



2020 Recovery Programme for English: KS 1 and 2

Why choose a "Recovery Programme" in 2020?

Our aim from the start of the 2020 Autumn Term has been to assess the important key learning skills which may have been temporarily "lost" or completely missed by pupils when schools closed from March - July. At TJLS, whilst some Pre-school, Reception and Year 1 pupils returned to partial opening, the majority of our Year 2-4 pupils continued to learn remotely at home.

We have chosen a Recovery Programme for all our pupils, which builds and extends on the skills they have retained, identifies missed learning and covers the key learning expectations for their new year group. To this end we have purchased resources from **Herts For Learning Back on Track English** using our **Catch up Pupil Funding**.

Teachers are aware that the lockdown learning experience varied amongst our children. Although work was set and marked daily through Google Classroom (both throughout lockdown and the partial reopening), teachers recognised that some pupils still struggled to access learning. Difficulties such as constraints on parent/carer's time and their own subject knowledge and confidence have resulted in not all children experiencing the same learning opportunities, despite accessing the same materials.

We've asked ourselves: "Who had help? Who might have struggled? Who had no support?" We've looked at "What was only partly covered? What learning was missed completely?"

The Back on Track Essential English lessons provide our teachers with flexibility to respond to the needs of the whole class. Using the **Catch up Pupil Funding** we also have separate small group focus sessions for identified pupils, delivered by an experienced teacher.

What do we aim to achieve? (Our intent)

Our intent in 2020-21 is that key learning is prioritised, breadth is maintained and learning sequences reactivated as well as addressing missed and insecure learning before new content is taught.

There is a focus on reading high quality texts and use of tier 3 vocabulary across the curriculum. Handwriting and presentation are promoted through daily activities. Daily phonics and spelling sessions secure previous learning. Grammar Hammer activities provide opportunities for re-building fluency and addressing misconceptions after lockdown.

How do we do it? (Our implementation)

The Herts for Learning Primary Back on Track English Resources Suite aims to support our teachers with the effective delivery of the English Curriculum upon wider school reopening, ensuring that key skills are prioritised and taught within rich and engaging contexts.

The plans include opportunities for reading, writing and spoken language development, with a recurring emphasis on the development of one aspect of key learning relating to the grammar programme of study. The plans allow for exploration of prior learning to ensure that the key skill is developed upon strong foundation knowledge.

After using the Back on Track resources, we will return to using the Hamilton Trust Scheme of work as the basis of our planning across KS 1 and 2. Please refer to our English curriculum mapping grid for further guidance.

What happens as a result of this learning? (Our impact)

Our pupils' love of reading is reactivated. Rich, engaging and ambitious teaching sequences provide opportunities for our pupils to apply their learning in the context of reacting and responding to a quality text. Careful planning ensures that children are given ample opportunity to rehearse and develop a strong command of the spoken and written word across a range of genres.

2020-21 Recovery Curriculum: English programmes of study: KS 1 and 2

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about Me	Fabulous Festivals	Dinosaurs	Traditional Tales	Transport	Pirates/ Under the Sea
EYFS	Phase 1 & 2: Reading and writing simple CVC words Letter formation; writing own names; rhyming songs & stories; continue a rhyming string	Phase 2: Reading and writing range of CVC words, reading/writing labels and captions Firework writing; What are we thankful for? Explaining to others. Write a list of food for our own celebration; letters to Santa	Phase 3: Reading and reading and spelling common exception words writing simple sentences, Difference between fiction & non-fiction texts; Writing dinosaur facts; Labelling dinosaur body parts; "Rumble in the jungle" (descriptions); Dinosaur hunt (reading clues)	Phase 3: Reading and writing simple sentences, Reading and spelling common exception words Read, discuss & retell traditional tales; sequencing pictures/ events; character descriptions ("Wanted" posters); hot seating; drama; letters	Phase 3 & 4: Reading and writing extended sentences with finger spaces, CL and full stop, CVCC/CCVC words Writing short stories ("Magic Carpet") - story maps; postcards; information text (Hedgehogs); instructional writing; read instruction cards	Phase 3 & 4: Reading and writing extended sentences with finger spaces, CL and full stop, polysyllabic words Poetry, rhyming words; messages in a bottle; memories of Reception; reading clues (Treasure Hunt); speech bubbles
KEY STAGE 1						

