



English at Bramhope Primary School



Reading at Bramhope Primary School

1



Develop pupils' language capabilities

- Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:
 - collaborative learning activities where pupils can share their thought processes;
 - reading books aloud and discussing them, including use of structured questioning; and
 - pupils articulating their ideas verbally before writing.
- Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
- Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

2



Support pupils to develop fluent reading capabilities

- Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.
- Develop pupils' fluency through:
 - guided oral reading—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and
 - repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

3



Teach reading comprehension strategies through modelling and supported practice

- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:
 - prediction (based on text content and context);
 - questioning;
 - clarifying;
 - summarising; and
 - activating prior knowledge.
- Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
- Texts should be carefully selected to support the teaching of these strategies.

4



Teach writing composition strategies through modelling and supported practice

- Writing can be thought of as a process made up of five components:
 - planning;
 - drafting;
 - revising;
 - editing; and
 - publishing.
- Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.
- Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.

5



Develop pupils' transcription and sentence construction skills through extensive practice

- Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.
- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.

6



Target teaching and support by accurately assessing pupil needs

- Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.
- Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.
- Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.
- A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.

7

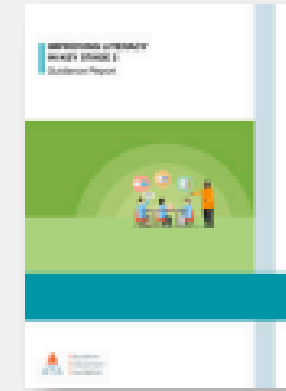


Use high quality structured interventions to help pupils who are struggling with their literacy

- Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.
- There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.

What is reading fluency?

Reading fluency can be defined as reading with accuracy, automaticity and prosody. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending a text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

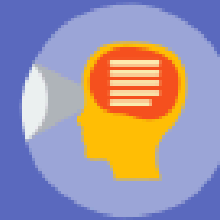


Accuracy



Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.

Automaticity



The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.

Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.

Prosody



Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.

Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.

Fluency is the bridge between word recognition and comprehension

If students are unable to develop that bridge, they will likely have difficulty in achieving necessary levels of comprehension when reading.
The Megabook of Fluency

Fluency

Word
recognition

Comprehension



Developing fluency.



Text Marking

<u>Text signal</u>	<u>Marking</u>	<u>What to do while reading.</u>
Comma	,	Pause briefly
Full stop	.	Pause
Question mark	?	Raise your tone at the end of the question
Exclamation mark	!	Reading with excitement or other emotion
Ellipsis	⋮	Trail off, as if there is more to the passage
	/	Pause
	Underline to highlight points you want to emphasise _____	Change your voice to emphasise the point
	↓	Slow down
	↑	Speed up
	↪ ↩	Change of intonation

Reading - Sequence of teaching

STEP 1

Model fluent reading
Vocabulary
Unlock background knowledge

STEP 2

Prosody:
Assisted reading (e.g. echo or choral)
Text marking

STEP 3

Repeated reading (paired/individual)
Comprehension (VIPERS)



Creating a Reading Culture

At Bramhope Primary School, we are committed to fostering a love of reading from an early age. Reading is at the heart of our curriculum. We aim for all our children to become fluent, confident readers who are passionate about reading.



Environment:

Each classroom has an organised and inviting class library filled with high-quality texts. Pupils have time to browse, explore and enjoy their class libraries each day. Our school library is a celebrated environment in which pupils have time to browse and enjoy high-quality texts. Pupils are taught how to select and find books which they will enjoy and are exposed to new authors and genres.

Book Club:

Teachers influence and support pupils reading choices through Book Club. Each year group has a Book Club session per week, pupils are introduced to new books and recommended reads. Teachers get to know their pupils as readers, in order to foster and develop their reading experiences and preferences. Pupils engage in high-quality book talk and recommend texts to each other.

Reading for pleasure:

Our aim is to promote and nurture a genuine passion for reading amongst pupils and adults. All pupils have a protected time to read each day. Reading time includes adult modelling, book talk, independent pupil reading and sharing stories. The environment during reading time is carefully considered to ensure a positive reading experience.

Bookflix:

Each year group has a core set of 'Top Picks' which they are encouraged to read throughout the year. A store of classic and essential reads with the aim of introducing pupils to a wide range of literature. Copies of each book are available for pupils to loan from school. 'These essential reads would be a store of classics, creating a living library inside a child's mind.' Pie Corbett.

Storytime:

From EYFS to Year 6, daily Storytime is prioritised and provided in a distraction-free environment, where children can become immersed in the high-quality stories. From Talk through Stories in EYFS/Y1 to class novels in Key Stage 2, a love of reading is nurtured through adults reading aloud.

Celebrations:

Reading is celebrated throughout all aspects of our curriculum. **Great Book Swap** - Pupils, parents and carers donate pre-loved books they no longer need. Through rehoming their beloved stories, we spread the joy of reading. All pupils, with their parent/carers, are invited to select a 'new-to-them' book to take home and enjoy.

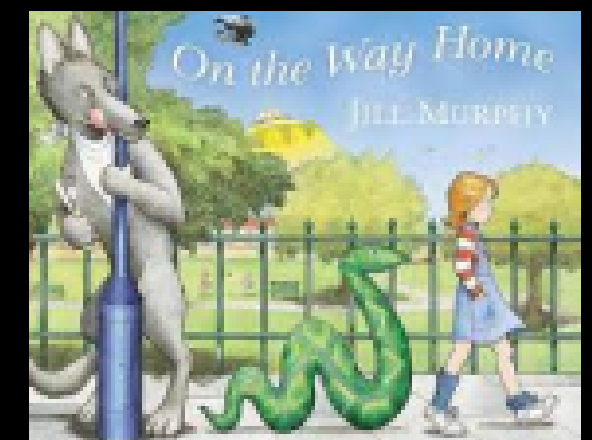
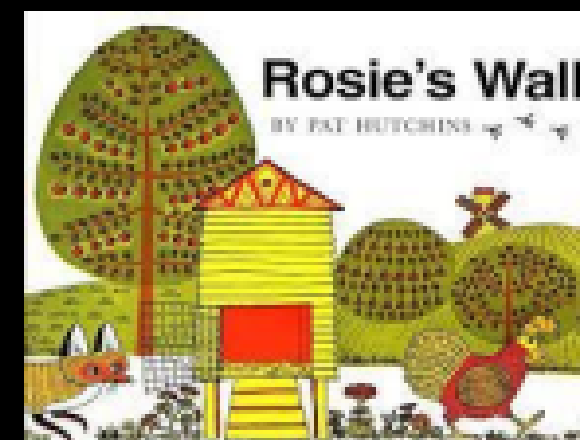
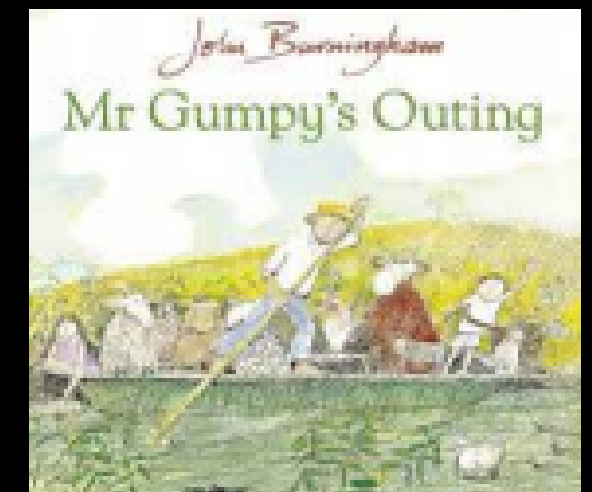
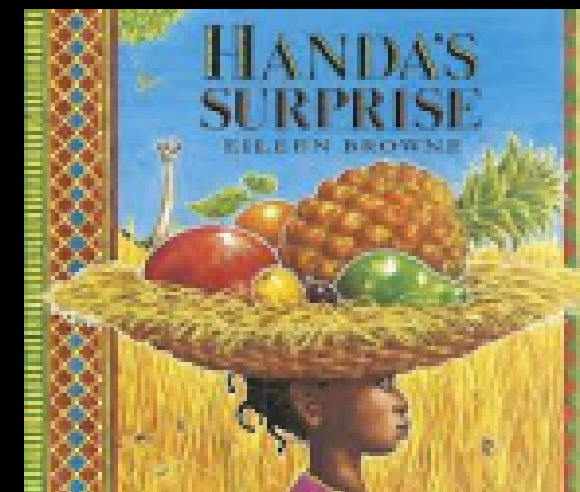
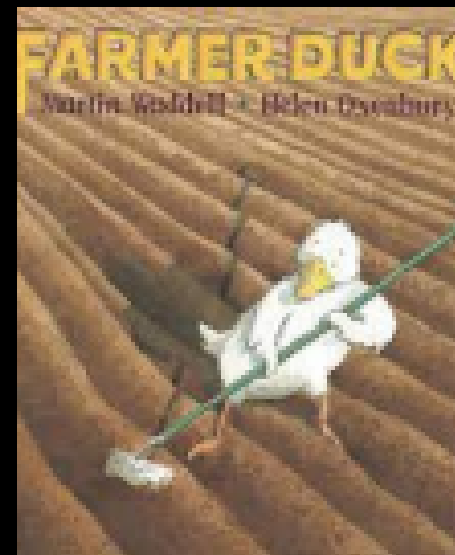
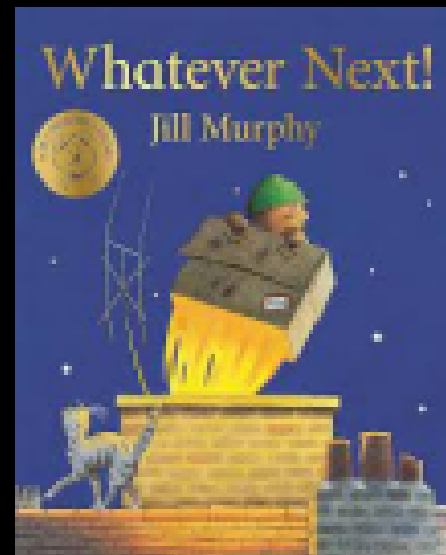
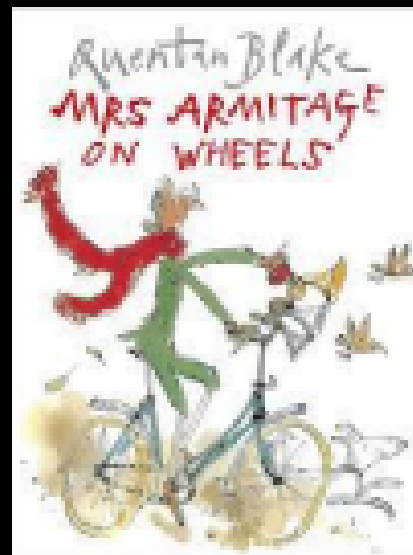
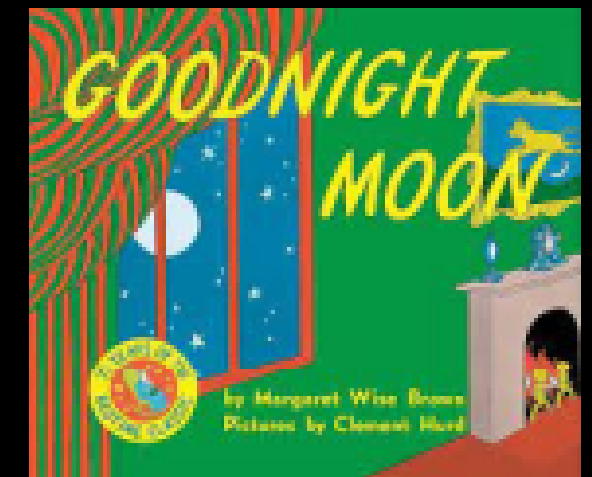
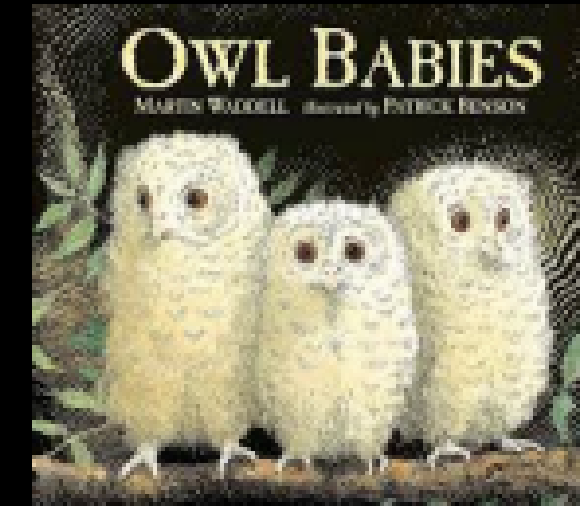
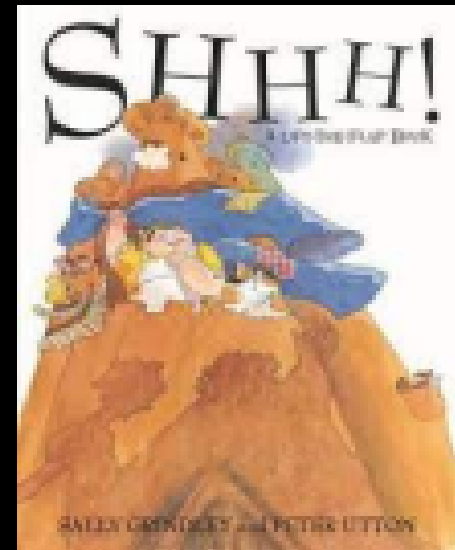
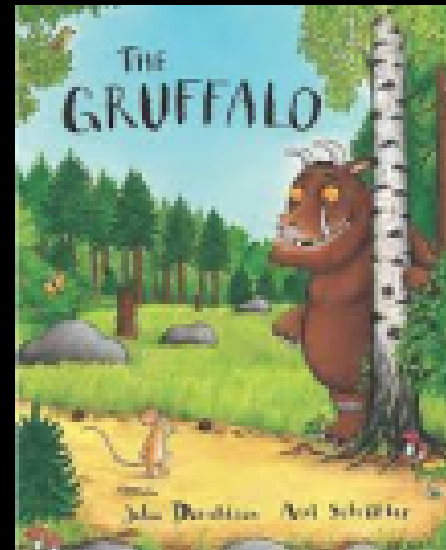
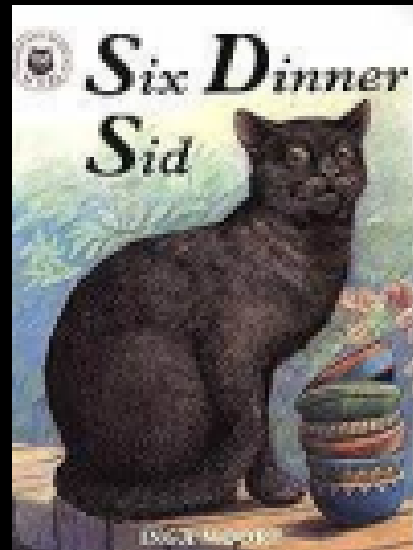
BOOKFLIX

