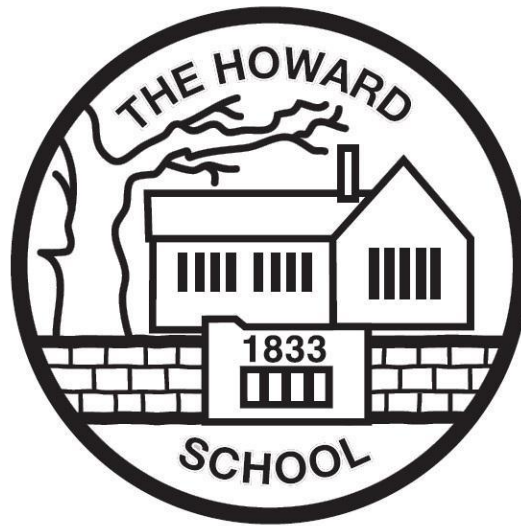


Ackworth Howard C of E School

Educating for 'life in all its fullness.'



English Curriculum – Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that English should develop: the mind (speaking, reading, writing, knowledge acquisition); body (communicating emotion); and spirit (communicating socially and spiritually) of each child.



Mind

The English curriculum at our school offers a high quality learning experience for learners. Children are taught to speak and write fluently so that they can confidently, coherently and efficiently communicate ideas to others and through their reading and listening, others can communicate with them. Reading underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects so pupils have the chance to acquire knowledge and build on what they already know.



Body

Based on first hand experiences, our curriculum builds confidence and encourages children to develop their independence, communication skills and collaborative working whilst taking risks in a safe environment. The unique talents of every child are embraced.



Spirit

Trust and imagination, the ability to think, reflect and grow morally and socially and cognitively are the bedrock of our curriculum where we aim to create a safe place for children to learn and express their inner most thoughts. Through the study of a range of stimulating texts, children develop a critical understanding of their impact on daily life, society and the wider world around them.

Essentials for English...

- All children have the opportunity to become enthusiastic, fluent and efficient readers, developing a good understanding.
- All children are provided with opportunities to develop the habit of reading widely and often, for both pleasure and information.
- All children will have access to synthetic, systematic phonics which is taught by highly skilled and trained staff.
- All children are given the opportunity to experience a wide range of quality texts in order to develop a love of reading as well as exposure to tier 2 and 3 vocabulary.
- All children will be provided with opportunities to develop an extensive, expressive and accurate vocabulary which is essential to lifelong learning.
- All children are expected to use efficient and accurate vocabulary in their work.
- All children are encouraged to use challenging texts as a model and to inspire their own writing. They are able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- All children are given opportunities to draft, edit and publish their work.
- All children are offered opportunities to discuss, debate, perform and read their work aloud with others to ensure competence in the arts of speaking and listening.
- All children will be taught grammar and spelling systematically, building on previously taught knowledge and skills.
- All children take a pride in the presentation of their work and understand that there are high expectations of handwriting across the curriculum.
- All children will experience our rich and varied literary history.

Early Years English

Communication and Language

Early Years Profile	Ackworth Howard's Knowledge Essentials	Activities
<p>Communication and Language Early years outcomes are prerequisite skills for English within the national curriculum. The table outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for English.</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>30-50 Months</p> <p>Listening and Attention</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still, listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>Understanding</p> <ul style="list-style-type: none"> • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. • Responds to simple instructions. • Beginning to understand why and how questions. <p>Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' 	<ul style="list-style-type: none"> • Hears and says initial sounds • Links sounds to letters • Give meaning to marks they make • Can segment sounds in simple words • Begins to read words and simple sentences • Uses some clearly identifiable letters to communicate meaning • Write own name/captions • Uses vocabulary influenced by books • Knows information can be retrieved from books • Uses some clearly identifiable letters to communicate meaning • Write own name/captions • Use phonic knowledge to decode regular words • Break the flow of speech into words • Write short sentences • Read and understand simple sentences • Talk about what they've read • Use phonic knowledge to write words which match spoken sounds

Early Years English

Communication and Language		
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Early Years English

Communication and Language

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<p>Communication and Language Early years outcomes are prerequisite skills for English within the national curriculum. The table outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for English.</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Early Learning Goal</p> <p><u>Listening and Attention</u> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p><u>Understanding</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	

Early Years English

Literacy

Early Years Profile	Ackworth Howard's Knowledge Essentials	Activities
<p>Literacy Early years outcomes are prerequisite skills for English within the national curriculum. The table outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for English.</p> <p>Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p><u>30-50 Months</u></p> <p><u>Reading</u> Enjoys rhyming and rhythmic activities.</p> <ul style="list-style-type: none">•Shows awareness of rhyme and alliteration.•Recognises rhythm in spoken words.• Listens to and joins in with stories and poems, one-to-one and also in small groups.• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.•Beginning to be aware of the way stories are structured.•Suggests how the story might end.• Listens to stories with increasing attention and recall.•Describes main story settings, events and principal characters.•Shows interest in illustrations and print in books and print in the environment.•Recognises familiar words and signs such as own name and advertising logos.• Looks at books independently.• Handles books carefully.•Knows information can be relayed in the form of print.• Holds books the correct way up and turns pages.•Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p><u>Writing</u></p> <ul style="list-style-type: none">•Sometimes gives meaning to marks as they draw and paint.•Ascribes meanings to marks that they see in different places.	

Early Years English

Literacy

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Early Years English

Literacy

Early Years Profile	Ackworth Howard's Knowledge Essentials	Activities
<p>Literacy Early years outcomes are prerequisite skills for English within the national curriculum. The table outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for English.</p> <p>Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p><u>Early Learning Goal</u></p> <p><u>Reading</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><u>Writing</u> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	

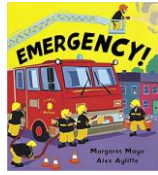
Early Years Phonics

Early Years Phonics			
Nursery	Reception		
<p>Phase 1 - Taught throughout the year</p> <p>Aspect 1: General Sound Discrimination – Environmental Sounds</p> <p>Aspect 2: General Sound Discrimination – Instrumental Sounds</p> <p>Aspect 3: General Sound Discrimination – Body Percussion</p> <p>Aspect 4: Rhythm and Rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice Sounds</p> <p>Aspect 7: Oral Blending and Segmenting</p>	<p>Phase 2 Autumn Term</p> <p>New Sounds: Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p>Tricky Words: to, the, no, go, I, into</p> <p>As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters.</p>	<p>Phase 3 Spring Term</p> <p>New Sounds: Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Tricky Words: he, she, we, me, be, was, you, they, all, are, my, her</p> <p>During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee.</p>	<p>Phase 4 Summer Term</p> <p>The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.</p> <p>Tricky Words: said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling tricky words.</p>

EYFS Reading Spine - Cycle A



The Great Big Book of Families By Mary Hoffman



Emergency! by Margaret Mayo



The Little Engine that Could By Watty Piper



Weather My Friend the Monster By Steve Smallman and Bruno Merz



Pumpkin Soup By Helen Cooper



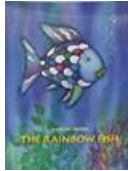
Bonfire Night By Nancy Dickmann.



Where the Poppies Now Grow By Hilary Robinson



Kipper's Birthday By Mick Inkpen



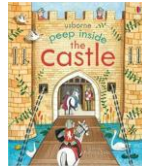
The Rainbow Fish By Marcus Pfister



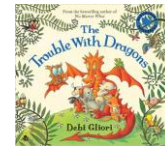
Puff the Magic Dragon By Peter Yarrow and Lenny Lipton



Rapunzel By Stephanie Stansbie



Peep Inside the Castle By Anna Milbourne



The Trouble With Dragons By Debi Gliori



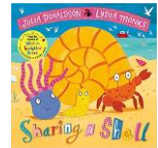
Princess and the Pea By Lauren Child



Good Knight, Bad Knight By Tom Knight



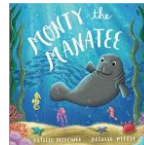
Meet the Latkes By Alan Silberberg



Sharing a Shell By Julia Donaldson



The Shark in the Dark By Peter Bently



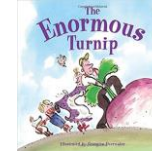
Monty the Manatee By Natalie Pritchard



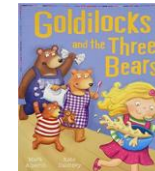
We're Going on an Egg Hunt By Martha Mumford



The Three Little Pigs By Mara Alperin



The Enormous Turnip By Katie Daynes



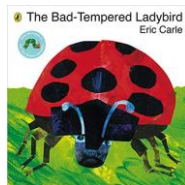
Goldilocks and the Three Bears By Mara Alperin



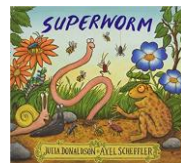
Hansel and Gretel By Josephine Collins



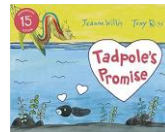
Spinderella By Julia Donaldson



The Bad-Tempered Ladybird By Eric Carle



Superworm By Julia Donaldson



Tadpole's Promise By Jeanne Willis



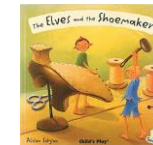
The Hungry Caterpillar By Eric Carle



The Frog Prince By Susanna Davidson



The Gingerbread Man By Mara Alperin

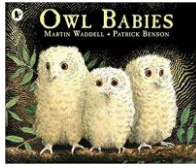


The Elves and the Shoemaker By Alison Edgson

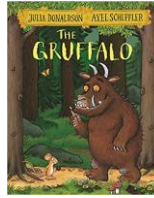
EYFS Reading Spine - Cycle B



We're Going on a Bear Hunt
By Michael Rosen



Owl Babies
By Martin Waddell



The Gruffalo
By Julia Donaldson



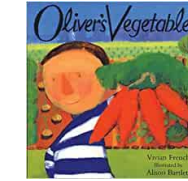
Tidy
By Emily Gravett



What's in the Witches Kitchen?
By Nick Sharratt



Bonfire Night
By Nancy Dickmann.



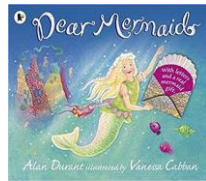
Oliver's Vegetables
By Vivian French



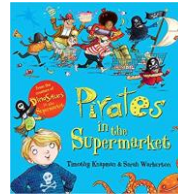
Supertato
By Sue Hendra



The Pirates Next Door
By Julia Donaldson



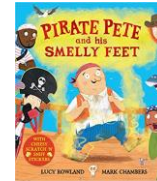
Dear Mermaid
By Alan Durant



Pirates in the Supermarket
By Timothy Knapman



Can You Catch a Mermaid?
By Jane Ray



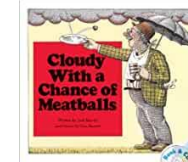
Pirate Pete and his Smelly Feet
By Lucy Rowland



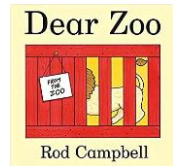
The Singing Mermaid
By Julia Donaldson



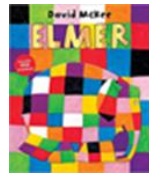
Pirates Love Underpants
By Claire Freedman



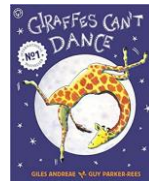
Cloudy with a Chance of Meatballs
By Judi Barrett



Dear Zoo
By Rod Campbell



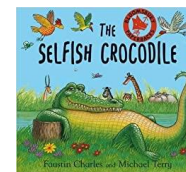
Elmer
By David McKee



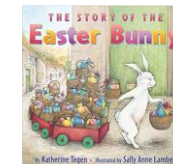
Giraffes Can't Dance
By Giles Andreae



We're Going on a Lion Hunt
By David Axtell



The Selfish Crocodile
By Mfaustin Charles



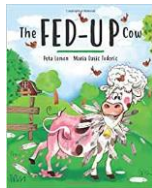
The Story of the Easter Bunny
By Katherine Tegan



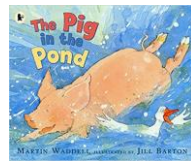
Little Red Riding Hood
By Mara Alperin



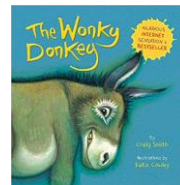
Chicken Licken
By Mara Alperin



The Fed-Up Cow
By Peta Lemon



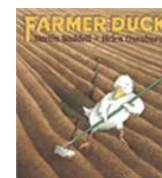
The Pig in the Pond
By Martin Waddell



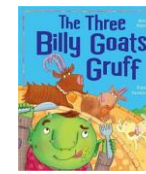
The Wonky Donkey
By Craig Smith



Little Red Hen
By Mary Finch



Farmer Duck
by Martin Waddell



The Three Billy Goats Gruff
By Mara Alperin



The Ugly Duckling
By Mara Alperin



Rumpelstiltskin
By Mara Alperin

Early Years Handwriting

		Activities
<p>Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none">• The formation of letters should be taught at a brisk pace, aiming to introduce all lower case letters and numbers by the end of Term 1.• Set 1: c, o, a, d, g, q, e• Set 2: l, i, t, f, j, u, y• Set 3: r, n, m, h, b, p, k• Set 4: s, v, w, x, z• Set 5: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9	<p>Nursery (Within provision) Pupils are to be given regular opportunities to develop hand control- plasticine, cutting out, small construction toys, jigsaws, peg boards, drawing patterns etc. These should be offered on a daily basis. Letter formation may not be explicitly taught here but the cursive script will be modelled by practitioners.</p> <p>Reception (Daily sessions) Handwriting is taught using the set letter patterns. It should be taught in letter families rather than alongside phonics with a distinction made between phonics for reading and letters for writing.</p>

Early Years English Vocabulary

Essential Vocabulary

Key Vocabulary – Mark Making Area

- Writing, letters, line, full stop, capital letter, finger space, sentence, number, write, word, read, alphabet, sound, phoneme, blend, segment, pictures, name, caption, speech bubble, etc.
- Writing genres: story, letter, instructions, recipe, fiction, non-fiction.
- Vocabulary relating to equipment.
- Letter and number names.

Key Vocabulary – Reading

- Book language – cover, title page, page number, contents, index, author, illustrator, fiction, non-fiction.
- Letter, word, sentence, rhyme, story, character.

Year 1

Speaking and Listening

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s) 	<p>The children will develop their control of the English language as they move from experiencing and participating in informal talk to formal talk during their time at Ackworth Howard School.</p> <p>‘</p> <p>It is expected that the children will be able:</p> <ul style="list-style-type: none"> • To listen to others in a range of situations and usually respond appropriately. • To understand instructions with more than one point in many situations. • To begin to ask questions that are linked to the topic being discussed. • To answer questions on a wider range of topics (sometimes may only be one-word answers). • To speak clearly in a way that is easy to understand. • To speak in front of larger audiences, e.g. in a class assembly, during a show ‘n’ tell session. • To know when it is their turn to speak in a small group presentation or play performance. • To take part in a simple role play of a known story. • To use appropriate vocabulary to describe their immediate world and feelings. • To think of alternatives for simple vocabulary choices. • To organise their thoughts into sentences before expressing them. • To be able to describe their immediate world and environment. • To retell simple stories and recounts aloud. • To recognise when it is their turn to speak in a discussion. • To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Participate in Philosophy for Children lessons which enable the children to listen respectfully and engage with others, providing them with strategies to become efficient in their dialogue whilst developing that tier 3 vocabulary. • Opportunities for S&L and drama within lessons across the curriculum and through the lower KS1 Christmas production. • Role Play • Participating in class and whole school worship provides opportunities for children to speak to an audience • Opportunities to participate in school council, anti-bullying and eco council meetings.

