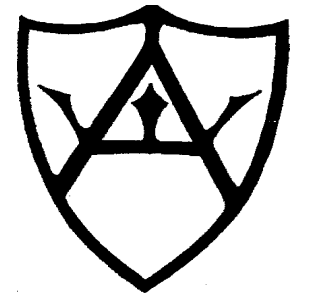


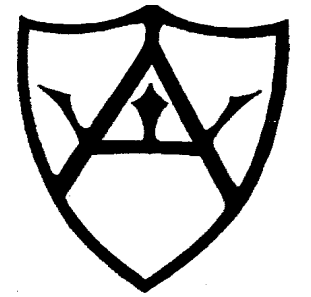


Our English Curriculum at Alfriston School



At Alfriston Primary school we strive for excellence in all areas of English achievement throughout the school. Reading and literature sharing are at the heart of our teaching of English as we believe that reading is one of the main resources we have for showing children what words can do. We recognise that the acquisition of English, both spoken and written, is fundamental to the overall development of the child and their access to the curriculum in all its aspects 'Fluency in the English language is an essential foundation for success in all subjects' (*National Curriculum in England: framework for key stages 1 to 4, Section 6.1*) Our main aims are to ensure every single child becomes primary literate and progresses in the areas of reading, writing, speaking and listening and to allow them access to the full curriculum on offer.





Our English curriculum is built around the 'rich text'. In placing high quality texts at the heart of our planning in every year group, we can offer a diverse landscape of learning experiences and develop children's knowledge, understanding and use of spoken and written English within a balanced and exciting curriculum.





Reception

Phonics, Reading, Spelling, Handwriting



Phonics and early reading in Reception

Little Wandle Letters and Sounds Revised



Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Supporting your child with phonics

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



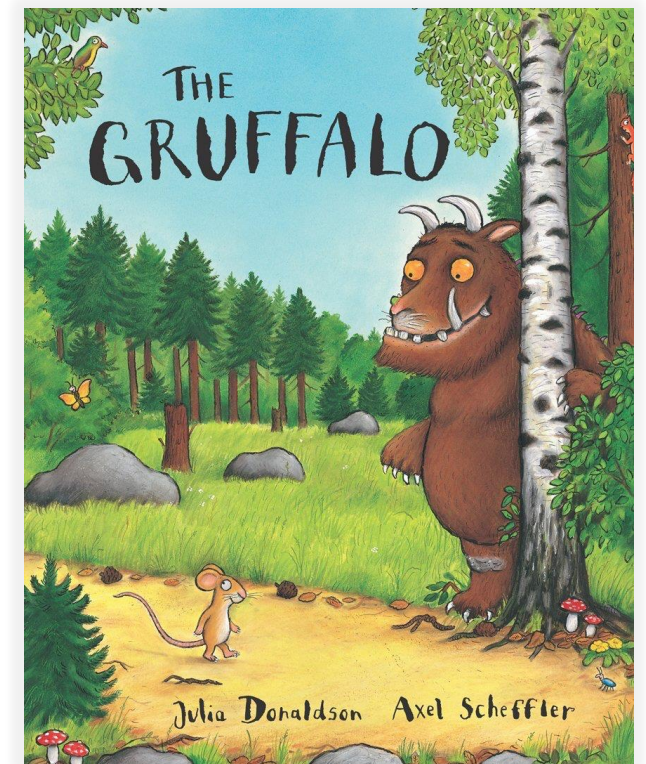
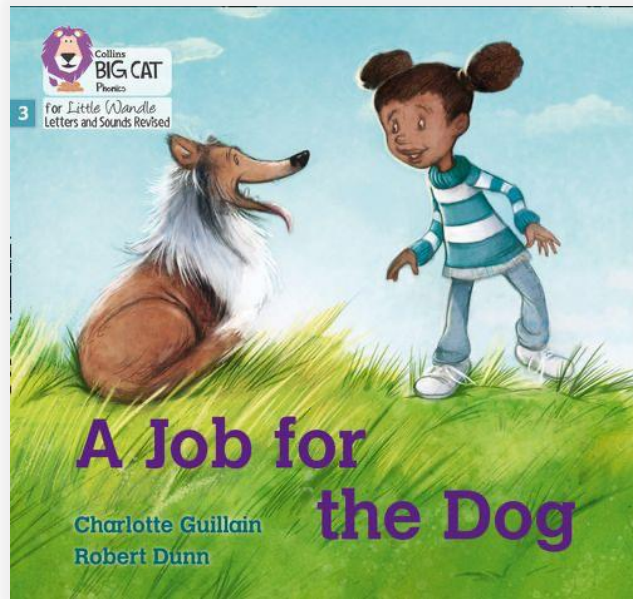
**Phase 3 sounds taught in
Reception Spring 1**

What does group reading look like in Pearl Class?

Group reading sessions three times per week.



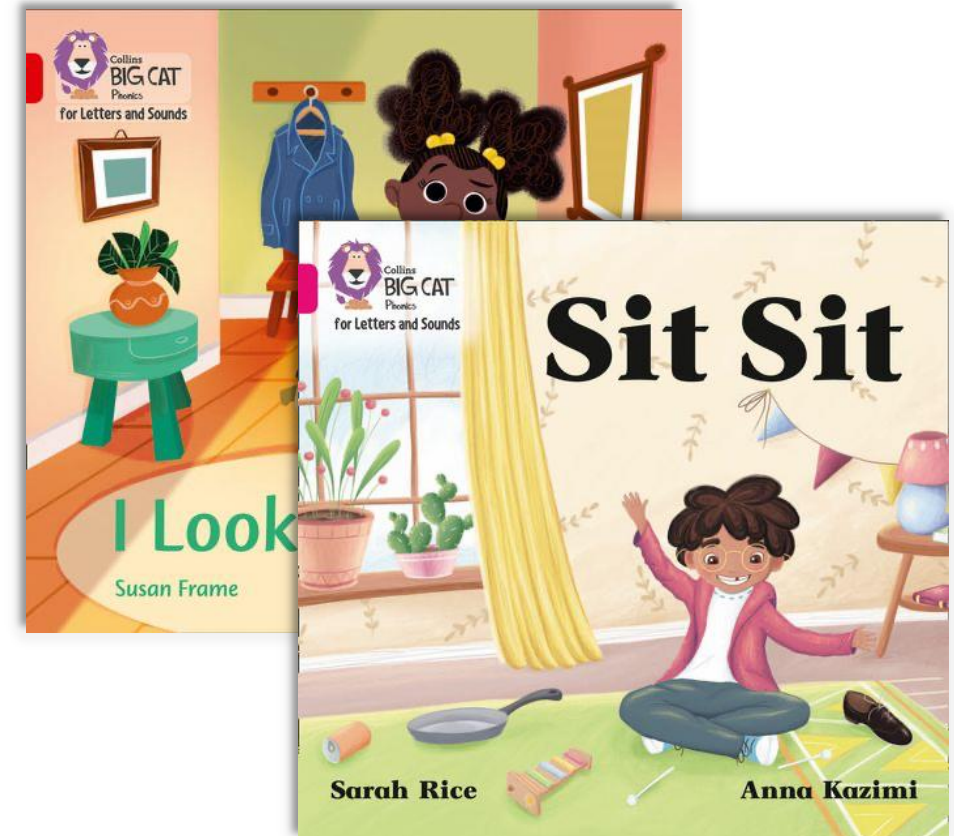
Books going home



Listening to your child read their phonics book



- Aim to hear your child read at least 5 times a week.
- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Read to your child

The shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



Rich Texts



Pearl Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts	<p><u>Settling in and getting to know each other</u> The colour Monster</p> <p><u>People who help us</u> The Jolly Postman and other people's letters</p> <p>Charlie the firefighter <u>People who help us -firefighters</u> Busy machines-rescue Emergency! A super hero like me</p> <p><u>Autumn</u> Leafman</p>	<p><u>Autumn/Halloween</u> Animals in Winter Under and over the snow Winnie and the Enormous Pumpkin Say hi to hedgehogs* Sparks in the sky</p> <p><u>Remembrance</u> Where the Poppies now grow</p> <p><u>Owls</u> The Owl who was afraid of the dark Owl Babies Bat loves the night White owl, barn owl*</p> <p><u>Diwali</u> Diwali's Diwali Bhanu's Diwali The Best Diwali ever* Little Glow</p> <p><u>Birthday's</u> Kipper's Birthday Winnie and Wilbur Happy Birthday</p> <p><u>Christmas</u> The Christmas postman</p>	<p><u>Space</u> The marvellous moon map Field trip to the moon How to catch a star Whatever next</p> <p><u>Lunar New Year</u> I love Chinese New Year The story of the Zodiac Tracks of a panda*</p> <p><u>Transport</u> Naughty bus The Train Ride</p>	<p><u>Polar bears</u> Ice bear Lost and found The emperors egg</p> <p><u>We are Going on bear Hunt</u> We are going on a bear hunt The Gruffalo Bears in the forest* Bears around the world- non fiction</p> <p><u>Old bears</u> Teddy bears Old Bear</p> <p><u>Easter</u> The first Easter Bible story time My first story of Easter (Tim Dowley) We are going on an egg hunt</p> <p><u>Pancake Day</u> Mr Wolf's Pancakes</p>	<p><u>Plants</u> The seedling that didn't want to grow A seed in need The tiny seed</p> <p><u>Baby Animals</u> Just ducks First the egg Growing frogs The trouble with tadpoles</p> <p><u>Caterpillars/mini beasts</u> Caterpillar to Butterfly The Hungry Caterpillar Snail trail</p> <p><u>Food</u> The Run Away Pea Handa's Surprise Oliver's vegetables Oliver's fruit salad</p>	<p><u>The beach</u> The Sea saw Seaside holidays then and now Sharing a Shell</p> <p><u>Underwater</u> The Rainbow fish Seahorse the shyest fish in the sea* Gentle giant octopus*</p> <p><u>Looking after the planet</u> Clean up My green day One tiny turtle*</p> <p><u>Weather</u> Cyril The lonely cloud</p> <p><u>Pirates</u></p>

5 stories, poems or songs day!

THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them:

Never read to: 4,662 words

1-2 times per week: 63,570 words

3-5 times per week: 169,520 words

Daily: 296,660 words

Five books a day: 1,483,300 words





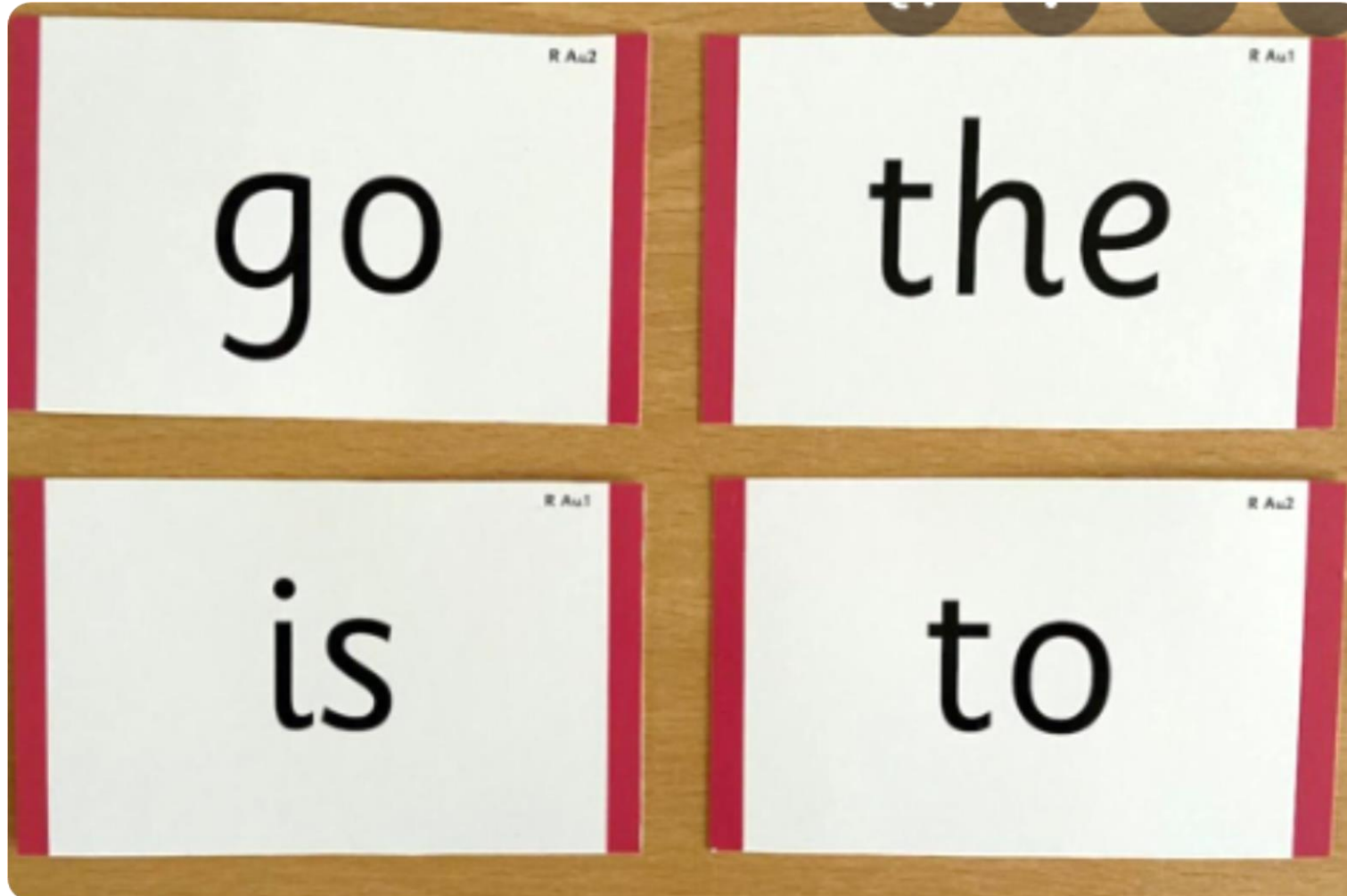
Spelling in Reception

Spelling

- Say the word
- Segment the sounds
- Count the sounds
- Write them down.