Top Picks for You

RECEPTION

BOOKFLIX

Top Picks for You



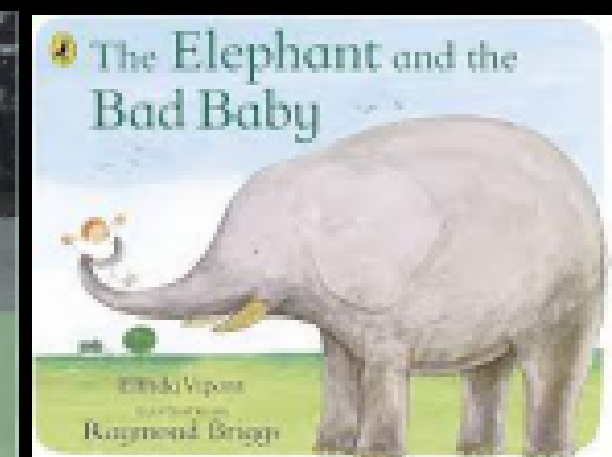
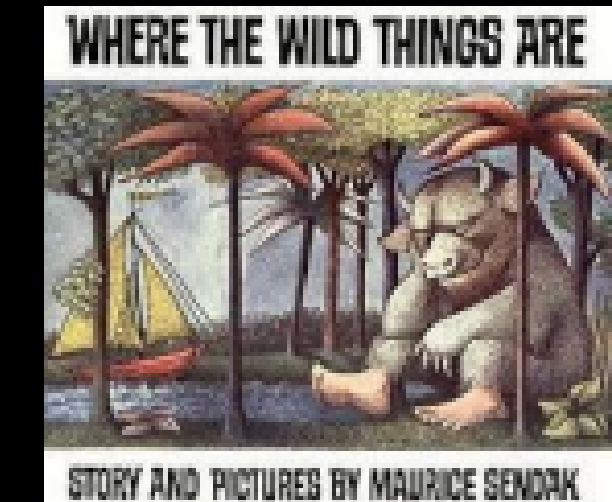
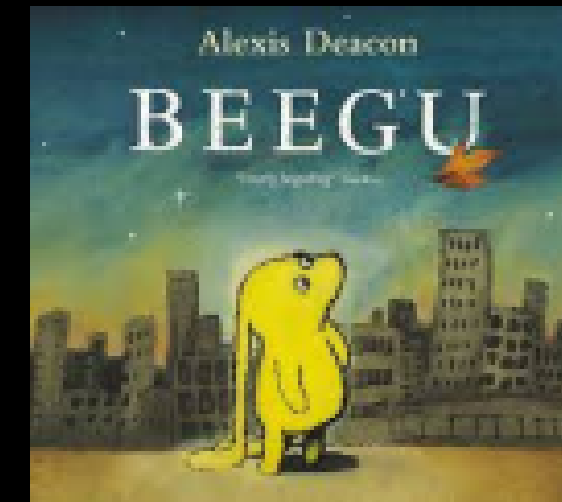
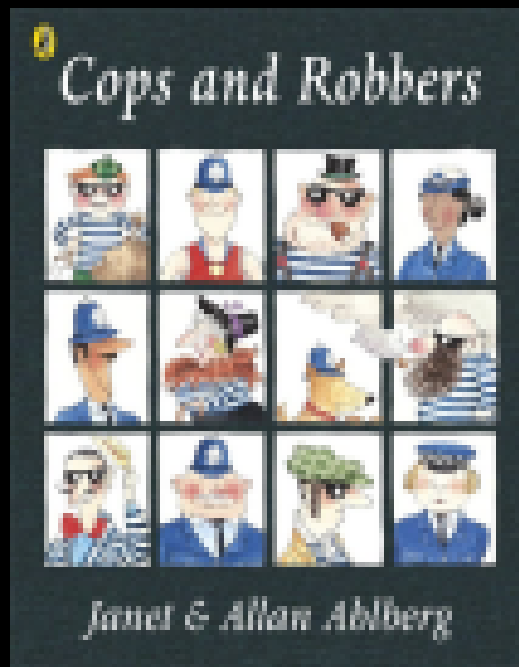
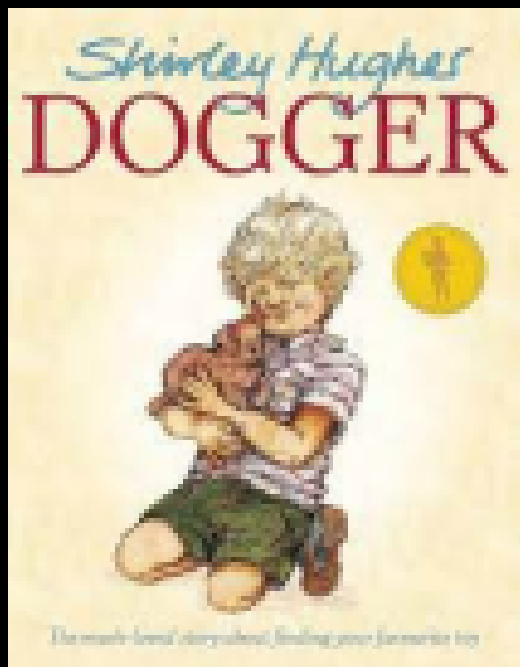
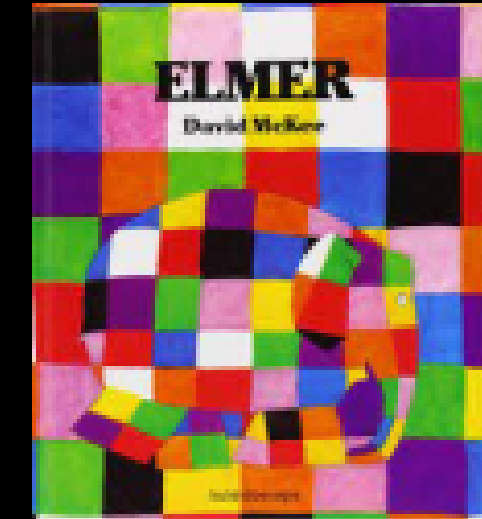
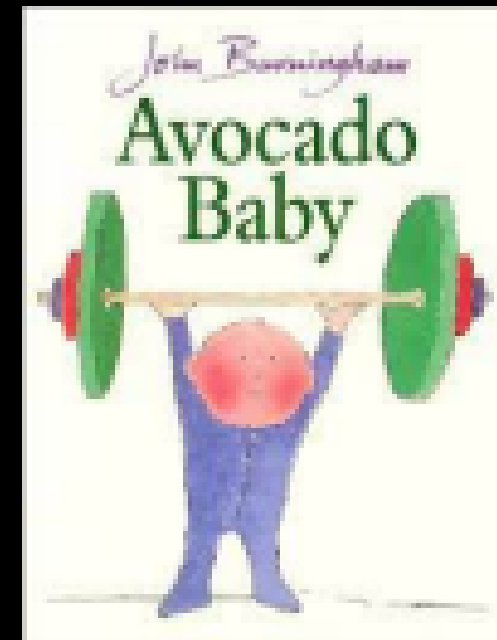
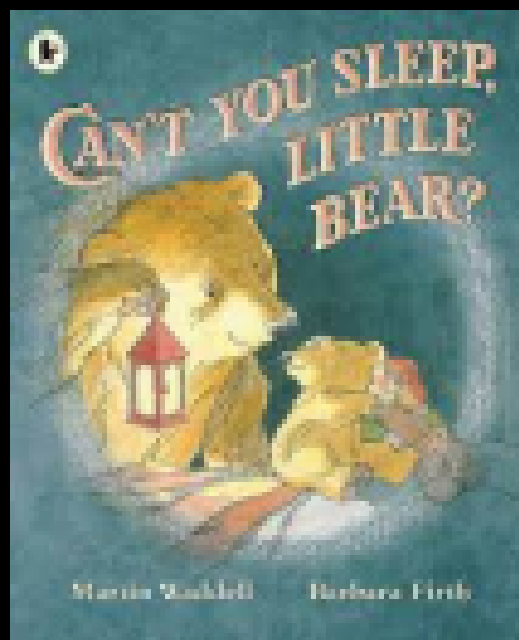
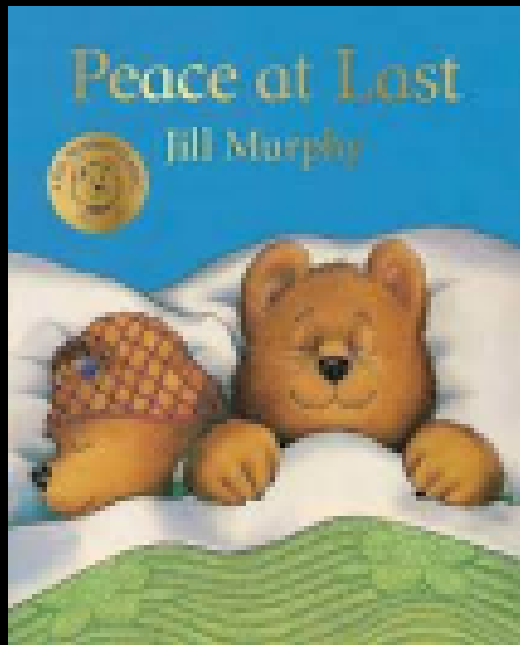
YEAR 1

