 Statements:** Apostrophes for Contraction; Capital Letters; Commas for Lists; Conjunctions - Co-ordinating (or, and, but); Conjunctions – Subordinating (if, that, because, when); Exclamation Marks; Expanded Noun Phrases; Full Stops; Handwriting; Prefixes and Suffixes; Question Marks						**Year 3 and 4 Statements:** A or An; Adjectives; Adverbs; Apostrophes for Possession; Authors Voice/Style; Character Description; Clauses (Subordinate and Main); Determiners; Fronted Adverbials; Headings and Subheadings; Nouns; Paragraphs/Stanzas; Plot; Prepositions for Place and Time; Pronouns; Speech Marks (Inverted Commas); Setting Description; Spelling (including some 3/4 words); Stamina; Tense; Vocabulary					
Grammar Focus	1. Capital letters 2. Demarcation 3. Main Clauses	1. Clauses and Phrases 2. Co-ordinating conjunction 3. Subordinating Conjunction 4. Adjectives	1. Expanded Noun Phrase 2. Adverb 3. Prepositions – Place	1. Apostrophe for possession 2. Determiners 3. A or an	1. Past tense VERBS 2. Prepositions – Time 3.	1. Suffix, –ment, -ful and -less 2. Prefix – un-, dis-, re- 3. Paragraphs	1. Adjectives 2. Expanded Noun sentences 3. Demarcation	1. Heading and Sub-headings 2. Adverbs 3.	1. Headings 2. Tense 3. Paragraphs for time	1. Capital letters 2. Speech marks 3. Punctuating speech	1. Plot 2. Setting description	1. Character description 2. Time and place prepositions

Year 3 — Spring 1 & Spring 2

	Spring 1						Spring 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 Who Banned the Dark						Book: Iron Man					
Learning Objective	How do I use persuasive vocabulary in a formal letter?	How can I write 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 island?	How can I use setting and character description to draw the reader into my story?	How can I use a cohesive plot to ensure that the reader understands what is happening?	How can I use a newspaper format to inform people about an event?	How can I use paragraphs to explain something in chronological order?	How can I express the thoughts and feelings of a character through a diary entry?	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)	**Year 2 Statements:** Apostrophes for Contraction; Capital Letters; Commas for Lists; Conjunctions - Co-ordinating (or, and, but); Conjunctions – Subordinating (if, that, because, when); Exclamation Marks; Expanded Noun Phrases; Full Stops; Handwriting; Prefixes and Suffixes; Question Marks						**Year 3 and 4 Statements:** A or An; Adjectives; Adverbs; Apostrophes for Possession; Authors Voice/Style; Character Description; Clauses (Subordinate and Main); Determiners; Fronted Adverbials; Headings and Subheadings; Nouns; Paragraphs/Stanzas; Plot; Prepositions for Place and Time; Pronouns; Speech Marks (Inverted Commas); Setting Description; Spelling (including some 3/4 words); Stamina; Tense; Vocabulary					
Grammar Focus	1. Demarcation 2. Prefixes 3. Suffixes	1. Speech marks 2. Commas for lists 3. Conjunctions	1. Nouns 2. Adjectives 3. Adverbs	1. Headings and Subheadings 2. Persuasive vocabulary 3. Determiners	1. Past tense VERBS 2. Setting description – similes 3. Character description – Metaphors	1. Speech marks 2. Plot 3. Expanded noun phrases	1. Headings and sub-headings 2. Preposition – Time 3. Preposition – Place	1. Paragraphs 2. Co-ordinating conjunctions 3. Co-ordinating conjunctions	1. Subordinating conjunctions 2. Subordinating conjunctions 3. Tense	1. Preposition – time 2. Preposition – place 3. Adverbs 4. Determiners	1. Plot 2. Setting description – Personification 3. Expanded noun phrases	1. Character description – Action and voice 2. Character description – Movement 3. Expanded noun phrases.