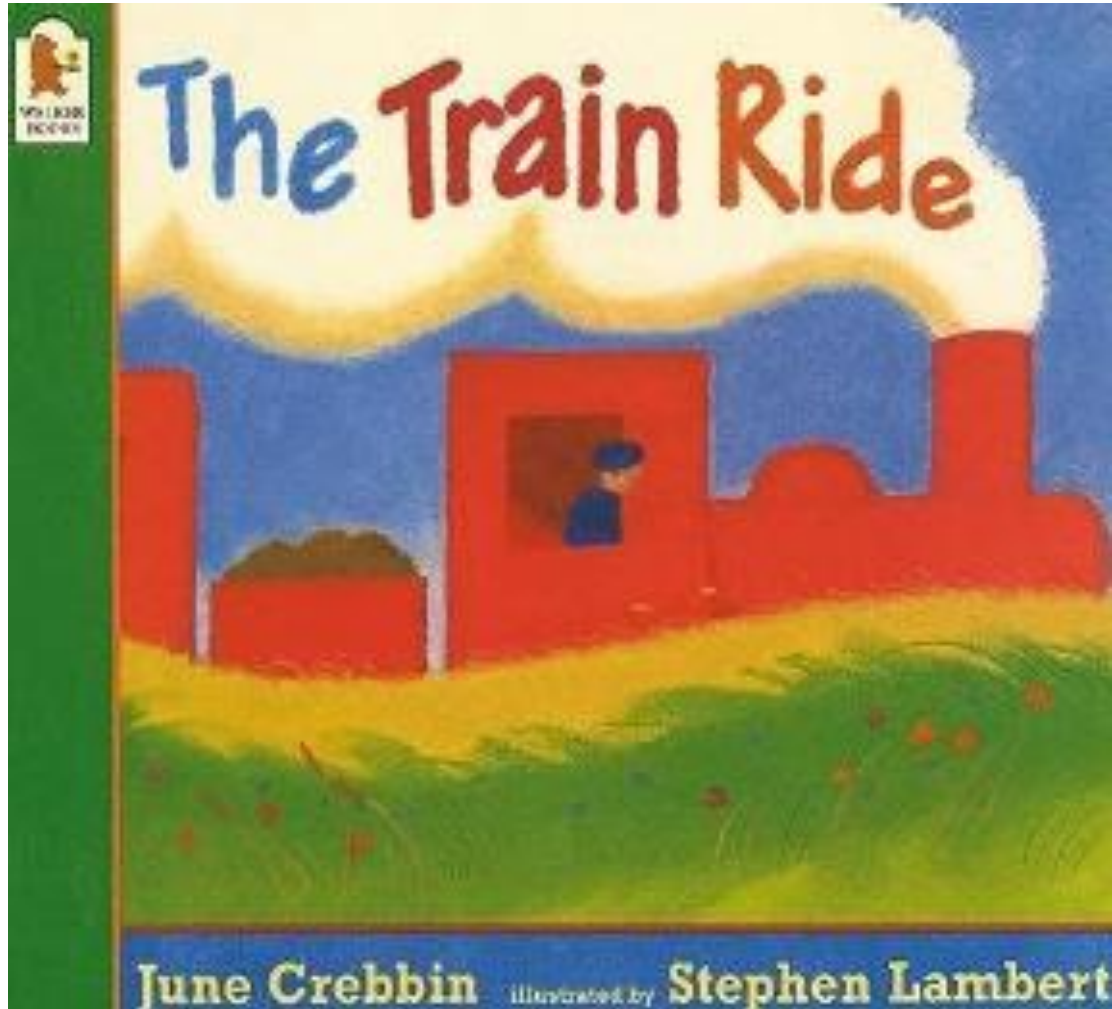
Tricky words



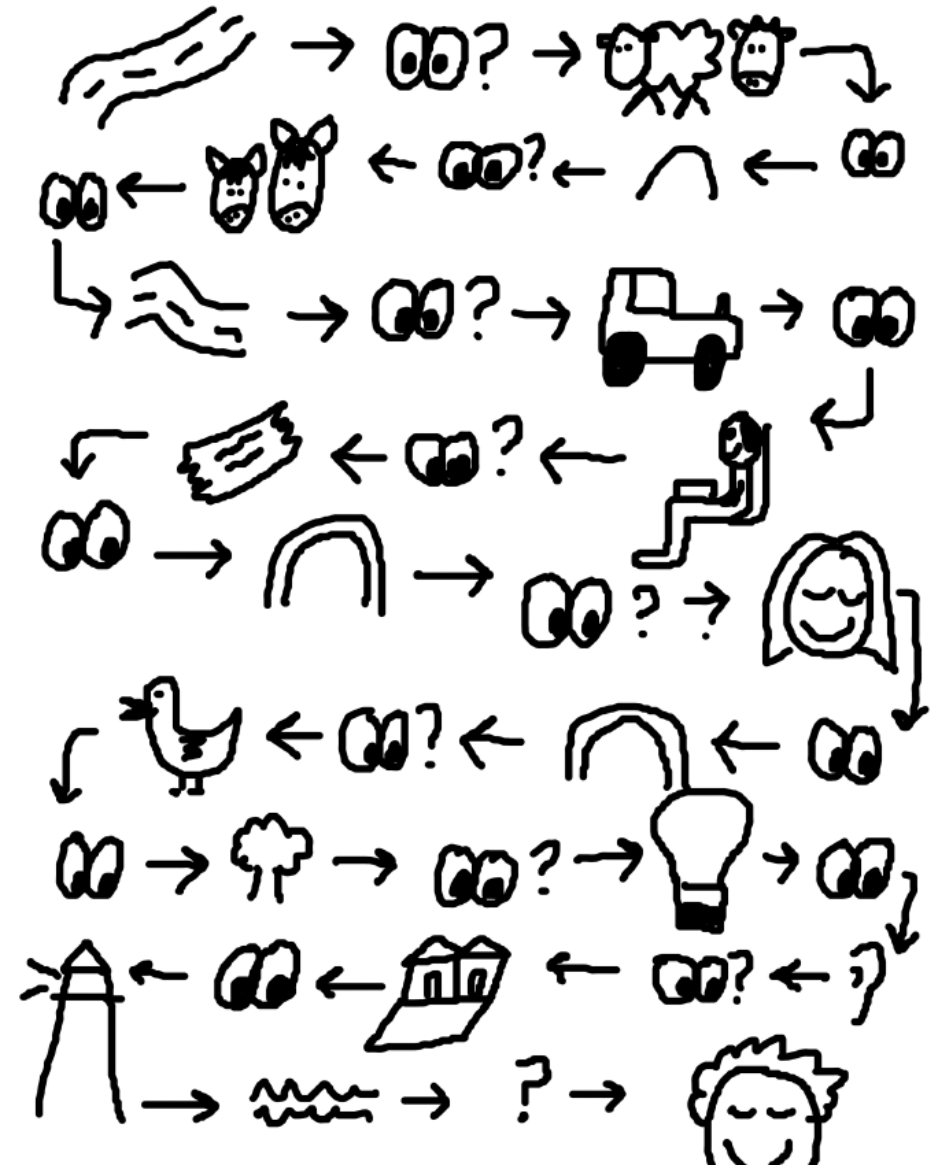


Writing in Reception

Before we can write it, we need to be able to say it!

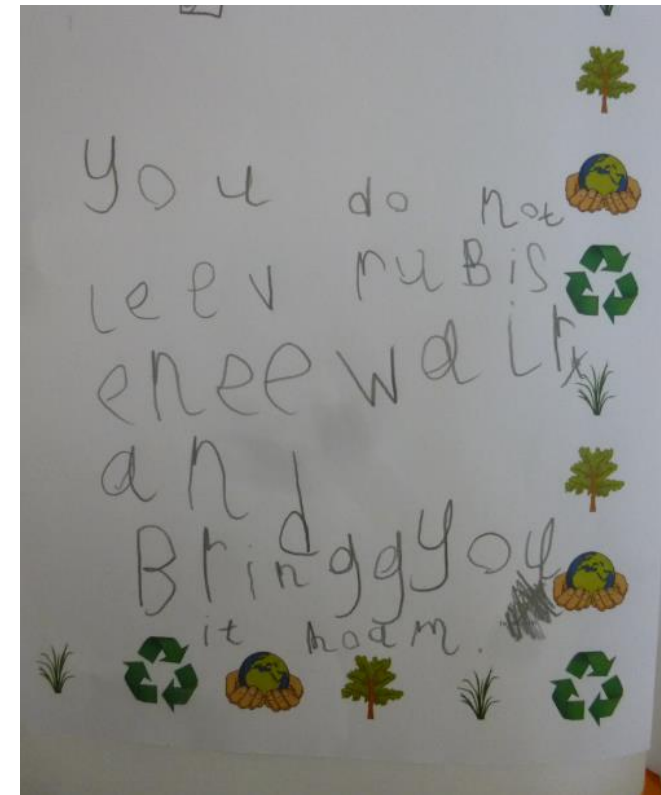
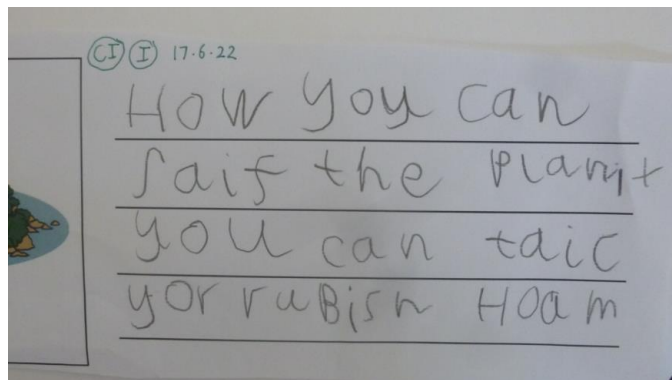


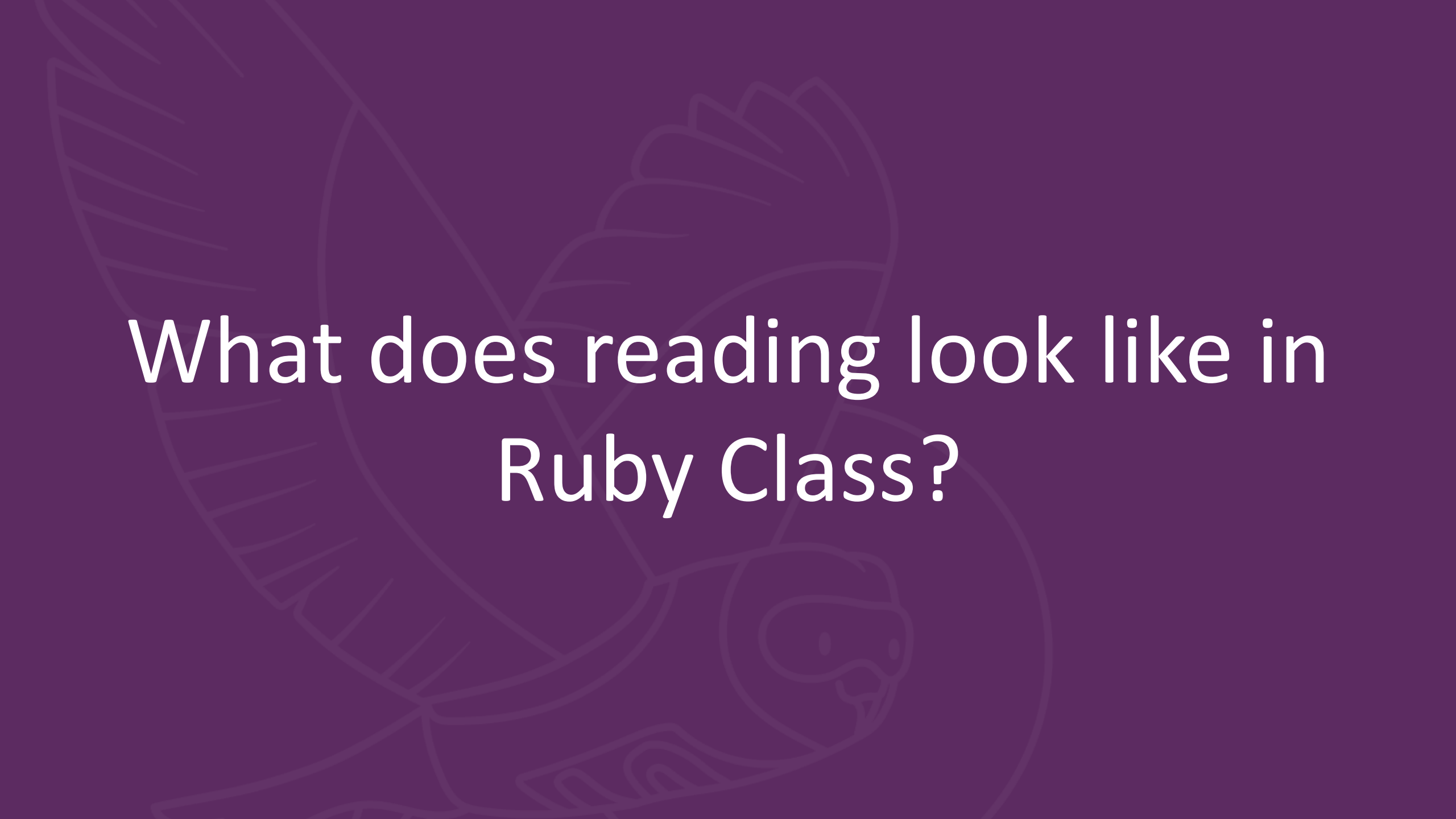
The Train Ride



Writing in Reception

- Daily writing opportunities within phonics
- Weekly adult led writing sessions
- Independent writing opportunities
- Purposeful writing opportunities





What does reading look like in
Ruby Class?

