

**English Programme of Study – Transition from LKS2 to UKS2 (Manor Park & St Osmund’s)**

<p><b>Manor Park to St Osmund’s</b> <b>Updated Sept 24</b></p>	<p align="center"><b><u>Year 3</u></b></p>	<p align="center"><b><u>Year 4</u></b></p>	<p align="center"><b><u>Year 5</u></b></p>	<p align="center"><b><u>Year 6</u></b></p>
<p><b>Stimuli For Writing/key texts</b></p>			<p>The Spider and the Fly I don't like poetry Hansel and Gretel by Neil Gaiman The Arrival by Shaun Tan Viking Boy (see below) La Luna I Used to Live Here Once Charge of the Light Brigade by Tennyson Kick (see below)</p>	<p>High Diving Giraffes Kraken by Tennyson The Princess' Blankets by Carol Ann Duffy Alma Yellow-spotted lizard Plastic Pollution The Undeclared by Kwame Alexander Let's Think in English Y7 Transition</p>

Wide range of stimuli used to engage pupils. Diverse representation and cultural capital intentionally planned for as well as meaningful links to the wider curriculum. Inspirational and challenging texts, both written and visual, are used to discover the tools needed to produce our own high-quality compositions.

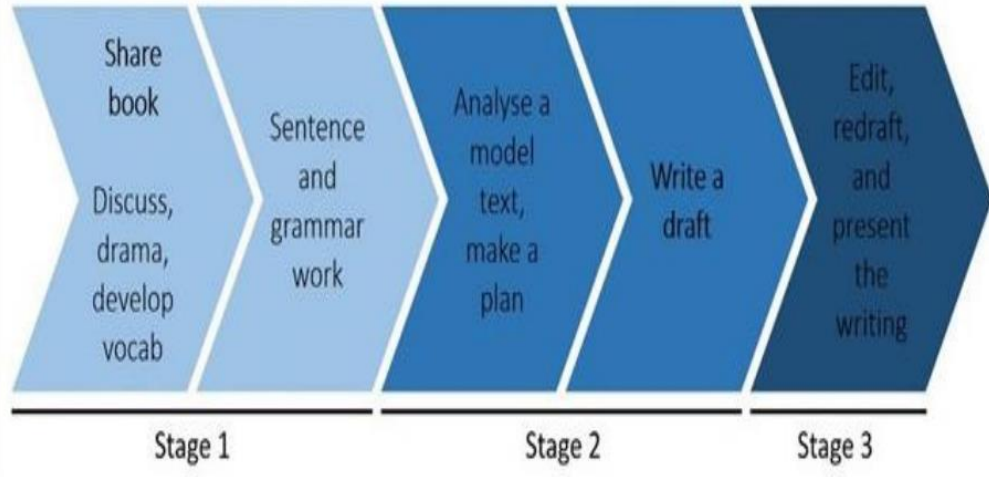
<p><b>Writing Outcomes</b></p>	<p>Fable, diary, newspaper Diary, description, narrative, limerick, letter Description, narrative explanation, letter Diary, narrative, brochure Description, newspaper, letter Dialogue, fact file, letter, report</p>	<p>Description, narrative, explanation, non-chron Poetry, diary, narrative, speech, discussion Description, narrative, information, formal letter Description, narrative, letter, discussion Description, legend, letter Diary, description, narrative newspaper</p>	<p>Poetry Narrative Formal letter Battle Cry (informal) Narrative Ghost Story Report Informal Letter</p>	<p>Explanation Description Sports commentary for GDS Narrative Re-telling Dual Narrative for GDS Non-chronological report Formal Letter Poem</p>
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Spiralling curriculum provides plentiful opportunities to re-visit previously learnt content whilst integrating it into new more sustained and age-appropriate writing tasks.

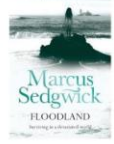

<b>Grammar Terminology</b>	<b>Y1 &amp; 2 terminology re-visit plus introduce:</b> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	<b>Y1 – 3 terminology re-visit plus introduce:</b> determiner, pronoun, possessive pronoun, adverbial	<b>Y1-4 terminology re-visit plus introduce:</b> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	<b>Y1-5 terminology re-visit plus introduce:</b> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
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Following NC programme of study whilst re-visiting terminology and application of grammatical features from previous year groups. Threaded through the curriculum where relevant as well as taught discreetly where needed and practised for home work in UKS2. Cumulative growth of grammar knowledge and application across the key stage.

**The pedagogical approaches for teaching writing from both schools align:**

Manor Park	St Osmund's	
	M O D  E L L I N  G  P H A S E	(1) Cold Task This is completed independently to ascertain understanding and inform planning.
	I N D  E P E	(2) Reading and understanding This step 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.
		(3) Reading as a Writer Next, we look at texts as WAGOLLS (what a good one looks like), which may include revisiting texts from above. We annotate, identify and 'magpie' features from examples leading to the completion of boxed up success criteria.
		(4) Short Burst Writing This stage involves focused grammar and language teaching, followed by the opportunity to practise skills in a short piece 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.
		(5) Planning for Writing This step involves identifying the writing structure in WAGOLLS and the pupils' replicating the structure in their own planning.
		(6) Extended Writing We now compose our writing outcome, using our boxed success criteria, planning, short burst writing skills and the knowledge organiser. Editing and improving takes place as writing progresses.
		(7) Editing and improving We use whole class feedback, peer conferencing and self-editing to improve writing. Feedback is in line with the school's feedback policy, ensuring it facilitates progress independently. Pupils respond in purple pen.

## Class Readers

Manor Park							St Osmund's		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year 5		
Year 3	Inigo Wilde and the Creatures of Jellybean Crescent (Pippa Curmick)	The Day I Fell Into a Fairytale (Ben Miller)	The Boy Who Grew Dragons (Andy Shepherd)	Harley Hitch and the Iron Forest (Vashfi Hardy)	The Thames and Tide Club (Katya Balen)	Sky Song (Abi Elphinstone)	Autumn Term <i>Floodland</i> – Marcus Sedgwick	Spring Term <i>Viking Boy</i> – Tony Bradman	Summer Term <i>Kick</i> – Mitch Johnson
	Books by Sarah McIntyre and Philip Reeve for author visit: <ul style="list-style-type: none"> <li>Adventuremice</li> <li>Pugs of the Frozen North</li> <li>Oliver and the Seawigs</li> </ul>								
Year 4	Varjak Paw (S. F. Said)	The Matilda Effect (Ellie Irving)	The Boy at the Back of the Class (Onjali Q Raúf)	The Iron Man (Ted Hughes)	The Land of Roar (Jenny McLachlan)	Room 13 (Robert Swindells)	Autumn Term <i>Nowhere Emporium</i> – Ross MacKenzie	Spring Term <i>Holes</i> – Louis Sachar	Summer Term <i>Can You See Me</i> – Libby Scott and Sarah Wescott
	Books by Sarah McIntyre and Philip Reeve for author visit: <ul style="list-style-type: none"> <li>Pugs of the Frozen North</li> <li>Oliver and the Seawigs</li> <li>Adventuremice</li> </ul>							