Year 1

Reading and Phonics

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Y1 Word Reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, e.g. I'm, I'll, we'll, and under-stand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • read accurately by blending the sounds in most words that contain the graphemes from phase 2 and phase 3 s, a, t, p, i, n, m, d, g, o, o, c, k, e, u, r, h, b, f, ff, l, ll, ss j, v, w, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, or • read accurately by blending the sounds in most words containing the graphemes from phase 2 and 3 that contain adjacent consonants (e.g. strap, spots, tents, stairs, fright, class, brain, throw, brush, float, greet, press, chart) • read accurately many phase 5 words containing the alternative graphemes for phonemes taught (e.g. <i>day, play, boy, toy, sea, meat, bird, girl, out, blue, threw, stripes, tied, shapes</i>) • read most common exception words (year 1 list) • read most words correctly with the /v/ sound at the end of words (e.g. have, give, live, love) • read many words correctly of more than one syllable that contain the GPCs (e.g. deckchair, bedroom, upstairs, downstairs) • read many words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings • read many words with contractions and understand that the apostrophe represents the omitted letter (e.g. I'll, we'll, I'm) <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately 	<p>Children should read independently and in guided / whole class groups using appropriate books. Guided reading and phonic lessons take place daily in differentiated groups which are regularly assessed and modified to meet the needs of each child.</p> <p>A daily guided reading carousel includes:</p> <ul style="list-style-type: none"> • Teacher lead guided reading group • TA lead paired reading / library session • Independent reading for pleasure in reading areas • Independent reading comprehension / phonic work using laptops <p>A daily whole class story is selected from the reading spine or linked to class texts and topics.</p> <p>Children are heard read one to one by an adult at least once a week and are able to change reading books daily.</p> <p>Weekly buddy reading takes place with partners from Year 4.</p> <p>The colour banded reading scheme is regularly updated and closely matched to the phases of letters and sounds.</p> <p>Parents are regularly invited into school to join the children for library sessions.</p> <p>See the Letters and Sounds Document for phonic activities. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf Phonics Play https://new.phonicsplay.co.uk/</p>

Year 1 Phonic Progression

Phonics	
Phase 5	Autumn 1
<p>In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. This will take time to use and apply these and children will need time to experiment with their spelling.</p> <p>Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.</p> <p>ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> <p>Tricky Words: oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p>Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.</p>	<p>Week 1-4</p> <ul style="list-style-type: none"> • Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned • Teach new graphemes for reading (about four per week) /ay/ /ou/ /ie/ /ea/ /oy/ /ir/ /ue/ /aw/ /wh/ /ph/ /ew/ /oe/ /au/ /ey/ /a_e/ /e_e/ /i_e/ /o_e/ /u_e/. • Practise reading and spelling words with adjacent consonants and words with newly learned graphemes • Learn new phoneme /zh/ in words such as treasure Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked • Teach spelling the words said, so, have, like, some, come, were, there • Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words • Practise reading sentences – Practise writing sentences <p>Week 5-7</p> <ul style="list-style-type: none"> • Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned • Teach alternative pronunciations of graphemes for reading (about four per week) /i/ /o/ /c/ /g/ /u/ /ow/ /ie/ /ea/ /er/ /a/ /y/ /ch/ /ou/ • Practise reading and spelling words with adjacent consonants and words with newly learned graphemes • Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please • Teach spelling the words little, one, do, when, what, out • Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words • Practise reading sentences • Practise writing sentences

Year 1 Phonic Progression

Phonics	
Phase 5	Autumn 2 to Summer 1
<p>In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. This will take time to use and apply these and children will need time to experiment with their spelling.</p> <p>Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.</p> <p>ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> <p>Tricky Words: oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p>Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.</p>	<p>Week 8-30</p> <ul style="list-style-type: none"> • Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned • Teach alternative spellings of phonemes for spelling: <p>Autumn Term: /ai/ /c/ /ee/ /ch/ /igh/ /f/ /oa/ /m/</p> <p>Spring Term: /oo/(y)/oo/ /n/ /ow/ /ng/ /oi/ /r/ /ar/ /s/ /ear/ /sh/ /air/ /v/ /ow/ /w/ /ur/ /e/</p> <p>Summer Term: /er/ /i/ /ure/ /o/ /zh/ /u/</p> <ul style="list-style-type: none"> • Practise reading and spelling words with adjacent consonants and words with newly learned graphemes • Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked • Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words • Practise reading sentences • Practise writing sentences

Year 1 Phonic Progression

Phonics

Phase 5

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. This will take time to use and apply these and children will need time to experiment with their spelling.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e

Tricky Words:

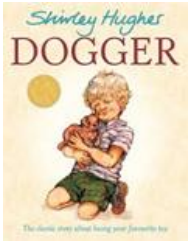
oh, their, people, Mr, Mrs, looked, called, asked, could

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

Summer 2

Consolidation and revision for phonic screening

- Adding -s and -es to words (plurals of nouns and the third person singular of verbs)
- Adding -er and -est to adjectives where no change is needed in the root word.
- Adding the endings -ing and -er to verbs (where no change is needed to the root word).
- Adding the ending -ed to words where no change is needed to the root word.
- Spelling the days of the week.
- Adding the prefix un- and spelling compound words.



Dogger
By Shirley Hughes



The Brown Paper Bear
By Neil Reed



Traction Man
By Mini Grey

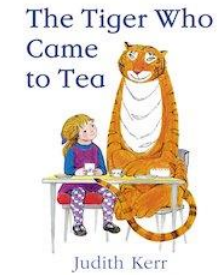
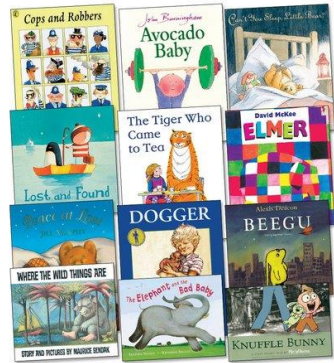


The Queen's Knickers
By Nicholas Allan.



The Princess and the Wizard
By Julia Donaldson

Year 1 Reading Spine



The Tiger Who Came to Tea
By Judith Kerr

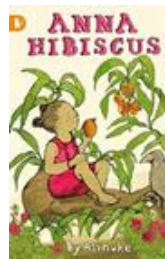
Katie in London
Poem by James Mayhew



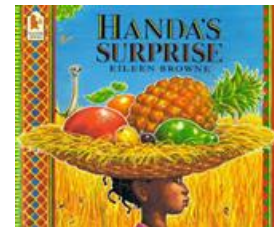
The Mr Men Books
By Roger Hargreaves



Anna Hibiscus
By Atinuke



Handa's Surprise
By Eileen Browne



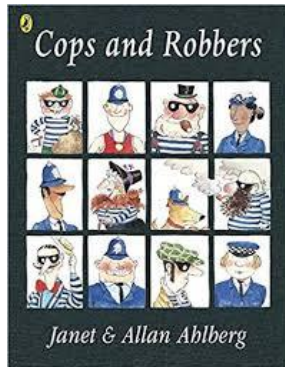
Jack and the Beanstalk
A range of traditional tales



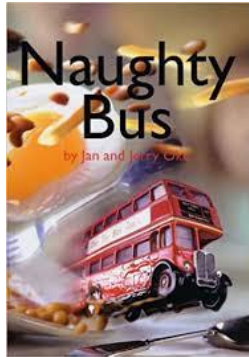
Katie Morag Island Stories
By Mairi Hedderwick



Other texts children will encounter



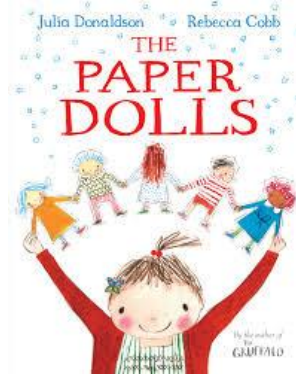
Cops and Robbers
By Allan Ahlberg



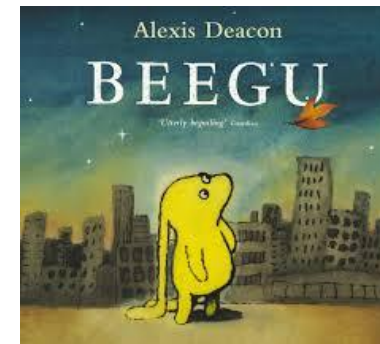
The Naughty Bus
By Jan and Jerry Oak



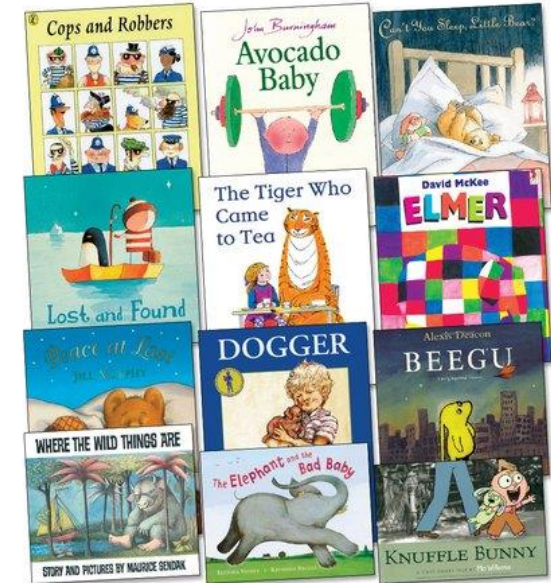
Lost and Found
By Oliver Jeffers



Paper Dolls
By Julia Donaldson



Avocado Baby
By John Burningham



Knuffle Bunny
By Mo Williams

Elmer
By David McKee

Peace at Last
By Jill Murphy

Where the Wild things Are
By Maurice Sendak

Beegu
By Alexis Deacon

Can't You Sleep Little Bear?
By Martin Waddell

The Elephant and the
Bad Baby
By Raymond Briggs

By Margaret Wild

By Dyan Sheldon

By Dick King Smith

By Lauren Child

By Simon Bartram

By Antonia Barber

Year 1

Comprehension

National Curriculum	Ackworth Howard's Knowledge Essentials	Year 1 Activities/Resources
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. 	<p>In discussion with the teacher, the pupil can:</p> <ul style="list-style-type: none"> make links to what has been read to them to their own experiences retell key stories, fairy stories and traditional tales join in with most predictable phrases join in with rhymes and poems and recite some by heart check the text makes sense to them and correct themselves most of the time talk about meanings of new words (vocabulary) answer questions to show their understanding of a text that is read to them (retrieval) make inferences on the basis of what is being said and done in a text that is read to them (words and illustrations) <p>Pupils are able to:</p> <ul style="list-style-type: none"> Say what they like don't like about a book Link what has been read or heard to own experiences Retell key stories orally using narrative language Talk about the main characters in a story Learn poem and rhymes off by heart Use what is already known to understand texts Check reading makes sense and correct when it doesn't Begin to draw inferences from the text and/or illustrations Make predictions about the events Explain what they think a text is about 	<p><u>Year 1</u></p> <p>Collins Big Cat guided reading scheme is the basis of guided reading comprehension in KS1.</p> <p>Read and Respond texts</p> <p>The Year 1 Reading Spine texts.</p> <p><u>Comprehension resources</u> https://www.twinkl.co.uk/search?term=year+1+reading+comprehension</p> <p>Reading Characters https://www.twinkl.co.uk/resources/literacy/reading/totally-pawsome-reading-gang-reading-english-key-stage-1</p>

Year 1

Spelling

National Curriculum	Writing – Transcription - Spelling in Y1	Spelling Activities
<p>Spelling (see Appendix 1)</p> <p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet <p>Pupils should be taught:</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) apply simple spelling rules and guidelines, as listed in Appendix 1 write from memory simple sentences dictated by the teacher that include words taught so far. Spellings should be corrected as seen in the teacher handbook. Children should be given weekly spellings to learn based on their phase or stage 	<p>Term 1</p> <ul style="list-style-type: none"> The sounds /f/ and /s/, spelt ‘ff’ and ‘ss’ The sounds /l/ and /k/, /z/ spelt ‘ll’, ‘zz’ and ‘ck’ Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word The sound spelt n before g ‘ng’ The sound spelt n before k ‘nk’ The sound /ch/ spelt ‘ch’ The sound /ch/ spelt –‘tch’ The sound v The /v/ sound at the end of words spelt with ‘ve’ The digraphs ‘ai’ and ‘oi’ are hardly ever used at the end of English words. The digraphs ‘ay’ and ‘oy’ are used for those sounds at the end of words and at the end of syllables. The sound /oa/ spelt with the vowel digraphs ‘oa’, ‘ow’, ‘oe’ (oa is very rare at the end of a word) The sound /ee/ spelt ‘e’ and with the vowel digraph ‘ee’ The vowel digraph ‘ea’ The vowel digraph ‘ie’ making the /igh/ and / ee/ sounds <p>Term 2</p> <ul style="list-style-type: none"> The trigraph igh The vowel digraph ‘ar’ The vowel digraph ‘er’ (unstressed) ‘er’ (stressed) The vowel digraph ‘ir’, ‘ur’ Adding –er and –est to adjectives where no change is needed to the root word Days of the week/ Common Exception Words there*, here*, they* The sound /k/ spelt with ‘k’ not ‘c’, before e, i and y The split vowel digraphs ‘a-e’ and ‘e-e’ The split vowel digraphs ‘i-e’ ‘o-e’ The /yoo/ and /oo/ sounds spelt with the split digraph ‘u-e’ The vowel digraph ‘oo’ – very few words have oo at the end The sounds /oo/ and /yoo/ spelt with ‘ue’ ‘ew’ 	<p>Personal dictionaries and spelling mats to be accessed independently within the classroom.</p> <p>Spelling menus are sent home each half term with activities for the children to consolidate and practise their spellings.</p> <p>The ‘Spelling Wizard’ puppet highlights tricky words.</p> <p><u>Letters and Sounds Document</u> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf</p> <p><u>Spellodrome</u> http://uk.spellodrome.com/#/home</p> <p><u>Support for Spelling</u> https://dera.ioe.ac.uk/687/7/01109-2009PDF-EN_01_Redacted.pdf</p> <p>Spelling work for Y1 conversion document</p> <p>(Spellings for Y1 – 6 linked to L&S) in staff shared.</p> <p><u>Twinkl spelling resources linked to each term</u></p>

Year 1

Spelling continued

National Curriculum	Writing – Transcription - Spelling in Y1	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to spell:</p> <ul style="list-style-type: none">words containing each of the 40+ phonemes already taughtcommon exception wordsthe days of the weekname the letters of the alphabet: <p>Pupils should be taught:</p> <ul style="list-style-type: none">naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same soundadd prefixes and suffixes:using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbsusing the prefix un–using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)apply simple spelling rules and guidelines, as listed in Appendix 1write from memory simple sentences dictated by the teacher that include words taught so far. Spellings should be corrected as seen in the teacher handbook. Children should be given weekly spellings to learn based on their phase or stage	<p>Term 3</p> <ul style="list-style-type: none">The vowel digraphs ‘ow’ and ‘ou’Words ending with the sound /e/ spelt with ‘y’The vowel digraph ‘or’ and the vowel trigraph ‘ore’The vowel digraphs ‘aw’ and ‘au’The vowel trigraph ‘air’ and ‘are’The vowel trigraph ‘ear’ <ul style="list-style-type: none">New consonant spelling ‘ph’ and ‘wh’Adding the prefix –un without any change to the spelling of the root wordAdding s and es to wordsCompound wordsCommon Exception Words: of* said* was* has* come* one* once* ask* your* is*. <p>Pupils should be able to:</p> <ul style="list-style-type: none">read back words they have spelt.segment spoken words into individual phonemes and then represent the phonemes by the appropriate grapheme(s).use word-specific rehearsal for spellingCorrect misspellings of words that they have been taught to spell	<p>write simple dictated sentences that include words taught so far to provide opportunities to apply and practise their spelling.</p> <p>Misspelt words should be used to teach pupils about alternative ways of representing those sounds.</p>

