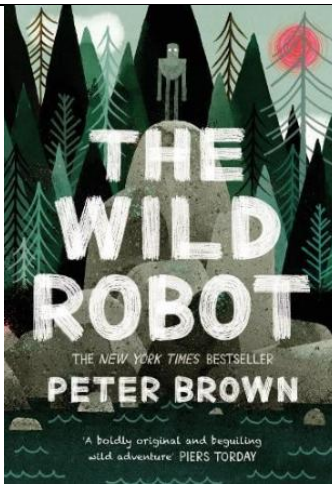
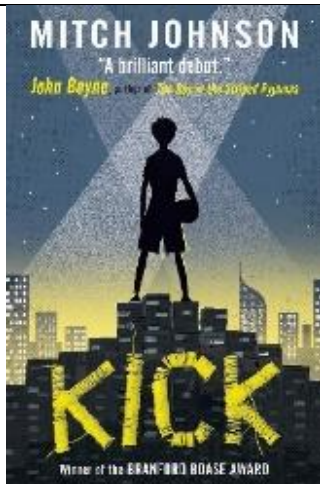


KS2 English Scheme of Work									
Year 5 - Reading									
	Term 1			Term 2			Term 3		
Class Novel This is read by the teacher in class tutor time daily.									
Standalone reading skills lessons are undertaken 3 per term . Core reading units form the basis of our teaching of reading weekly . Green = link to science curriculum Blue = link to geography curriculum	Reading for pleasure lesson 1	Dictionary skills lesson 1	Poetry By Heart lesson 1 <i>I am Winter</i>	Reading for pleasure lesson 2	Dictionary skills lesson 2	Poetry By Heart lesson 2 <i>Purple Paper People</i>	Reading for pleasure lesson 3	Dictionary skills lesson 3	Poetry By Heart lesson 3 <i>Macavity</i>
	Standalone lessons (3 per term) focus on the following objectives from the National Curriculum. Pupils should be taught to understand what they read by: - recommending books that they have read to their peers, giving reasons for their choices - 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								
	Disney Songs Novels 1 Children’s Classic Fiction 1 Notable People 1			Energy/Forces Frank Cottrell Boyce Brazil Rainforests			Children’s Classic Fiction 2 Space Equality Kate DiCamillo		
Core reading units each comprise of three texts with the NC comprehension skills taught on an ongoing basis. Each text is focussed on for two lessons. See next page.									
Lesson 1 focuses on vocabulary and fluency, including the National Curriculum objective for word reading at upper KS2. Pupils should be taught to: - apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet. Lesson 2 focuses on comprehension, including the National Curriculum objectives for comprehension at upper KS2. Pupils should be taught to: - maintain positive attitudes to reading and an 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 - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books					- 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 1 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				

Year 5 - Writing									
Stimulus							I used to live here once By Jean Rhys 	Charge of the Light Brigade By Tennyson 	
Scheme	The Write Stuff	HFL Education	The Write Stuff	Rising Stars	Literacy Shed	The Write Stuff	STO	Literacy Shed/STO	The Write Stuff
Writing Outcome	Poem	Narrative	Traditional Narrative	Recount	Dialogue	Battle Cry (informal)	Ghost Story Narrative	Report	Informal Letter
Writing Purpose	Entertain	Entertain	Entertain	Inform	Entertain	Persuade	Entertain	Inform (Buddy letters here)	Persuade
Time frame	12 lessons/4 weeks	12 lessons/4 weeks	12 lessons/4 weeks	12 lessons/4 weeks	12 lessons/4 weeks	12 lessons/4 weeks	12 lessons/4 weeks	12 lessons/4 weeks	12 lessons/4 weeks
National Curriculum Appendix 2	Y2: noun, noun phrase, adjective, adverb, verb, apostrophe, comma for lists	Y1: capital letter, sentence, full stop, question mark, exclamation mark	Y2: noun, noun phrase, adjective, adverb, verb, apostrophe, comma for lists Y3: conjunction, clause, subordinate clause, direct speech, inverted commas Y4: adverbials, commas Y5: modal verbs Y6: semi-colon	Y2: noun, noun phrase, adjective, adverb, verb Y3: conjunction, clause, subordinate clause Y4: adverbial, apostrophe for plural possession Y5: relative pronoun relative clause, parenthesis, bracket, dash cohesion	Y2: noun, noun phrase, adjective, adverb, verb Y3: direct speech, inverted commas Y4: fronted adverbials, commas Y5: relative pronoun relative clause, parenthesis, bracket, dash cohesion, commas for clarity	Y1: statement, question, exclamation, command, question mark, exclamation mark Y5: modal verbs	Y2: noun, noun phrase, adjective, past progressive tense Y3: conjunction, clause, direct speech, inverted commas Y5: cohesion Y6: passive voice	Y4: fronted adverbials, commas, standard English Y5: cohesion Y6: informal language	Y4: fronted adverbials, commas, standard English Y5: modal verbs, relative pronoun relative clause, parenthesis, bracket, dash cohesion, commas for clarity Y6: colon, informal language

