

Curriculum handbook

KS2 English

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The Vision

- ▶ The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.



English Concepts

Spelling,
punctuation and
grammar

Communication

Spoken
language

Structure
and
coherence

Technique

Analysing
technique

Vocabulary

Language

Understanding
context

Effect

Using
evidence

Oracy

Awareness
of
impact

Inference



Intent



- ▶ The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.
- ▶ Our curriculum intends to develop children's comprehension skills across a variety of text types and contexts. It also provides opportunities for children to write for a range of audiences and purposes and to apply their grammatical skills to a wider range of written work. As well as this, there are opportunities for children to develop their spoken language and communication skills. This creates a solid foundation from which the children will continually develop their skills and progress through their education.
- ▶ The English curriculum promotes progress through a spiral curriculum. Our key concepts are taught and revisited each year, building on the previous year and ensuring a depth of understanding of each concept. These concepts are: structure and coherence; spelling, punctuation and grammar; awareness of impact; understanding context; using evidence; analysing technique; oracy; vocabulary; inference; communication; language; spoken language; technique; and effect. These concepts run across all four year-groups and both Key Stages, providing consistency and clear progression through the school.
- ▶ Within the English curriculum, there are opportunities for the children to apply the Beacon Values of the school: respectful, resilient, resourceful, responsible, collaborative, reflective, and keen to participate.
- ▶ Staff take pride in their own continual professional development to ensure that consistent provision is made for our more able students and that subject knowledge is of the highest standard, thus breeding a culture of academia and success.



Implementation



- ▶ Our English curriculum follows a mastery approach whereby content is covered in depth to ensure that our students have the tools to succeed in both SATs and GCSEs.
- ▶ English teaching aims to promote a love of reading through and varied selection of texts from a wide range of genres. The reading is selected to be increasingly challenging and develop independent reading skills. To support this, students are taught contexts to texts so they consider the influences of the era and the writer's intention. Children are encouraged to establish a love of writing creatively with technical accuracy, fluency and flair. Learners consolidate and build upon their knowledge and understanding of grammatical terminology, and apply this within their writing.
- ▶ In addition to this, pupils are given opportunities to express themselves through spoken language, and develop confidence in presenting well planned and structured work. Pupils are provided with the opportunity to debate a range of topics, building on social skills and broadening their verbal communication abilities. This lays the foundation for the next phase in their education, establishing and embedding key techniques necessary for the study of GCSE.



Impact



- ▶ Children have a writing and reading core assessment in each unit of work. These alongside their day-to day work in lessons are used to judge attainment and progress. These assessments are used to evaluate the children's knowledge and application of the skills learnt, allowing staff to tailor future learning to the needs of the children. These assessments show clear progress and development of skills throughout the year and across both Key Stages.
- ▶ Students are taught key skills and how to apply them in context through reading, writing and grammar lessons. In both key stages, the children have separate reading and grammar lessons to practise skills and techniques they need, and then these skills are linked in and referred back to through the context of the text they are studying. This gives them the chance to apply new skills, helping them to solidify their understanding.
- ▶ The curriculum design allows children to constantly revisit and practise the key skills they need to succeed in English. It fits with the mastery approach to ensure that no children are left unable to achieve a skill, meaning every child can be successful. Furthermore, the key concepts taught can be applied to a variety of purposes and subjects, supporting the children in their learning across the curriculum.