Year 1

Vocabulary, Grammar and Punctuation

National Curriculum	Writing – Transcription	Activities
<p>Vocabulary, Grammar and Punctuation Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining sentences using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar in column 1 in year 1 in Appendix 2 use the grammatical terminology in Appendix 2 in discussing their writing. Sequence sentences to form short narratives <p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.</p> <p>Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary.</p>	<p>After discussion with the teacher the children can:</p> <ul style="list-style-type: none"> leave spaces between words combine words to make a sentence demarcate some sentences with a capital letter and full stop demarcate some sentences with a question mark when required use a capital letter on most occasions for names of people, places, the days of the week and the personal pronoun 'I' join words and clauses using 'and' <p>some terminology is used when talking about writing, showing they can recognise and have an awareness of :</p> <ul style="list-style-type: none"> letters capital letters words – singular and plural sentences punctuation full stop question mark exclamation mark <p>Narrative Texts</p> <ul style="list-style-type: none"> Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. Sentences are demarcated using full-stops, capital letters and finger spaces. Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. Use of the personal pronoun 'I' to retell personal narratives, e.g. I went to the park yesterday. 	<p>Twinkl grammar resources https://www.twinkl.co.uk/resources/literacy/grammar-spag/grammar</p> <p>BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zkxxsbk</p> <p>The Literacy Shed (KS1) https://www.literacyshed.com/the-ks1-shed.html</p> <p>Developing Early Writing file:///C:/Users/jalbaya/Downloads/pri_lit_de_v_wrtnng_005501.pdf</p> <p>Grammar Hammer Resources</p> <p>Sorting activities e.g Sentence and Not a Sentence cards</p> <p>Human sentences – acting out punctuation</p>

Year 1

Composition

National Curriculum	Writing – Transcription	Activities
<p>Composition Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none">• saying out loud what they are going to write about• composing a sentence orally before writing it• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense• discuss what they have written with the teacher or other pupils• read aloud their writing clearly enough to be heard by their peers and the teacher.	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none">• After discussion with the teacher, writing sentences that are sequenced to form a short narrative• After discussions with the teacher, writing sentences about real events• Narrative• Recounts• Letters• Poetry• Information texts• writing down ideas that they can compose out loud• composing a sentence orally before writing it• sequencing sentences to form short narratives• Thinking aloud as they collect ideas• drafting their ideas• re-reading what they have written to check that it makes sense and that their meaning is clear• discussing what they have written with the teacher or other pupils• reading aloud their writing clearly enough to be heard by their peers and the teacher. <p>Narrative Texts</p> <ul style="list-style-type: none">• Simple narratives and retellings are told/ written in first or third person.• Simple narratives are told/ written in past tense.• Events are sequenced to create texts that make sense.• Simple narratives use typical characters, settings and events whether imagined or real.• ‘Story language’ (e.g. once upon a time, later that day etc.) may be used.	<p>Drama and role play activities: Freeze Frame Hot Seating Talk for Writing P4C as a stimulus</p> <ul style="list-style-type: none">• Introduce the use of planning tools: Story map / story mountain / washing line• Writing frames to support composition <p>The Literacy Shed (KS1) https://www.literacyshed.com/the-ks1-shed.html</p> <p>Developing Early Writing file:///C:/Users/jalbaya/Downloads/pri_lit_dev_wrtng_005501.pdf</p>

Year 1

Composition

National Curriculum	Writing – Transcription	Activities
	<p>Planning and Preparation</p> <ul style="list-style-type: none">• Listen to stories and narrative texts that use the features required for the writing.• Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.• Make plans and props based on the story or narrative that has been shared.• Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc.• Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.• Think, say and write sentences to tell the story or narrative in their own words.• Reread the completed narrative aloud, for example, to a partner, small group or the teacher.	

Year 1

Handwriting		
National Curriculum	Writing Composition	Activities
<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place. • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. <p>Non-statutory Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.</p>	<p><u>Year 1 continued</u></p> <ul style="list-style-type: none"> • Children should sit comfortably at the table with two feet on the floor and the non-writing hand resting on the paper. • They should adopt a comfortable tripod grip. • Know where to place their pencil correctly to begin each letter and start and finish in the right place. • Know which letters belong to which handwriting family and are formed in similar ways and practise these. • Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. • Form letters in the correct direction. • Form capital letters correctly ensuring that they are the correct size. • Form the digits 0 to 9 correctly. • Pupils will spend the first term practising the formation of lower case letters as part of words, e.g. common words and/or CVC, CCVC, CVCC words. This should continue to be teacher led as far as possible. • Autumn 1 Revision • Lower case a – z, child’s full name, capitals A- M, capitals N – Z • Autumn 2 + • Set 1: ll, li, ti, il, it, ill, ut, at, ull • Set 2: all, in, un, an, im, um, am, ine, ime • Set 3: ar, aw, iv, hu, ti, ki, du, ay, ey • Set 4: ip, up, ib, ub, th, ck, ch, ent, ant 	<p><u>Year 1</u></p> <p>Daily handwriting practise linked to spelling patterns.</p> <p>Provide handwriting books with guide lines to enable children to ensure letters are of the correct size in relation to each other.</p> <p>Experiment with a range of pencil grips to facilitate a comfortable tripod grip.</p> <p>Use ‘nip, flip, grip’ posters and activities to teach the correct pencil grip.</p> <p>The children should practise tracing lines and patterns</p> <p>Trace then write letters independently using guidelines</p> <p>Trace and copy whole words and sentences</p>

Year 1 English Vocabulary

Essential Vocabulary

Reading:
burb, order, question,
skim and scan, glossary,
contents, index, schwa,
split digraph, tense,
explain, significance,
predictable, retell,
recognise

Writing :
letter, capital letter, word,
singular, plural, sentence,
punctuation, full stop,
question mark,
exclamation mark,
consonant, vowel, spaces,
alphabet

Common exception words

of* said* was* has*
come* one* once* ask*
your* is* there* , here* ,
they*

Aspirational vocabulary

Aspirational vocabulary

Aspirational vocabulary

Aspirational vocabulary

Aspirational vocabulary

Aspirational vocabulary

Aspirational vocabulary

Year 2

Speaking and Listening

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions and performances • gain, maintain and monitor the interest of the listener(s). 	<p>The children will develop their control of the English language as they move from experiencing and participating in informal talk to formal talk during their time at Ackworth Howard School</p> <p>It is expected that the children will be able:</p> <ul style="list-style-type: none"> • To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group. • To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. • To attempt to follow instructions before seeking assistance. • To show that they are following a conversation by asking relevant and timely questions. • To answer questions using clear sentences. • To begin to give reasoning behind their answers when prompted to do so. • To speak confidently within a group of peers so that their message is clear. • To practise and rehearse reading sentences and stories aloud. • To take on a different role in a drama or role play and discuss the character's feelings. • To recognise that sometimes speakers talk differently and discuss reasons why this might happen. • To start to use subject- specific vocabulary to explain, describe and add detail. • To suggest words or phrases appropriate to the topic being discussed. • To start to vary language according to the situation between formal and informal. • To usually speak in grammatically correct sentences • To talk about themselves clearly and confidently. • To verbally recount experiences with some added interesting details. • To offer ideas based on what has been heard. • To give enough detail to hold the interest of other participant(s) in a discussion. • To engage in meaningful discussions that relate to different topic areas. • To remain focused on a discussion when not directly involved and be able to recall the main points when questioned. 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> • Regular Philosophy for Children lessons enable the children to listen respectfully and engage with others, providing them with strategies to become efficient in their dialogue whilst developing that tier 3 vocabulary, ensuring concise and effective interactions • Opportunities for S&L and drama within lessons across the curriculum and through the lower KS1 Christmas production. • Visiting drama groups such as Thackray Museum (Florence Nightingale role play) and Play in a Day (Explorers) • Participating in class and whole school worship provides opportunities for children to speak with growing confidence to an audience • Opportunities to participate in school council, anti-bullying and eco council meetings.

Year 2 Phonic Progression

Phonics	
Phase 6	Autumn
<p>The children will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. Suffixes will be introduced as well as basic grammar strategies.</p> <p>- s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en</p> <p>At this stage children should be able to spell words phonetically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.</p>	<ul style="list-style-type: none">•The /n/ sound spelt kn and (less often) gn at the beginning of words•The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y•The /s/ sound spelt c before e, i and y•The /r/ sound spelt wr at the beginning of words <p>Common Exception Words: door, floor, again, wild, children, climb, parents, most, only, both</p> <ul style="list-style-type: none">•The /l/ or /əl/ sound spelt –el at the end of words•The /l/ or /əl/ sound spelt –al at the end of words•Words ending –il•The /aɪ/ sound spelt –y at the end of words•Adding –es to nouns and verbs ending in –y <p>Common Exception Words: find, mind, behind, old, gold, cold, hold, told, every, everybody</p>

Year 2 Phonic Progression

Phonics	
Phase 6	Spring
<p>The children will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. Suffixes will be introduced as well as basic grammar strategies.</p> <p>- s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en</p> <p>At this stage children should be able to spell words phonetically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.</p>	<ul style="list-style-type: none"> • Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it • Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it • Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter • The /ɔ:/ sound spelt a before l and ll <p>Common Exception Words: fast, last, father, class, grass, pass, plant, bath, path, people</p> <ul style="list-style-type: none"> • The /ʌ/ sound spelt o • The /i:/ sound spelt –ey • The /ɒ/ sound spelt a after w and qu • The /ɜ:/ sound spelt or after w • The /ɔ:/ sound spelt ar after w • The /ʒ/ sound spelt s <p>Common Exception Words: even, break, steak, great, move, prove, improve, sure, sugar, eye</p>

Year 2 Phonic Progression

Phonics	
Phase 6	Spring
<p>The children will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. Suffixes will be introduced as well as basic grammar strategies.</p> <p>- s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en</p> <p>At this stage children should be able to spell words phonetically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.</p>	<ul style="list-style-type: none"> •The suffixes –ment, –ness, –ful , •The suffixes –less and –ly •Words ending in –tion •Contractions •The possessive apostrophe (singular nouns) <p>Common Exception Words: any, many, clothes, water, pretty, Christmas, busy, beautiful, poor, kind</p> <ul style="list-style-type: none"> •Homophones and near-homophones •Conjunctions •Months of the year / time •Question words / SP&G Terms – who, why, what, how, which, where, when, adjective, verb, adverb

Year 2

Word Reading

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Y2 Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same GPCs as above read words containing common suffixes read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word read most words quickly and accurately when they have been frequently encountered without overt sounding and blending read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. 	<p>In Year 2 children can:</p> <ul style="list-style-type: none"> Automatically decode words and read with increasing fluency. Blend sounds in words that contain the graphemes they have learnt. Recognise and read alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same GPCs. Read words with common suffixes. Read many common exception words. Read and comment on unusual correspondence between grapheme and phoneme. I read most words quickly and accurately without sounding out and blending. Read books suitably matched to their phonic knowledge accurately, showing fluency and confidence. <ul style="list-style-type: none"> read accurately most words of two or more syllables read most words containing common suffixes read most common exception words. <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words sound out most unfamiliar words accurately, without undue hesitation. 	<p>Daily guided reading carousel including:</p> <ul style="list-style-type: none"> Teacher lead guided reading group TA lead paired reading / library session Independent reading for pleasure in reading areas Independent reading comprehension / phonic work using laptops Daily phonic intervention with Class 1 for targeted children. Daily whole class story selected from the reading spine or linked to class texts. Whole class reading comprehension. Weekly buddy reading. Reading one to one to an adult at least once a week.

Year 2

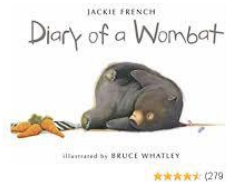
Comprehension

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing their favourite words and phrases & discussing and clarifying the meanings of words, linking new meanings to known vocabulary • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions 	<p>Children are expected to be able to talk about and give an opinion on a range of texts.</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how they relate to each other. • Use prior knowledge, including context and vocabulary, to understand texts. • Retell a wider range of stories, including fairy stories and traditional tales. • Read for meaning and check that the text makes sense; going back and re-reading when it does not make sense. • Find recurring language in stories and poems. • Talk about favourite words and phrases in stories and poems. • Recite some poems by heart, with appropriate intonation to make the meaning clear. • Answer and ask questions about familiar books and those read to them. • Make predictions based on what they have read. • Draw (simple) inferences from illustrations, events, characters' actions and speech in books they have read before or those read by a teacher • Discuss different ways non-fiction books are structured. • Listen, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which read independently. 	<p>Comprehension is taught as a whole class using key texts in English lessons and through daily guided group reading</p> <p>Collins Big Cat guided reading scheme is the basis of guided reading comprehension in KS1.</p> <p>Regular reading to an adult / buddy one to one</p> <p>Guided Reading Question Mats https://www.twinkl.co.uk/resource/au-l-644-guided-reading-question-mat-display-pack</p> <p>Guided Reading Sentence Starters (Adult guidance) https://content.twinkl.co.uk/resource/0d/c5/t-c-254238-lanyard-sized-year-two-reading-comprehension-objectives-cards_ver_1.pdf?token=exp=1588070718~acl=%2Fsource%2F0d%2Fc5%2Ft-c-254238-lanyard-sized-year-two-reading-comprehension-objectives-cards_ver_1.pdf%2A~hmac=6dcd7a05fcc5142c49509cfc42c61951dc83586253c1f85279b2ad612c4a3917</p> <p>Twinkl Reading Comprehension https://www.twinkl.co.uk/search</p> <p>Drama activities to develop comprehension include hot seating and freeze frame.</p> <p>Role on the wall, Double Bubble</p> <p>CPG Reading Comprehension Books</p> <p>Reading Characters https://www.twinkl.co.uk/resources/literacy/reading/totally-pawsome-reading-gang-reading-english-key-stage-1</p>

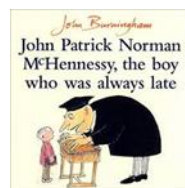
Year 2

Comprehension

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Continued</p> <ul style="list-style-type: none">• predicting what might happen on the basis of what has been read so far• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<p>Pupils are able to:</p> <ul style="list-style-type: none">• Talk about and give an opinion on a range of texts.• Discuss the sequence of events in books and how they relate to each other.• Use prior knowledge, including context and vocabulary, to understand texts.• Retell stories, including fairy stories and traditional tales.• Read for meaning and check that the text makes sense, go back and re-read when it does not makes sense.• Find recurring language in stories and poems.• Talk about favourite words and phrases in stories and poems.• Recite some poems by heart, with appropriate intonation.• Ask and answer questions.• Make predictions based on what I has been read.• Draw (simple) inferences from illustrations, events, characters' actions and speech. <p>End of Key Stage expectations</p> <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none">• check it makes sense to them, correcting any inaccurate reading• answer questions and make some inferences• explain what has happened so far in what they have read.	<p><u>Year 2</u></p>



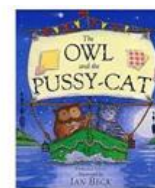
Diary of a Wombat
By Jackie French



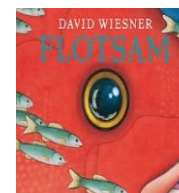
John Patrick Norman McHennessy, the boy who was always late
By John Nurnigham



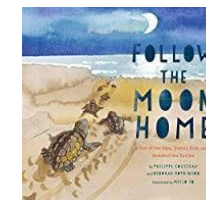
Dear Teacher
By Amy Husband



The Owl and the Pussy-Cat
Poem by Edward Lear



Flotsam
By David Wiesner

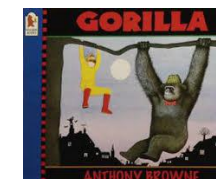


Follow the Moon Home
By Philippe Cousteau & Deborah Hopkinson



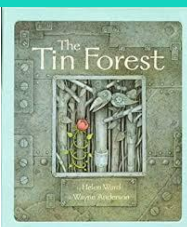
The Mousehole Cat
By Antonia Barber

Year 2 Reading Spine

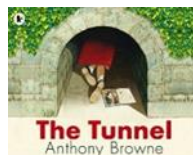


Gorilla
By Anthony Browne

The Tin Forest
By Helen Ward



The Tunnel
By Anthony Browne



Man on the Moon
By Simon Bartram



Fantastic Mr Fox
By Roald Dahl



The Way Back Home
By Oliver Jeffers



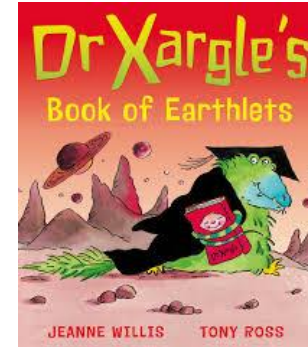
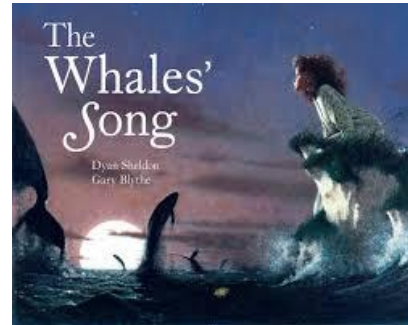
Baba Yaga
By Tony Bradman, Nikki Gamble, et al.