BOOKFLIX

Top Picks for You

BOOKFLIX

Top Picks for You



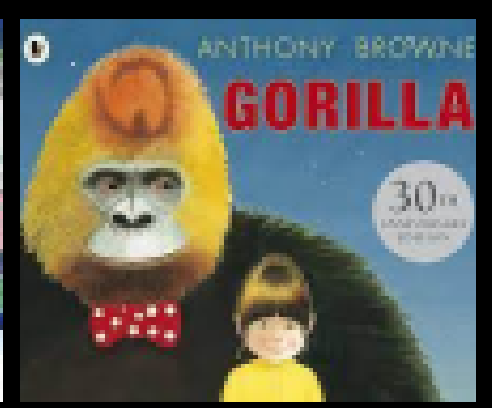
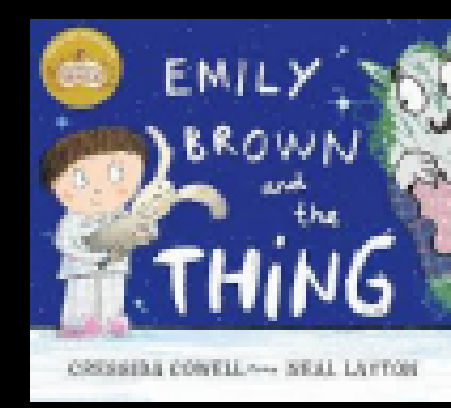
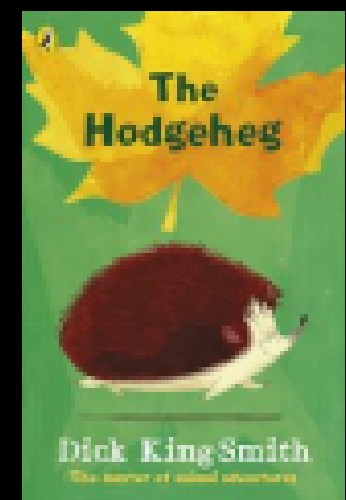
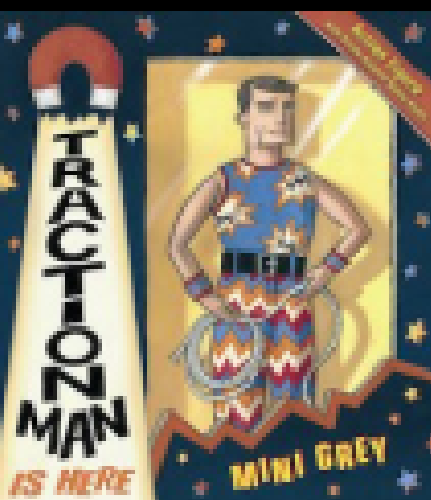
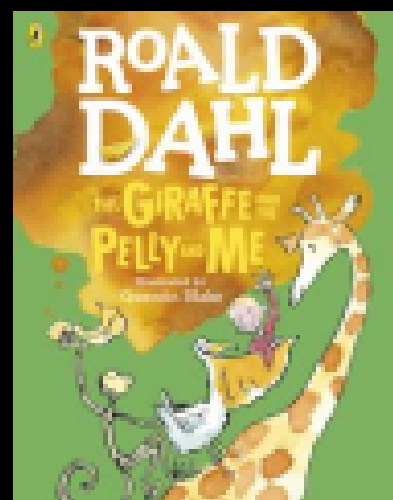
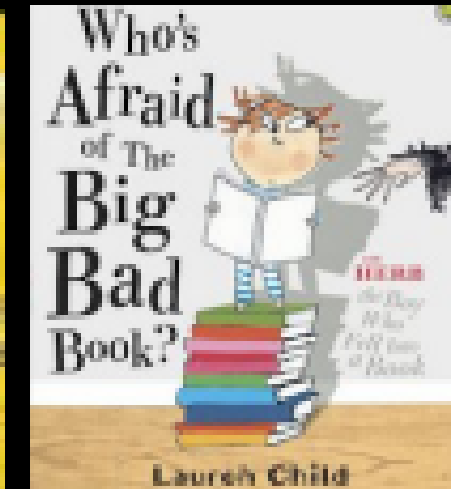
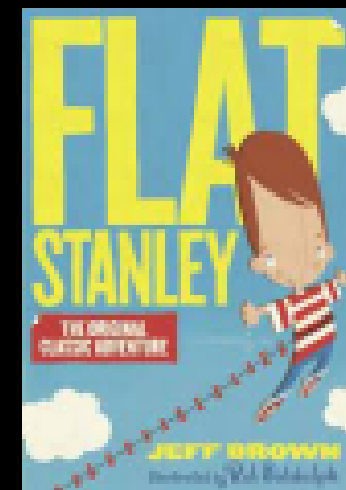
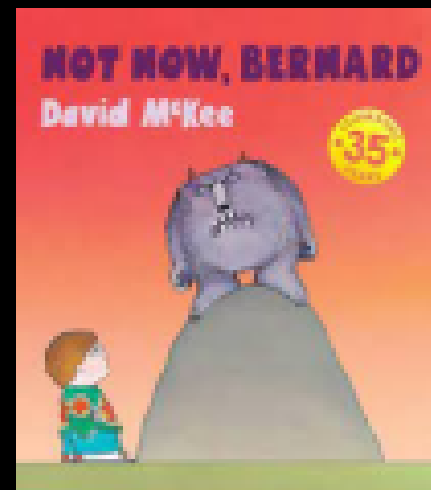
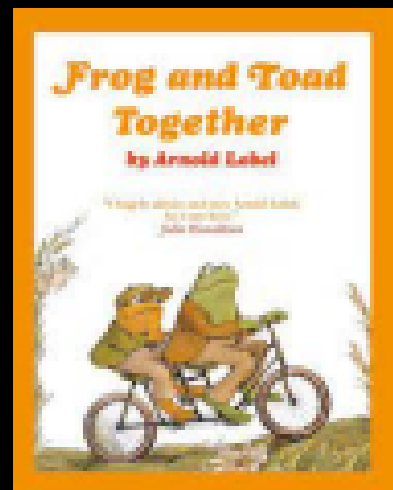
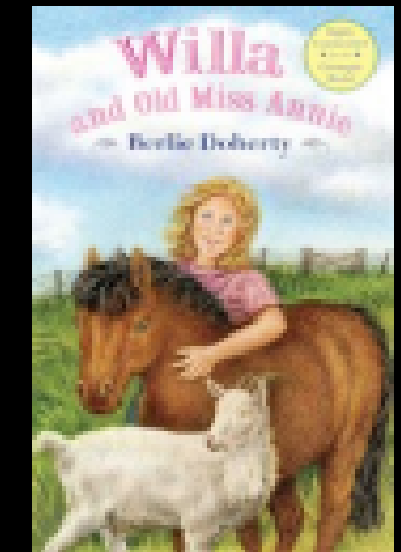
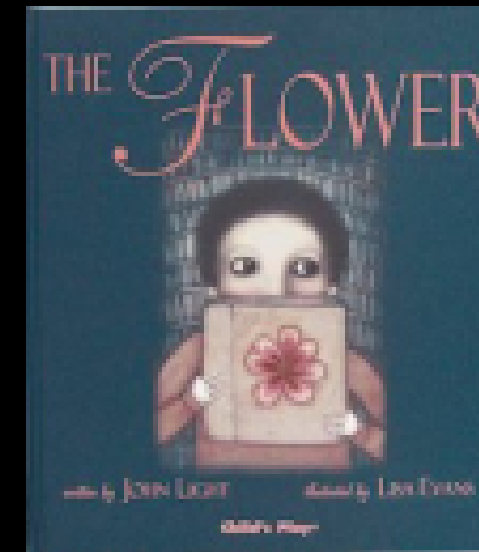
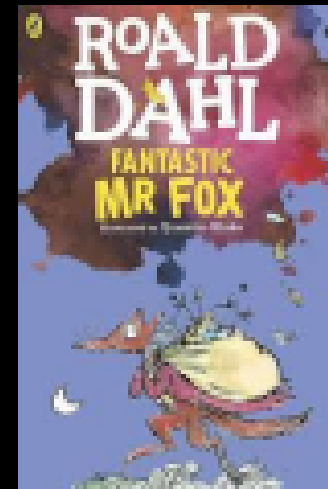
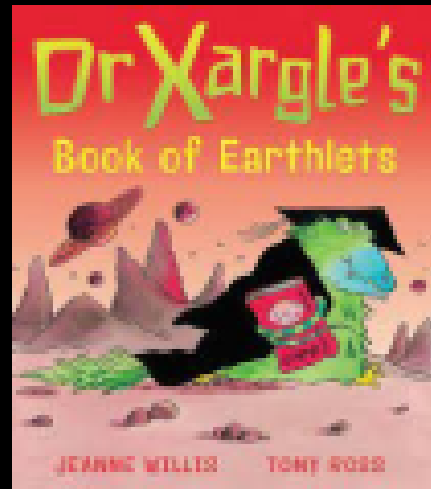
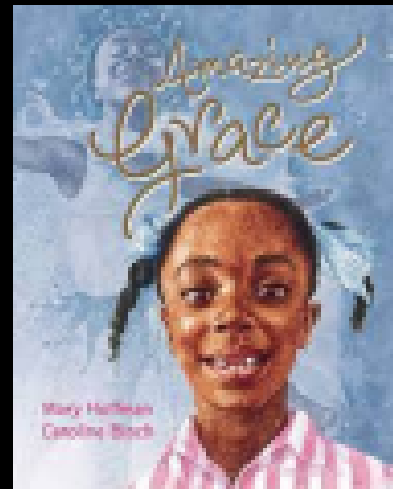
YEAR 2