KEY STAGE 2 ENGLISH

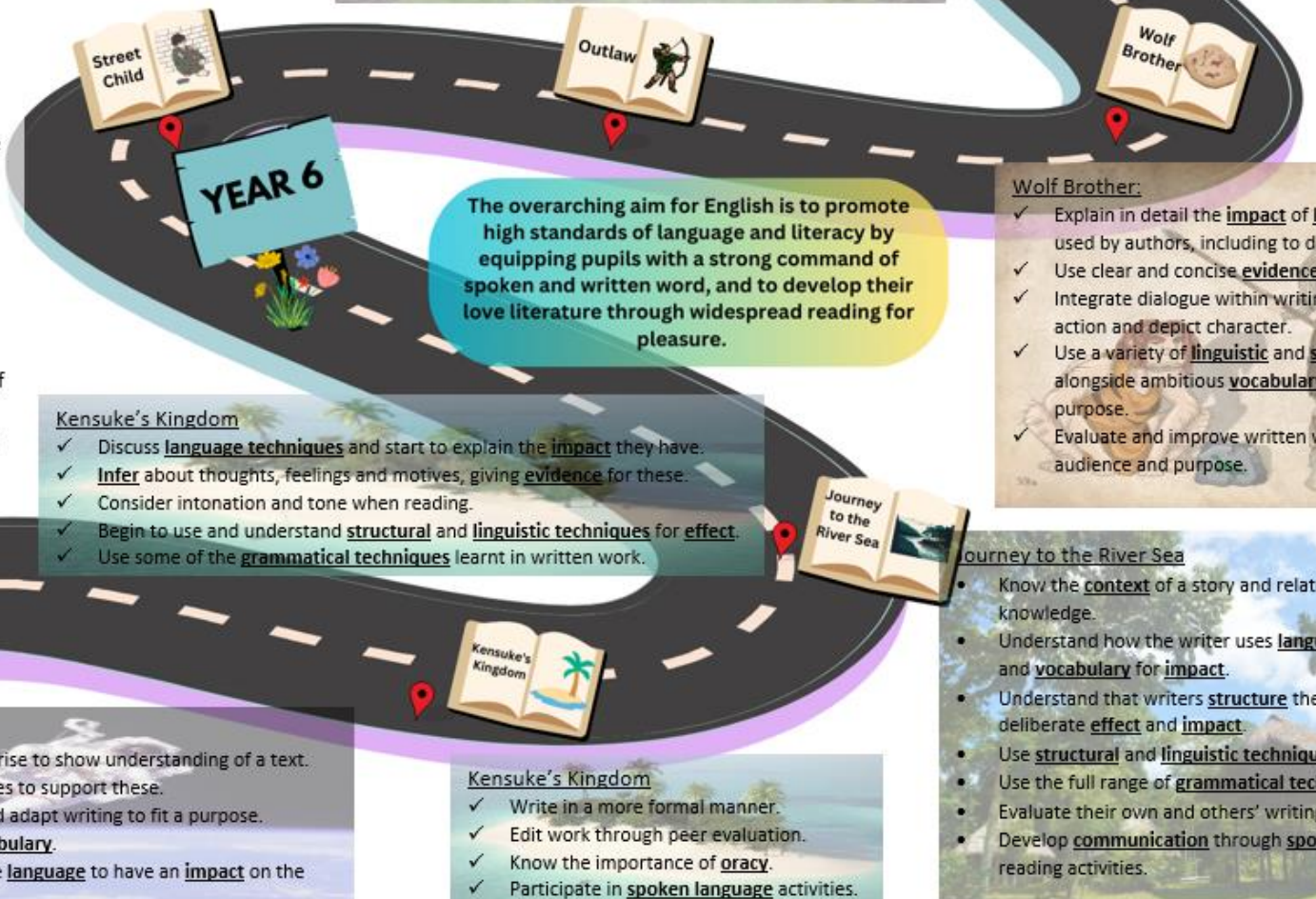
- Beacon Values:**
- Resilient
 - Respectful
 - Resourceful
 - Always Participates
 - Reflective Learner
 - Responsible
 - Collaborates

- Street Child:**
- Understand the **context** and make links to their own knowledge.
 - Understand **language techniques** and **vocabulary** used for effect by authors.
 - Use **evidence** to support explanations when **inferring**.
 - Use **structural** and **linguistic techniques** when writing for purpose.
 - Recognise **structure** and **coherence**, and begin to **analyse** author's **techniques**.
 - Write persuasively.
 - Develop tone and intonation.

- Outlaw:**
- Relate **context** to myths and legends.
 - Understand and explain the **impact** of **language techniques**.
 - Draw **inferences**, supported with **evidence**, and justify these.
 - Use a variety of **grammatical techniques** in writing.
 - Know the importance of **oracy**, participating in a range of **spoken language** activities to develop **communication**.
 - Develop understanding of formal writing techniques.
 - Evaluate and edit written own.

Future Learning:
In KS3, children will continue to build on skills learnt throughout the KS2 curriculum. They will learn to analyse language and structure within texts in greater depth, discuss the impact of techniques used, justify inferences with links to key quotes, develop oracy and spoken language, and continue to develop writing styles to suit a range of audiences and purposes.

Prior Learning:
The curriculum in Year 5 and 6 gives opportunity to revisit and embed skills learnt previously.
In Lower Key Stage 2 reading, children will have learnt to discuss texts, retrieve information, identifying interesting words and phrases, draw inferences, predict, summarise, and consider language and structure.
In writing, they will have learnt to plan, draft, edit and improve their writing, including rich vocabulary, and varied sentence structures, as well as a range of grammatical features taught (e.g. conjunctions, adverbs, prepositions and apostrophes).



The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of spoken and written word, and to develop their love literature through widespread reading for pleasure.

YEAR 5



- Cosmic:**
- Begin to predict and summarise to show understanding of a text.
 - Infer**, beginning to use quotes to support these.
 - Explore informal writing, and adapt writing to fit a purpose.
 - Begin to use ambitious **vocabulary**.
 - Understand that authors use **language** to have an **impact** on the reader.