Hansel and Gretel
By Anthony Browne



Other texts children will encounter



Meerkat Mail
By Emily Gtravett

The Children's Step by Step
Cookbook
By Angela Wilkes

Oliver's Vegetables
By Vivian French

Vlad and the Florence
Nightingale Adventure
By Kate Cunningham

Raven Boy
By Pippa Goodhart

Vlad and the Great Fire
of London
By Kate Cunningham

The Dragon Machine
By Helen Ward and Wayne
Anderson

Sophie's Tom
By Dick King Smith

Grandad's Island
By Benji Davies

The Velveteen Rabbit
By Margery Williams

The Egg
By M Robertson

Dr Xargle's Book of Earthlets
By Jeanne Willis

Aliens Love Underpants
By Claire Freedman

Fox
By Margaret Wild

The Whale's Song
By Dyan Sheldon

The Hodgeheg
By Dick King Smith

Who's Afraid of the Big, Bad
Book?
By Lauren Child

The Bear and the Piano
By David Litchfield

Silly Billy
By Anthony Browne

The Night Shimmy
By Anthony Browne

Year 2

Spelling

National Curriculum	Writing – Transcription - Spelling in Y2	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe distinguishing between homophones and near-homophones add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines, as listed in Appendix 1 write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. 	<p>Term 1</p> <ul style="list-style-type: none"> The /n/ sound spelt kn and (less often) gn at the beginning of words The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /r/ sound spelt wr at the beginning of words Common exception Words: door, floor, again, wild, children, climb, parents, most, only, both The /l/ or /ə/ sound spelt –el at the end of words The /l/ or /ə/ sound spelt –al at the end of words Words ending –il The /aɪ/ sound spelt –y at the end of words Adding –es to nouns and verbs ending in –y Common exception Words: find, mind, behind, old, gold, cold, hold, told, every, everybody 	<p>Daily spelling lessons are taught using Phase 6 Letters and Sounds, Support for Spelling materials, Babcock Spelling and Spelling Play alongside other resources.</p> <p>Children keep spelling journals in which they record and practise spelling patterns and rules.</p> <p>Personal dictionaries and spelling mats are accessed independently within the classroom.</p> <p>Letters and Sounds Document https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf</p> <p>Spellodrome/Readiwriter http://uk.spellodrome.com/#/home</p> <p>Spellodrome Links to National Curriculum http://west.cdn.mathletics.com/TeacherCentre/Pdf/UK_NationalCurriculum_2013_WebV.pdf</p> <p>Support for Spelling https://dera.ioe.ac.uk/687/7/01109-2009PDF-EN_01_Redacted.pdf</p> <p>Spelling work for Y2 conversion document (Spellings for Y1 – 6 linked to L&S) in staff shared.</p> <p>Spelling Play https://www.spellingplay.co.uk/</p> <p>Twinkl spelling resources linked to each term</p>


Year 2

Spelling

National Curriculum	Writing – Transcription - Spelling in Y2	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe distinguishing between homophones and near-homophones add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines, as listed in Appendix 1 write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. 	<p>Term 2</p> <ul style="list-style-type: none"> Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll Common exception Words: fast, last, father, class, grass, pass, plant, bath, path, people The /ʌ/ sound spelt o The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ɜ/ sound spelt s Common exception Words: even, break, steak, great, move, prove, improve, sure, sugar, eye 	<p>Daily spelling lessons are taught using Phase 6 Letters and Sounds, Support for Spelling materials, Babcock Spelling and Spelling Play alongside other resources.</p> <p>Children keep spelling journals in which they record and practise spelling patterns and rules.</p> <p>Personal dictionaries and spelling mats are accessed independently within the classroom.</p> <p><u>Letters and Sounds Document</u> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf</p> <p><u>Spellodrome/Readiwriter</u> http://uk.spellodrome.com/#/home</p> <p><u>Spellodrome Links to National Curriculum</u> http://west.cdn.mathletics.com/TeacherCentre/Pdf/UK_NationalCurriculum_2013_WebV.pdf</p> <p><u>Support for Spelling</u> https://dera.ioe.ac.uk/687/7/01109-2009PDF-EN_01_Redacted.pdf</p> <p>Spelling work for Y2 conversion document (Spellings for Y1 – 6 linked to L&S) in staff shared.</p> <p><u>Spelling Play</u> https://www.spellingplay.co.uk/</p> <p><u>Twinkl spelling resources linked to each term</u></p>

Year 2

Spelling

National Curriculum	Writing – Transcription - Spelling in Y2	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe distinguishing between homophones and near-homophones add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines, as listed in Appendix 1 write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. 	<p><u>Term 3</u></p> <ul style="list-style-type: none"> The suffixes –ment, –ness, –ful , The suffixes –less and –ly Words ending in –tion Contractions The possessive apostrophe (singular nouns) <u>Common exception Words:</u> any, many, clothes, water, pretty, Christmas, busy, beautiful, poor, kind Homophones and near-homophones Conjunctions Months of the year / time Question words / SP&G Terms – who, why, what, how, which, where, when, adjective, verb, adverb 	<p><u>Babcock Spelling Resources</u></p> 

Year 2

Vocabulary, Grammar and Punctuation

National Curriculum	Writing – Transcription in Y2	Activities
<p>Vocabulary, Grammar and Punctuation Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in Appendix 2 by: learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) sentences with different forms: statement, question, exclamation, command and expanded noun phrases to describe and specify, e.g. the blue butterfly the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) learning the grammar for year 2 in Appendix 2 using some features of written Standard English use and understand the grammatical terminology in Appendix 2 in discussing their writing. Sentence demarcation Commas in lists 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required use sentences with different forms; statement, question and exclamation use capital letters for names of people, places, day of the week and the personal pronoun 'I'. use present and past tense mostly correctly and consistently use the progressive forms of verbs in the present and past tense. use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses use expanded noun phrases to describe and specify say how the grammatical patterns in a sentence indicate its function. segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spell many common exception words* use apostrophes to show where letters are missing and to mark singular possession in nouns. <p>Grammatical Features of Narrative Writing in Year 2:</p> <ul style="list-style-type: none"> Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her... Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. 	<p>Twinkl grammar resources https://www.twinkl.co.uk/resources/literacy/grammar-spag/grammar</p> <p>BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zkxxsbk</p> <p>The Literacy Shed https://www.literacyshed.com/home.html</p> <p>Grammar for Writing https://webarchive.nationalarchives.gov.uk/20100604140203/https://nationalstrategies.standards.dcsf.gov.uk/node/153924</p> <p>Babcock No Nonsense Grammar</p> <p>Grammar Hammer</p> <p>Sorting card activities e.g Sentence and Not a Sentence cards, conjunction cards etc. (Staff Shared)</p> <p>Human sentences – Kung Fu punctuation https://westendinschools.org.uk/blog/kung-fu-punctuation</p>

Year 2

Vocabulary, Grammar and Punctuation

National Curriculum	Writing – Transcription in Y2	Activities
	<ul style="list-style-type: none">• Sentences are demarcated using full-stops, capital letters and finger spaces.• Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.• Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! and to form exclamative sentences, e.g. How amazing was that!, What an incredible sight it was!• Question marks can be used to form questions, including rhetorical questions used to engage the reader.• Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger.• Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.• Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.• Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc. <p>Grammatical Features of Non-Fiction Texts</p> <ul style="list-style-type: none">• Consistent use of present tense• Questions can be used to form titles Question marks are used to denote questions.• Use conjunctions e.g. so...because• Use of command sentences Commas in lists• Written in present tense Rhetorical questions Effective use of noun phrases• Use progressive forms of verbs	

Year 2

Composition

National Curriculum	Writing – Transcription in Y2	Activities
<p>Composition Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly Narrative Instructions Recounts Letters Poetry Information texts Book Reviews <ul style="list-style-type: none"> Orally rehearse a sentence or a sequence of sentences to make the meaning clear Plan and discuss the content of writing and record ideas using story maps and planning frames. Re-read writing to check that it makes sense Evaluate writing independently, with peers and with an adult proof-read to check for errors in spelling, grammar and punctuation. make improvements to their own writing. <p>Narrative Text Features in Year 2:</p> <ul style="list-style-type: none"> Narratives and retellings are told/ written in first or third person Narratives and retellings are told/ written in the past tense Events are sequenced to create texts that make sense. The main participants are human or animal and they are simply developed as either good or bad characters. Simple narratives use typical characters, settings and events whether imagined or real. 	<p>Drama and role play activities: 'Paint a Picture' Freeze Frame Hot Seating</p> <p>Secure the use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>See Pie Corbett's progression guide for writing: https://www.talk4writing.co.uk/wp-content/uploads/2018/12/1-overview-Grammar-progression-new.pdf</p>

Year 2

Composition

National Curriculum	Writing – Transcription in Y2	Activities
	<ul style="list-style-type: none">• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. <p>Planning and Preparation</p> <ul style="list-style-type: none">• Listen to stories and narrative texts that use the features required for the writing.• Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.• Make plans and props based on the story or narrative that has been shared.• Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc.• Make use of ideas from reading, e.g. using repetition to create an effect.• Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.• Think, say and write sentences to tell the story or narrative in their own words.• Write narratives using their plans.• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.• Reread completed narratives aloud, for example, to a partner, small group or the teacher.	

Year 2

Handwriting

Handwriting												
National Curriculum	Writing Composition	Activities										
<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none">form lower-case letters of the correct size relative to one anotherstart using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedwrite capital letters and digits of the correct size, orientation and relationship to one another and to lower case lettersuse spacing between words that reflects the size of the letters. <p>Non-statutory</p> <ul style="list-style-type: none">Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.	<p><u>Year 2 continued</u></p> <ul style="list-style-type: none">The children should continue to sit comfortably at the table with two feet on the floor and the non-writing hand resting on the paper.They should demonstrate a comfortable tripod grip, being able to manipulate their pencil in order to correctly form letters and write with developing fluency. .form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case lettersform lower case letters of the correct size, relative to one another. <ul style="list-style-type: none">use spacing between words that reflects the size of the letters. <ul style="list-style-type: none">begin to use some horizontal and diagonal joins as soon as letter formation is secure.Regular, focussed lessons enable the children to practise correct letter formation.Once letter formation is secure, the lead strokes required to enable joining will begin to be taught. <p>Top Joins:</p> <table><tr><td>Set 1: ou, ov, ow, op</td><td>Set 2: re, ri, rt, rk</td></tr><tr><td>Set 3: ob, ol, ot, of, if</td><td>Set 4: ve, we, wh</td></tr><tr><td>Set 5: fe, fi, fu, fl, ft</td><td></td></tr></table> <p>Joins to anti-clockwise letters:</p> <table><tr><td>Set 1: ac, ad, ag, ca, da, ha</td><td>Set 2: oa, od, og, oo</td></tr><tr><td>Set 3: fa, fo, va, wa, ws</td><td>Set 4: ea, ed</td></tr></table> <p>Other Joins:</p> <p>Set 1: joins to e, joining from t, joining from p, joining from b, descenders , qu, ff, ss, sw, us, ix</p>	Set 1: ou, ov, ow, op	Set 2: re, ri, rt, rk	Set 3: ob, ol, ot, of, if	Set 4: ve, we, wh	Set 5: fe, fi, fu, fl, ft		Set 1: ac, ad, ag, ca, da, ha	Set 2: oa, od, og, oo	Set 3: fa, fo, va, wa, ws	Set 4: ea, ed	<p><u>Year 2</u></p> <p>Daily handwriting practise linked to spelling patterns.</p> <p>Continue to use handwriting books with guide lines to enable children to ensure letters are of the correct size in relation to each other.</p> <p>Experiment with a range of pencil grips to facilitate a comfortable tripod grip.</p> <p>Use ‘nip, flip, grip’ posters and activities to teach the correct pencil grip.</p> <p>Use resources including CGP activity booklets to practise letter formation.</p>
Set 1: ou, ov, ow, op	Set 2: re, ri, rt, rk											
Set 3: ob, ol, ot, of, if	Set 4: ve, we, wh											
Set 5: fe, fi, fu, fl, ft												
Set 1: ac, ad, ag, ca, da, ha	Set 2: oa, od, og, oo											
Set 3: fa, fo, va, wa, ws	Set 4: ea, ed											

Year 2 English Vocabulary

Essential Vocabulary

Reading:
sequence, clarify,
visualise, infer, predict,
summarise / summary,
self question, question
the author, glossary,
index, contents, suffix,
prefix, decode, recurring
literacy language

Writing:
noun, noun phrase,
statement, question,
exclamation command,
compound, adjective,
verb, suffix, adverb, tense
(past. Present),
progressive, apostrophe,
comma, horizontal,
diagonal, homophone,
vowel, consonant
Subordination,
coordination

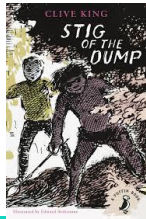
Common exception words
door, floor, poor, because,
find, kind, mind, behind,
child, children*, wild,
climb, most, only, both,
old, cold, gold, hold, told,
every, everybody, even,
great, break, steak, pretty,
beautiful, after, fast, last,
past, father, class, grass,
pass, plant, path, bath,
hour, move,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

Y3 Speaking and Listening

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and build vocabulary and knowledge articulate and justify answers, arguments and opinions give well-structured descriptions and explanations maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 	<p>The children will develop their control of the English language as they move from experiencing and participating in informal talk to formal talk during their time at Ackworth Howard School.</p> <p>It is expected that the children will be able:</p> <ul style="list-style-type: none"> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions. To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning. To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions. To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience. To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners. To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions. 	<p><u>Year 3</u></p> <p>Regular Philosophy for Children lessons enable the children to listen respectfully and engage with others, providing them with strategies to become efficient in their dialogue whilst developing that tier 3 vocabulary, ensuring concise and effective interactions</p> <p>Opportunities for drama within lessons across the curriculum and through the lower KS2 Easter production.</p> <p>Participating in class and whole school worship provides opportunities for children to speak with growing confidence to an audience</p> <p>Participating in pupil leadership groups to develop debating skills.</p>