Reading groups

- Your child will read the same text three times during weekly reading practice sessions.
- Each read will have a different focus; decoding, prosody and comprehension.
- After three sessions, your child will bring the same book home to read.
- They should be able to read this independently. They will continue to develop fluency and confidence.



We use assessment to match your child the right level of book

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.

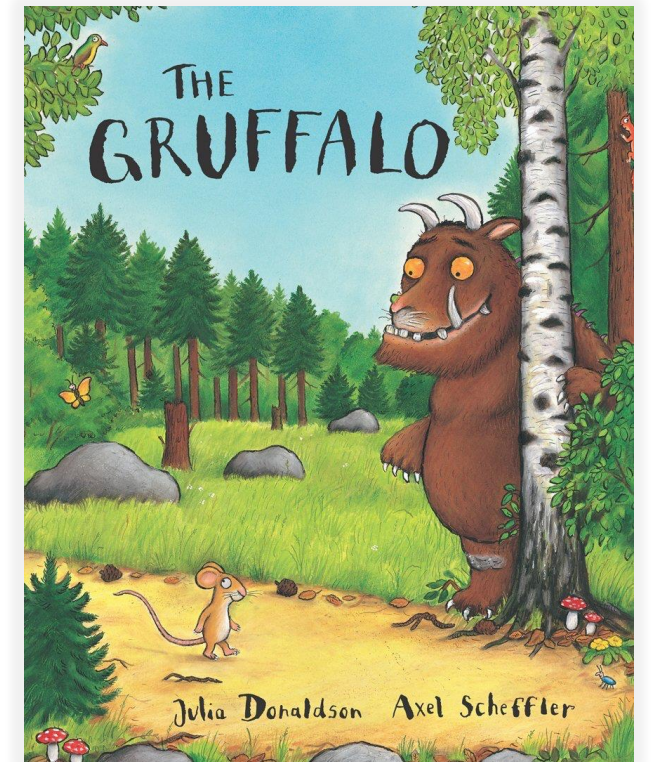
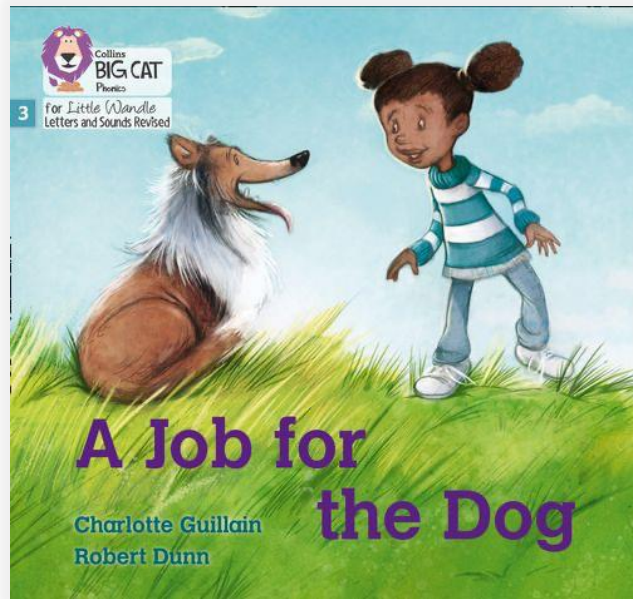


Listening to your child read their phonics book

- Aim to hear your child read at least 5 times a week.
- Your child should be able to read their book without your help.
- Talk about the book and celebrate their success.
- Record this in their reading record.



Books going home



Read to your child

The shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.





**One of the greatest gifts adults can
give is to read to children**

Carl Sagan



REMEMBER: Phonics is not the only thing needed to become a fluent reader and writer.

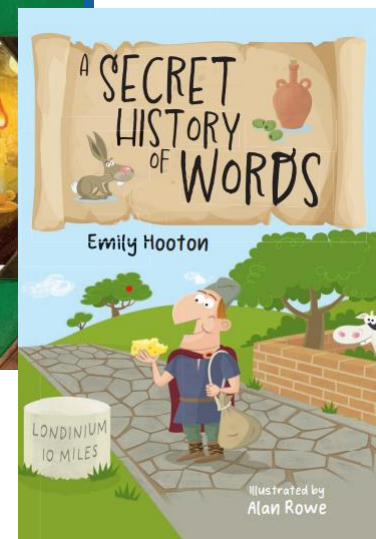
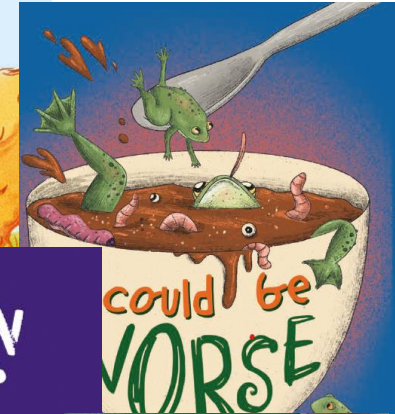
Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense.
- Ask questions and talk about the book.

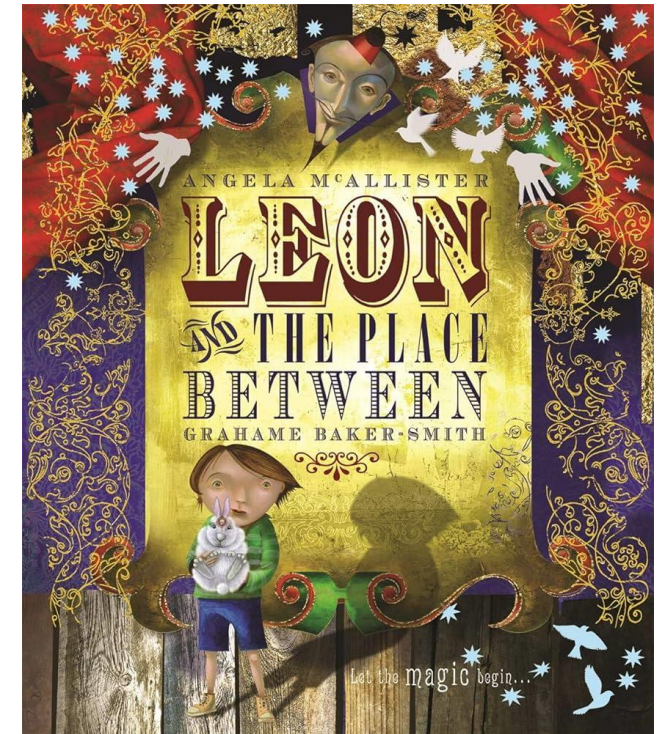
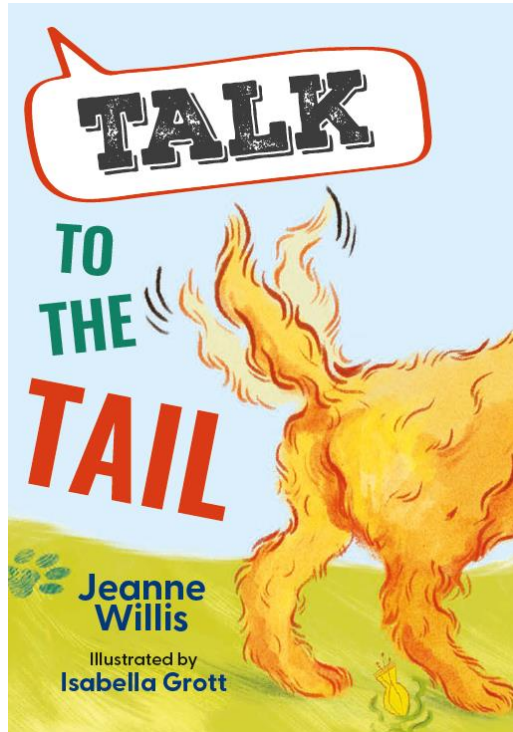
And most importantly ENJOY READING!