Year 3

Year 3	Summer 1						Summer 2					
Genre	Week 1: Little bird – persuasive letter	Week 2: How to make a delicious ice-cream	Week 3: Poem – first day at school	Week 4: fairytale story	Week 5: fairytale story	Week 6: Pen pal letter – 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 the back of the class						Book: The Ancient Egyptian sleepover					
Learning Objective	How do I use persuasive vocabulary in an informal letter?	How can I add detail to my instructions to make sure the reader knows what to do?	How can I describe a child's first day at school using poetic device?	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?	How can I be empathetic through my writing?	How can I use poetic devices to describe a dream world?	How can I use descriptive writing to give little bits of detail at a time?	How can I use a diary entry to express the thoughts and emotions of a real-life person?	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)	**Year 2 Statements:** Apostrophes for Contraction; Capital Letters; Commas for Lists; Conjunctions – Co-ordinating (or, and, but); Conjunctions – Subordinating (if, that, because, when); Exclamation Marks; Expanded Noun Phrases; Full Stops; Handwriting; Prefixes and Suffixes; Question Marks						**Year 3 and 4 Statements:** A or An; Adjectives; Adverbs; Apostrophes for Possession; Authors Voice/Style; Character Description; Clauses (Subordinate and Main); Determiners; Fronted Adverbials; Headings and Subheadings; Nouns; Paragraphs/Stanzas; Plot; Prepositions for Place and Time; Pronouns; Speech Marks (Inverted Commas); Setting Description; Spelling (including some 3/4 words); Stamina; Tense; Vocabulary					
Grammar Focus	1. Demarcation; 2. Prefixes; 3. Suffixes	1. Speech marks; 2. Commas for lists; 3. Conjunctions	1. Nouns; 2. Adjectives; 3. Adverbs	1. Subordinating conjunctions; 2. Prepositions; 3. Adverbs	1. Similes and; 2. Fronted adverbials; 3. Fronted adverbials	4. Apostrophes for possession; 5. Prefixes; 6. Suffixes	1. Headings and sub-headings; 2. Preposition – Time; 3. Preposition – Place	1. Paragraphs; 2. Co-ordinating conjunctions; 3. Co-ordinating conjunctions	1. Subordinating conjunctions; 2. Subordinating conjunctions; 3. Tense	1. Preposition – time; 2. Preposition – place; 3. Adverbs; 4. Determiners	1. Nouns; 2. Pronouns; 3. Opening; 4. Plot	1. Character description – Action and voice; 2. Character description – Movement; 3. Expanded noun phrases.

Year 4

Year 4	Autumn 1				Autumn 2			
Genre	SPaG	Setting Description	Instruction Writing	Non-chronological Report	Fairy tale	Norse Myths	Narrative Poem	Travel Brochure
Text	One Plastic 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)	**Year 2 Statements:** Apostrophes for Contraction; Capital Letters; Commas for Lists; Conjunctions – Co-ordinating (or, and, but); Conjunctions – Subordinating (if, that, because, when); Exclamation Marks; Expanded Noun Phrases; Full Stops; Handwriting; Prefixes and Suffixes; Question Marks				**Year 3 and 4 Statements:** A or An; Adjectives; Adverbs; Apostrophes for Possession; Authors Voice/Style; Character Description; Clauses (Subordinate and Main); Determiners; Fronted Adverbials; Headings and Subheadings; Nouns; Paragraphs/Stanzas; Plot; Prepositions for Place and Time; Pronouns; Speech Marks (Inverted Commas); Setting Description; Spelling (including some 3/4 words); Stamina; Tense; Vocabulary			
Grammar Focus	Capital letters; Full stops; Question marks; Exclamation marks; Clauses; Co-ordinating conjunctions; Subordinating conjunctions; Prepositions; Fronted adverbials; Tense; Word classes; Apostrophes for contraction; Apostrophes for possession; Expanded noun phrases; Speech; Prefixes and suffixes; Character, setting and plot	Setting description; Expanded noun phrase	Authors Voice; Commas for lists; Adverbs	Authors Voice; Co-ordinating conjunctions; Subordinating conjunctions; Heading and subheadings; Expanded noun phrases; Spelling; Stamina	Author voice; Character; Setting; Plot	Author Voice; Paragraphs; Speech; Nouns; Pronouns	Paragraphs/stanzas; Tense; Expanded noun phrases	Heading and subheadings; Expanded noun phrases; Adjectives; Adverbs; Paragraphs; Stamina