Year 3 Reading Spine

Class Novels



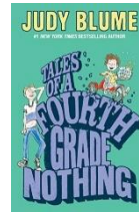
Stig of the Dump
By Clive King



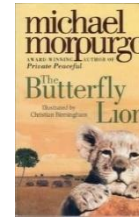
The Accidental Prime Minister
By Tom McLoughlin



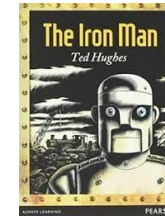
Secrets of a Sun King
By Emma Carroll



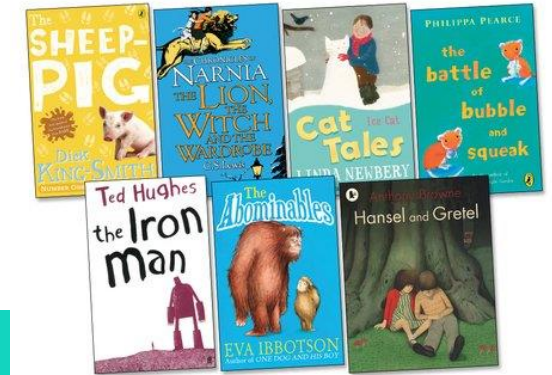
Tales of a Fourth Grade Nothing
By Judy Blume



The Butterfly Lion
By Michael Morpurgo



Iron Man
By Ted Hughes



Other texts children will encounter

Cat Tales: Ice Cat
By Linda Newberry

The Sheep-pig
By Dick King-Smith

The Lion, The Witch and The Wardrobe
By CS Lewis

The Battle of Bubble and Squeak
By Phillippa Pearce

The Queen's Nose
By Dick King Smith

The Legend of Podkin One-Ear: The Five Realms
By Kieran Larwood

Ice Palace
By Robert Swindells

Beaver Towers
By Nigel Hinton

The Tale of Despereaux
By Kate Di Camillo

Hundred and One Dalmatians: The Starlight Barking
By Dodie Smith

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The Orchid Book of Myths
By Saviour Pirotti

The Reluctant Dragon
By Kenneth Graham

Bill's New Frock
By Anne Fine

Kid Normal
By Greg James

Dog Man
By Dav Pilkey

The Minpins
By Roald Dahl

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Year 3

Reading

National Curriculum

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Ackworth Howard's Knowledge Essentials

In age appropriate books and books that they are reading independently, the pupil can:

- read most words quickly and accurately (*e.g. at over 90 words per minute*)
- show some understanding of the meaning of new words, using their knowledge of root words, prefixes and suffixes
- decode some new words outside their spoken vocabulary
- pronounce some unfamiliar words correctly
- with support, justify their views about what they have read
- begin to use a dictionary to check the meaning of unfamiliar words that they have read
- retell some books they read orally
- identify some themes in books they read and that are read to them
- read aloud with some intonation, tone, volume and action
- check the text makes sense to them and correct themselves
- work out some meanings of new words in context
- ask some meaningful questions to improve their understanding
- make some inferences about characters' feelings, thought or motives from their actions
- make some predictions on what might happen, using details stated
- answer some questions to show their understanding of key details in a fiction text (retrieval)
- answer some questions to show their understanding of key details in a non-fiction text (retrieval)
- begin to identify main ideas from a paragraph (summarise)

Pupils are able to:

- Read a range of fiction, poetry, plays, and nonfiction texts.
- Discuss the texts read.
- Read aloud and independently, taking turns and listening to others

Year 3 Activities

Year 3

Daily Guided Reading in carefully differentiated groups.

Comprehension skills taught through class text

Read and Respond Texts

Collins Big Cat

Reading Character Activities

<https://www.twinkl.co.uk/resources/ks2-english/ks2-reading/totally-pawsome-reading-gang-reading-english-key-stage-2>

Year 3

Reading

National Curriculum	Ackworth Howard's Knowledge Essentials	Year 3 Activities
	<ul style="list-style-type: none">• Explain how non-fiction books are structured in different ways and can use them effectively.• Explain some of the different types of fiction books.• Ask relevant questions to get a better understanding of a text.• Predict what might happen based on details known and read.• Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. .• Identify the main point of a text.• Explain how structure and presentation contribute to the meaning of texts.• Use non-fiction texts to retrieve information.• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	

Year 3

Reading continued

National Curriculum	Essentials	Year 3
<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying themes and conventions in a wide range of books• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• discussing words and phrases that capture the reader's interest and imagination• recognising some different forms of poetry [for example, free verse, narrative poetry]• understand what they read, in books they can read independently, by:• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• retrieve and record information from non-fiction• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.		<u>Year 3</u>

Year 3

Spelling

National Curriculum	Writing – Transcription - Spelling in Y3	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Term 1</p> <ul style="list-style-type: none"> • Words with the long /e/ sound spelt with ei • Words with the long /e/ sound spelt with ey • Words with the long /e/ sound spelt with ai • Words with / / sound spelt with ear • Homophones & near homophones <ul style="list-style-type: none"> • Creating adverbs using the suffix -ly (no change to root word) • Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) • Creating adverbs using the suffix -ly (root word ends in 'le') • Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') • Creating adverbs using the suffix -ly (exceptions to the rules) • Statutory Spelling Challenge Words: believe appear often group breath continue arrive women describe height 	<p>Children keep spelling journals in which they record and practise spelling patterns and rules.</p> <p>Personal dictionaries and spelling mats are accessed independently within the classroom.</p> <p><u>Letters and Sounds Document</u> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf</p> <p><u>Spellodrome/Readiwriter</u> http://uk.spellodrome.com/#/home</p> <p><u>Spellodrome Links to National Curriculum</u> http://west.cdn.mathletics.com/TeacherCentre/Pdf/UK_NationalCurriculum_2013_WebV.pdf</p> <p><u>Support for Spelling</u> https://dera.ioe.ac.uk/687/7/01109-2009PDF-EN_01_Redacted.pdf</p> <p><u>Spelling work for Y3 conversion document</u> (Spellings for Y1 – 6 linked to L&S) in staff shared.</p>


Year 3

Spelling

National Curriculum	Writing – Transcription - Spelling in Y3	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Term 2</p> <ul style="list-style-type: none"> • Words with short /i/ sound spelt with 'y' • Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) • Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) • Creating negative meanings using prefix mis • Creating negative meanings using prefix dis • Words with a /k/ sound spelt with 'ch' • Homophones & Near Homophones: grate great grown groan plain plane peace piece rain reign scent sent vain vein rode road steel steal waist waste • Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back') • Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' • Words with a /sh/ sound spelt with 'ch' • Statutory Spellings Challenge Words: address busy business heart fruit breathe strange complete extreme forwards 	<p>Children keep spelling journals in which they record and practise spelling patterns and rules.</p> <p>Personal dictionaries and spelling mats are accessed independently within the classroom.</p> <p><u>Letters and Sounds Document</u> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf</p> <p><u>Spellodrome/Readiwriter</u> http://uk.spellodrome.com/#/home</p> <p><u>Spellodrome Links to National Curriculum</u> http://west.cdn.mathletics.com/TeacherCentre/Pdf/UK_NationalCurriculum_2013_WebV.pdf</p> <p><u>Support for Spelling</u> https://dera.ioe.ac.uk/687/7/01109-2009PDF-EN_01_Redacted.pdf</p> <p><u>Spelling work for Y3 conversion document</u> (Spellings for Y1 – 6 linked to L&S) in staff shared.)</p>

Year 3

Spelling

National Curriculum	Writing – Transcription - Spelling in Y3	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p><u>Term 3</u></p> <ul style="list-style-type: none"> • Words ending in –ary • Words with a short /u/ sound spelt with 'o' • Words with a short /u/ sound spelt with 'ou' • Word families based on common words, showing how words are related in form and meaning.: instruct structure construction instruction instructor unit union united universe university scope telescope microscope horoscope periscope inspect spectator respect perspective spectacles press suppress express compress impress prevent invent venture adventure eventful • Words ending in the suffix –al • Words ending with an /zher/ sound spelt with 'sure' • Words ending with a /cher/ sound spelt with 'ture' • Words ending with a /cher/ sound spelt as 'ture' • Silent Letters Revision: island answer write wrapper knife knock thumb doubt half calm build guide guard wheat whale honest whirl gnome gnaw surprise 	<p><u>Babcock No Nonsense Spelling</u></p> 

Year 3

Vocabulary, Grammar and Punctuation

National Curriculum	Writing – Transcription - Spelling in Y3	Activities
<p>Vocabulary, Grammar and Punctuation Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2: use the correct form of a or an form nouns using prefixes super and anti indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Learn word families based on common words (solve, solution, dissolve etc) 	<p>Sentence structure Express time, place and cause by using:</p> <ul style="list-style-type: none"> Conjunctions (when, before, after, while) Adverbs (then, next, soon, therefore) Prepositions (before, after, during, , in, because of) •Use a/an before a word. Begin to use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. Begin to use nouns or pronouns appropriately for clarity and cohesion and avoid repetition. Use the correct form of a or an <p>Grammatical Features of Narrative Texts</p> <ul style="list-style-type: none"> Paragraphs are begun to be used for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. Adverbs e.g. first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative. The use of conjunctions e.g. when, before,after, while, so, because...enables causation to be included in the narrative. Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on. Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me... Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc. Inverted commas are begun to be used to punctuate direct speech allowing characters to interact and the story to be developed. Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... 	<p>Twinkl grammar resources https://www.twinkl.co.uk/resources/planit-english-primary-teaching-resources/planit-spag-primary-teaching-resources/planit-spag-primary-teaching-resources-year-three</p> <p>BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zhrrd2p</p> <p>The Literacy Shed https://www.literacyshed.com/home.html</p> <p>Grammar for Writing https://webarchive.nationalarchives.gov.uk/20100604140203/https://nationalstrategies.standards.dcsf.gov.uk/node/153924</p> <p>Babcock No Nonsense Grammar</p> <p>Grammar Hammer</p> <p>Diane Stinson SP&G activities/resources (Staff Shared)</p> <p>Kung Fu punctuation https://westendinschools.org.uk/blog/kung-fu-punctuation</p>

Year 3

Vocabulary, Grammar and Punctuation

National Curriculum	Writing – Transcription - Spelling in Y3	Activities
	<p>Grammatical Features of Non-Fiction Texts</p> <ul style="list-style-type: none">• Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions, heading and subheadings used to aid presentation• Inverted commas can be used to punctuate direct speech <ul style="list-style-type: none">• Most terminology from Year 1 and 2 is used when talking about their writing.• Some terminology is used when talking about writing, showing they can recognise :• preposition• conjunction• word family• prefix• clause• subordinate clause• consonant• consonant letter• vowel• vowel letter• direct speech• inverted commas	

Year 3

Composition

National Curriculum	Writing – Transcription	Activities
<p>Composition Pupils should be taught to :</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Discuss models of writing, noting its structure, grammatical features and use of vocabulary. (poetry, reports, instructions etc) Compose sentences using a wider range of structures. Write a narrative with a clear structure, setting, characters and plot which excites the reader. Write non-narrative using simple organisational devices such as headings and sub-headings. Begin to use paragraphs to group ideas and make my writing flow. Suggest improvements to their own writing and that of others. Make improvements to grammar, vocabulary and punctuation. Use a range of sentences with more than one clause by using a range of conjunctions. (e.g when, before, after, while, so, because) Use the perfect form of verbs to mark the relationship of time and cause. Proof-read to check for errors in spelling and punctuation. Plan, edit and draft writing. <p>Generic Narrative Text Features</p> <ul style="list-style-type: none"> Narratives and retellings are written in first or third person. Narratives and retellings are written in past tense, occasionally these are told in the present tense. Events are sequenced to create chronological plots through the use of adverbials and prepositions. Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... Narratives use typical characters, settings and events whether imagined or real. Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. 	<p><u>Write for a range of purposes including:</u></p> <ul style="list-style-type: none"> Narrative Instructions Recounts Letters Poetry Information texts Book Reviews Newspaper reports <p>Use a range of drama and role play activities: 'Paint a Picture' Freeze Frame Hot Seating</p> <p>Develop the use planning tools to write for a range of purposes: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>See Pie Corbett's progression guide for writing: https://www.talk4writing.co.uk/wp-content/uploads/2018/12/1-overview-Grammar-progression-new.pdf</p>

Year 3

Composition

National Curriculum	Writing – Transcription	Activities
	<ul style="list-style-type: none">• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) <p>Planning and Preparation</p> <ul style="list-style-type: none">• Read stories and narrative texts that use the features required for the writing.• Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.• Make plans that include a limited number of characters and describe a few key details that show something about their personalities.• Compose and rehearse sentences or parts of stories orally to check for sense.• Recognise and use narrative language e.g. On a cold Winter’s day, Dear Diary, And after all that... etc.• Make use of ideas from reading, e.g. using repetition to create an effect.• Try to show rather than tell, for example, show how a character feels by what they say or do.• Write narratives using their plans.• Reread completed narratives aloud, e.g. to a partner, small group.• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.	

Year 3

Handwriting

National Curriculum	Writing Composition	Activities
<p>Handwriting Pupils should be taught to:</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Non-statutory</p> <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>	<p><u>Year 3 continued</u> Continue to teach the joins introduced in Year 2.</p> <p>Top Joins: Set 1: ou, ov, ow, op Set 2: re, ri, rt, rk Set 3: ob, ol, ot, of, if Set 4: ve, we, wh Set 5: fe, fi, fu, fl, ft</p> <p>Joins to anti-clockwise letters: Set 1: ac, ad, ag, ca, da, ha Set 2: oa, od, og, oo Set 3: fa, fo, va, wa, ws Set 4: ea, ed</p> <p>Other Joins: Set 1: joins to e, joining from t, joining from p, joining from b, descenders, qu, ff, ss, sw, us, ix</p> <p>Pupils will benefit from regular handwriting lessons, teacher led. Handwriting can now focus on spelling. The expectation should be for pupils to be transferring their joined script to all areas of the curriculum.</p> <ul style="list-style-type: none"> • All letters must be formed correctly, beginning and ending in the correct place. • Letters must be of the correct size in relation to each other. • Children will begin to use fluent, joined handwriting throughout their independent writing ensuring that they use the diagonal and horizontal strokes that are needed to join letters and understand which letters should be left unjoined. • Use a neat, joined handwriting style with increasing accuracy and speed. 	<p><u>Year 3</u></p> <p>Regular handwriting practise linked to spelling patterns.</p> <p>Daily intervention for children who are not yet forming letters correctly.</p>

Year 3 English Vocabulary

Essential Vocabulary

Reading:

synonym, evaluate,
explore, themes ,
conventions, intonation,
tone

Writing:

adverb, preposition,
conjunction, word family,
suffix, prefix, clause,
subordinating clause,
direct speech, inverted
commas, fronted
adverbial, possessive
apostrophe, consonant
letter vowel, vowel letter,
independent/dependent
clause

Homophones and Near Homophones:

here hear heel heal main
mane mail male knot not
berry bury brake break
meet meat ball bawl fair
fare

Year 3 / 4 Word List

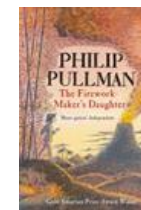
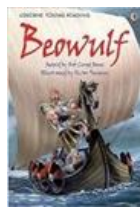
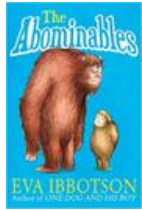
accident(ally) actual(ly) address answer appear arrive
believe bicycle breath breathe build busy/business
calendar caught centre century certain circle complete
consider continue decide describe different difficult
disappear early earth eight/eighth enough exercise
experience experiment extreme famous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