- Kensuke's Kingdom**
- Discuss **language techniques** and start to explain the **impact** they have.
 - Infer** about thoughts, feelings and motives, giving **evidence** for these.
 - Consider intonation and tone when reading.
 - Begin to use and understand **structural** and **linguistic techniques** for **effect**.
 - Use some of the **grammatical techniques** learnt in written work.



- Kensuke's Kingdom**
- Write in a more formal manner.
 - Edit work through peer evaluation.
 - Know the importance of **oracy**.
 - Participate in **spoken language** activities.



- Journey to the River Sea**
- Know the **context** of a story and relate this to their own knowledge.
 - Understand how the writer uses **language techniques** and **vocabulary** for **impact**.
 - Understand that writers **structure** their writing for deliberate **effect** and **impact**.
 - Use **structural** and **linguistic techniques** in writing.
 - Use the full range of **grammatical techniques** in writing.
 - Evaluate their own and others' writing.
 - Develop **communication** through **spoken language** and reading activities.




- Wolf Brother:**
- Explain in detail the **impact** of **language techniques** used by authors, including to depict character.
 - Use clear and concise **evidence** to justify **inferences**.
 - Integrate dialogue within writing to advance the action and depict character.
 - Use a variety of **linguistic** and **structural techniques**, alongside ambitious **vocabulary**, when writing for a purpose.
 - Evaluate and improve written work, considering audience and purpose.



Assessment

- ▶ In KS2, the children have reading and writing assessments each term, related to the text. Along side this, Year 5 use the NTS papers throughout the year to support teacher judgements, and Year 6 use SATs mock papers. Teachers then use all of these things, alongside work in books and contributions in class to make an overall judgement. The children are given separate grades for reading and writing.

Walton Priory Middle School - Y5 English - Reading Assessment Grid

 Reason for Life	Y5 Emerging 7-9	Y5 Developing 10-12	Y5 Secure 13-15	Y5 Mastery 16-18	Y5 Exceptional Performance 19-21
Independent Reading	<ul style="list-style-type: none"> With help I can choose and read some books appropriate for my age group. I can read aloud fluently and I am starting to use some expression. 	<ul style="list-style-type: none"> I can choose and read some books appropriate for my age group. I can read aloud quite fluently and with some expression. 	<ul style="list-style-type: none"> I choose and read books appropriate for my age group regularly. I can read aloud fluently and with some expression. 	<ul style="list-style-type: none"> I choose and read books appropriate for my age group and some more challenging books. When I read aloud, I make it interesting for the listener. 	<ul style="list-style-type: none"> I can talk about my reading in a variety of ways, including formal presentations and debates, and I can keep my focus when I am speaking, using notes to help me. I can confidently prepare and present a play script or a poem and use my voice, expression and gestures effectively to gain and hold the attention of listeners
Reading Across the Curriculum	<ul style="list-style-type: none"> With help I can read the text books, work sheets and reference books. I am starting to identify the differences between fact and opinion. With help, I can read a non-fiction text and find answers to questions or complete given tasks. 	<ul style="list-style-type: none"> I can read the text books, work sheets and reference books without too much difficulty. I can usually find information in text books and work sheets and use it to answer questions or complete tasks but sometimes I need help. I know the basic differences between obvious fact and opinion. 	<ul style="list-style-type: none"> I can read the text books, work sheets and reference books with only occasional problems and I have some strategies for working out the meanings of words. I can usually find information in text books and work sheets and use it to answer questions or complete tasks and I can usually sum up what a text is about. I can use contents pages and indexes in reference books. I know the basic differences between fact and opinion. 	<ul style="list-style-type: none"> I can read the text books, work sheets and reference books with no difficulty and I have well-developed strategies for working out the meanings of new vocabulary. I can skim and scan to find information in texts and use it to answer questions or complete tasks and I can summarise what I have read. I can find my way around most reference books. I can usually tell the difference between fact and opinion. 	<ul style="list-style-type: none"> I can use everything I have learnt about how affixes are added to root words to read and understand unfamiliar words I encounter. I can summarise effectively and choose well-selected quotations to support my summary. I can identify whether a writer is sharing a fact or offering an opinion giving evidence to support my view.
Responding to Reading	<ul style="list-style-type: none"> I can make simple inferences and predictions from the text read. With help, I can identify some interesting uses of language in texts and I am starting to comment on how language affects the reader. I am beginning to spot how texts are organised into different themes. I can identify who my favourite author is and explain why I like these books. I am beginning to comment on characters from fiction. 	<ul style="list-style-type: none"> I can usually make inferences and predictions. I can spot interesting uses of language in texts and begin to make some short comments on how the language affects the reader. With help, I can spot how most texts are organised into paragraphs, sections or verses, how headings are used and I can talk about what the writer puts at the beginning and end of each text. I can make some comments about characters from fiction and I can begin to give some reasons for my thoughts. I have at least one favourite author (possibly of books for younger pupils) and I can begin to say why I like these books. 	<ul style="list-style-type: none"> I can make inferences and predictions from a range of texts used in class. I can spot interesting uses of language in texts and begin to make some short comments on how the language affects the reader. I can use some appropriate terminology like 'alliteration', 'onomatopoeia' etc. I can comment on how texts are organised into paragraphs, sections or verses, how headings are used and how the writer has arranged the material into order (including commenting on the beginning and the ending) but I sometimes need help. I can make some comments about characters from fiction and I can support my comments with evidence from the text, using quotations or saying what happens. I have at least one favourite author and I can begin to say why I like these books. 	<ul style="list-style-type: none"> I can make inferences and predictions from a range of texts used in class with confidence. I can spot interesting uses of language in texts and make some comments on how the language affects the reader. I can use a growing amount of appropriate terminology including 'alliteration', 'onomatopoeia', simile, metaphor etc. I can comment on how texts are organised into paragraphs, sections or verses, how headings are used and how the writer has arranged the material into order (including commenting on the beginning and the ending). I can respond to characters from fiction and I can support my comments with evidence from the text, using quotations or saying what happens. I have at least one favourite author and I can talk with enthusiasm about why I like these books. 	<ul style="list-style-type: none"> I can confidently infer from clues the writer has given me to work out why characters do and say the things they do, and I can explain how I worked this out with evidence from the text. I can identify how the language, structure and presentation of a text contribute to meaning (e.g. specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts), and explain how these impact on the reader.