National Curriculum Appendix 2 areas which are not taught/re-visited explicitly through writing units and may need discreet instruction:

Y1: singular, plural

Y2: past and present tense

Y3: preposition, consonant, vowel, a or an, present perfect tense

Y4: determiner, pronoun, possessive pronoun

Y6: synonyms and antonyms are taught through reading units and through editing.



Stimulate and generate



Capture, sift and sort

Our writing journey:	
(1) Reading and understanding	We begin with a hook to engage our pupils – this might be a text, video, picture or experience. This step also involves whole class guided reading of high-quality texts linked to curriculum content and/or class novel. These texts are chosen for challenging vocabulary, their ability to promote higher level thinking/inference skills and ability to engage learners.
(2) Reading as a Writer	Next, we look at texts as WAGOLLS (what a good one looks like), which may include revisiting texts from above. At this point, we offer struggling readers/writers a dual coded text as a scaffold. We annotate, identify and 'magpie' features from examples leading to the completion of boxed up success criteria.
(3) Short Burst Writing	This stage involves discreet grammar and language teaching, followed by the opportunity to practise skills in short pieces of writing. Modelling of sentences is key and may involve 'sentence stacking' or slow writing. Where possible, direct live feedback is used as it is the most effective way to ensure progress. Pupils respond in purple pen. Struggling readers/writers are provided with a dual coded scaffold sheet when sentence stacking. Weekly CGP homework contributes to the mastery of grammar knowledge and skills.



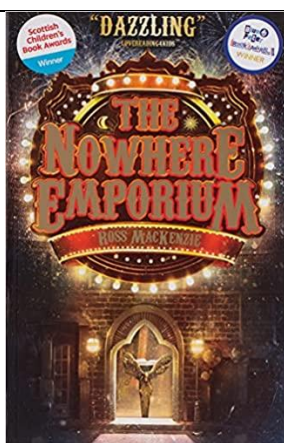
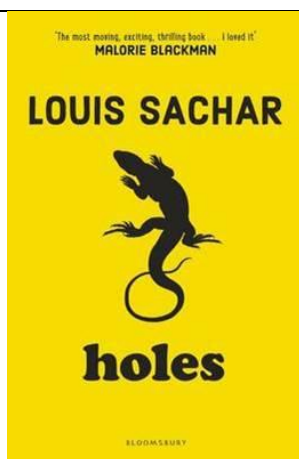
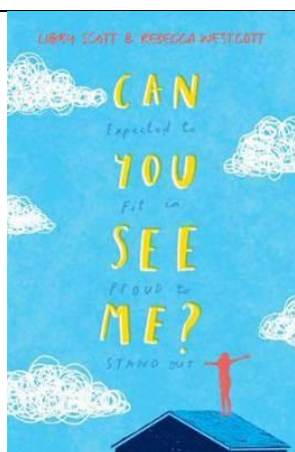
Create, refine, evaluate