Y4 Speaking and Listening

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p>The children will develop their control of the English language as they move from experiencing and participating in informal talk to formal talk during their time at Ackworth Howard School.</p> <p>It is expected that the children will be able:</p> <ul style="list-style-type: none"> • To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. • To follow complex directions/multi-step instructions without the need for repetition. • To generate relevant questions to ask a specific speaker/audience in response to what has been said. • To regularly offer answers that are supported with justifiable reasoning. • To use intonation when reading aloud to emphasise punctuation. • To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. • To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. • To discuss the language choices of other speakers and how this may vary in different situations. • To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. • To know and use language that is acceptable in formal and informal situations with increasing confidence. • To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. • To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. • To debate issues and make their opinions on topics clear. • To adapt their ideas in response to new information. • To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. • To begin to challenge opinions with respect. • To engage in meaningful discussions in all areas of the curriculum. 	<p>Year 4 Regular Philosophy for Children lessons enable the children to listen respectfully and engage with others, providing them with strategies to become efficient in their dialogue whilst developing that tier 3 vocabulary, ensuring concise and effective interactions</p> <p>Opportunities for drama within lessons across the curriculum and through the lower KS2 Easter production.</p> <p>Participating in class and whole school worship provides opportunities for children to speak with growing confidence to an audience</p> <p>Participating in pupil leadership groups to develop debating skills.</p>

Year 4 Reading Spine

Class Novels



The Abominables
By
Eva Ibbotson

Beowulf
By

How to Train
Your Dragon
By Cressida
Cowell

Journey to Jo'burg
By Beverley Naidoo

All the Things That
Could Go Wrong
By Stewart Foster

The Eagle of the Ninth
By Rosemary Sutcliff

The Firework
Maker's Daughter
By Philip Pullman



Other texts children will encounter

Perry Angel's Suitcase
By Glenda Millard

Bill's New Frock
By Anne Fine

Voices in the Park
By Anthony Browne

Charlotte's Web
By EB White

Why the Whales Came
By Michael Morpurgo

The Snow Walker's Son –
By Catherine Fisher

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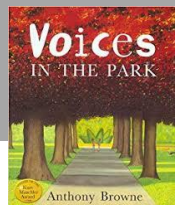
The Turbulent Term of Tyke
Tiler
By Gene Kemp

Dead Man's Cove
By Laura Marlin

Sky Hawk
By Gill Lewis

Krindlekrax
By Philip Ridley

The Miraculous Journey of
Edward Tulane
By Kate Di Camillo



The Tunnel
By Anthony Browne

Gorilla
By Anthony Browne

The Egg
By M Robertson

The Dragon Machine
By Helen Ward and Wayne
Anderson

Aliens Love Underpants
By Claire Freedman

Year 4

Reading

National Curriculum	Ackworth Howard's Knowledge Essentials	Year 4 Activities
<p>Word Reading</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension</p> <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<p>In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> • read most words quickly and accurately (<i>e.g. at over 100 words per minute</i>) • show understanding of the meaning of many new words, using their knowledge of root words, prefixes and suffixes (appendix 1) • decode most new words outside their spoken vocabulary • pronounce many unfamiliar words correctly • justify their views about what they have read, beginning to use evidence to support these • use a dictionary to check the meaning of unfamiliar words that they have read • retell a range of books they read orally • identify themes and conventions in a range of books they read and that are read to them • read aloud with intonation, tone, volume and action, that shows understanding • check the text makes sense to them and correct themselves • work out meanings of many new words in context • ask meaningful questions to improve their understanding • make inferences about characters' feelings, thought or motives from their actions, with some evidence from the text to justify • make predictions on what might happen, using details stated and implied • answer many questions correctly to show their understanding of key details in a fiction text • answer many questions correctly to show their understanding of key details in a non-fiction text • begin to identify main ideas from more than one paragraph and summarise these • identify some use language and the impact on the reader (meaning enhanced) • identify some use of the structure of texts and the impact on the reader • identify some use of the presentation used in texts and the impact on the reader 	<p>Daily group Guided Reading moving towards whole class comprehension in the summer term.</p> <p>Comprehension skills taught through class text</p> <p>Pie Corbett Reading Spine</p> <p>Read and Respond Texts</p> <p>Comprehension Resources https://www.twinkl.co.uk/resources/ks2-english/ks2-reading/totally-pawsome-reading-gang-reading-english-key-stage-2</p> <p>Whole Class Reading Comprehension https://theteachingbooth.wordpress.com/2020/05/06/if-you-build-it-they-will-read-designing-a-ks2-reading-curriculum/</p>

Year 4

Reading continued

National Curriculum

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Essentials

Pupils are able to:

- Select books for specific purposes, especially in relation to science, geography and history learning.
- Use a dictionary to check the meaning of unfamiliar words.
- Discuss and record words and phrases that writers use to engage and impact on the reader.
- Identify some of the literary conventions in different texts.
- Identify the (simple) themes in texts.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Explain the meaning of words in context.
- Ask relevant questions to improve my understanding of a text.
- Infer meanings and begin to justify them with evidence from the text.
- Predict what might happen from details stated and from the information deduced.
- Identify where a writer has used precise word choices for effect to impact on the reader.
- Identify some text type organisational features, for example, narrative, explanation and persuasion.
- Retrieve information from non-fiction texts.
- Build on others' ideas and opinions about a text in discussion

Year 4 Activities

Year 4

Year 4

Spelling

National Curriculum	Writing – Transcription - Spelling in Y4	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Term 1</p> <ul style="list-style-type: none"> • Words with /aw/ spelt with augh and au • Adding the prefix in- (meaning 'not' or 'into') • Adding the prefix im- (before a root word starting with 'm' or 'p') • Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') • Homophones & near homophones: medal meddle missed mist scene seen board bored which witch • Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') • Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') • Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') • Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) • Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') • Words with 'ough' to make a long /o/, /oo/ or /or/ sound • Statutory Spellings Challenge Words: interest experiment potatoes favourite imagine material promise opposite minute increase 	<p>Children keep spelling journals in which they record and practise spelling patterns and rules.</p> <p>Personal dictionaries and spelling resources are accessed independently within the classroom.</p> <p><u>Spellodrome/Readiwriter</u> http://uk.spellodrome.com/#/home <u>Spellodrome Links to National Curriculum</u> http://west.cdn.mathletics.com/TeacherCentre/Pdf/UK_NationalCurriculum_2013_WebV.pdf</p> <p><u>Support for Spelling</u> https://dera.ioe.ac.uk/687/7/01109-2009PDF-EN_01_Redacted.pdf Spelling work for Y4 conversion document (Spellings for Y1 – 6 linked to L&S) in staff shared.)</p>


Year 4

Spelling

National Curriculum	Writing – Transcription - Spelling in Y4	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Term 2</p> <ul style="list-style-type: none"> • Homophones & Near Homophones: <ul style="list-style-type: none"> - accept except affect effect aloud allowed weather whether whose who's - cereal serial check cheque through threw draft draught stares stairs • Nouns ending in the suffix –ation • Nouns ending in the suffix –ation • Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') • Plural Possessive Apostrophes with plural words • Words with the /s/ sound spelt with 'sc' • Words with a 'soft c' spelt with 'ce' • Words with a 'soft c' spelt with 'ci' • Word families based on common words, showing how words are related in form and meaning <ul style="list-style-type: none"> phone phonics microphone telephone homophone real reality realistic unreal realisation solve solution insoluble dissolve solvent sign signature assign design signal • Statutory Spellings Challenge Words: length strength purpose history different difficult separate suppose therefore knowledge 	<p>Children keep spelling journals in which they record and practise spelling patterns and rules.</p> <p>Personal dictionaries and spelling resources are accessed independently within the classroom.</p> <p><u>Spellodrome/Readiwriter</u> http://uk.spellodrome.com/#/home <u>Spellodrome Links to National Curriculum</u> http://west.cdn.mathletics.com/TeacherCentre/Pdf/UK_NationalCurriculum_2013_WebV.pdf</p> <p><u>Support for Spelling</u> https://dera.ioe.ac.uk/687/7/01109-2009PDF-EN_01_Redacted.pdf Spelling work for Y4 conversion document (Spellings for Y1 – 6 linked to L&S) in staff shared.)</p>

Year 4

Spelling

National Curriculum	Writing – Transcription - Spelling in Y4	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none">• use further prefixes and suffixes and understand how to add them (English Appendix 1)• spell further homophones• spell words that are often misspelt (English Appendix 1)• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]• use the first two or three letters of a word to check its spelling in a dictionary• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<p><u>Term 3</u></p> <ul style="list-style-type: none">• Adding the prefix inter- (meaning 'between' or 'among')• Adding the prefix anti- (meaning 'against')• Adding the prefix auto- (meaning 'self' or 'own')• Adding the prefix ex- (meaning 'out')• Adding the prefix non- (meaning 'not')• Words ending in -ar/ -er• Adding the suffix -ous (No change to root word)• Adding the suffix -ous (No definitive root word)• Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')• Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')• Adverbials of frequency and possibility: regularly occasionally frequently usually rarely perhaps maybe certainly possibly probably• Adverbials of manner: awkwardly frantically curiously obediently carefully rapidly unexpectedly deliberately hurriedly reluctantly	<p><u>Babcock No Nonsense Spelling</u></p> 

Year 4

Vocabulary, Grammar and Punctuation

National Curriculum	Writing – Transcription	Activities
<p>Vocabulary, Grammar and Punctuation Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the perfect form of verbs to mark relationships of time and cause choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2: <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Understanding the difference between plural and possessive –s Extended noun phrases, including with prepositions 	<p>Use the full range of punctuation taught at key stage 1 mostly correctly</p> <p>Use a variety of expanded noun phrases to describe and specify by:</p> <ul style="list-style-type: none"> the addition of modifying adjectives e.g. the extreme weather, some strange business the addition of modifying nouns e.g. the adult women, a grammar strength the addition of preposition phrases e.g. the women outside the school, the extreme weather on the island some use of expanded noun phrases that combine different additional modifiers e.g. Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe Make an appropriate choice of pronoun and noun within and across sentences. Use dialogue to convey character and advance the action Select vocabulary that fits the purpose of the writing mostly correctly Use present and past verb forms mostly correctly and consistently Use a range of subordinating conjunctions, adverbs and prepositions within and across sentences. Use fronted adverbials to emphasise the adverbial to the reader: adverbs – Slowly he walked ..., Fortunately, it didn't rain. noun phrase – Last night..., Early this morning..., Many people... preposition phrase – In years to come ..., Since this morning ..., Because of the rain..., After the tests ... subordinate clause – Since he left the school ..., When she arrived home ..., Because he was tired., Write in paragraphs to organise ideas around a theme. <p>Using mostly correctly:</p> <ul style="list-style-type: none"> inverted commas to punctuate direct speech apostrophes to mark plural possession commas for fronted adverbials (if appropriate) 	<p><u>Twinkl Grammar Resources</u> https://www.twinkl.co.uk/resources/planit-english-primary-teaching-resources/planit-spag-primary-teaching-resources/planit-spag-primary-teaching-resources-year-four</p> <p><u>BBC Bitesize</u> https://www.bbc.co.uk/bitesize/topics/zhrd2p</p> <p><u>The Literacy Shed</u> https://www.literacyshed.com/home.html</p> <p><u>Grammar for Writing</u> https://webarchive.nationalarchives.gov.uk/20100604140203/https://nationalstrategies.standards.dcsf.gov.uk/node/153924</p> <p><u>Babcock No Nonsense Grammar</u></p> <p><u>Grammar Hammer</u></p> <p><u>Diane Stinson SP&G activities/resources (Staff Shared)</u></p> <p><u>Kung Fu punctuation</u> https://westendschools.org.uk/blog/kung-fu-punctuation</p>

Year 4

Vocabulary, Grammar and Punctuation

National Curriculum	Writing – Transcription	Activities
	<ul style="list-style-type: none"> • Some correct use of punctuation within direct speech. • terminology from key stage 1 and year 3 is used when talking about their writing, • Most of the terminology is used when talking about their and others' writing: • determiner • pronoun • possessive pronoun • adverbial <p>Grammatical Features of Narrative Texts</p> <ul style="list-style-type: none"> • The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. • Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma. • The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... • Paragraphs are used for organising the narrative into logical sections. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. • Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). • The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. • Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship. 	

Year 4

Vocabulary, Grammar and Punctuation

National Curriculum	Writing – Transcription	Activities
	<p>...Continued</p> <p>Grammatical Features of Non-Fiction Texts</p> <ul style="list-style-type: none">• Consistent use of present tense (Y2)• Use present perfect form of verbs (Y3)• Effective use of noun phrases• Use of paragraphs to organise ideas• Use adverbials e.g. therefore, however...• Heading and subheadings used to aid presentation (Y3)• Use fronted adverbials (e.g. Later that day)• Use of paragraphs to organise ideas• Create cohesion through the use of nouns and pronouns• Use adverbials e.g. therefore, however...• Effective use of expanded noun phrases	

Year 4

Composition

National Curriculum	Writing – Transcription	Activities
<p>Composition Pupils should be taught to : Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Write for a range of purposes and audiences, showing awareness of the reader</p> <ul style="list-style-type: none"> Compose sentences using a range of sentence structures. Compose and rehearse sentences orally including dialogue in order to build a varied vocabulary. Write a narrative with a clear structure, setting, characters and plot which excites the reader. Improve writing by changing grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. Use direct speech in writing and punctuate correctly. Use conjunctions, adverbs, and preposition to express time and cause. Construct sentences with varied ambitious vocabulary and structures. Write non-narrative using simple organisational devices (e.g headings and sub-headings). Plan, edit and draft writing Use paragraphs to organise ideas <p>Narrative Text Features:</p> <ul style="list-style-type: none"> Narratives and retellings are written in the first or third person. Narratives and retellings are written in the past tense, occasionally these are told in the present tense. Events are sequenced to create chronology through the use of adverbials and prepositions Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... Narratives use typical characters, settings and events whether imagined or real. Dialogue is used to convey characters' thoughts and to move the narrative forward. Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. 	<p>Write for a range of purposes including:</p> <ul style="list-style-type: none"> Narrative Instructions Recounts Letters Poetry Information texts Book Reviews Newspaper reports <p>Continue to use a range of drama and role play activities: 'Paint a Picture' Freeze Frame Hot Seating</p> <p>Use planning tools increasingly independently: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>See Pie Corbett's progression guide for writing: https://www.talk4writing.co.uk/wp-content/uploads/2018/12/1-overview-Grammar-progression-new.pdf</p>

Year 4

Composition

National Curriculum	Writing – Transcription	Activities
	<p>Planning and Preparation</p> <ul style="list-style-type: none">• Read narrative texts that use the features required for the writing.• Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.• Make plans that include key events, being sure that all the events lead towards the ending.• Plan a limited number of characters and describe a few key details that show something about their personalities.• Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.• Recognise and use narrative language e.g. On a cold Winter’s day, Dear Diary, And after all that... etc.• Try to show rather than tell, for example, show how a character feels by what they say or do.• Write narratives using their plans.• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.• Reread completed narratives aloud, e.g. to a partner, small group.	