Assessment grid
Year 5 Reading

Assessment grid Year 5 Writing


KS2 Y5 Writing Checklist		Pupil name:	Not from TAFS	Non-negotiable	Year 5 only
Working towards the expected standard (below, emerging, developing)					
	I can sometimes write with imagination.				
Text structure + organisation	1)Using paragraphs to organise ideas				
	2)In narratives, describing settings, characters and actions				
	3)In non-narrative writing, use simple devices to structure the writing (headings, sub-headings, bullet points etc.)				
Sentence structure + grammar	4)using some coordinating conjunctions to extend with detail				
	5)using some subordinating conjunctions to extend with detail				
	6)trying to use modal verbs or adverbials of possibility (Year 5)				
Punctuation	using mostly correctly:	7)capital letters			
		8)full stops			
		9)question marks			
		10)exclamation marks			
		11)commas for lists			
		12)inverted commas and related punctuation (Y3 + 4)			
Transcription	13)spelling most words correctly (year 3 and 4)				
	14) spelling some words correctly (year 5 and 6)				
	15)mostly producing legible joined handwriting				

Assessment grid

Year 5 Writing

Working at the expected standard (secure)									
	I can write imaginatively and express ideas with creativity.								
Text structure + organisation	16)choose a writing style that matches purpose: developing character setting and plot, use of presentation and devices for non-fiction, formal or non-formal style								
	17)using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns)								
	18)using precise descriptive devices creating atmosphere								
	19)using dialogue to convey character and advance the plot								
Sentence structure + grammar	20)Using a range of sentence lengths and structures (simple, compound and complex)								
	21)using commas for clarity of meaning (Year 5)								
	22)using commas after or around fronted or embedded clauses								
	23)using a range of modal verbs or adverbs								
	24)using a wide range of different conjunctions								
	25)using different clauses, including relative clauses								
	26)using passive and perfect form of verbs								
Punctuation	using mostly correctly:	28)apostrophes for contraction (Year 4)							
		29)apostrophes for possession (Year 4)							
	making some correct use of:	30)Brackets (Year 5)							
		31)Dashes (Year 5)							
		32)Colons (Year 5)							
Transcription	33)spelling most words correctly (year 5 and 6) and use a dictionary to check								
	34)mostly producing legible joined handwriting throughout work								
Working at greater depth (mastery, exceptional performance)									
Text structure + organisation	35)using standard and non-standard English appropriately								
	36)maintaining detailed paragraphs								
	37)Sentence structure: accurate use of a range of clauses with confidence								
Punctuation	using the full range of punctuation taught at key stage 2 mostly correctly, including:	38)Commas for different purposes							
		39)Punctuation for parenthesis							
Transcription	40)spelling most words correctly (year 5 and 6) and use a dictionary to check the spelling of more ambitious vocabulary								
	41)maintaining legible and fluent handwriting at all times when writing with speed								