Reading groups in Year 2

- Your child will read a Little Wandle Fluency chapter book three times each week.
- Once your child has completed the book, it will be sent home for your child to read again.
- They should be able to read this independently. They will continue to extend vocabulary, develop fluency and confidence.



Books going home



Book Bands

- In addition to their Fluency book, your child will continue to bring home a colour banded book. This 'Reading for pleasure book' will have been selected by your child to be enjoyed at home.
- Your child will be regularly assessed so that they bring home a carefully matched banded level that your child is working within.
- While your child should be able to read this independently, it is for you to enjoy and discuss together.

Year 2	Phase 5, set 5	Year 2, Autumn 1
	Turquoise	Year 2, Autumn 2
	Purple	Year 2, Spring 1
	Gold	Year 2, Spring 2
	White	Year 2, Summer
	Lime	Year 2, exceeding

Questions for reading

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

Inference Questions with Iggy

- What do you think... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might... say about that?



Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

Inference Questions with Iggy

- What do you think... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might... say about that?

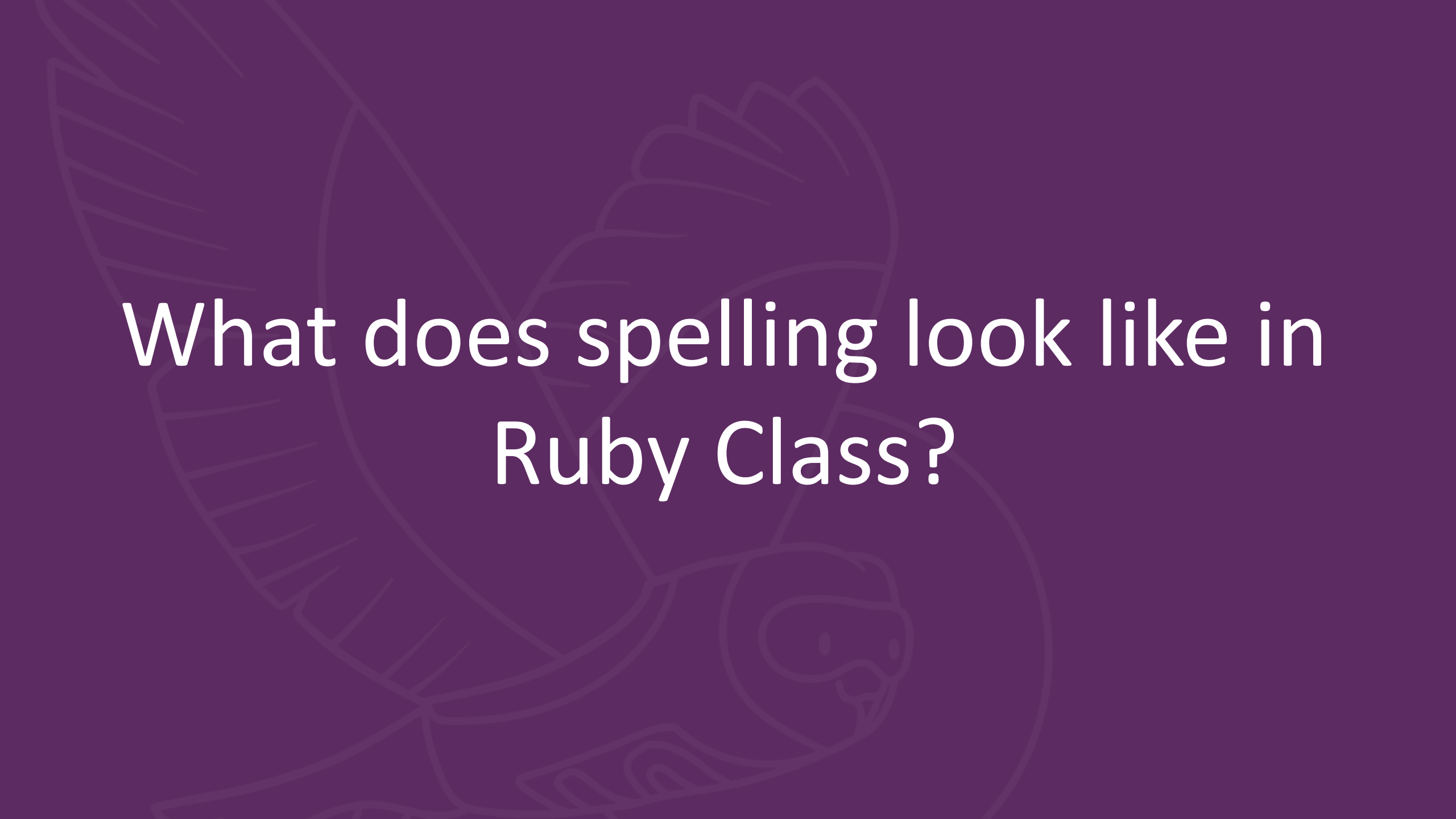


If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.



What does spelling look like in
Ruby Class?

Year 1

Year 1 Spring 1 week 1

Graphemes

y	ea	wh	oe ou
---	----	----	-------

Spellings

happy	head	wheel	toe
funny	bread	white	shoulder

Tricky words

water	any	many	again

Sentences

For further spelling practice, dictate these sentences that the children have read in class. Some have been simplified.

Spring 1 week 1

Look at the happy children being silly on the beach.

Is there any bread for breakfast?

I feel happy when the whale is near me.

I was sitting on a boulder with my toes in the water.

Year 2

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Spelling

- Say the word
- Segment the sounds
- Count the sounds
- Write them down.



Tricky Words / Common Exception words

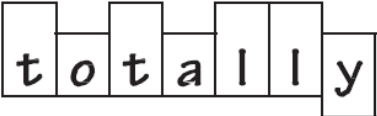
- Words that are not phonically decodable
e.g. was, the, I
- Some are 'tricky' to start with but will become decodable once we have learned the harder phonemes
e.g. out, there


Common exception words in Key Stage 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	


door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	


Strategies for Learning Spellings

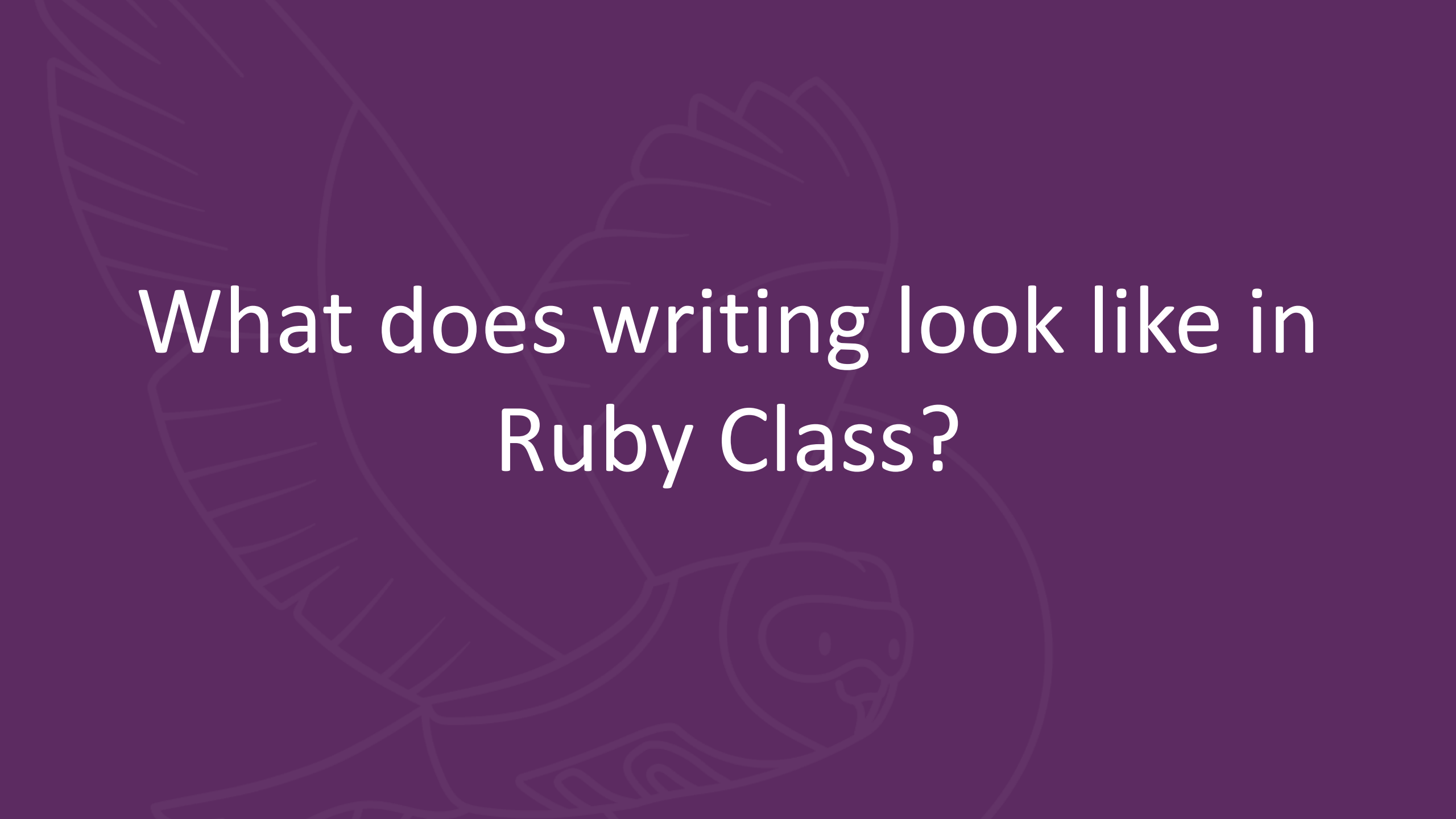
<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>.</p> <p>f _ _ _ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p>p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