Year 4

Handwriting

Handwriting		
National Curriculum	Writing Composition	Activities
<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none">increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Non-statutory</p> <ul style="list-style-type: none">Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.	<p>Year 4 Pupils will benefit from a regular handwriting lesson, teacher led with a focus on spelling. The expectation is that pupils will be transferring their joined script to all areas of the curriculum.</p> <ul style="list-style-type: none">Ensure that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.Understand which letters should be left unjoinedIncrease the legibility, consistency and quality of their handwritingConfidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.Fluent, joined handwriting should be used throughout independent writing.	<p>Year 4</p> <p>Regular handwriting practise linked to spelling patterns.</p> <p>Daily interventions for target groups.</p>

Year 4 English Vocabulary

Essential Vocabulary

<p>Reading:</p> <p>synonym, evaluate, explore, themes , conventions, intonation, tone</p> <p>Aspirational vocabulary</p>	<p>Writing:</p> <p>adverb, preposition, conjunction, word family, suffix, prefix, clause, subordinating clause, direct speech, inverted commas, fronted adverbial, possessive apostrophe, consonant letter vowel, vowel letter, independent/dependent clause</p> <p>Aspirational vocabulary</p>	<p>Homophones and Near Homophones:</p> <p>here hear heel heal main mane mail male knot not berry bury brake break meet meat ball bawl fair fare</p> <p>Aspirational vocabulary</p>	<p><u>Year 3 / 4 Word List</u></p> <p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>	<p>Adverbials of frequency regularly occasionally frequently usually rarely perhaps maybe certainly possibly probably</p> <p>Adverbials of manner awkwardly frantically curiously obediently carefully rapidly unexpectedly deliberately hurriedly reluctantly</p> <p>Aspirational vocabulary</p>	<p>Aspirational vocabulary</p>
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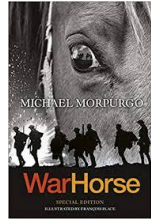
Year 5

Speaking and Listening

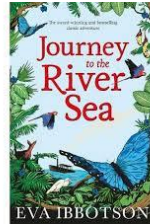
National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p>The children will develop their control of the English language as they move from experiencing and participating in informal talk to formal talk during their time at Ackworth Howard School.</p> <p>It is expected that the children will be able:</p> <ul style="list-style-type: none"> • To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. • To follow complex directions/multi-step instructions without the need for repetition. • To ask questions which deepen conversations and/or further their knowledge. • To understand how to answer questions that require more detailed answers and justification. • To narrate stories with intonation and expression to add detail and excitement for the listener. • To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. • To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. • To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. • To know and use language that is acceptable in formal and informal situations with increasing confidence. • To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. • To plan and present information clearly with ambitious added detail and description for the listener. • To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. • To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations. • To engage in longer and sustained discussions about a range of topics. • To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. 	<p><u>Year 5</u></p> <p>Regular Philosophy for Children lessons enable the children to listen respectfully and engage with others, providing them with strategies to become efficient in their dialogue whilst developing that tier 3 vocabulary, ensuring concise and effective interactions</p> <p>Opportunities for drama within lessons across the curriculum and through the upper KS2 end of year production.</p> <p>Participating in class and whole school worship provides opportunities for children to speak with growing confidence to an audience</p> <p>Participating in pupil leadership groups to develop debating skills.</p>

Year 5 Reading Spine

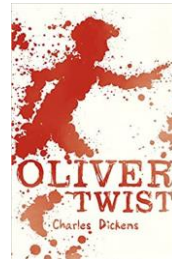
Class Novels



War Horse
By Michael Morpurgo



Journey to the River
Sea By Eva Ibbotson



Oliver Twist
By Charles Dickens



A Galaxy of her Own
Amazing Stories of
Women in Space
By Libby Jackson



Max and The Millions
Ross Montgomery



The white giraffe
Lauren St John



Other texts children will encounter

Hatchet
By Gary Paulsen

Floodland
By Marcus Sedgwick

There's a Boy in the Girls'
Bathroom
By Louis Sachar

Beetle Boy
By M. G. Leonard

Artemis Fowl
By Eoin Colfer

Room 13
By Robert Swindells

The Wolves of Willoughby
Chase
By Joan Aiken

Varjak Paw
By SF Said

Wolf Brother
By Michelle Paver

Street Child
By Berlie Doherty

The Midnight Fox
By Betsy Byars

Tom's Midnight Garden
By Philippa Pearce

FArTHER
By Grahame Baker-Smith

Kenzuke's Kingdom
By Michael Morpurgo

Bright Storm
By Vashti Hardy

War Game
By Michael Foreman

Tales from Africa
Kathleen Arnott

Moondial
By Helen Cresswell

Year 5

Reading

National Curriculum	Ackworth Howard's Knowledge Essentials	Year 5 Activities
<p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</p> <p>When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</p> <p>In age appropriate books and books that they are reading independently, the pupil can:</p> <ul style="list-style-type: none"> • read most words effortlessly (<i>e.g. at over 120 words per minute</i>) • show understanding of the meaning of many new words, using their knowledge of root words, prefixes and suffixes (appendix 1) • Read further exception words, noting the unusual correspondences between spelling and sound. • pronounce most new words outside their spoken vocabulary correctly • explain and discuss their understanding of a range of texts, providing some reasoned justifications for their views • explain, discuss and present their understanding of a range of texts, beginning to maintain a focus on the topic • summarise and present familiar stories in their own words • read silently, with good understanding • recommend books that they have read to their peers, giving informed reasons for their choices • identify and discuss in some depth the themes and conventions in piece of writing and across a range of writing, making some comparisons • make some comparisons within a text and across books (<i>e.g. comparing characters and settings, considering different accounts of the same events and discuss viewpoints</i>) • recite some poems they have learnt by heart 	<p><u>Year 5</u></p> <p>Whole Class Reading Comprehension https://docs.google.com/presentation/d/15bc-LTx11Nerk4JZSsAa8x3I9qygK7giXrzdKQ-Q-pU/mobilepresent?slide=id.g64410d96be_0_12</p> <p>https://theteachingbooth.wordpress.com/2020/05/06/if-you-build-it-they-will-read-designing-a-ks2-reading-curriculum/</p> <p>The Pie Corbett Reading Spine</p> <p>Read and Respond Texts</p> <p>Reading Characters / VIPERS https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks2_reading_vipers.pdf</p>

Year 5

Reading

National Curriculum

Pupils should be taught to:

- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Ackworth Howard's Knowledge Essentials

Year 5

...Continued

- infer meanings of many new words in context
- ask meaningful questions to improve their understanding
- make inferences about characters' feelings, thought or motives from their actions, giving evidence from the text to justify
- make predictions on what might happen, using details stated and implied

In age appropriate books and books that they are reading independently, pupils can:


- identify main ideas from more than one paragraph and summarise these
- answer most questions correctly to show their understanding of key details in a fiction text
- answer most questions correctly to show their understanding of key details in a non-fiction text
- identify and begin to evaluate the authors use of language, including figurative language, and the impact on the reader
- identify and begin to evaluate the structures and the presentation of a variety of texts and explain how this supports the reader
- begin to infer fact and opinion from within texts when discussing what is read to them and what they read, use some literary language (*e.g. metaphor, simile, analogy, imagery, style and effect*)

Pupils are:

- Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions.
- Able to discuss the features of each.
- Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- Identify significant ideas, events and characters; and discuss their significance.
- Recite poems by heart, e.g. narrative verse, haiku.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 5

Writing

National Curriculum	Spelling	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidelines for adding them • spell some words with 'silent' letters, e.g. knight, psalm, solemn • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. 	<p><u>Term 1</u></p> <ul style="list-style-type: none"> • Words with endings that sound like/shuhs/ spelt with-cious • Words with endings that sound like/shuhs/ spelt with -tious or -ious • Words with the short vowel sound /i/ spelt with y • Words with the long vowel sound /i/ spelt with y • Homophones & near homophones • Words with 'silent' letters • Modal verbs • Words ending in 'ment' • Adverbs of possibility and frequency • Statutory Spelling Challenge Words : vegetable vehicle bruise soldier stomach recommend leisure privilege occur neighbour <p><u>Term 2</u></p> <ul style="list-style-type: none"> • Creating nouns using -ity suffix • Creating nouns using -ness suffix • Creating nouns using -ship suffix • Homophones & Near Homophones • Words with an /or/ sound spelt 'or' • Words with /or/ sound spelt 'au' • Convert nouns or adjectives into verbs using the suffix -ate • Convert nouns or adjectives into verbs using the suffix -ise • Convert nouns or adjectives into verbs using the suffix -ify • Convert nouns or adjectives into verbs using the suffix -en 	<p>Children keep spelling journals in which they record and practise spelling patterns and rules.</p> <p>Personal dictionaries and spelling resources are accessed independently within the classroom.</p> <p><u>Spellodrome/Readiwriter</u> http://uk.spellodrome.com/#/home</p> <p><u>Spellodrome Links to National Curriculum</u> http://west.cdn.mathletics.com/TeacherCentre/Pdf/UK_NationalCurriculum_2013_WebV.pdf</p> <p><u>Support for Spelling</u> https://dera.ioe.ac.uk/687/7/01109-2009PDF-EN_01_Redacted.pdf</p> <p><u>Spelling work for Y4 conversion document</u> (Spellings for Y1 – 6 linked to L&S) in staff shared.)</p> <p><u>Babcock No Nonsense Spelling</u></p> 

Year 5

Writing

National Curriculum	Spelling Continued	Spelling Activities
	<p><u>Term 3</u></p> <ul style="list-style-type: none">• Words containing the letter string 'ough'• Adverbials of time• Adverbials of place• Words with an /ear/ sound spelt 'ere'• Statutory Spelling Challenge Words: amateur ancient bargain muscle queue recognise twelfth profession develop harass• Unstressed vowels in polysyllabic words• Adding verb prefixes de- and re-• Adding verb prefix over-• Convert nouns or verbs into adjectives using suffix -ful• Convert nouns or verbs into adjectives using suffix -ive• Convert nouns or verbs into adjectives using suffix -al	

Year 5

Vocabulary, Grammar and Punctuation

National Curriculum	Writing	Activities
<p>Vocabulary, Grammar and Punctuation</p> <p>Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect forms of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using semi-colons, colons or dashes to mark boundaries between independent clauses using brackets, dashes or commas to indicate parenthesis using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. 	<p>The pupil can:</p> <ul style="list-style-type: none"> use the full range of punctuation taught at key stage 1 use a variety of expanded noun phrases to describe and specify use expanded noun phrases that combine different additional modifiers e.g. Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe select some vocabulary that reflects the level of formality required select some grammatical structures that reflect the level of formality required use different verb forms correctly and consistently use modal verbs mostly appropriately to indicate degrees of possibility e.g. might, should, would use adverbs mostly appropriately to indicate degrees of possibility e.g. perhaps, obviously, certainly, possibly use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun mostly appropriately use subordinate clauses, including relative clauses, sometimes varying their position within the sentence use cohesive devices, including adverbials, within and across sentences and paragraphs use correctly: <ul style="list-style-type: none"> inverted commas to punctuate direct speech apostrophes to mark plural possession commas for fronted adverbials (if appropriate) 	<p>Twinkl Grammar Resources https://www.twinkl.co.uk/resources/planit-english-primary-teaching-resources/planit-spag-primary-teaching-resources/planit-spag-primary-teaching-resources-year-five</p> <p>BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zhrrd2p</p> <p>The Literacy Shed https://www.literacyshed.com/home.html</p> <p>Grammar for Writing https://webarchive.nationalarchives.gov.uk/20100604140203/https://nationalstrategies.standards.dcsf.gov.uk/node/153924</p> <p>Babcock No Nonsense Grammar</p> <p>Grammar Hammer</p> <p>Diane Stinson SP&G activities/resources (Staff Shared)</p> <p>Kung Fu punctuation https://westendinschools.org.uk/blog/kung-fu-punctuation</p>

Year 5

Vocabulary, Grammar and Punctuation

National Curriculum	Writing	Activities
<p>Vocabulary, Grammar and Punctuation</p> <p>Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none">• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• using passive verbs to affect the presentation of information in a sentence• using the perfect forms of verbs to mark relationships of time and cause• using expanded noun phrases to convey complicated information concisely• using modal verbs or adverbs to indicate degrees of possibility• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun• learning the grammar for years 5 and 6 in Appendix 2• indicate grammatical and other features by:• using commas to clarify meaning or avoid ambiguity in writing• using hyphens to avoid ambiguity• using semi-colons, colons or dashes to mark boundaries between independent clauses• using brackets, dashes or commas to indicate parenthesis• using a colon to introduce a list• punctuating bullet points consistently• use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.	<p>The pupil can:</p> <ul style="list-style-type: none">• use mostly correctly:<ul style="list-style-type: none">• punctuation within direct speech• commas for clarity• punctuation for parenthesis (brackets/dashes/commas)• terminology from Year 3 and 4 is used when talking about their writing• most of the terminology is used when talking about their and others' writing:<ul style="list-style-type: none">• modal verb• relative pronoun• relative clause• parenthesis• bracket• dash• cohesion• Ambiguity <p>Grammatical Features of Narrative Texts</p> <ul style="list-style-type: none">• The third person and past tense are used.• This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).• Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ...• Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly).	

Year 5

Vocabulary, Grammar and Punctuation

National Curriculum	Writing	Activities
	<ul style="list-style-type: none">• Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to...• Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...• Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript.• Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close...• Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required. <p>Grammatical Features of Non-Fiction Texts</p> <ul style="list-style-type: none">• Create cohesion within paragraphs using adverbials• Use layout devices to provide additional information and guide the reader.• Indicate degrees of possibility using adverbs and modal verbs• Relative clauses can be used to add further information• Parenthesis can be used to add clarification of technical words• Modals can be used to suggest degrees of possibility• Use of the past perfect Modals can be used to indicate degrees of possibility	

Year 5

Composition

National Curriculum	Writing	Activities
<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none">identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownnoting and developing initial ideas, drawing on reading and research where necessaryin writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <ul style="list-style-type: none">in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actionprecising longer passagesusing a wide range of devices to build cohesion within and across paragraphsusing further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none">assessing the effectiveness of their own and others' writingproposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningensuring the consistent and correct use of tense throughout a piece of writingensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproof-read for spelling and punctuation errorsperform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<p>The pupil can:</p> <ul style="list-style-type: none">write for a range of purposes and audiences, selecting language that shows good awareness of the readerStart sentences in different ways.discuss the audience and purpose of the writing.use the correct features and sentence structure matched to the text type we are working on.develop characters through action, dialogue and description.establish a viewpoint as the writer through commenting on characters and events.use grammar and vocabulary to create an impact on the reader.write selecting appropriate vocabulary, grammar and text feature to enhance meaning and effect.add well-chosen detail to interest the reader.begin to precise longer passages.use paragraphs and some other organisational and presentational devices to structure their writinguse knowledge from research.plan, edit and draft writing. <p>Features of Narrative Texts</p> <ul style="list-style-type: none">Narratives and retellings are written in first or third person.Narratives and retellings are written in past tense, occasionally these are told in the present tense.Narratives are told sequentially and nonsequentially (e.g. flashbacks) through the use of adverbials and prepositions.Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.Dialogue is used to convey characters' thoughts and to move the narrative forward.	<p><u>Write for a range of purposes:</u></p> <ul style="list-style-type: none">NarrativeInstructionsRecountsLettersPoetryInformation textsBook ReviewsBiographyExplanationNewspaper ArticlePlayscript <p>Continue to use a range of drama and role play activities:</p> <p>Use a range of planning tools independently.</p>

Year 5

Composition

National Curriculum	Writing	Activities
	<p>Planning and Preparation</p> <ul style="list-style-type: none">• Read narrative texts that use the features required for the writing.• Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.• Make plans that include key events, being sure that all the events lead towards the ending.• Plan a limited number of characters and describe a few key details that show something about their personalities.• Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.• Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.• Try to show rather than tell, for example, show how a character feels by what they say or do.• Write narratives using their plans.• Show how the main character has developed as a result of the narrative.	