Walton Priory Middle School - Y6 English - Reading Assessment Grid

 Reason for Life	Y6 Emerging 10-12	Y6 Developing 13-15	Y6 Secure 16-18	Y6 Mastery 19-21	Y6 Exceptional Performance 22-24
Independent Reading	<ul style="list-style-type: none"> I can read some texts appropriate for my age. I can discuss what I have read with others and begin to offer recommendations. With help, I can learn simple poems by heart. I can start to pose questions for myself as I read. 	<ul style="list-style-type: none"> I can read some texts appropriate for my age quite fluently and say why I have liked them. I can share my views on a book I have read, recommending it to other readers and giving reasons to support my choices. I can learn some more poems of different types by heart. I can start to pose questions for myself as I read and with help look for the answers in the text. 	<ul style="list-style-type: none"> I can read a wide range of different texts fluently and discuss them with others afterwards. I can discuss my reading with others, contributing positively, listening thoughtfully, offering and accepting challenges respectfully. I can prepare and present a play script or a poem and use my voice, expression and gestures to gain and hold the attention of listeners. I can pose questions for myself as I read and continue reading to find the answers to them. 	<ul style="list-style-type: none"> I choose and read books independently and enthusiastically, including some books thought to be challenging for my age group. I can talk about my reading in a variety of ways, including formal presentations and debates, and I can keep my focus when I am speaking, using notes to help me. I can confidently prepare and present a play script or a poem and use my voice, expression and gestures effectively to gain and hold the attention of listeners. I can pose questions for myself as I read and continue reading to find the answers, making wider connections to ideas or themes as I read. 	<ul style="list-style-type: none"> I can read widely, fluently and independently I can read with meaning, drawing on inference and deduction; I can "read between the lines."
Reading Across the Curriculum	<ul style="list-style-type: none"> With help, I can read a non-fiction text and find answers to questions or complete given tasks. I can use a dictionary to find out the meanings of any words I do not know. I am able to sum up what I have read. With help I can identify whether information is a fact or opinion. 	<ul style="list-style-type: none"> I can read a non-fiction text and find answers to questions or complete given tasks. I can use a dictionary to find the meaning of any unfamiliar words. I can identify the main ideas in a text and sum up the important points. I can identify whether information is a fact or opinion. 	<ul style="list-style-type: none"> I can read a non-fiction text and find answers to questions or complete given tasks confidently. I can monitor my reading for sense and go back to make sure of anything that confuses me, exploring what an unfamiliar word means in its context after looking it up. I can identify what the main ideas in a longer text are and summarise them in a few sentences using quotations to support my summary. I can identify whether a writer is sharing a fact or offering an opinion. 	<ul style="list-style-type: none"> I can read a non-fiction text and find answers to questions I posed before I read it, and I can make notes to record the information I learnt. I can use everything I have learnt about how affixes are added to root words to read and understand unfamiliar words I encounter. I can summarise effectively and choose well-selected quotations to support my summary. I can identify whether a writer is sharing a fact or offering an opinion giving evidence to support my view. 	<ul style="list-style-type: none"> I can read a variety of non-fiction texts with confidence and find answers to more complex questions. I can use a variety of strategies to work out the meaning of unfamiliar words.
Responding to Reading	<ul style="list-style-type: none"> I can identify how texts are organised into different themes. E.g. fiction, non-fiction, poems, myths. I can make simple inferences and predictions from the text read. I can identify some interesting uses of language in texts and start to make some comments on how language affects the reader. 	<ul style="list-style-type: none"> I can talk about books and texts, categorising them into traditional tales, myths, legends, modern fiction, our literary heritage and books from other cultures and traditions. I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me. I can identify some interesting uses of language in texts and make some comments on how language affects the reader. I can give some examples from the text. 	<ul style="list-style-type: none"> I can compare events, themes and characters within and between books, finding and explaining similarities. I can infer from clues the writer has given me to work out why characters do and say the things they do, and I can explain how I worked this out. I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (simile, metaphor, personification), and explain the impact on me as a reader. I can make predictions from the text that I have read. 	<ul style="list-style-type: none"> I can recognise a theme within a piece of writing and I can recognise and name some common conventions used in writing. I can confidently infer from clues the writer has given me to work out why characters do and say the things they do, and I can explain how I worked this out with evidence from the text. I can identify how the language, structure and presentation of a text contribute to meaning (e.g. specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts), and explain how these impact on the reader. 	<ul style="list-style-type: none"> I can give thorough, developed interpretations of the text and show clear understanding of implicit meanings. I can select a range of well-judged, relevant quotations and use subject terminology accurately throughout. I can clearly and consistently explain the effects of the writer's language in detail. I can clearly and consistently explain the effects of the writer's structure in detail. I can explain clearly, consistently and in detail how methods are used by the writers.