What does each lesson cover and how does it link together over time? NC aims for Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 and 4) :

- 2E1: read easily, fluently and with good understanding
- 2E2: develop the habit of reading widely and often, for both pleasure and information
- 2E3: acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 2E4: appreciate our rich and varied literary heritage
- 2E5: write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- 2E6: use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- 2E7: are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spellings - As set out in the NC English appendix

YEAR 1AUTUMN & SPRING TERM

Year 1 Progress Pathway

Week	Unit Pathway	Reading Pathway	Spelling Pathway	Handwriting Pathway
1	Whole School Explore and Engage unit 1 Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	Starting Point: Assessment for Learning Listen to every child read a text judged to be in line with Age Related Expectations (ARE) for the previous year group, and allow for short discussion of the text. Note those who require further support at this stage.	Y1: Daily phonics & spelling sessions are essential. Remember to track back to the key gaps from Reception elements of your Phonics and Spelling programme (e.g. for Letters and Sounds users see the Phase 1 to Year 6 Phonics and Spelling Tracker and the Phase 2-4 training package). You may find many chn need to focus on completion / consolidation of YR spring term phonics knowledge (e.g. phase 3ii – 3iii). Ensure there is a balance in each phonics lesson of reading (decoding) and spelling (encoding) work, including of tricky / exception words, and possibly some simpler suffixes. <i>Consider additional focus sessions for those pupils working significantly below ARE.</i> <i>For Y1, the key accelerant will be ample application at the right pitch, e.g. through group reading with matched texts and guided writing using sound mats, CEW lists etc.</i> As above, but you may find many chn need to focus on completion / consolidation / teaching of YR summer term phonics knowledge (e.g. phase 4 GPCs and tricky	Revisit school expectations, appropriate to the year group. Y1: Expect to focus on: formation, including revisiting letter families; joins – according to school policies, e.g. focus at this point on letter formation, but possibly still following a model (e.g. <i>get the starting points and flow right</i>) Short regular, discrete sessions are likely to be necessary to re-establish habits. N.B. Refer to the Handwriting Progression document for further year group specific guidance.
2				
3	Focused English Plan 1: Stanley’s Stick, by John Hegley and Neil Layton Aimed at addressing key year group skills linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	Refining Judgements: Revisit pupils who struggled to read the ARE text. Hear them read and discuss again.		Y1: As above, plus expectation could now shift towards correct letter formation <u>without</u> needing to follow a model, e.g. starting points and sequence of movements to form the letters).
4	Increase support for pupils working below ARE:			
5	Buffer Week Allows for extension of FEP if required, based on feedback from Afl.	Plan for regular 1:1 reading with an adult for focus children; closely monitor regularity of home-reading; teacher to monitor regularity and focus of in-class reading.		
6	Focused English Plan 2:	Begin Intervention		Y1: As above, plus expectation could now shift towards correct letter formation <u>without</u> needing to follow a model, e.g. starting points and sequence of movements to form the letters).
7	Gruffalo Crumble and Other Recipes, by Julia Donaldson and Axel Scheffler Aimed at addressing key year group skills linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	Run an intervention for those pupils who remain working below ARE in reading (possible interventions might include the KS1 Reading Fluency Project). Prioritise disadvantaged pupils.		
8	Buffer Week			
9	Focused English Plan 3:			
10	Mr Big, by Ed Vere Aimed at addressing key year group skills linked to grammar and sentence construction, ensuring that essential prior learning is embedded.			