BOOKFLIX

Top Picks for You

BOOKFLIX

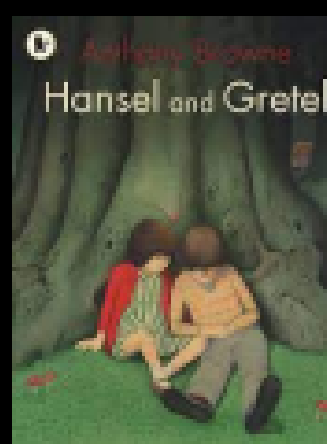
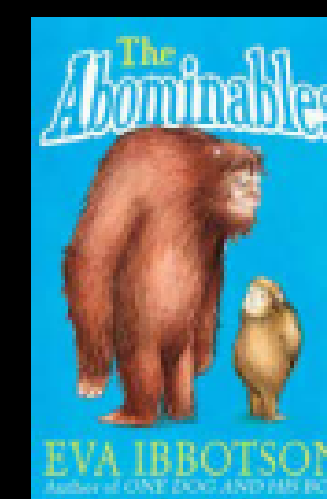
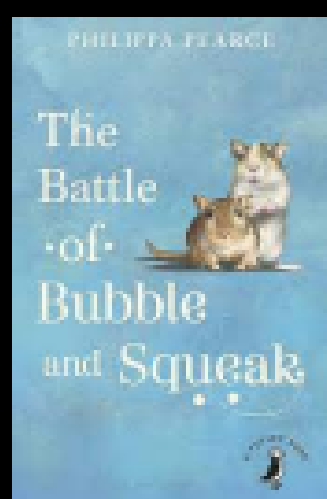
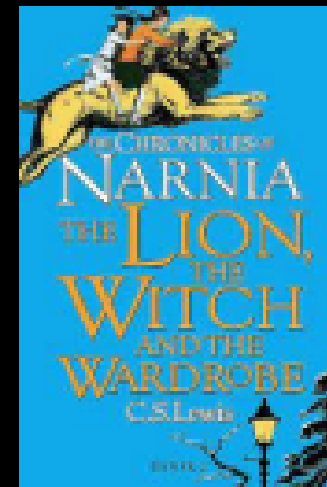
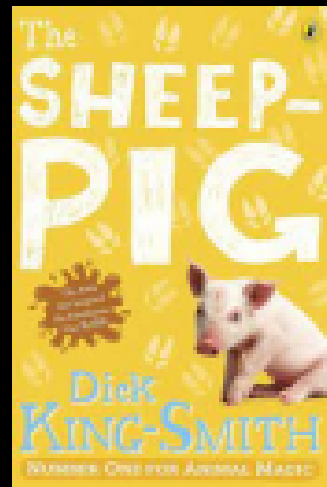
Top Picks for You



YEAR 3

BOOKFLIX

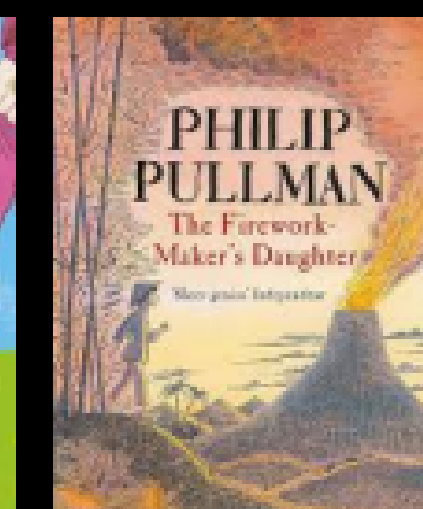
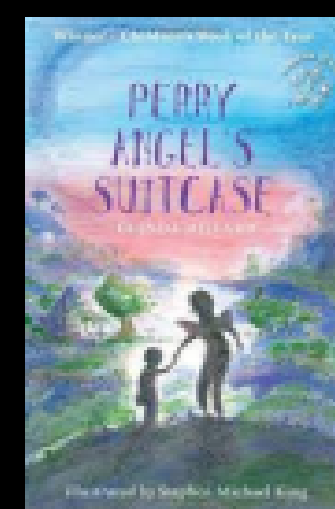
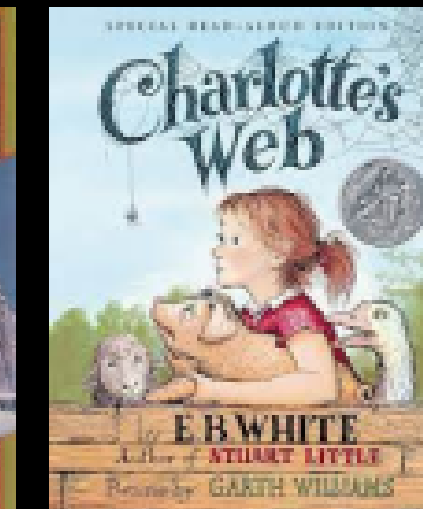
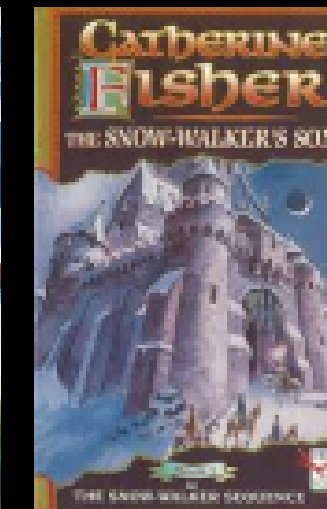
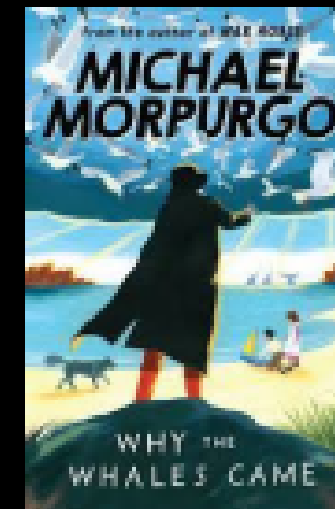
Top Picks for You