Assessment grid
Year 6 Reading

Non negotiable

Year 6 (Year 5 E.P)

Not from TAFs

Name: _____

Year 6 Writing Checklist

End of key stage 2 statutory assessment – Working towards the expected standard (below, emerging, developing)										
		Date:	/	/	/	/	/	/	/	/
		Text genre:								
Text structure + organisation	I can sometimes write with imagination.									
	1. Using paragraphs to organise ideas									
	2. In narratives, describing settings and characters									
	3. In non-narrative writing, use simple devices to structure the writing (e.g. headings, subheadings, bullet points).									
Punctuation	Using mostly correctly	4. Capital letters								
		5. Full stops								
		6. Question marks								
		7. Commas for lists								
		8. Apostrophes for contraction								
Transcription	9. Spelling most words correctly (year 3 and 4)									
	10. Spelling some words correctly (year 5 and 6)									
	11. Producing legible handwriting									

Assessment grid Year 6 writing



Beacon for Life

Walton Priory Middle School Core Assessment Overview - English Year 5

Core Assessment Overview Year 5

Autumn	Spring	Summer
<p>Topic: Cosmic</p> <p>Core Assessment/s: Cold write from Pobble</p> <p>Knowledge & Skills Assessed:</p> <p>Choose a writing style that matches purpose: developing character setting and plot, formal or non-formal style. Using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns). Using precise descriptive devices creating atmosphere. Using dialogue to convey character and advance the plot. Using a range of sentence lengths and structures (simple, compound and complex) Using commas for clarity of meaning (Year 5) using commas after or around fronted or embedded clauses. Using a range of modal verbs or adverbs. Using a wide range of different conjunctions. Using different clauses, including relative clauses. Using passive and perfect form of verbs. Using verbs create by adding - ify, -ate or -ase suffix. <i>Using mostly correctly:</i> Apostrophes for contraction (Year 4) Apostrophes for possession (Year 4) <i>Making some correct use of:</i> Brackets (Year 5) Dashes (Year 5) Colons (Year 5) Spelling most words correctly (year 5 and 6) and use a dictionary to check. Mostly producing legible joined handwriting throughout work.</p>	<p>Topic: Kensuke</p> <p>Core Assessment/s: Diary entry</p> <p>Knowledge & Skills Assessed:</p> <p>Choose a writing style that matches purpose: developing character setting and plot, use of presentation and devices for non-fiction, formal or non-formal style. Using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns). Using precise descriptive devices creating atmosphere. Using dialogue to convey character and advance the plot. Using a range of sentence lengths and structures (simple, compound and complex) Using commas for clarity of meaning (Year 5) using commas after or around fronted or embedded clauses. Using a range of modal verbs or adverbs. Using a wide range of different conjunctions. Using different clauses, including relative clauses. Using passive and perfect form of verbs. Using verbs create by adding - ify, -ate or -ase suffix. <i>Using mostly correctly:</i> Apostrophes for contraction (Year 4) Apostrophes for possession (Year 4) <i>Making some correct use of:</i> Brackets (Year 5) Dashes (Year 5) Colons (Year 5) Spelling most words correctly (year 5 and 6) and use a dictionary to check. Mostly producing legible joined handwriting throughout work.</p>	<p>Topic: Journey to the River Sea</p> <p>Core Assessment/s: Escape story</p> <p>Knowledge & Skills Assessed:</p> <p>Choose a writing style that matches purpose: developing character setting and plot, use of presentation and devices for non-fiction, formal or non-formal style. Using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns). Using precise descriptive devices creating atmosphere. Using dialogue to convey character and advance the plot. Using a range of sentence lengths and structures (simple, compound and complex) Using commas for clarity of meaning (Year 5) using commas after or around fronted or embedded clauses. Using a range of modal verbs or adverbs. Using a wide range of different conjunctions. Using different clauses, including relative clauses. Using passive and perfect form of verbs. Using verbs create by adding - ify, -ate or -ase suffix. <i>Using mostly correctly:</i> Apostrophes for contraction (Year 4) Apostrophes for possession (Year 4) <i>Making some correct use of:</i> Brackets (Year 5) Dashes (Year 5) Colons (Year 5) Spelling most words correctly (year 5 and 6) and use a dictionary to check. Mostly producing legible joined handwriting throughout work.</p>