11	Buffer Week	Review Conduct post-intervention assessments for those pupils who engaged in the intervention and plan next steps.	words, plus increase the range of suffixes). As above. You may find many chn are only now ready to focus on new teaching of Y1 autumn term phonics knowledge (e.g. phase 5, but cross-checked with HfL tracker for NC14 necessities). Ensure the focus on spelling (encoding) is retained across the daily lessons, as this is a key accelerant for Y1 alternative spellings & pronunciations, and supports motor memory for decoding too. Retain progression through tricky / exception words and move through further Y1 suffixes.	Increasingly build handwriting expectations into work within English lessons and other written work across the curriculum.
12	Whole School Explore and Engage unit 2			
13	Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	Next steps Consider next steps for pupils who remain working below ARE. Re-run intervention for new group of pupils.		Y1: As previously, plus expect to focus on: flow of handwriting supporting embedding of vowel spelling patterns, e.g. joining letters that spell the vowel digraphs and trigraphs, to aid motor memory as well as fluent recall in reading.
14	Buffer Week			
15	Reprioritised Detailed English Plan 1 Farmer Duck, by Martin Waddell			
16	A ‘thinned down’ version of an existing HfL plan, ensuring that core skills are prioritised.			
17	Buffer Week			
18	Reprioritised Detailed English Plan 2			
19	Voices in the Park, by Anthony Browne A ‘thinned down’ version of an existing HfL plan, ensuring that core skills are prioritised.			
20	Buffer Week			
21	Love That Book Detailed English Plan			
22	Here Comes Mr Postmouse, by Marianne Dubuc This unit provides an opportunity to pull together some of the key learning from the term, providing children with year group appropriate reading and writing activities linked to a quality text.			
23	Buffer Week			

YEAR 2AUTUMN & SPRING TERM:

Week	Unit Pathway	Reading Pathway	Spelling Pathway	Handwriting Pathway
1	Whole School Explore and Engage unit 1 Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	Starting Point: Assessment for Learning Listen to every child read a text judged to be in line with Age Related Expectations (ARE) for the previous year group, and allow for short discussion of the text. Note those who require further support at this stage.	Y2: Daily phonics & spelling sessions are essential. Remember to track back to the key gaps from Year 1 elements of your Phonics and Spelling programme (e.g. for Letters and Sounds users see the Phase 1 to Year 6 Phonics and Spelling Tracker and the Phase 2-4 training package). You may find many children need to focus on completion / consolidation of Y1 spring term phonics knowledge (e.g. phase 5). Ensure that in each phonics session that reading (decoding) is revisited but spelling (encoding) work, including of tricky / common exception words takes priority.	Revisit school expectations, appropriate to the year group. Y2: Expect to focus on: formation of upper and lower case letters including revisiting letter families; according to school policies, e.g. focus at this point on letter formation, but children may need reminders of starting points from a model (e.g. <i>alphabet strip / chart</i>) and support with maintaining orientation and regular sizing of letters. Short regular, discrete sessions are likely to be necessary to re-establish habits. N.B. Refer to the Handwriting Progression document for further year group specific guidance.
2				
3	Focused English Plan 1: Frog and the Stranger by Max Velthuis Aimed at addressing key year group skills linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	Refining Judgements: Revisit pupils who struggled to read the ARE text. Hear them read and discuss again.	<i>Consider additional focus sessions for those pupils working significantly below ARE.</i> <i>For Y2, the key accelerant will be ample application at the right pitch, e.g. through group reading with matched texts and guided writing using sound mats, CEW lists etc.</i>	
4	Buffer Week Allows for extension of FEP if required, based on feedback from AfL.	Increase support for pupils working below ARE: Plan for regular 1:1 reading with an adult for focus children; closely monitor regularity of home-reading; teacher to monitor regularity and focus of in-class reading.		
6	Focused English Plan 2: Scaredy Squirrel makes a Friend by Melanie Watt Aimed at addressing key year group skills linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	Begin Intervention Run an intervention for those pupils who remain working below ARE in reading (possible interventions might include the KS1 Reading Fluency Project). Prioritise disadvantaged pupils.		Y2: As above, plus expectation could now shift towards using some of the diagonal and horizontal needed to join letters understanding which letters are best left un-joined.
7	There are two FEP 2 plans available. 'Scaredy Squirrel' is now out of print. If you cannot find this text, please use the alternate plan featuring the text, How to Make Friends with a Ghost by Rebecca Green.			
8		Buffer Week	As above, but you may find many children need to focus on completion / consolidation / teaching of Y1 summer term phonics knowledge (e.g. phase 5 GPCs, alternative GPC pronunciations and tricky words... plus	
9	Focused English Plan 3: Tiger in a Tropical Storm by Henri Rousseau and Augustus and his Smile by Catherine Rayner Aimed at addressing key year group skills linked to grammar and			
10				