Year 4 — Spring

Year 4	Spring 1				Spring 2		
Genre	Riddle	Short Story Narrative	Non Chronological Report	Biography	Newspaper	Character description	Setting description
Text	Varjak 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 Varjak Paw?	How can I use what I know about the features of newspapers to plan and write my own report about the events in Varjak Paw?	How can I describe a character?	How can I write a setting description?
Success Criteria (writing)	Year 2 Statements: Apostrophes for Contraction; Capital Letters; Commas for Lists; Conjunctions - Co-ordinating (or, and, but); Conjunctions – Subordinating (if, that, because, when); Exclamation Marks; Expanded Noun Phrases; Full Stops; Handwriting; Prefixes and Suffixes; Question Marks				Year 3 and 4 Statements: A or An; Adjectives; Adverbs; Apostrophes for Possession; Authors Voice/Style; Character Description; Clauses (Subordinate and Main); Determiners; Fronted Adverbials; Headings and Subheadings; Nouns; Paragraphs/Stanzas; Plot; Prepositions for Place and Time; Pronouns; Speech Marks (Inverted Commas); Setting Description; Spelling (including some 3/4 words); Stamina; Tense; Vocabulary		
Grammar Focus	Question marks; Exclamation marks; Commas for lists; Expanded noun phrases	Prefixes and suffixes; Homophones; Spellings; Adverbs; Prepositions; Synonyms; Fronted adverbs; Speech	Author voice; Commas for lists; Apostrophes; Handwriting	Author voice; Apostrophes for possessions; Expanded noun phrases	Headings and subheadings; Prefixes and suffixes; Fronted adverbials; Speech; Determiners; Adjectives; Prepositions; Clauses	Adjectives; Nouns; Figurative language; Similes; Metaphors; Character Description	Homophones; Figurative language; Synonyms; Prefixes and suffixes; Adjectives; Nouns; Setting Description

Year 4 — Summer

Year 4	Summer 1				Summer 2			
Genre	Fact File	Recipe	Newspaper Report	Diary Entry	Persuasive Letter	Setting Description	Character Description	Adventure Narrative
Text	Escape from 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)	Year 2 Statements: Apostrophes for Contraction; Capital Letters; Commas for Lists; Conjunctions - Co-ordinating (or, and, but); Conjunctions – Subordinating (if, that, because, when); Exclamation Marks; Expanded Noun Phrases; Full Stops; Handwriting; Prefixes and Suffixes; Question Marks				Year 3 and 4 Statements: A or An; Adjectives; Adverbs; Apostrophes for Possession; Authors Voice/Style; Character Description; Clauses (Subordinate and Main); Determiners; Fronted Adverbials; Headings and Subheadings; Nouns; Paragraphs/Stanzas; Plot; Prepositions for Place and Time; Pronouns; Speech Marks (Inverted Commas); Setting Description; Spelling (including some 3/4 words); Stamina; Tense; Vocabulary			
Grammar Focus	Prepositions; Prefixes and Suffixes; Adverbs; Nouns; Fronted adverbials; Heading and subheadings	Fronted Adverbials; Prepositions; Determiners; Adverbs; A or an	Headings and Subheadings; Paragraphs; Tense; Expanded noun phrases; Prepositions; Fronted adverbials	Fronted adverbials; Apostrophes for Possession; Clauses; Tense; Pronouns	Pronouns; Prefixes and suffixes; Figurative language; Author voice	Setting; Expanded Noun Phrases; Year 3/4 Spellings; Setting; Adjectives; Nouns; Similes; Metaphors; Figurative language; Senses	Character Description; Nouns; Adjectives	Settings; Expanded noun phrases; Spellings; Character Description; plot; Year 3/4 Spellings

Year 5

Year 5	Autumn 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 retell 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 Christmasaurus?
Success Criteria (writing)	**Year 2 Statements:** Apostrophes for Contraction; Capital Letters; Commas for Lists; Conjunctions - Co-ordinating (or, and, but); Conjunctions – Subordinating (if, that, because, when); Exclamation Marks; Expanded Noun Phrases; Full Stops; Handwriting; Prefixes and Suffixes; Question Marks		**Year 3 and 4 Statements:** A or An; Adjectives; Adverbs; Apostrophes for Possession; Authors Voice/Style; Character Description; Clauses (Subordinate and Main); Determiners; Fronted Adverbial; Headings and Subheadings; Nouns; Paragraphs/Stanzas; Plot; Prepositions for Place and Time; Pronouns; Speech Marks (Inverted Commas); Setting Description; Spelling (including some 3/4 words); Stamina; Tense; Vocabulary		**Year 5 and 6 Statements:** Atmosphere; Brackets; Bullet Points; Colons; Commas for Parenthesis; Dashes; Hyphens; Modal Verbs; Passive Verbs; Relative Clause; Semicolons; Subjunctive Form; Synonyms			
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 possession (starter) • Relative clauses (starter) • Parenthesis (starter)	• Setting description • Character description • Expanded noun phrases (starter) • Speech (starter)