Autumn	Spring	Summer
<p>Topic: Street Child</p> <p>Core Assessment/s: Cold write from Pobble</p> <p>Knowledge & Skills Assessed:</p> <p>12. Select language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>13. In narratives, describe settings, characters and atmosphere</p> <p>14. Integrate dialogue in narratives to convey character and advance the action</p> <p><i>Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately:</i></p> <p>15. Using contracted forms in dialogues in narrative</p> <p>16. Using passive verbs to affect how information is presented</p> <p>17. Using modal verbs to suggest degrees of possibility</p> <p>18. Using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>19. Use verb tenses consistently and correctly throughout their writing.</p> <p>20. Use a range of sentence structures (simple, compound and complex)</p> <p><i>Using mostly correctly the range of punctuation taught across KS2:</i></p> <p>21. Inverted commas (Year 3 and 4)</p> <p>22. Apostrophes for plural possession (Year 4)</p> <p>23. Commas after fronted adverbials (Year 4)</p> <p>24. Punctuation for parenthesis (brackets, dashes, commas) (Year 5)</p> <p>25. Commas to clarify meaning or avoid ambiguity (Year 5)</p> <p>26. Semi-colon within lists and to mark boundaries between clauses (Year 6)</p> <p>27. Colon within lists and to mark boundaries between clauses (Year 6)</p> <p>28. Dash to mark boundaries between clauses (Year 6)</p> <p>29. Hyphen (Year 6)</p> <p>30. Spelling most words correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>31. Maintaining legibility in joined handwriting when writing at speed</p>	<p>Topic: Outlaw</p> <p>Core Assessment/s: Cold write from Pobble</p> <p>Knowledge & Skills Assessed:</p> <p>12. Select language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>13. In narratives, describe settings, characters and atmosphere</p> <p>14. Integrate dialogue in narratives to convey character and advance the action</p> <p><i>Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately:</i></p> <p>15. Using contracted forms in dialogues in narrative</p> <p>16. Using passive verbs to affect how information is presented</p> <p>17. Using modal verbs to suggest degrees of possibility</p> <p>18. Using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>19. Use verb tenses consistently and correctly throughout their writing.</p> <p>20. Use a range of sentence structures (simple, compound and complex)</p> <p><i>Using mostly correctly the range of punctuation taught across KS2:</i></p> <p>21. Inverted commas (Year 3 and 4)</p> <p>22. Apostrophes for plural possession (Year 4)</p> <p>23. Commas after fronted adverbials (Year 4)</p> <p>24. Punctuation for parenthesis (brackets, dashes, commas) (Year 5)</p> <p>25. Commas to clarify meaning or avoid ambiguity (Year 5)</p> <p>26. Semi-colon within lists and to mark boundaries between clauses (Year 6)</p> <p>27. Colon within lists and to mark boundaries between clauses (Year 6)</p> <p>28. Dash to mark boundaries between clauses (Year 6)</p> <p>29. Hyphen (Year 6)</p> <p>30. Spelling most words correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>31. Maintaining legibility in joined handwriting when writing at speed</p>	<p>Topic: Wolf Brother</p> <p>Core Assessment/s: Cold write from Pobble</p> <p>Knowledge & Skills Assessed:</p> <p>12. Select language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>13. In narratives, describe settings, characters and atmosphere</p> <p>14. Integrate dialogue in narratives to convey character and advance the action</p> <p><i>Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately:</i></p> <p>15. Using contracted forms in dialogues in narrative</p> <p>16. Using passive verbs to affect how information is presented</p> <p>17. Using modal verbs to suggest degrees of possibility</p> <p>18. Using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>19. 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End Points Year 5 Reading

- Root words, prefixes and suffixes to read aloud and to understand the meaning of new words.
- Reading and discussing a variety of fiction and non-fiction books, poetry, reference books and text books.
- Reading books for a range of purposes.
- Increasing their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions (including Cosmic, Kensuke's Kingdom and Journey to the River Sea).
- Recommending books that they have read to their peers.
- Making comparisons within and across books.
- Developing intonation, tone and volume to enhance reading.



End Points Year 5 Reading

- ▶ Understanding 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 how language contributes to meaning.
 - ▶ discuss how authors use language, including figurative language, considering the impact on the reader.
 - ▶ distinguishing between statements of fact and opinion.
 - ▶ retrieving, recording and presenting information from non-fiction.
 - ▶ participating in discussions about books that are read to them and those they can read for themselves.
 - ▶ explaining and discussing their understanding of what they have read, maintaining a focus on the topic and using notes where necessary.



End Points Year 5 Writing - Transcription

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters.
- 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.
- 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.



End Points Year 5 Writing - Composition

- ▶ 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
 - ▶ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- ▶ draft and write by:
 - ▶ selecting appropriate grammar and vocabulary, understanding how such choices can change meaning
 - ▶ in narratives, describing settings, characters and atmosphere and integrating dialogue
 - ▶ using a wide range of devices to build cohesion within and across paragraphs
 - ▶ using some organisational devices to structure text and to guide the reader



End Points Year 5 Writing - Composition

- ▶ 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.



End Points Year 5 Writing – Vocabulary, Grammar and Punctuation.

- ▶ develop their understanding of the concepts set out below by:
 - ▶ using the perfect form 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 year 5 below.
- ▶ indicate grammatical and other features by:
 - ▶ using commas to clarify meaning or avoid ambiguity in writing
 - ▶ using brackets, dashes or commas to indicate parenthesis
 - ▶ punctuating bullet points consistently
- ▶ use and understand the grammatical terminology below accurately and appropriately in discussing their writing and reading.



End Points Year 5 Writing – Vocabulary, Grammar and Punctuation.