	sentence construction, ensuring that essential prior learning is embedded.	Review Conduct post-intervention assessments for those pupils who engaged in the intervention and plan next steps.	increase the range of suffixes).	Increasingly build handwriting expectations into work within English lessons and other written work across the curriculum.
11	Buffer Week			
12	Whole School Explore and Engage unit 2	Next steps Consider next steps for pupils who remain working below ARE. Re-run intervention for new group of pupils.	As above. You may find many children are only now ready to focus on new teaching of Y2 autumn term phonics knowledge (NC Year 2) Ensure the focus on spelling (encoding) is retained across the daily lessons, as this is a key accelerant for Y1 and Y2 alternative spellings & pronunciations. Retain progression through tricky / common exception words and move through further Y2 suffixes.	Y2: As previously, plus expect to focus on: flow of handwriting supporting embedding of vowel spelling patterns, e.g. joining letters that spell the vowel digraphs and tri-graphs and silent letters to aid motor memory as well as fluent recall in reading.
13	Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.			
14	Buffer Week			
15	Reprioritised Detailed English Plan 1 Rapunzel by Bethan Woolvin A ‘thinned down’ version of an existing HfL plan, ensuring that core skills are prioritised.			
16	Buffer Week			
17	Buffer Week			
18	Reprioritised Detailed English Plan 2			
19	Find out! Shark by Sarah Fowler (Dorling Kindersley) A ‘thinned down’ version of an existing HfL plan, ensuring that core skills are prioritised.			
20	Buffer Week			
21	Love That Book Detailed English Plan			
22	Last Stop on Market Street by Matt de la Pena This unit provides an opportunity to pull together some of the key learning from the term, providing children with year group appropriate reading and writing activities linked to a quality text.			
23	Buffer Week			

LOWER KEY STAGE 2

YEAR 3	<p>AUTUMN & SPRING TERM</p> <p>Selected whole class texts provide the focus from either of the Year 3 or 4 plans, whilst learning objectives remain year group appropriate.</p>
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Week	Unit Pathway	Reading Pathway	Spelling Pathway Daily phonics/spelling sessions are advised. <i>Consider additional focus sessions for those pupils working significantly below ARE.</i>	Handwriting Pathway
1	Whole School Explore and Engage unit 1 Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	Starting Point: Assessment for Learning Listen to every child read a text judged to be in line with Age Related Expectations (ARE) for the previous year group, and allow for short discussion of the text. Note those who require further support at this stage.	Review vowel digraphs: ai, ay, a-e, a (/eɪ/)	Revisit school expectations Expect to focus on: formation, including revisiting letter families; joins – according to school policies. Short regular, discrete sessions are likely to be necessary to re-establish habits. School may have specific expectations for Y3, but work from previous years may need to be revised first. NB The audit tool with the Handwriting Progression document may be useful for identifying key areas for focus.
2			Review vowel digraphs: ee, ea, e-e (/i:/)	
3	Focused English Plan 1 The Paper Bag Princess by Robert N Munsch Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	Refining Judgements: Revisit pupils who struggled to read the ARE text. Hear them read and discuss again.	Review vowel digraphs and trigraphs: igh, i-e, ie (/aɪ/)	
4		Increase support for pupils working below ARE:	Review vowel digraphs: ow, oa, o-e, o (/əʊ/)	
5	Buffer Week Allows for extension of FEP if required, based on feedback from AFL.	Plan for regular 1:1 reading with an adult for focus children; closely monitor regularity of home-reading; teacher to monitor regularity and focus of in-class reading.	Review vowel digraphs: oo, ou, u-e (/u:/)	
6	Focused English Plan 2 Dr Xargle's book of Earth Hounds by Jeanne Willis & Tony Ross	Begin Intervention Run an intervention for those pupils who remain working below ARE in reading (possible interventions might include, the KS1/KS2 Reading Fluency Project).	Review vowel digraphs: oi, oy (/ɔɪ/) & ow, ou (/aʊ/)	
7	 Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	Prioritise disadvantaged pupils.	Review common exception words from KS1	
8	Buffer Week		Review plurals ending vowel suffix -es,	

