

English Programme of Study – Transition from LKS2 to UKS2 (St. Mary’s Catholic First School & St Osmund’s)

<p><u>St. Mary’s Catholic to St Osmund’s</u> Updated Sept 24</p>	<p align="center"><u>Year 3</u></p>	<p align="center"><u>Year 4</u></p>	<p align="center"><u>Year 5</u></p>	<p align="center"><u>Year 6</u></p>
<p><u>Stimuli For Writing/key texts</u></p>	<p>Here We Are – Oliver Jeffers Autumn Is Here Stone Age Boy – Satoshi Katamura Skara Brae. The Blue Umbrella - Pixar My Strong Mind Secret Of Black Rock – Joe Todd Stanton The True Story Of The Three Little Pigs – Jon Scieszka Flood – Alvaro F Villa Street Beneath My Feet - Charlotte Guillain And Yuval Zommer</p>	<p>Here We Are – Oliver Jeffers Still I Rise - Maya Angelou Charlie And The Chocolate Factory – Roald Dahl The Creature – Newspaper Report The Boy, The Mole, The Fox And The Horse - Charlie Mackesy Iron Man – Ted Hughes The Plague – Playscript</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 Undefeated by Kwame Alexander Let’s Think in English Y7 Transition</p>
<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>				
<p><u>Writing Outcomes</u></p>	<p>Narrative, brochure, film, instructions, explanations, interviews, poetry, letter writing</p>	<p>Non-fiction leaflet, poetry, letter writing, Non-chronological report, prayer, newspaper report, playscript</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>
<p>Spiralling curriculum provides plentiful opportunities to re-visit previously learnt content whilst integrating it into new more sustained and age-appropriate writing tasks.</p>				

<u>Grammar Terminology</u>	Y1 & 2 terminology re-visit plus introduce: Adjectives, verbs, repetition. conjunction, adverbs, prepositions, Direct speech punctuation. Rhyme, rhetorical question. sentence length, run-on sentences, because but, so. comma splices, fronted adverbials, Apostrophes, Present perfect. Complex sentence, adverbial phrase, precise verb phrase.	Y1 – 3 terminology re-visit plus introduce: Sentence fragments subjects and verbs, complex verbs, Pronoun/noun to aid cohesion, Inverted commas, Modifying adjectives, expanded noun phrases. Plural vs possessive Apostrophes Verb inflections	Y1-4 terminology re-visit plus introduce: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	Y1-5 terminology re-visit plus introduce: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

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:

St. Mary's Catholic				St Osmund's			
<p>Jane Considine – Write Stuff</p> <p>Teaching Sequence for Independent Writing</p> <p>(Reference to STA: 2018 Teacher Assessment Guidance KS2)</p>				<p>M (1) Cold Task This is completed independently to ascertain understanding and inform planning.</p>			
<p>1</p> <p>RECAP SENTENCE STACK – "AUDIENCE + PURPOSE"</p> <p>Key features:</p> <p>Clarify writer's intent. Sharpen purpose. Consider overall impact - effective aspects. "The national curriculum is clear that writing should also be produced through discussion with the teachers and peers."</p>				<p>O (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.</p>			
<p>2</p> <p>DRAW OUT SUCCESS CRITERIA</p> <p>Key features:</p> <p>Co-construct success criteria from unit of work. Do provide examples. Story - 9 plot points = 9 success criteria/non-fiction. 8 shapes = 8 success criteria. "Using success criteria does not mean that a pupil's writing is not independent; they would simply need to avoid modelling or over scaffolding the expected outcome."</p>				<p>E (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.</p>			
<p>3</p> <p>EXPERIENCE</p> <p>Key features:</p> <p>Memorable. Stimulates imagination (story). Build knowledge (non-fiction). "Emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about."</p>				<p>L (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.</p>			
<p>4</p> <p>PLAN WRITING</p> <p>Key features:</p> <p>Use maths paper. Plot success criteria. Consider writing ideas, techniques and grammar. "Enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves."</p>				<p>L (5) Planning for Writing This step involves identifying the writing structure in WAGOLLS and the pupils' replicating the structure in their own planning.</p>			
<p>5</p> <p>INDEPENDENT WRITING</p> <p>Key features:</p> <p>Paced out chunks of time. In silence. Chance to build stamina. "Pupils writing upon which teachers base their judgements must be produced independently."</p>				<p>L (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.</p>			
<p>6</p> <p>TEACHER MARKS FOR EDITING</p> <p>Key features:</p> <p>All work marked through the three ways of editing. Pupils not told how to improve. Teacher models good editing processes with an exemplified piece. "...not independent when the pupil has been directed to change specific words, or when incorrectly spelt words have been identified."</p>				<p>L (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.</p>			
<p>7</p> <p>PUPILS EDIT WORK</p> <p>Key features:</p> <p>Interrogate work through five lenses e.g. Spelling, punctuation, re-read, rewrites, add more. Provide quality time to make amendments. Pupils are clear about different strategies for improvement. "has been edited, if required by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation."</p>				<p>L (8) Final Judgement Quick comparative judgement. Intensive assessment of 'grey' area writing. Weaknesses fed into next teaching cycle. "a degree of subjectivity is needed to assess it. Teachers are therefore afforded more flexibility in reaching a rounded judgement."</p>			
<p>8</p> <p>FINAL JUDGEMENT</p> <p>Key features:</p>				<p>D (5) Planning for Writing This step involves identifying the writing structure in WAGOLLS and the pupils' replicating the structure in their own planning.</p>			
				<p>D (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.</p>			
				<p>E (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.</p>			
				<p>P</p>			
				<p>H</p>			
				<p>A</p>			
				<p>S</p>			
				<p>E</p>			

Class Readers

St. Mary's Catholic	St Osmund's
---------------------	-------------

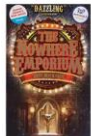

Y3

Here we are - Oliver Jeffers narrative
The Stone age boy-Satoshi Kitamura narrative
Autumn is here-poetry
The blue umbrella – Pixar – film narrative
My strong mind - instructions
Secret of black rock-Joe Todd Stanton narrative
The three little pigs- Jon Scieszka narrative
The Flood -Alvaro F. Villa picture narrative
The street beneath my feet - Charlotte Guillain - explanation

Y4

Smugglers - Christopher Russell narrative
Smugglers - Martyn Beardsley narrative
Bill's New Frock - Anne Fine narrative
Charlotte's Web - E B White narrative
The Firework Maker's Daughter - Phillip Pullman narrative
Why The Whales Came - Michael Morpurgo
Moonfleet - J Mead Falkner narrative
Tom's Midnight Garden - Philippa Pearce narrative
The White Horse of Zennor - Michael Morpurgo narrative
The Boy, The Mole, The Fox and the Horse - story of hope. narrative

Year 5		
Autumn Term	Spring Term	Summer Term
<i>Floodland – Marcus Sedgwick</i> 	<i>Viking Boy – Tony Bradman</i> 	<i>Kick – Mitch Johnson</i> 

Year 6		
Autumn Term	Spring Term	Summer Term
<i>Nowhere Emporium – Ross MacKenzie</i> 	<i>Holes – Louis Sachar</i> 	<i>Can You See Me – Libby Scott and Sarah Wescott</i> 