Year 5

Handwriting

Handwriting		
National Curriculum	Writing Composition	Activities
<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none">• write legibly, fluently and with increasing speed by:• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters• choosing the writing implement that is best suited for a task. <p>Non-statutory</p> <ul style="list-style-type: none">• Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.	<ul style="list-style-type: none">• The pupil can maintain joined legible handwriting in all of their writing.• They increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.• They understand what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.• They confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	<p><u>Year 5</u></p> <p>Regular handwriting practise linked to spelling patterns.</p> <p>With good teaching from Reception to Y4, most pupils will be able to write fluently. If a pupil's writing is still poor this may be tackled by teacher/pupil discussion or individualised and specific target setting</p>

Year 5 English Vocabulary

Essential Vocabulary

Year 5 & 6 Statutory spellings

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

Aspirational vocabulary

Aspirational vocabulary

Aspirational vocabulary

Y6 Speaking and Listening

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p>It is expected that the children will be able:</p> <ul style="list-style-type: none"> • To make improvements based on constructive feedback on their listening skills. • To follow complex directions/multi-step instructions without the need for repetition. • To regularly ask relevant questions to extend their understanding and knowledge. • To articulate and justify answers with confidence in a range of situations. • To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). • To gain, maintain and monitor the interest of the listener(s). • To select and use appropriate registers for effective communication. • To use relevant strategies to build their vocabulary. • To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose • To speak audibly, fluently and with a full command of Standard English in all situations. • To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. • To confidently explain the meaning of words and offer alternative synonyms. • To communicate confidently across a range of contexts and to a range of audiences. • To articulate and justify arguments and opinions with confidence. • To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. • To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus. • To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. • To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. • To offer an alternative explanation when other participant(s) do not understand. 	<p>Year 6 Regular Philosophy for Children lessons enable the children to listen respectfully and engage with others, providing them with strategies to become efficient in their dialogue whilst developing that tier 3 vocabulary, ensuring concise and effective interactions</p> <p>Opportunities for drama within lessons across the curriculum and through the upper KS2 end of year production.</p> <p>Participating in class and whole school worship provides opportunities for children to speak with growing confidence to an audience</p> <p>Participating in pupil leadership groups to develop debating skills.</p> <p>Interacting with peers in school ambassador and buddy roles.</p>

Year 6

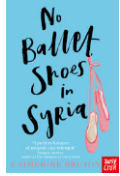
Word Reading

National Curriculum	Ackworth Howard's Knowledge Essentials	Year 6 Activities
<p>Word Reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	<p>In Year 6 it is expected that children should read widely and frequently, outside as well as in school for pleasure and for information. They should be able to read silently. Their reading should be sufficiently fluent and effortless for them to manage the general demands of Year 7, across all subjects.</p> <p>The pupil can:</p> <ul style="list-style-type: none">• apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.• Use their combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.• attempt the pronunciation of unfamiliar words drawing on their prior knowledge of similar looking words.• read fluently, using punctuation to inform meaning.• read age-appropriate books with confidence and fluency (including whole novels).• read aloud with intonation that shows understanding.	<p><u>Year 6</u></p> <p>Daily reading stamina sessions.</p> <p>Regular recording and monitoring of reading in journals.</p> <p>Record new vocabulary.</p> <p>Termly Salford tests to track children with a reading age below 10.</p> <p>Frequent opportunities to read aloud to an audience.</p>

Year 6 Reading Spine



Class Novels



No Ballet Shoes in Syria
By Catherine Bruton



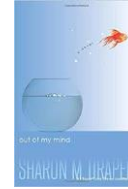
The Silver Sword
By Ian Serraillier



The Executioner's Daughter
By Jane Hardstaff



Who Let the Gods Out
By Maz Adams



Out of my Mind
By Sharon M. Draper



A Wrinkle in Time
By Madeleine L'Engle

Other texts children will encounter

Holes
By Louis Sachar

Fireweed
By Jill Paton-Walsh

The Hobbit
By JRR Tolkien

River Boy
By Tim Bowler

Skellig
By David Almond

Clockwork
By Phillip Pullman

The Arrival
By Shaun Tan

Nowhere Emporium
By Ross Mackenzie

Boy in the Tower
By Polly Ho-Yen

The Girl of Ink and Stars
By Kiran Hargrave

The House with Chicken Legs
By Sophie Anderson

You are Awesome
By Matthew Syed

Ghost
By Jason Reynolds

Black Powder
By Ally Sherrick

Evernight
By Andersen Press

Wonder
By R.J. Palacio

Anna at War
By Helen Peters

Pig Heart Boy
By Malorie Blackman



Year 6

Reading Comprehension

National Curriculum	Ackworth Howard's Knowledge Essentials	Year 6
<p>Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>Pupils can:</p> <ul style="list-style-type: none"> read and discuss a wide range of books and text types, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from our culture and traditions. read books that are structured in different ways and read for a range of purposes. recognise texts that contain features from more than one text type; making comparisons within and across texts. identify and explain how language, structure and presentation contribute to meaning. read non-fiction texts to help with my learning. recommend books to others and give reasons for my recommendation. identify themes in texts and explain how information is related and contributes to meaning as a whole. identify and discuss the conventions in and across different text types. identify the key points in a text, explaining how the choice of language enhances the meaning of texts. recite a range of poems by heart, e.g. narrative verse, sonnet. prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. provide reasoned justification for my views based on the text. discuss and evaluate how authors use language including figurative language considering the impact on the reader. make predictions from the text from details stated and implied. summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas in the text, using quotations to illustrate. use skimming and scanning strategies to find specific information and establish the main idea. 	<p>Year 6</p> <p>Whole Class Reading</p> <p>https://docs.google.com/presentation/d/15bc-LTx11Nerk4JZSsAa8x3l9qygK7giXrzdKQQ-pU/mobilepresent?slide=id.g64410d96be_0_12</p> <p>https://theteachingbooth.wordpress.com/2020/05/06/if-you-build-it-they-will-read-designing-a-ks2-reading-curriculum/</p> <p>The Pie Corbett Reading Spine</p> <p>Read and Respond Texts</p> <p>Reading Characters / VIPERS</p> <p>https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks2_reading_vipers.pdf</p>

Year 6

Reading Comprehension

National Curriculum	Ackworth Howard's Knowledge Essentials	Year 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. 	<ul style="list-style-type: none"> <i>draw inferences such as inferring characters' thoughts, feeling and motives from their actions and justifying inferences with evidence.</i> <i>identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension.</i> <i>provide developed explanations for key information and events and for character actions and motivations.</i> <i>present a counter-argument in response to others' points of view.</i> <p>Pupils are able to:</p> <ul style="list-style-type: none"> Read books that are structured in different ways. Recognise texts that contain features from more than one text type. Evaluate how effectively texts are structured and presented. Read non-fiction texts to help with their learning. Read accurately and check understanding. Able to recommend books to others and give reasons for their recommendations. Identify themes in texts. Identify and discuss the conventions in different text types. Identify the key points in a text. Recite a range of poems by heart, e.g. narrative verse, sonnet. ☐ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<p><u>Year 6</u></p>

Year 6

Reading

National Curriculum

Non-statutory

- Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.
- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.
- Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
- They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
- Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.
- The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.
- Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.
- Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.


Ackworth Howard's Knowledge Essentials

Year 6

Year 6

Year 6

Writing

National Curriculum	Spelling	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidelines for adding them spell some words with 'silent' letters, e.g. knight, psalm, solemn continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. 	<p>Term 1</p> <ul style="list-style-type: none"> Ambitious Synonyms: Adjectives: aggressive hostile awkward obstinate desperate frantic disastrous calamitous marvellous spectacular Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning: temperature temper temperament tempered variety vary variation varied variable variance suggest digest congestion gesture gestation lightning daylight enlighten twilight limelight Creating diminutives using prefixes micro- or mini <p>Term 2</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning: commit committee transmit submit commitment emit permit intermittent omit unremitting interrupt interfere intercept interject intertwine interim internal intersperse interloper interest Statutory Spelling Challenge Words: attached available average competition conscience controversy correspond embarrass especially exaggerate Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning: accommodate accompany access accuse accost accrue accuracy accomplish accumulate accentuate signature assign design designate significant resignation resign insignificant assignment signal Statutory Spelling Challenge Words: foreign apparent appreciate persuade individual language sufficient determined explanation 	<p>Children keep spelling journals in which they record and practise spelling patterns and rules.</p> <p>Personal dictionaries and spelling resources are accessed independently within the classroom.</p> <p>Spellodrome/Readiwriter http://uk.spellodrome.com/#/home</p> <p>Spellodrome Links to National Curriculum http://west.cdn.mathletics.com/TeacherCentre/Pdf/UK_NationalCurriculum_2013_WebV.pdf</p> <p>Support for Spelling https://dera.ioe.ac.uk/687/7/01109-2009PDF-EN_01_Redacted.pdf</p> <p>Spelling work for Y6 conversion document (Spellings for Y1 – 6 linked to L&S) in staff shared.)</p> <p>Babcock No Nonsense Spelling</p> 

Year 6

Writing

National Curriculum	Spelling Continued	Spelling Activities
<p>Spelling (see Appendix 1) Pupils should be taught to: spell by:</p> <ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidelines for adding them• spell some words with 'silent' letters, e.g. knight, psalm, solemn• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1• use dictionaries to check the spelling and meaning of words• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary• use a thesaurus.	<p><u>Term 3</u></p> <ul style="list-style-type: none">• Word families based on common words, showing how words are related in form and meaning: programme telegram hologram diagram grammar grammatical parallelogram monogram programmer program• Words that can be nouns and verbs• Words with a long /o/ sound spelt 'ou' or 'ow'• Words ending in -ible• Words ending in -ibly• Synonyms & Antonyms	

Year 6

Vocabulary, Grammar and Punctuation

National Curriculum	Writing	Spelling Activities
<p>Vocabulary, Grammar and Punctuation</p> <p>Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect forms of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using semi-colons, colons or dashes to mark boundaries between independent clauses using brackets, dashes or commas to indicate parenthesis using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. 	<p>Non-statutory</p> <p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p> <p>It is expected in Year 6 that the children should be able to reflect their understanding of their audience for, and purpose of their writing by selecting appropriate vocabulary and grammar. The children should be able to consciously control the structure of their sentences.</p> <p>Pupils should develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence learn the grammar in column for years 5 and 6 in Appendix 2 use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. <p>Sentence structure</p> <ul style="list-style-type: none"> Vary sentence structure depending whether formal or informal including subjunctive forms. Use modal verbs or adverbs to indicate degrees of possibility. use the perfect form of verbs to mark relationships of time and cause 	<p>Twinkl Grammar Resources https://www.twinkl.co.uk/resources/planit-english-primary-teaching-resources/planit-spag-primary-teaching-resources/planit-spag-primary-teaching-resources-year-six</p> <p>BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zhrrd2p</p> <p>The Literacy Shed https://www.literacyshed.com/home.html</p> <p>Grammar for Writing https://webarchive.nationalarchives.gov.uk/20100604140203/https://nationalstrategies.standards.dcsf.gov.uk/node/153924</p> <p>Babcock No Nonsense Grammar</p> <p>Grammar Hammer</p> <p>Diane Stinson SP&G activities/resources (Staff Shared)</p> <p>Kung Fu punctuation https://westendinschools.org.uk/blog/kung-fu-punctuation</p>

Year 6

Vocabulary, Grammar and Punctuation

National Curriculum

Writing

Activities

Vocabulary, Grammar and Punctuation continued

Text structure

- Use a variety of organisational and presentational devices correct to the text type, eg; headings, bullet points, underlining
 - Write in paragraphs which can clearly signal a change in subject, time, place or event.
 - Ensure the consistent and correct use of tense throughout a piece of writing.
 - Use relative clauses beginning with who, which, where, when, whose, that or with an omitted relative pronoun.
- using expanded noun phrases to convey complicated information concisely

Punctuation

- Use commas to clarify meaning or avoid ambiguity in writing.
- Use brackets, dashes and commas to indicate parenthesis, mostly correctly.
- Use semi-colons, colons and dash to mark boundaries between independent clauses.
- Use the colon to introduce a list and semi-colon within lists.
- Use a hyphen to avoid ambiguity.
- Use inverted commas accurately.
- Punctuate bullet points consistently.

Grammatical Features of Narrative Texts

- Write for a specified audience and with a particular purpose in mind, choosing between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains.

Year 6

Vocabulary, Grammar and Punctuation

National Curriculum	Writing	Activities
Vocabulary, Grammar and Punctuation continued	<ul style="list-style-type: none">• Use of the passive voice e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc.• Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc.• Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life...• Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.• Colons, semi-colons and dashes can be used to separate and link ideas. Grammatical Features of Non-Fiction Texts <ul style="list-style-type: none">• Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials• Make formal and informal vocabulary choices• Use the passive voice to present points of view / persuade• The passive voice can be used Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions• Adapt degrees of formality and informality to suit the form of the text• Use conditional forms such as the subjunctive form to hypothesise• Make formal and informal vocabulary choices• Use semi-colons, colons and dashes to make boundaries between clauses• Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms• Use of the past perfect progressive form of verbs	

Year 6

Composition

National Curriculum

Pupils should be taught to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed

draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing

In Year 6, the children should be able to reflect their understanding of their audience for, and purpose of their writing by selecting appropriate vocabulary and grammar and consciously controlling the structure of their sentences.

Pupils should be taught to plan, draft and write by:

- Identifying the audience for and purpose of the writing using similar writing models.
- Choosing the appropriate form and register for the audience and purpose of the writing.
- Using grammatical structures and features and choosing vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- Use a range of cohesive devices within and across sentences and paragraphs, eg: adverbials and conjunctions,
- Use adverbs, prepositional phrases and noun phrases effectively to add detail, qualification and precision.
- Create atmosphere and integrate dialogue to convey character and advance the action.
- Précisé a text, conveying key information in writing.
- Use the passive voice to present information with a different emphasis, eg: The dog was walked by the man.
- Sustain and develop ideas logically in narrative and non-narrative writing.
- Use appropriate vocabulary, grammar and punctuation to enhance effect and clarify meaning.
- Use correct subject verb agreement when using singular and plural.

Activities

Write for a range of purposes:

- Narrative
- Instructions
- Recounts
- Letters
- Poetry
- Information texts
- Book Reviews
- Biography
- Explanation
- Newspaper Article
- Playscript

Continue to use a range of drama and role play activities:

Use a range of planning tools independently and effectively.

Year 6

Composition

National Curriculum	Writing	Activities
	<p>Features of Narrative Text</p> <ul style="list-style-type: none">• Narratives and retellings are written in first or third person.• Narratives and retellings are written in past tense, occasionally these are told in the present tense. Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions.• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.• Dialogue is used to convey characters' thoughts and to move the narrative forward. <p>Planning and Preparation</p> <ul style="list-style-type: none">• Read narrative texts that use the features required for the writing.• Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.• Make plans that include key events, being sure that all the events lead towards the ending.• Plan a limited number of characters and describe a few key details that show something about their personalities.• Make use of ideas from reading, e.g. using short and long sentences for different effects.• Try to show rather than tell, for example, show how a character feels by what they say or do.• Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.• Write narratives using their plans.• Show how the main character has developed as a result of the narrative.• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.• Read their completed narratives to other children.	

Year 6

Handwriting

Handwriting		
National Curriculum	Writing Composition	Activities
<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none">• write legibly, fluently and with increasing speed by:• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters• choosing the writing implement that is best suited for a task. <p>Non-statutory</p> <ul style="list-style-type: none">• Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.	<ul style="list-style-type: none">• The pupil can maintain joined legible handwriting in all of their writing.• They write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.• They independently select the writing implement that is best suited for a task (e.g. quick notes, letters).• Adapt style to suit the text / genre, recognising when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).	<p><u>Year 6</u></p> <p>Regular handwriting practise for children who have not yet adopted a fluent, legible handwriting style.</p> <p>All written work should showcase joined, legible handwriting.</p> <p>Quickwrite activities to develop speed and fluency.</p>

Year 6 English Vocabulary

Essential Vocabulary

Year 5 & 6 Statutory spellings

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

Aspirational vocabulary

hostile
 awkward
 obstinate
 frantic
 calamitous
 Spectacular