			changing y to i and adding es and	Judge whether pupils continue to need discrete handwriting sessions.
9	Focused English Plan 3 Mini Rabbit Not Lost by John Bond Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.		Review adding vowel suffixes -ed, -ing, when keeping ending or, changing y to i or chopping the final e	Increasingly build handwriting expectations into work within English lessons and other written work across the curriculum.
10			Review adding vowel suffixes -ed, -ing, when doubling the final consonant	
11	Buffer Week		Review vowel suffixes -er and -est	
12	Whole School Explore and Engage unit 2		Review -le at the end of words	
13	Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	Review Conduct post-intervention assessments for those pupils who engaged in the intervention and plan next steps.	Review -el or -il at the end of words	
14	Buffer Week	Next steps Consider next steps for pupils who remain working below ARE.	Review -al at the end of words	
15	Reprioritised Detailed English Plan 1 The True Story of the Three Little Pigs by Jon Scieszka	Re-run intervention for new group of pupils.	Explore homophones and near homophones	
16	A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.		Review apostrophes for contraction	
17	Buffer Week		Review apostrophe for possession	
18	Reprioritised Detailed English Plan 2		Review suffix -ly (with a consonant before it)	
19	The Finger Eater by Dick King Smith A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.		Explore suffix -ally	

20	Buffer Week		Review consonant suffixes -ment and -ness	
21	Love That Book Detailed English Plan		Review consonant suffixes -ful and -less	
22	<p>Atlas of Adventures illustrated by Lucy Letherland</p> <p>This unit provides an opportunity to pull together some of the key learning from the term, providing children with year group appropriate reading and writing activities linked to a quality text.</p>		Explore the suffixes –tion and –ation	
23	Buffer Week		Explore the –sion suffix	

YEAR 4	AUTUMN & SPRING TERM
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Year 4 Progress Pathway												
Week	Unit Pathway	Reading Pathway	Spelling Pathway	Handwriting Pathway								
			Pupils are likely to benefit from short sessions of daily word level work during this period. Consider additional focus sessions for those pupils working significantly below ARE.									
1	Whole School Explore and Engage unit	Starting Point: Assessment for Learning	Review r controlled vowel sounds from KS1: ir (/ɜ:/)	Revisit school expectations, appropriate to the year group.								
2	Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	Listen to every child read a text judged to be in line with Age Related Expectations (ARE) for the previous year group, and allow for short discussion of the text. Note those who require further support at this stage.	Review r controlled vowel sounds from KS1: air (/ɛə/)	Expect to focus on: formation, including revisiting letter families; joins – according to school policies. Short regular, discrete sessions are likely to be necessary to re-establish habits.								
3	Focused English Plan 1 Arthur And The Golden Rope by Joe Todd-Stanton Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	Refining Judgements: Revisit pupils who struggled to read the ARE text. Hear them read and discuss again.	Review Year 2 common exception words and other high frequency words	N.B. Refer to the Handwriting Progression document for Year 4								
4		Increase support for pupils working below ARE: Plan for regular 1:1 reading with an adult for focus children; closely monitor regularity of home-reading; teacher to monitor regularity and focus of in-class reading.	Review vowel suffixes -ed, -ing: chop, change and double									
5	Buffer Week		Review vowel suffixes -y, -er, est to create adjectives: chop, change and double									
6	Focused English Plan 2 The King Who Banned The Dark by Emily Haworth-Booth	Begin Intervention Run an intervention for those pupils who remain working below ARE in reading (possible interventions might include, the KS1/KS2 Reading Fluency Project).	Review consonant suffixes -ment, -ness, -ful, -less									
7	Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	Prioritise disadvantaged pupils.	Review the suffixes -ly and -ally									
8	Buffer Week		Review –tion and -ation endings	Judge whether pupils continue to need								
9	Focused English Plan 3 Biscuit Bear by Mini Grey											
10	Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.											
11	Buffer Week											
12	Whole School Explore and Engage unit 2											
13	Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	Review Conduct post-intervention assessments for those pupils who engaged in the intervention and plan next steps.										
14	Buffer Week	Next steps Consider next steps for pupils who remain working below ARE.										
15	Reprioritised Detailed English Plan 1 Ancient Myths Collection by Geraldine McCaughrean	Re-run intervention for new group of pupils.										
16	A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.											
17	Buffer Week											
18	Reprioritised Detailed English Plan 2											
19	The Day I Swapped my Dad for Two Goldfish by Neil Gaimen A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.											
20	Buffer Week											
21	Love That Book Detailed English Plan											