YEAR 4

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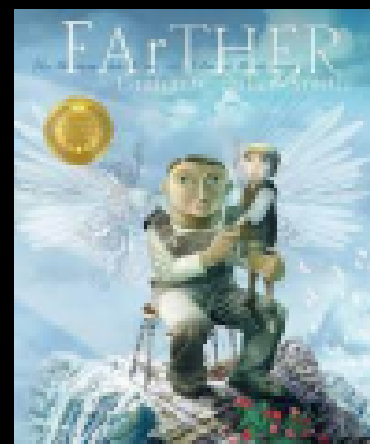
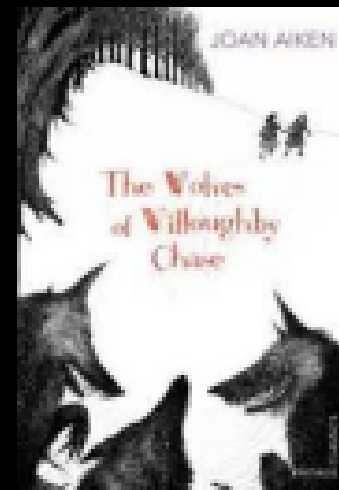
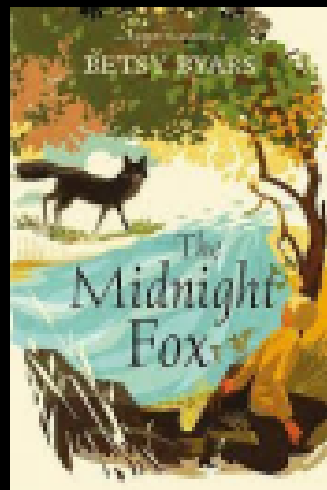
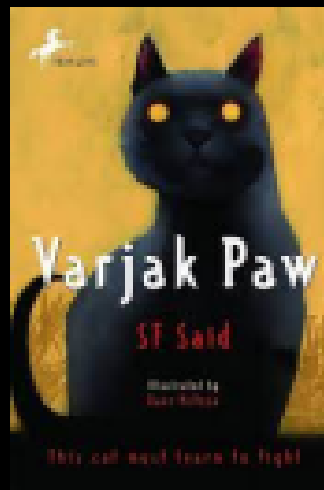
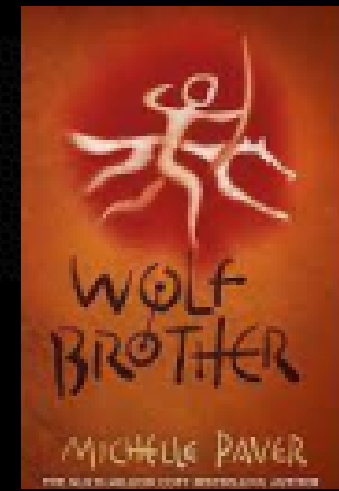
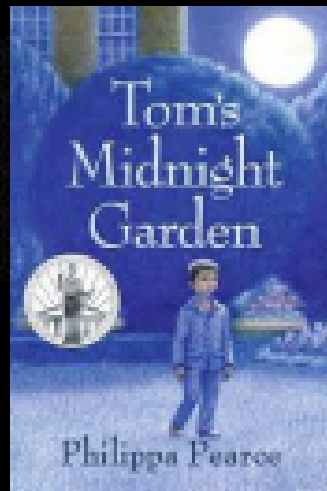
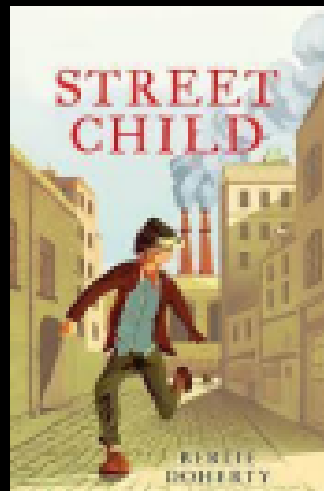
Top Picks for You



YEAR 5

BOOKFLIX

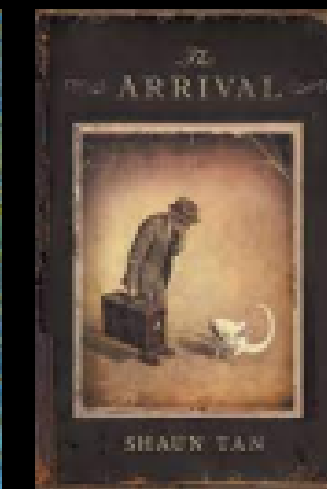
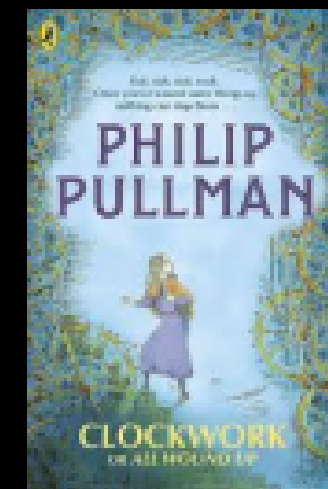
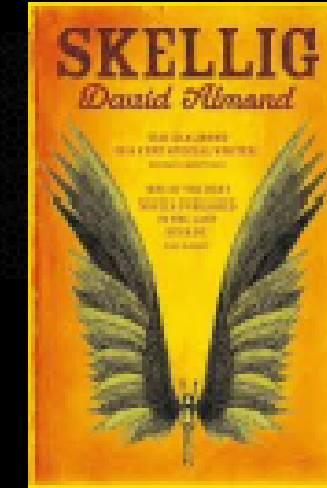
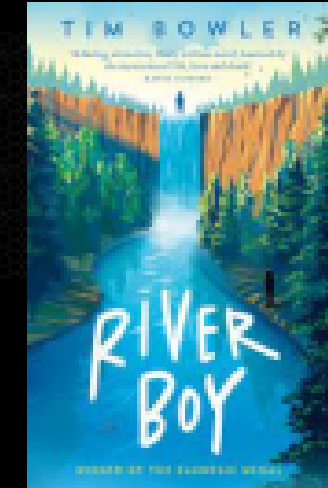
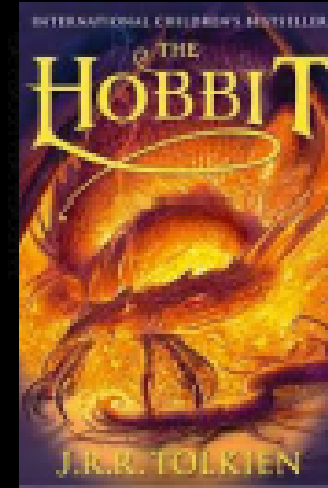
Top Picks for You



YEAR 6

BOOKFLIX

Top Picks for You



BOOKFLIX

The aim of Bookflix is to introduce pupils to a wide range of literature and provide opportunities for all pupils to read, listen to and talk about literature by a broad and diverse range of authors.

The books have been selected by Pie Corbett, a well-known author and literacy expert in schools. They include a store of classic and essential reads that help children engage at a deeper level and enter the world of story. As children progress through school, they will be exposed to new and exciting stories. A quote from Pie Corbett provides a helpful summary, 'Imagine a primary school where, over seven or eight years, children read, enjoy discuss and work with a core of around 80 books. These 'essential reads' would be a store of classics, creating a living library inside a child's mind.'

How will Bookflix Work?

Each class will have Bookflix books for their year group. As you can imagine there is a high cost element in purchasing so many books so currently there are only a few copies of each book for each year group.

We are hoping to purchasing further books in the near future. Parents are more than welcome to purchase the books for use at home or loan from a local library.

Pupils can loan Bookflix books from school to read in school and at home.

Each pupil will have a Bookflix pupil record. When pupils have read and returned their book, this will be recorded on a central record in school. If you have sourced the book yourselves then please mark the book as 'read' on your child's Bookflix record.

The aim is for pupils to try and read all of the recommended reads for their year group. Whilst we would very much hope children would read all of the books for their year group, we have set pupils the minimum challenge of reading 5 books over the course of the year.

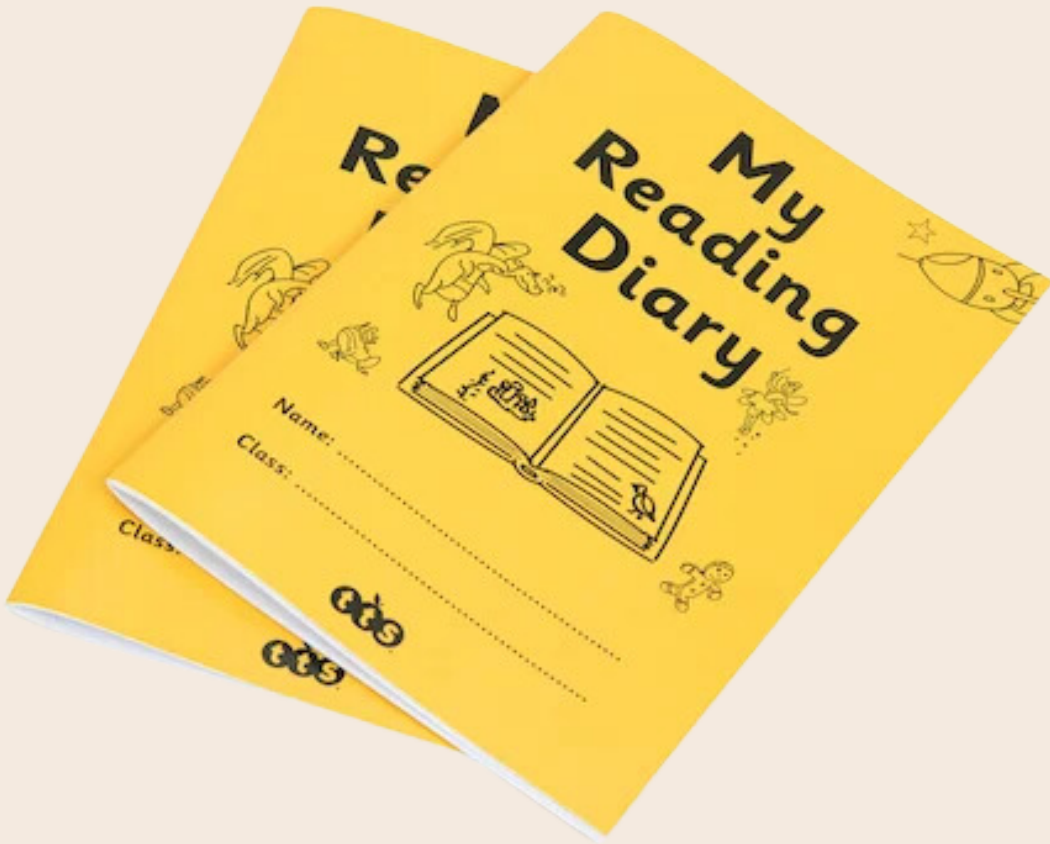
BOOKFLIX

Top Picks for You

Year 3

Book	Date	Signed
The Iron Man - Ted Hughes		
Cat Tales: Ice Cat - Linda Newberry		
The Sheep-Pig - Dick King-Smith		
The Abominables - Eva Ibbotson		
The Lion, The Witch and The Wardrobe - C.S. Lewis		
The Battle of Bubble and Squeak - Philippa Pearce		
Hansel and Gretel - Anthony Browne		

How to help at home:



KS1: Pupils are given two reading books per week in line with their phonics group. Throughout the week, please read the two books as regularly as possible to promote fluency and comprehension skills. We kindly ask for at least one parent/carer comment in your child's reading diary per week, to communicate that the books have been completed and a brief description of their reading. Reading diaries will be collected and checked on Thursdays and books will be changed if/when the comment indicates it has been read. Also, please can reading books and diaries be in school bags every day. This is important as we have fantastic reading volunteers, as well as teachers and teaching assistants, who aim to take as many opportunities as possible to read one-to-one with pupils. This reading will also be recorded in your child's reading diary.