Strategies for Learning Spellings

<p>Keep Copying</p> <p>Write your words out three times each. Use different colours if you want to.</p> <p>spelling spelling spelling</p>	<p>Make the Headlines</p> <p>Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.</p> 	<p>Build a Pyramid</p> <p>Make a pyramid using the letters in your words.</p> <p>w wo wor word words</p>
--	---	---

<p>Create with Colour</p> <p>Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.</p> <p>spelling spelling</p>	<p>Capital Idea</p> <p>Write your words three times, each in capital letters.</p> <p>SPELLING SPELLING SPELLING</p>	<p>Learn Your ABC</p> <p>Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.</p> <p>my words spelling spelling words my</p>
<p>Take a Test</p> <p>Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.</p> <ol style="list-style-type: none"> 1. my 2. spelling 3. words 	<p>Picture This</p> <p>Include each of your words in a funny picture that makes you think of the word.</p> 	<p>Build a Sentence</p> <p>Write each of your words in a sentence. See if you can build your sentences into a story.</p> <p>One day a huge spelling monster came to my town and ate all the words!</p>



What does writing look like in
Ruby Class?

Rich Texts

Ruby Class Cycle A	Term 1 National Poetry Day – October (Alliance Competition)	Term 2	Term 3	Term 4	Term 5	Term 6
Themes & curricular focus	Can I be your friend? English & PSHE	Have you met a dinosaur? English	What's your plea for the sea? Geography – weather in the UK	Where's my favourite toy? History – how toys have changed	Why won't my flower grow? Science- plants	How high can you fly? History – How did we learn to fly?
Core Texts Cycle A	 Wolf Girl – Jo Fisher	 Katie and the Dinosaurs – James Mayhew	 Somebody Swallowed Stanley – Sarah Roberts	 Toys in Space – Mini Grey	 Bloom – Anne Booth	 Rosie Revere – Andrea Beaty
Supporting Texts	On Sudden Hill – Linda Sarah & Benji Davies The Lion Inside – Rachel Bright Super Duper You! – Sophie Henn Rabbit and Bear – Julian Gough	The girl and the Dinosaur – Hollie Hughes Captain Flinn and the Pirate Dinosaurs – Giles Andrew Harry and the Bucketful of Dinosaurs – Ian Whybrow	The Storm Whale – Benji Davies The Big Book of Blue – Yuval Zommer A Planet full of Plastic – Neal Layton Where's the Starfish? – Barroux	Toys and Games – Sally Hewitt Toys around the world – Joanna Brande	The Secret Sky Garden – Linda Sarah Roots, Stems, Leaves and	Fantastically Great Women Who Changed the World – Kate Pankhurst

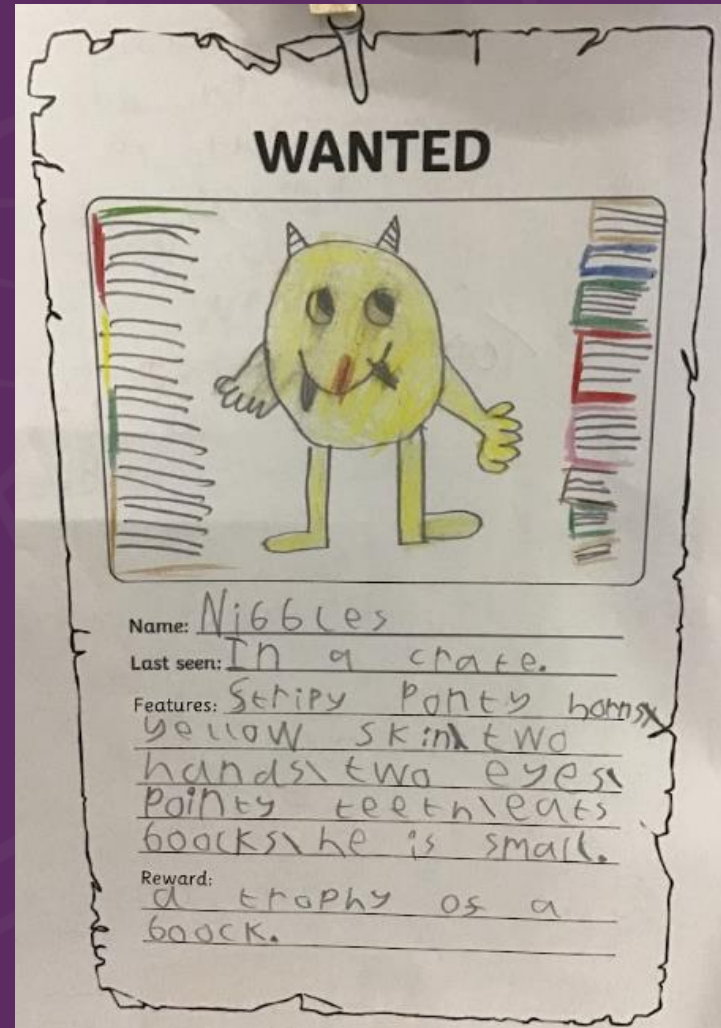
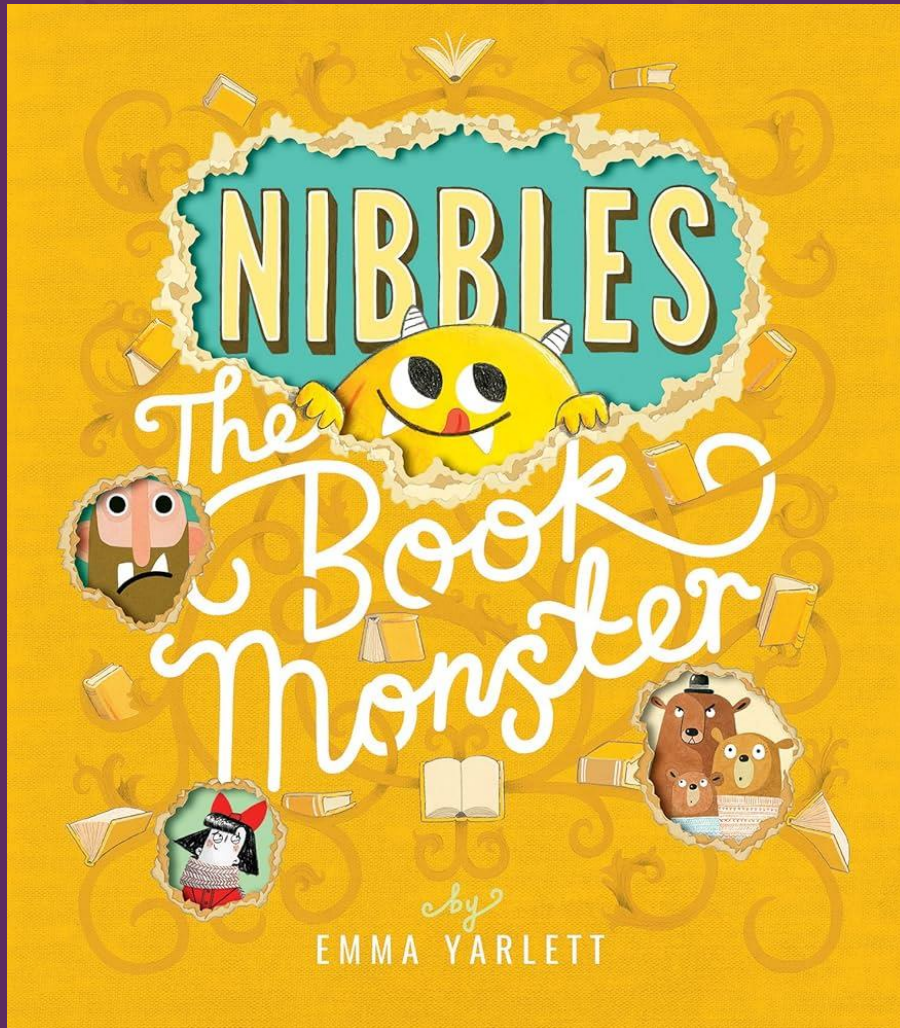
- Children
- are introduced to a range of authors that they might not choose themselves
 - select own books (and be taught how to do so)
 - continue to develop a positive attitude to reading and understand what is read
 - listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books
 - increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
 - read books that are structured in different ways and read for a range of purposes
 - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Ruby Class Cycle B	Term 1 National Poetry Day – October (Alliance Competition)	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts Themes	How big is my world? Geography – Where am I?	Whose been eating my porridge? English	How are snowflakes made? Geography – Hot and cold	Who did it? English	What are your dreams and goals? English	What is the perfect pet? Science – animals
Core Texts Themes	 Perfectly Norman – Tom Percival	 Nibbles – Emma Yarlett	 The Snowflake – Benji Davies	 Hermelin – Mini Grey	 The Bear and the Piano – David Litchfield	 The Barnabus Project – The Fan Brothers
Supporting Texts	How Big is the world? – Britta Teckentrup We are together – Britta Teckentrup Here we are – Oliver Jeffers Perfectly Peculiar Pets – Elli Woolard	Troll and the Oliver – Adam Stower The Great Fairy tale disaster – David Conway & Melanie Williamson The Pea and the Princess – Mini Grey Delightfully Different Fairy Tales – Lynn Roberts-Maloney	Diamond in the Snow – Jonathon Emmett & Vanessa Cabban The Story of Snow – Mark Cassino & Jon Nelson Over and Under the snow – Kate Messner Pugs of the frozen North – Phillip Reeve	The Great Paper Caper – Oliver Jeffers Mr Penguin and the Lost Treasure – Alex T Smith Iggy Peck Architect – Andrea Beaty	Mabel and the Mountain – Kim Hillyard What do you do with an idea? – Kobi Yamada Little People, Big Dreams Treasury – Maria Vegara	Fabulous Frankie – Simon Green & Gary Parsons You're called what?! – Kes Gray & Nikki Dyson The most important animal of all – Penny Worms Big Book of Bugs – Yuval Zommer