(4) Apprentice Write	At this point, pupils compose a longer written piece using all they have learnt so far. This piece is similar in genre to the final written outcome of the unit but not the same. This piece is deep marked for spelling and punctuation errors as well as the features of the genre.
(5) Planning for Writing	This step involves reflecting on the writing structure in the WAGOLLS and the pupils' replicating the structure in their own planning.
(6) Extended Writing	We now compose our final writing outcome, using our boxed success criteria, planning, short burst writing skills and the knowledge organiser. For most pupils, this piece is independently produced.
(7) Editing and improving	We use whole class feedback, peer conferencing and self-editing to improve final writing. Feedback is in line with the school's feedback policy, ensuring it facilitates progress independently. Pupils respond in purple pen. Extended work is NOT deep-marked unless necessary to support the child's needs but is reviewed using praise and a target. This target is written at the top of the next extended piece and a merit awarded if the target is achieved.
(8) Publishing	Pupils are given the opportunity to write their pieces up in neat after editing.

Spelling & handwriting	<u>Autumn term:</u>	<u>Spring term:</u>	<u>Summer term:</u>
	- Common misspelt KS1 spelling patterns re-visited alongside whole class handwriting focus (if needed). - Y3/4 common exception word focus within homework set and spelling scheme. - Sounds and Syllables Tier 5 scheme units 1-12 taught and revisited. - Struggling handwriters <u>only</u> receive one term of intervention using Letter Join.	- Y3/4 common exception word focus within homework set and spelling scheme. - Sounds and Syllables Tier 5 scheme units 13-24 taught and units 1-24 re-visited. - Struggling handwriters <u>only</u> receive one term of intervention using Letter Join.	- Y3/4 common exception word focus within homework set and spelling scheme. - Sounds and Syllables Tier 5 scheme units 25-36 taught and units 1-36 re-visited. - Struggling handwriters <u>only</u> receive one term of intervention using Letter Join.

- Sounds and Syllables (S&S) correlates to the National Curriculum Appendix 1 for Upper Key Stage 2 as well as spelling elements of the Appendix 2: suffixes, prefixes and word families.
- Tier 2 vocabulary is taught in a spiralled manner through plenaries of spelling lessons.
- Fresh Start intervention used to support struggling spellers alongside small group focus in spelling lessons with TA (where necessary).

Year 6 - Reading

	Term 1			Term 2			Term 3		
Class Novel This is read by the teacher in class tutor time daily.									
Standalone reading skills lessons are undertaken 3 per term . Core reading units form the basis of our teaching of reading weekly . Green = link to science curriculum Pink = link to history curriculum	Reading for pleasure lesson 4	Dictionary skills lesson 4	Poetry By Heart lesson 4 <i>Talking Turkeys</i>	Reading for pleasure lesson 5	Dictionary skills lesson 5	Poetry By Heart lesson 5 <i>When I Am Old</i>	Reading for pleasure lesson 6	Dictionary skills lesson 6	Poetry By Heart lesson 6 <i>The Lady of Shalott</i>
	Standalone lessons (3 per term) focus on the following objectives from the National Curriculum. Pupils should be taught to understand what they read by: - recommending books that they have read to their peers, giving reasons for their choices - 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								
	Electricity Industrial Revolution	Poetry Vol 1 Drugs and alcohol	Notable People 1 Novels 1	Pre SATs Reading Revision Lessons				Let's Think In English (transition to KS3 – 6 lessons).	
Core reading units each comprise of three texts with the NC comprehension skills taught on an ongoing basis. Each text is focussed on for two lessons. See next page.									
Lesson 1 focuses on vocabulary and fluency, including the National Curriculum objective for word reading at upper KS2. Pupils should be taught to: - apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet. Lesson 2 focuses on comprehension, including the National Curriculum objectives for comprehension at upper KS2. Pupils should be taught to: - maintain positive attitudes to reading and an 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 - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books					- 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 1 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				