- ▶ Key Vocabulary:
 - ▶ nouns
 - ▶ adjectives
 - ▶ verbs
 - ▶ suffixes
 - ▶ Verb prefixes
 - ▶ Relative clauses
 - ▶ adverbs
 - ▶ modal verbs
 - ▶ cohesion
 - ▶ adverbials
 - ▶ modal verb, relative pronoun
 - ▶ relative clause
 - ▶ parenthesis, bracket, dash
 - ▶ cohesion, ambiguity



End Points Year 6 Reading

- ▶ Root words, prefixes and suffixes to read aloud and to understand the meaning of new words.
- ▶ Reading and discussing a variety of fiction and non-fiction texts.
- ▶ 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 and modern fiction (including Outlaw, Street Child and Wolf Brother).
- ▶ Recommending books that they have read to their peers, giving reasons for their choice.
- ▶ Identifying and discussing themes and conventions in and across a wide range of writing.
- ▶ Making comparisons within and across books.
- ▶ 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.



End Points Year 6 Reading

- Understanding 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.
 - distinguishing between statements of fact and opinion.
 - retrieving, recording and presenting information from non-fiction.
 - participating 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.
 - explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
 - providing reasoned justifications for their views.



End Points Year 6 Writing - Transcription

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters.
- 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.
- 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.



End Points Year 6 Writing - Composition

- ▶ 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 pupils 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



End Points Year 6 Writing - Composition

- ▶ 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.



End Points Year 6 Writing – Vocabulary, Grammar and Punctuation.

- ▶ develop their understanding of the concepts set out below by:
 - ▶ 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 form 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 year 6.



End Points Year 6 Writing – Vocabulary, Grammar and Punctuation.

- ▶ indicate grammatical and other features by:
 - ▶ using commas to clarify meaning or avoid ambiguity in writing
 - ▶ using hyphens to avoid ambiguity
 - ▶ using brackets, dashes or commas to indicate parenthesis
 - ▶ using semi-colons, colons or dashes to mark boundaries between independent clauses
 - ▶ using a colon to introduce a list
 - ▶ punctuating bullet points consistently
- ▶ use and understand the grammatical terminology below accurately and appropriately in discussing their writing and reading.



End Points Year 6 Writing – Vocabulary, Grammar and Punctuation.

- ▶ Key Vocabulary:
 - ▶ passive
 - ▶ subjunctive
 - ▶ cohesive
 - ▶ devices
 - ▶ word
 - ▶ adverbials
 - ▶ ellipsis
 - ▶ clauses
 - ▶ Punctuation
 - ▶ subject, object
 - ▶ active, passive
 - ▶ synonym, antonym
 - ▶ ellipsis, hyphen, colon, semi-colon, bullet points



Cultural capital and beacon values

- ▶ Through the English curriculum, children are given many opportunities to show and use the beacon values.
- ▶ Children work collaboratively in paired and group tasks, support each other with their learning and practising key communication skills.
- ▶ They can be reflective when thinking about how they may feel by putting themselves in the characters shoes, or through reflecting on their own work when editing and improving. They also get to reflect on differences between their experiences and the experiences of those they read about.
- ▶ The children build resilience when working on tricky concepts, or taking on tasks they may usually not engage in.
- ▶ The children build respect for other cultures and lifestyles which may no match their own beliefs and ways of living through exposure to those cultures and lifestyles.
- ▶ Resourcefulness is encouraged, with children independently using things around the classroom to support themselves in their work.
- ▶ All children are encouraged to actively participate in lessons, and the variety of activities and tasks offered provide chances for all learners to show their abilities.



Cultural capital and beacon values

- Children are exposed to a variety of authors. This includes less well-known authors which provide an alternative to the text types they are used to, and the works of popular children author's such as Michael Morpurgo. Through these texts, children are given a wider awareness of the world, drawing context from History and Geography. This opens their minds to other ways of life and gives them chance to reflect on their own experience of life so far.
- Space dome - Pupils are given the chance to experience the space dome bought in by Keele university, and given the expertise of the Keele University scientists. This supports broadens their knowledge of space and gives greater context for the text 'Cosmic'.
- Amazon VR day – Children are given VR headsets which put them into the rainforest and give them to opportunity to see the wildlife. They are also given information about the rainforest, including the layers, animals and habitats of rainforests, and specific information about the Amazon. This gives context to the book 'Journey to the River Sea'.
- Visit to the Black Country Museum – This gives the children the chance to experience the life of people in the Victorian times, and gives them experiences to relate to when reading 'Street Child'.
- Stone Age VR day - Children are given VR headsets which show them what life was like in the Stone Ages. They are also given information about the hunter-gatherer lifestyle and camp life. This gives context to the book 'Wolf Brother'.
- Residential – focuses on survival techniques, living off the land, and learning about the land around them, again giving context to 'Wolf Brother'.