- Children
- are introduced to a range of authors that they might not choose themselves
 - select own books (and be taught how to do so)
 - continue to develop a positive attitude to reading and understand what is read
 - listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books
 - increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
 - read books that are structured in different ways and read for a range of purposes
 - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Rich Texts

- A wanted poster
- A section of a fairy-tale



Possible Writing Outcomes
– Writing to Entertain



Possible Writing Outcomes
– Writing to Inform



Possible Writing Outcomes
– Writing to Persuade





Reading in Sapphire Class

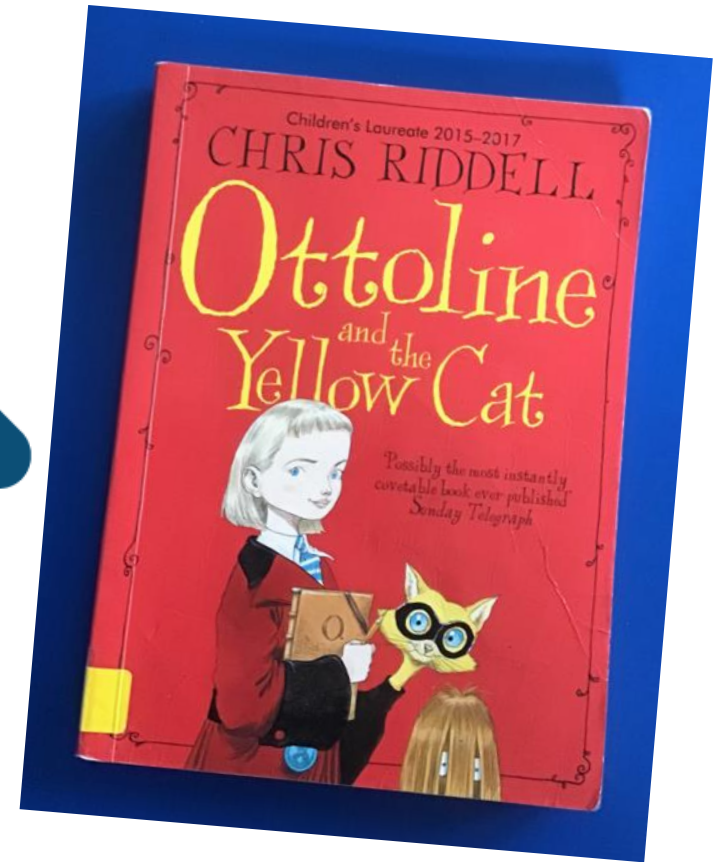
Year 3 Reading groups - Little Wandle



- Your child will read the same text three times during weekly reading practice sessions.
- Each read will have a different focus; decoding, prosody and comprehension.
- After three sessions, your child will bring the same book home to read.
- They should be able to read this independently. They will continue to develop fluency and confidence.



Year 3 books going home





Year 4 Reading Groups - Destination Reader

Destination Reader is a new approach to teaching reading in KS2. It involves engaging sessions incorporating whole class modelling prior to the children applying these skills through partner work and independent reading. Children deepen their understanding of the texts they read through the systematic use of a series of strategies and language stems.

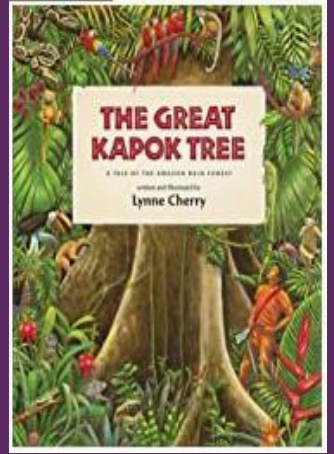
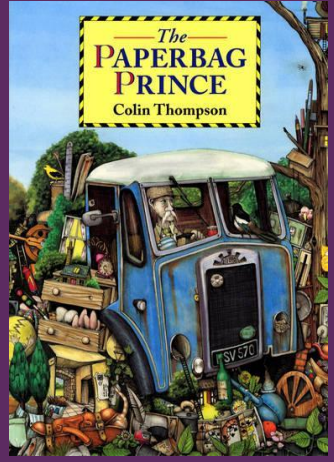
The approach encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum by creating deep understanding of texts, developing oracy around reading and increasing breadth of reading. Destination Reader also helps to build a culture of reading for pleasure and purpose.

Destination Reader also provides us with a toolkit for assessing children's reading levels and to monitor their progress effectively and in line with our book banding system.



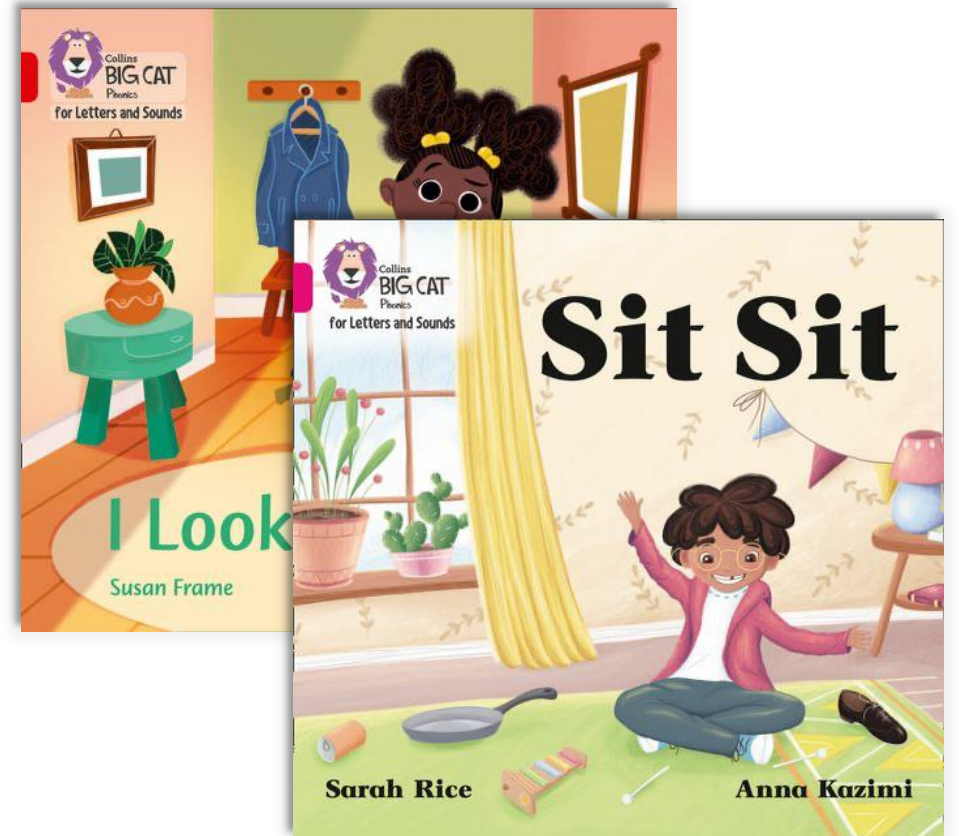
Reading is a vitally important skill in developing every aspect of literacy. We build numerous opportunities to hear your child read throughout the school day in every lesson, including some one-to-one reading opportunities with those children who we feel would most benefit.