When pupils move to Oxford Reading Tree books, pupils will select one book at a time. We appreciate they may need longer to read them. Please continue to ensure their reading book and diary are in their bag each day and have at least one parent/carer comment in their reading diary each week. Reading diaries will continue to be checked on a Thursday but books can be changed as and when necessary.

KS2: Pupils will continue to select an Oxford Reading Tree book. Please encourage pupils to read as often as possible to promote fluency and comprehension skills. While pupils may often read independently at this stage, we ask for parents/carers to continue listening to your child read aloud on a regular basis. We kindly ask for at least one parent/carer comment in your child's reading diary per week. The parent/carer comment should communicate pages read and a brief description of your child's reading. As well as a minimum of one parent/carer comment per week, older pupils may wish to record their own comments including pages read and a reflection of what they have read. Reading diaries will be collected and checked on Fridays for Year 3 and Wednesdays for Year 4 and 5. Pupils will continue to change their book as necessary. Please keep their reading book and diary in their bag each day to enable school staff to utilise opportunities to read one-to-one with pupils and enable us to record this in their reading record.







Listening to your child read:







Repeat reading.- encourage your child to read the same books, paragraph or sentence multiple times in order to develop their confidence, automaticity and prosody.

Choral reading or echo reading - model fluent reading and encourage your child to join in (choral) or 'echo' your expert fluency.

Prosody - use the punctuation and your comprehension to think about how to read the text. Consider speed, intonation, tone, rhythm and phrasing.

How to help at home:

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
<p>Draw upon knowledge of vocabulary in order to understand the text.</p> 	<p>Make inferences from the text.</p> 	<p>Predict what you think will happen based on the information that you have been given.</p> 	<p>Explain your preferences, thoughts and opinions about the text.</p> 	<p>Identify and explain the key features of fiction and non-fiction texts such as characters, events, titles and information.</p> 	<p>Sequence the key events in the story.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	<p>Example questions</p> <ul style="list-style-type: none"> • Why was..... feeling...? • Why did happen? • Why did say.....? • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	<p>Example questions</p> <ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	<p>Example questions</p> <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	<p>Example questions</p> <ul style="list-style-type: none"> • What kind of text is this? • Who did...? • Where did...? • When did...? • What happened when...? • Why did happen? • How did? • How many.....? • What happened to.....? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after ...? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Find and explain the meaning of words in context.</p> 	<p>Make and justify inferences using evidence from the text.</p> 	<p>Predict what will happen based on the details given or implied.</p> 	<p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does... do? • How ... is ...? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after ...? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?



Writing at Bramhope Primary School

1



Develop pupils' language capabilities

- Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:
 - collaborative learning activities where pupils can share their thought processes;
 - reading books aloud and discussing them, including use of structured questioning; and
 - pupils articulating their ideas verbally before writing.
- Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
- Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

2



Support pupils to develop fluent reading capabilities

- Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.
- Develop pupils' fluency through:
 - guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and
 - repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

3



Teach reading comprehension strategies through modelling and supported practice

- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:
 - prediction (based on text content and context);
 - questioning;
 - clarifying;
 - summarising; and
 - activating prior knowledge.
- Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
- Texts should be carefully selected to support the teaching of these strategies.

4



Teach writing composition strategies through modelling and supported practice

- Writing can be thought of as a process made up of five components:
 - planning;
 - drafting;
 - revising;
 - editing; and
 - publishing.
- Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.
- Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.

5



Develop pupils' transcription and sentence construction skills through extensive practice

- Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.
- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practise them. Pupils should also practise sentence combining and other sentence construction techniques.

6



Target teaching and support by accurately assessing pupil needs

- Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.
- Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.
- Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.
- A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.

7

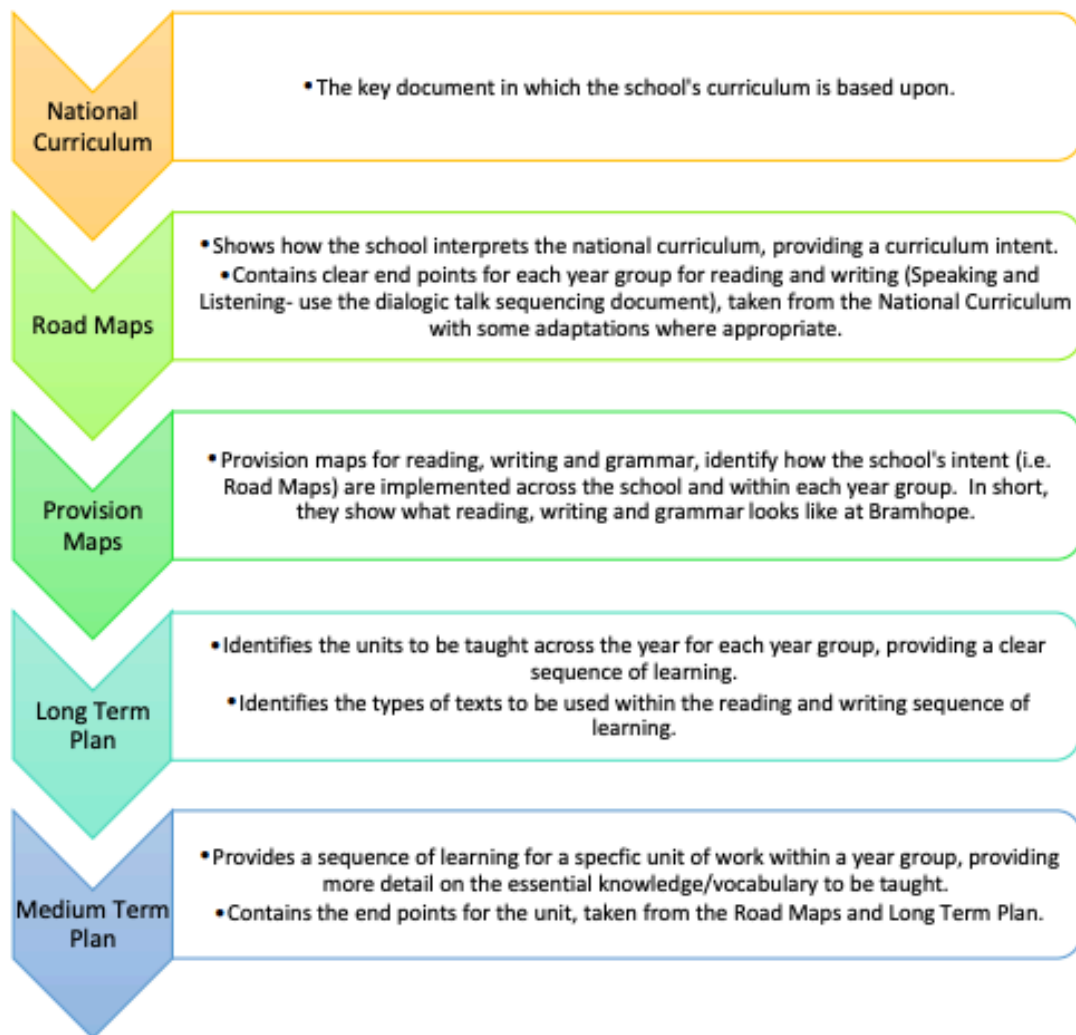


Use high quality structured interventions to help pupils who are struggling with their literacy

- Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.
- There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.



Bramhope Primary School Writing Curriculum



Bramhope Primary School Writing Curriculum

At Bramhope Primary School we have based our curriculum on the following four purposes of writing:

Entertain: To entertain the reader often by evoking an emotional response. To write to capture and hold the attention of the reader making them feel happy, sad etc.

Inform: To explain, instruct and to give information to the reader.

Persuade: To argue a particular point of view to convince and persuade the reader.

Discuss: To present arguments and information from different viewpoints to help the reader draw conclusions based on the evidence.

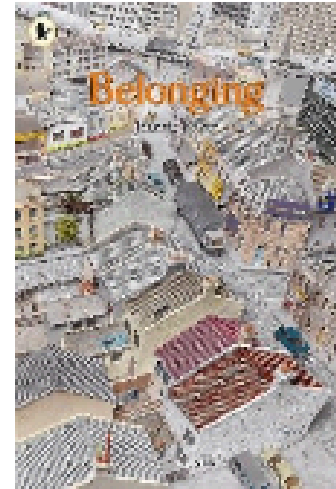
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1	Entertain	Entertain Inform	Entertain Inform	Entertain Inform	Entertain Inform	Entertain Inform
Year 2	Entertain <i>Narrative (retell)</i> <i>Character description</i> <i>Setting description</i>	Entertain <i>Narrative with familiar structure</i> <i>Poetry</i>	Inform <i>Instructions</i> <i>Non-chronological report</i>	Entertain <i>Narrative with familiar structure</i>	Inform <i>Letter</i>	Inform <i>Recount</i>
Year 3	Entertain	Inform Poetry	Entertain	Inform	Entertain	Inform
Year 4	Entertain <i>Character description</i> <i>Setting description</i>	Entertain <i>Narrative using a familiar structure</i> <i>Poetry</i>	Inform <i>Non chronological report</i>	Inform <i>Diary</i> <i>Letter writing</i>	Entertain <i>Narrative with familiar structure</i>	Persuade <i>Brochure</i> <i>Leaflet</i>
Year 5	Entertain <i>Setting/characters description</i>	Entertain <i>Character development/Narrative</i>	Discussion <i>Debate/balanced argument</i>	Persuade <i>Brochure</i> <i>Leaflet</i>	Inform	Discussion <i>Debate/balanced argument</i>
Year 6	Entertain <i>Setting/characters description</i>	Entertain <i>Historical letter writing (recount)</i>	Inform <i>Information text</i>	Inform <i>Formal letter</i>	Entertain <i>Poetry</i> <i>Character description</i>	Discussion <i>Debate</i>