	Leon and The Place Between by Angela McAllister and Grahame Baker-Smith			
22	This unit provides an opportunity to pull together some of the key learning from the term, providing children with year group appropriate reading and writing activities linked to a quality text.		Explore the suffix –ous and ious/ eous	
23	Buffer Week		Explore suffixes beginning with vowel letters to words of more than one syllable	

How does all this build on their learning from the Early Years?

Early Learning Goal Spoken word	Communication and Language	Listening and Attention	To listen attentively in a range of situations. To give their attention to what others say and respond appropriately, whilst engaged in another activity.
		Understanding	To follow instructions involving several ideas or actions.
		Speaking	To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. To express themselves effectively, showing awareness of listeners’ needs. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	To speak confidently in a familiar group and talk about their ideas.
Reading	Literacy	Reading	To use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words. To read and understand simple sentences. To demonstrate understanding when talking with others about what they have read.
	Communication and Language	Listening and Attention	To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.
		Understanding	To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
		Speaking	To express themselves effectively, showing awareness of listeners’ needs.

Writing	Literacy	Writing	To use their phonic knowledge to write words in ways which match their spoken sounds. To write some irregular common words.
	Communication and Language	Speaking	To develop their own narratives and explanations by connecting ideas or events. To express themselves effectively, showing awareness of listeners' needs. To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future
	Literacy	Writing	To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

What do they go on to learn about in Year 5 and 6?

Year 5 and 6

Reading: apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology); continuing to read and discuss an increasingly wide range of texts (incl reference books) and for a range of purposes, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

Writing: transcription - using further prefixes and suffixes, spell some words with “silent” letters; distinguish between homophones; use knowledge of morphology and etymology in spelling; use dictionaries; use a thesaurus.

Writing - composition -

planning by identifying the audience and purpose, noting and developing initial ideas; consider how authors develop character and setting; drafting and writing by selecting appropriate grammar and vocabulary; describing settings, characters and atmosphere and integrating dialogue; precisising longer passages; building cohesion; using organisational devices to structure text (e.g. headings and bullet points)

evaluate and edit by assessing effectiveness; proposing changes to vocabulary, grammar and punctuation; ensuring consistency and correct subject/verb agreement,

proof-reding for spelling and punctuation errors.

perform own compositions using appropriate intonation, volume and movement so that meaning is clear.

Writing - vocabulary, grammar and punctuation

recognising vocabulary and structures appropriate for formal speech and writing, including subjunctive forms; use passive verbs, the perfect form of verbs, expanded noun phrases, moval verbs or adverbs, relative clauses, and learn grammar for years 5 & 6 as set out in the National Curriculum appendix 2.

Indicate grammatical and other features by using commas, hyphens, brackets, dashes or commas, semi-colons, colons or dashes, a colon to introduce a list, punctuating bullet points consistently.

Use and understand the grammatical terminology in Appendix 2 accurate and appropriately;

Spellings - As set out in the NC English appendix 1