Year 5	Spring 1				Spring 2			
Genre	Character Descriptions	Setting Descriptions	Narrative	SPAG	Email	Narrative	Persuasive Leaflet	Information Text
Text	Book: Cosmic				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 Dreamgiver, 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 based upon the phases of the moon?
Success Criteria (writing)	**Year 2 Statements:** Apostrophes for Contraction; Capital Letters; Commas for Lists; Conjunctions - Co-ordinating (or, and, but); Conjunctions – Subordinating (if, that, because, when); Exclamation Marks; Expanded Noun Phrases; Full Stops; Handwriting; Prefixes and Suffixes; Question Marks		**Year 3 and 4 Statements:** A or An; Adjectives; Adverbs; Apostrophes for Possession; Authors Voice/Style; Character Description; Clauses (Subordinate and Main); Determiners; Fronted Adverbials; Headings and Subheadings; Nouns; Paragraphs/Stanzas; Plot; Prepositions for Place and Time; Pronouns; Speech Marks (Inverted Commas); Setting Description; Spelling (including some 3/4 words); Stamina; Tense; Vocabulary		**Year 5 and 6 Statements:** Atmosphere; Brackets; Bullet Points; Colons; Commas for Parenthesis; Dashes; Hyphens; Modal Verbs; Passive Verbs; Relative Clause; Semicolons; Subjunctive Form; Synonyms			
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 • Year 3&4 and 5&6 spelling words • 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

Year 5	Summer 1			Summer 2			
Genre	Information Text	Poetry	Newspaper	News Script	Character Description	Assessment Week	Narrative
Text	Book: Running on Empty			Book: 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:** Apostrophes for Contraction Capital Letters Commas for Lists Conjunctions - Co-ordinating (or, and, but) Conjunctions – Subordinating (if, that, because, when) Exclamation Marks Expanded Noun Phrases Full Stops Handwriting Prefixes and Suffixes Question Marks		**Year 3 and 4 Statements:** A or An Adjectives Adverb Apostrophes for Possession Authors Voice/Style Character Description Clauses (Subordinate and Main) Determiners Fronted Adverbial Headings and Subheadings Nouns Paragraphs/Stanzas Plot Prepositions for Place and Time Pronouns Speech Marks (Inverted Commas) Setting Description Spelling (including some 3/4 words) Stamina Tense Vocabulary		**Year 5 and 6 Statements:** Atmosphere Brackets Bullet Points Colons Commas for Parenthesis Dashes Hyphens Modal Verbs Passive Verbs Relative Clause Semicolons Subjunctive Form Synonyms		
Grammar Focus	• Parenthesis • Expanded noun phrases • Apostrophes for possession • Editing effectively • Relative clauses	• Expanded noun phrases • Word classes • Similes • Stanzas • Authors voice/tone	• Headings and subheadings • Paragraphs • Fronted adverbials • Speech • Modal verbs	• Oracy focus	• Character description • Expanded noun phrases • Word classes • Relative clause • Conjunctions – subordinating and coordinating		• Character descriptions • Setting descriptions • Speech • Modal verbs • Prefixes and suffixes

Year 6

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: Floodlands				Book: Floodlands			
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 weeks due to 11+ and children settling in.	How do I: build cohesion using conjunctions and synonyms in a non-chronological report? Completed	How do I: create a setting and character description, convey atmosphere, integrate dialogue to convey character and advance the action; and build cohesion using conjunctions? Unable to do this half term due to assessment week and PGL week. Move to Spring 1.	How do I: Use modal verbs to suggest degrees 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 I: create atmosphere and integrate dialogue to convey character; and build cohesion using conjunctions to create a narrative?	How do I: Describe settings and characters; and convey atmosphere to write my own ending to Floodlands?	How do I: use adverbials 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 spelt correctly and a range of devices to build cohesion?	How do I: use commas for clarity and use passive verbs 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	Narrative – Harris Burdick Mysteries	Narrative – Silence At 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 genres, writing effectively for a range of audiences, selecting vocabulary and grammatical 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 retrieval practice	- Success criteria writing features - SPaG
Introduction of learning question	- Learning question introduced - Writing features
Concepts, knowledge, skills, vocabulary	- Genre/text features - 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 tasks)	- Independent writing - 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	
Task organisers	

Physical Resources	Dictionary, thesaurus, handwriting pens, purple polishers, high-lighter, Success Criteria, spelling words, mini-whiteboards, English learning resource packs including prompts for writing.
Visual supports	
Adult support	LSA and class teacher supporting targeted group during English lessons. Pre-teaching of key vocabulary Phonics intervention Reading support

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

<u>Support for teachers:</u>

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 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