Genre Coverage

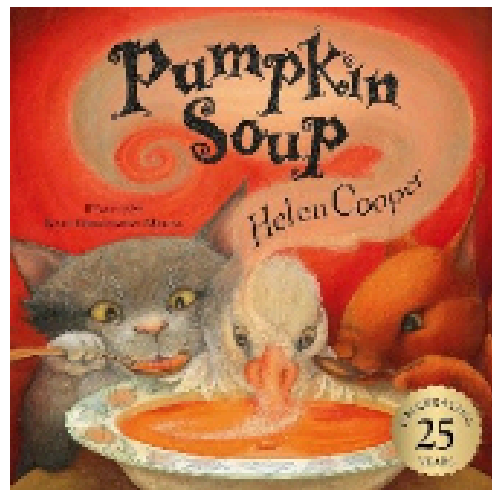
	Entertain	Writing Unit Outcome	Big Write Assessment	Writing within unit
		Inform	Persuade	Discuss
Early Years	Providing a range of opportunities to inspire creative writing including reading fiction books and orally composing stories leading to children starting to write words in sentences. Role play and poetry.	Providing a range of opportunities read non-fiction texts to inspire informative writing including encouraging children to write: messages, labels and cards.		
Year 1	Labels and captions Descriptions Postcard Story – retell Story – some innovation Poetry	Labels and captions Recounts Instructions Letter Fact-files		
Year 2	Character description Setting description Narrative (retell) Narrative using a familiar structure Innovation of characters or setting Poetry	Instructions Letter Recount Non-chronological reports		
Year 3	Character description Setting description Narrative using a familiar structure Develop characters and settings Investigating different story plots Poetry	Biographies News reports Factual reports Instructions Diary entries Letters	Letter Leaflet Brochure Guide Speech	
Year 4	Character description Setting description Narrative using a familiar structure Develop characters and settings Investigating different story plots Poetry	Diary entries Letters Non-chronological reports Instructions Biography	Letter Leaflet Brochure Guide Speech	
Year 5	Character description Setting description	Biographies Reports	Letter Leaflet	Comparative letter Balanced argument
	Letter Narrative using a familiar structure Develop characters and settings Investigating different story plots Writing story openings and endings Varying the formats (flash backs etc) Poetry	Instructions Explanation Diary entries	Brochure Guide Speech	Review
Year 6	Character description Setting description Letter Narrative using a familiar structure Develop characters and settings Investigating different story plots Writing story openings and endings Varying the formats (flash backs etc) Poetry	Diary entries Letters Reports Instructions Explanation Biography	Letter Leaflet Brochure Guide Speech	Argument Review Debate

Year 1 text

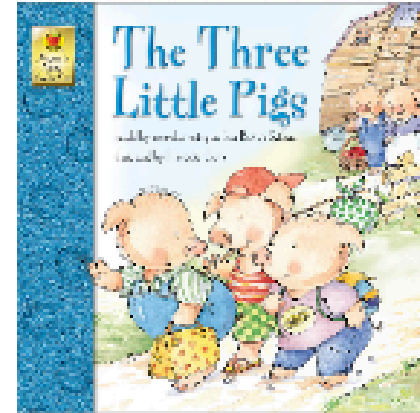
Belonging – Jeannie Baker



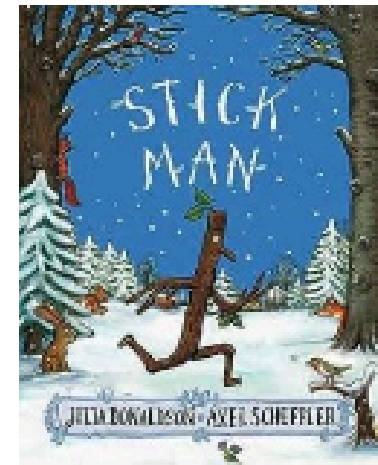
Pumpkin Soup



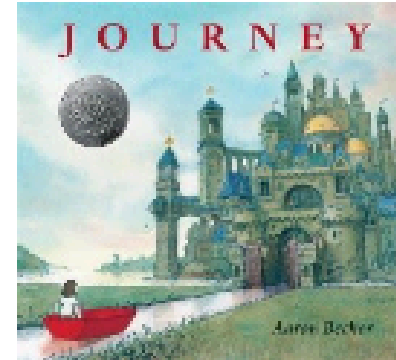
The Three Little Pigs



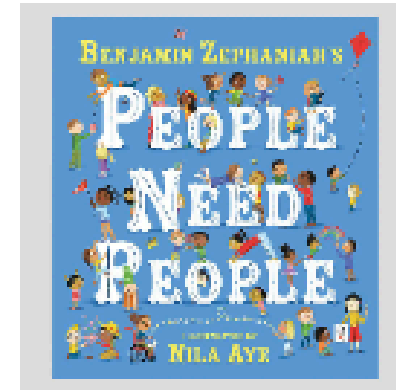
Stickman



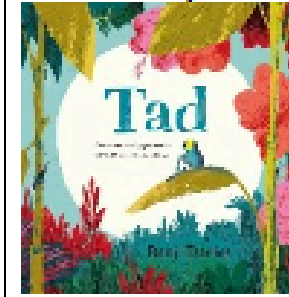
Journey
Aaron Becker



**Poetry – People
Need People**

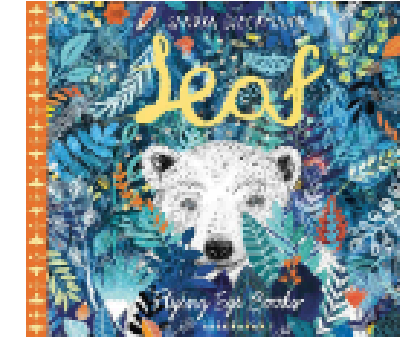


Tad
Emily Gravett



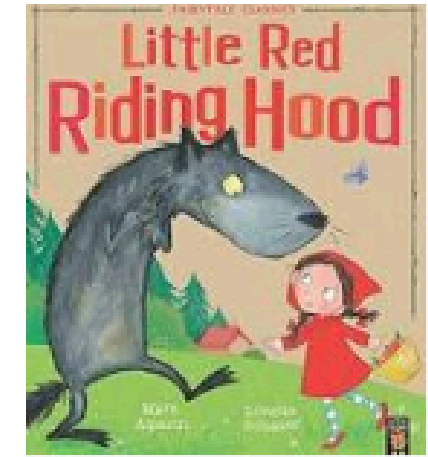
The Great
Explorer, Chris
Judge

Leaf
*Sandra
Dieckmann*



**Poetry – Grace
Nichols – The
Cat Rap**

<https://clpe.org.uk/videos/video/grace-nichols-cat-rap>

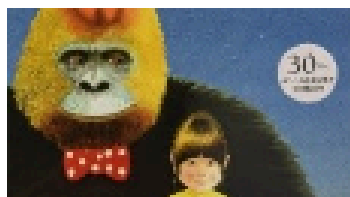


Little Red Riding Hood

Year 2 text

Gorilla

Anthony Browne



Grandad's Island

Benji Davies



Inside the Villains

Claude Perrin



James Carter

Poetry

Bog Baby

Jeanne Willis

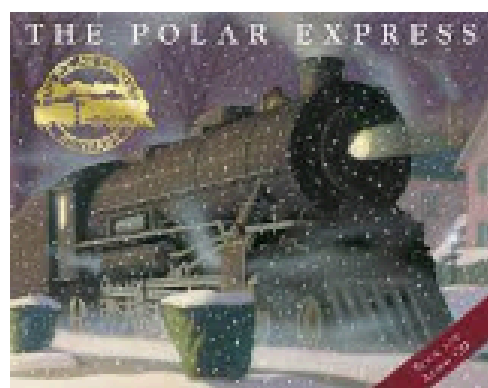


James Carter

Poetry

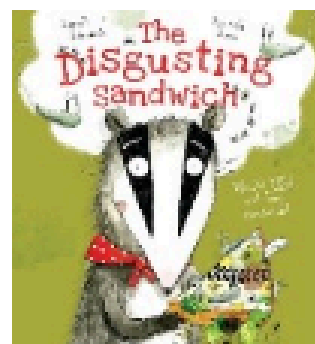
The Polar Express

Chris Van Allsburg



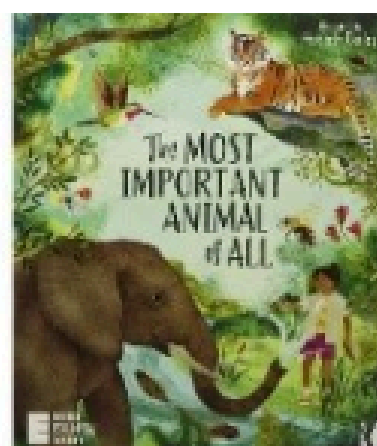
The Disgusting Sandwich

Gareth Edwards



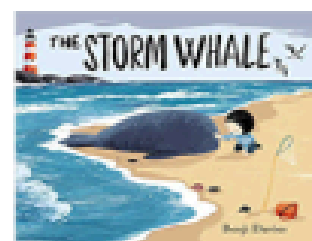
The Most Important Animal of All

Hannah Bailey



Storm Whale

Benji Davies



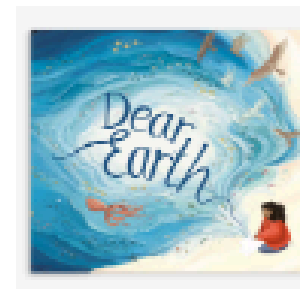
Greta and the Giants

Zoe Tucker



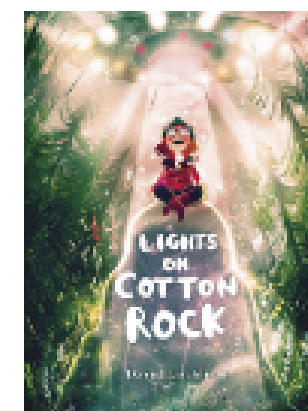
Dear Earth

Isabel Otter



Lights on Cotton Rock

David Litchfield



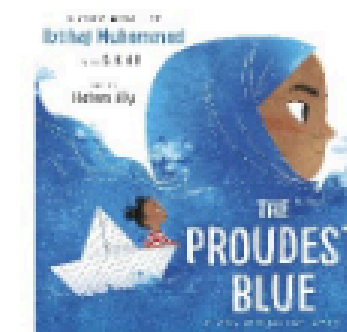
The Feelings Hotel

Lidia Brankovic

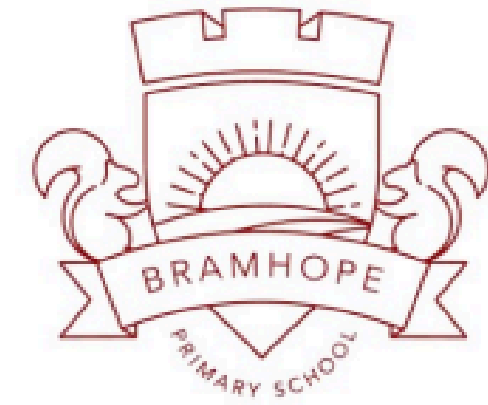


The Proudest Blue

Ibtihaj Muhammad



Writing - Sequence of Teaching



1

Writing outcome

Identify writing outcome for the unit.
Reason: Why are they writing?
Audience: Who are they writing for?
Features: What are the features that need to be taught/included?
Tone: How do we want our writing to sound?
Refer the Writing LTP and Unit Planners

2

High-quality text

Identify high-quality text to support and inspire your writing outcome (may or may not be same genre).
Read as a reader - Can I explore and understand the text? Use VIPERs to support planning with a focus on 'staying in the story'.
Refer to Reading Road Maps

3

Writer's toolkit

Read as a writer- explicit teaching of the writing genre, features and SPAG.
Discuss and unpick model texts. Collect and extend vocabulary. Explicit teaching and practice of identified features and SPAG objectives.
Refer to Writing Road Maps

4

Capture and create

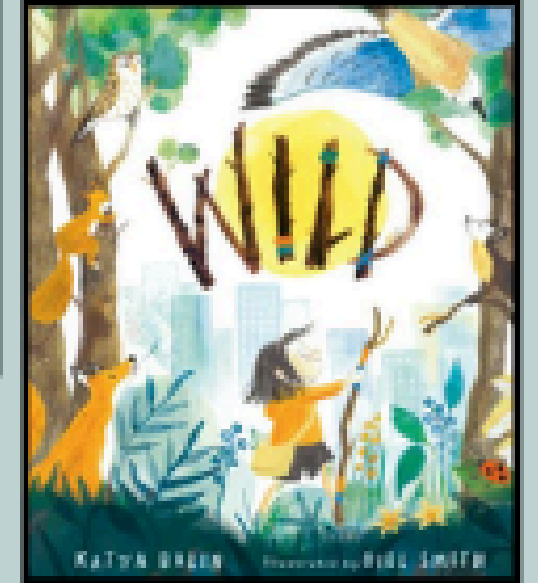
Capture ideas - research for non-chronological report, capture ideas for character, setting for narrative writing.
Plan - Select and sequence their content including key vocabulary and concepts where required.
Draft - Likely to begin with modelled, shared or guided writing before pupil's writing.
Edit - From class feedback, editing such focus on one or two key concepts well. Likely to be linked back to identified features/SPAG. .
Publish - How the writing will be published depends on the R.A.F.T.

Writing to entertain

Read as a reader -
To explore and
understand the text

LC. Can I explore and understand a text?

Key text:
Wild by Katya Balen



Writer's toolkit

LC. Can I identify, generate and effectively use noun phrases?

LC. Can I identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.

LC. Can I use fronted adverbials? (suddenly, silently, soon, next, eventually).

Capture and create
- plan, draft, edit
and publish

LC. Can I create and develop a setting?

LC. Can I plan my narrative?

LC. Can I draft my narrative?

LC. Can I edit and revise my narrative?

LC. Can I publish my narrative?

Writing outcome:
To innovate a narrative,
creating and developing
a setting.

Transcription Skills

Fluency in transcription is key not only for accurate spelling and clear handwriting, but also for the fact that it lessens the cognitive load of writing. Without fluency, children must focus on the mechanics of writing, rather than being able to consider the craft of writing.

Handwriting



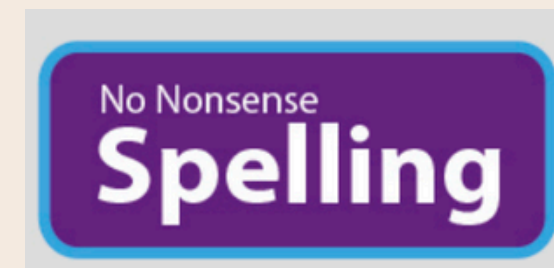
The quick brown fox jumps over the lazy dog.

EYFS & KS1 - Daily handwriting lessons

Y3 & Y4 - Handwriting sessions (1/2) each week and additional practice/support where needed.

Y5 & Y6 - Specific teaching where needed.

Spelling




EYFS & Y1 - RWI Phonics

Y2 - Daily No Nonsense Spelling lessons

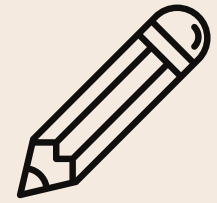
KS2 - Spelling patterns based on No Nonsense Spellings

Year 2 Common Exception Words

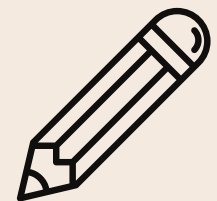


Autumn 1	Autumn 2
door floor poor find kind mind behind wild child children	because climb most only both old cold gold hold told
Spring 1	Spring 2
every everybody even great break steak pretty beautiful after Mr Mrs	fast last past father class grass pass plant path bath hour
Summer 1	Summer 2
move prove improve sure sugar eye could should would who parents	whole any many clothes busy people water again half money Christmas

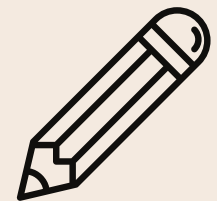
How to help at home



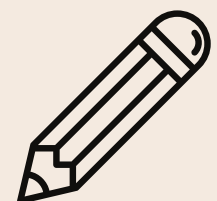
Lots of meaningful opportunities to write, such as writing a journal.



Speaking and reading leads to writing
- develop vocabulary



Regular practise of year group spellings
(within sentences)



Promote cursive writing to develop
fluent transcription skills

Top Tips

The best things you can do when helping a child write:

- Devote time to it. Make it a quality experience. Show your own interest and pleasure.
- See yourself a fellow writer—take part in writing alongside and offer sensitive support when asked. You're not there to police and correct but to engage in writing yourself, too. Share your own ideas, ask your own writing questions, and, importantly, talk as you craft texts together. You don't need to be a 'good' writer but you do need to write.
- Allow children to choose what they would like to write.
- Remember that children can continue with some old writing or start something new.
- See talking and drawing as *planning* and encourage taking things from the reading, video games, play, film, or the television programmes that they like.
- Encourage using 'temporary' spellings whilst drafting, as this is a strategy used by real-life writers. Writing happily and socially is the key to success here.



The Writing For Pleasure Centre
- Promoting research informed writing teaching

Here are just some of things you can write together:

Riddles, rhymes, songs, jokes, poems, signs, labels, lists, charts, booklets, games, recipes, instructions, how to guides, everything I know about... letters, anecdotes, vignettes, true stories, invented stories, comics, fairy-tales, myths, experiments, letters, scripts and plays.

Curriculum Overviews

Year group: 2		Term: Autumn 1
Subject	Strand	Unit of work title / Overview
English	Reading	To develop fluency and expression. To explore and understand a text.
	Writing	Writing to entertain: Narrative retell, character description and setting description. Key texts: Gorilla by Anthony Browne, Grandad's Island by Benji Davies and Inside the Villains by Clotilde Perrin.
	Phonics/Spelling	Read Write Inc. Recapping all set 2 and 3 sounds. Year 1 and Year 2 Common Exception Words. Homophones e.g. sea and see
	Grammar	Select, generate and effectively use nouns. Select, generate and effectively use verbs. Identify, generate and effectively use noun phrases (for description). To say, write and punctuate compound sentences using joining words and, but so and or (co-ordination).
	Punctuation	secure the use of full stops, capital letters, exclamation marks and question marks.
Maths	Mental calculations	Number bonds to 10 and 20. Counting in 2s, 5s and 10s.
	Written calculations	Representing numbers and objects to 100. Partitioning numbers into tens and ones. Addition and subtraction.
	Units of work	Place value: Recognise tens and ones, partition numbers to 100 using place value charts and part-whole models. Write numbers to 100 in expanded form. Label 10s and 1 on a number line to 100 and estimate numbers on a number line. Addition and Subtraction: Bonds to 100 (tens). Adding three 1-digit numbers, add and subtract across a 10, add two 2-digit numbers (across a 10) and subtract two 2-digit number (across a 10). Mixed addition and subtraction.
Science	Working scientifically	Identifying, classifying and grouping.
	Units of work	Through exploring a range of materials, we will be identifying and comparing the suitability of everyday materials for particular uses. We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Spanish	Units of work	Anita y Qsito. A story about Anita going for a picnic with her teddy bear. Children will learn the vocabulary that goes with the story.
Geography	Units of work	Where we are in the world: We will be using maps, atlases and the internet to identify, label and explore key features of the seven continents and five oceans. We will identify the equator, northern hemisphere and the southern hemisphere on world maps and the globe. We will learn about Europe in detail including learning about the countries, landmarks and surrounding oceans.
Art/D.T.	Artist	Piet Mondrian and Kandinsky.
	Units of work	Painting - Genre: Abstract: mixing, colour and lines. Outcome: Kandinsky-style painting
Music	Musician	John Williams and Hans Zimmer.
	Units of work	Pulse, rhythm and pitch with the social question of: How does music bring us together?
RE	Units of work	Welcoming New Life. How can we welcome new life and how do different religions do it?
Computing	Units of work	Developing our understanding of technology and how it can help us in everyday life. We will develop our understanding of what information technology (IT) is and will begin to identify examples. We will discuss where we have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. We will then investigate how IT improves our world, and the importance of using IT responsibly.
P.E	Units of work	Multi skills games that focus primarily on communication and teamwork. Through the unit we will explore different ways of evading opponents, develop control of a ball, develop accuracy and control when striking a ball with the foot and how to change speed and direction easily/quickly.
PSHE	Units of work	We will be learning about how people make friends and what makes a good friendship. Exploring how to recognise when they or someone else feels lonely and what to do in these situations. We will be learning simple strategies to resolve arguments between friends positively and how to ask for help when necessary. Encouraging throughout how we talk about and share our opinions on things that are important. We will be exploring this through picture books such as Meesha Makes Friends by Tom Percival.

ANY QUESTIONS?