Thank you for your support with the monitored reading record booklets. We ask that your child reads at home at least 5 times a week but ideally every day. Please occasionally, as your child reads, ask them questions about what they have read, about what is inferred and gauge whether they can reflect on the author's purpose. In addition, please check that they understand the meaning of any unfamiliar or complex words. Each child will have a Reading Question prompts bookmark in their reading book so please use that for guidance and suggestions. Reading record booklets should be brought into school every day. Comments and observations will be noted, and/or responded to, as required.



Listening to your child read their book

- Aim to hear your child read at least 5 times a week.
- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



BEFORE READING

What do you think this story is about?
Why do you think that?

Do you think this piece of text is fiction or non-fiction? Why do you think that?

What characters do you think might be in the story?

What clues are in the title or any pictures?

What do you already know about the topic of this story?

Does the topic of this story remind you of anything you have seen or done before?



DURING READING

What will happen next in the story?
Why do you think that?

How do you feel about the main character?

Are there any ways that you can identify with any of the characters? Who? Why/why not?

How do you think the story is going to end?

How does this story connect with you and your life?

Has anything like this ever happened to you before?

What emotions do you think the main character is feeling? Why?

Do you know someone in your life who is like one of the characters? Who and how?

How are you different to the main character?

What pictures have you had in your mind as you've been reading?

If you were in the story, what do you think you would hear, taste, smell or feel?

Can you put what you have read so far in your own words?

AFTER READING

What is the main message of this story?

What did you like or dislike about the story?

What was the author's purpose? How do you know this?

Was there a problem to be resolved in the story? If so, how was it resolved?

Have your feelings about any of the characters changed? How?

How did the story make you feel?

How would you feel if the problem in the story happened to you?

Did you enjoy the story? Why/why not?

Were you surprised by the ending? Why/why not?

Would you recommend this story to someone else to read? Why/why not?

If this story had a sequel, what do you think it would be about?

What questions do you have for the author?

Smart Questioning

Book Bands

Reading book bands were introduced as a way for schools to give children the opportunity to read a range of texts from a variety of publishers on their literacy journey.

Now, they're the most common system that's used by schools to assess a child's reading level in the UK, especially since the 2014 national curriculum no longer references reading levels.

Reading book bands are used from Reception all the way through to year 6, with the expectation that year 3 and beyond should be working towards stronger reading fluency.



Spelling in Sapphire Class

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

KS2 Spelling

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

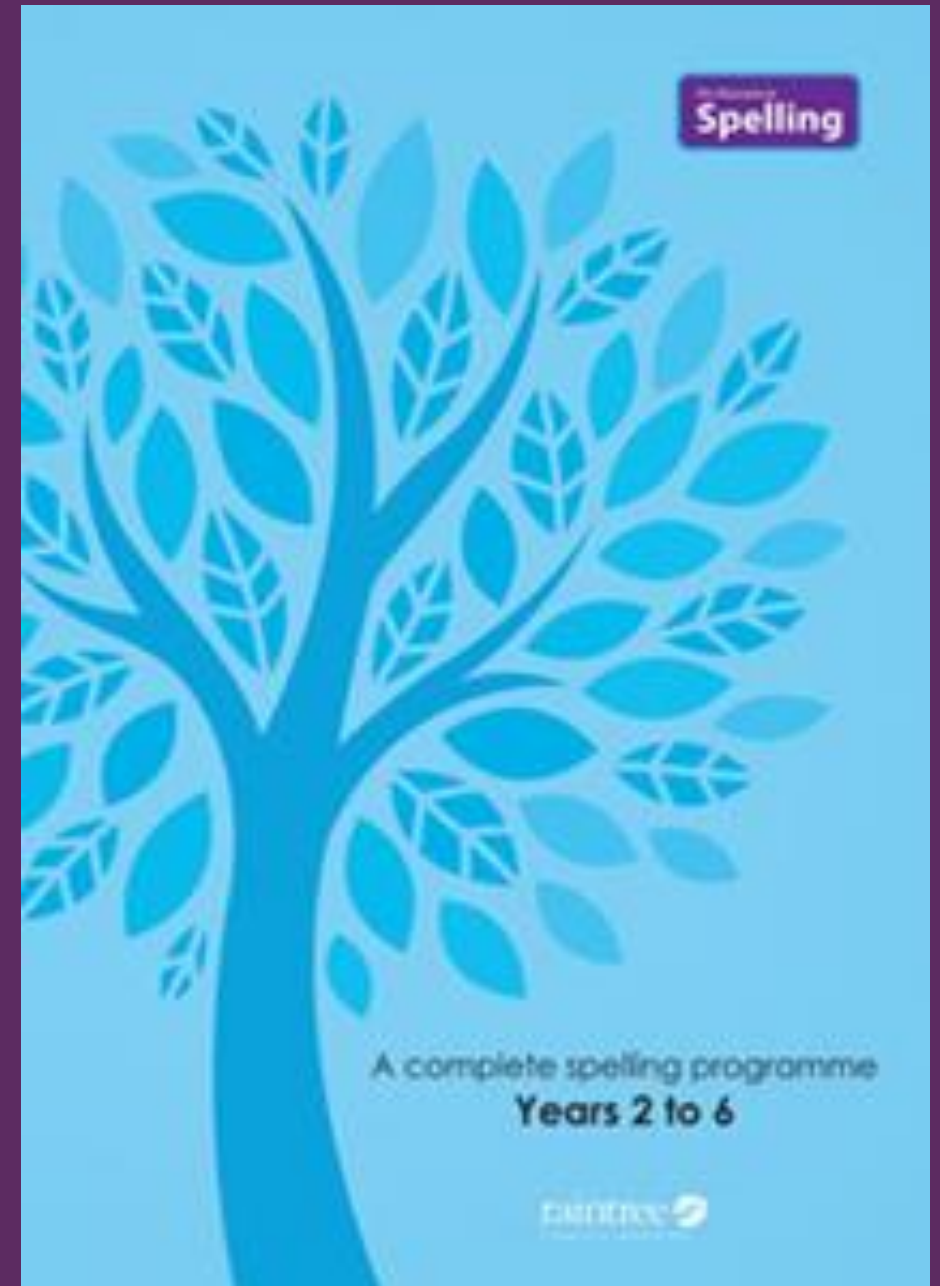
No Nonsense Spelling

Spelling should be taught, not caught - children need to learn spelling patterns and rules, statutory words, common exceptions and personal spellings. No Nonsense Spelling teaches spelling in a 'Little-but-often' structure which allows children to revisit and review, learn new strategies and apply.

A variety of strategies are suggested so that children with different learning styles can find out what works well for them. Handwriting activities are also included, to develop muscle memory of the spelling pattern.

The series has clear progression through each year from Year 2, and is helpful because it splits the work for Years 3 and 4, 5 and 6 into single year groups, building on previous learning.

Suggestions for homework are adapted for children to use range of strategies, and regular tests can be built in.






Writing in Sapphire Class



English Reading Curriculum – Sapphire Class – Year 3&4 – Cycle B



Sapphire Class Cycle B	Term 1 National Poetry Day – October (Alliance Competition)	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts Themes	What do you know about inventors, robots and machinery? English	What does it mean to be rich? History – How have children's lives changed?	Who cares about the rainforest? Geography – Why are rainforests important to us?	Can you solve the Egyptian mystery? History – Ancient Egypt	Can you find the thief? English	What's your favourite food? Geography – Where does our food come from?
Core Texts Themes Cycle B Fiction Non-fiction Poetry & Rhyme	 The Lost Thing – Shaun Tan	 The Paperbag Prince – Colin Thompson	 The Great Kapok Tree – Lynne Cherry	 The 5,000 Year Old Puzzle – Claudia Logan	 The Highland Falcon Thief – M.G Leonard & Sam Sedgman (Class Reader)	 World of Food
Supporting Texts Children <ul style="list-style-type: none"> are introduced to a range of authors that they might not choose themselves select own books (and be taught how to do so) continue to develop a positive attitude to reading and understand what is read listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally read books that are structured in different ways and read for a range of purposes participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	Harley Hitch and the Iron Forest (Class Reader) The Boy who Grew Dragons – Andy Shepherd The Tin Forest – Wayne Anderson The Dragon Machine – Wayne Anderson The Iron Man – Red Hughes The Robot and the Bluebird – David Lucas How Nearly Everything was Invented – Lisa Swirling	The Wilderness Wars – Julia Green (Class Reader) The Paradise Garden – Colin Thompson It's a no money day – Kate Milner The Invisible - Tom Percival Street Child – Bertie Doherty Lubna and Pebble – Wendy Maddour	The Wilderness Wars – Julia Green (Class Reader) Window – Jeannie Baker What Did the Tree See? The Wild World Handbook – Andrea Debbink Wild World – Angela McAllister Last – The Story of a White Rhino – Nicola Davies Varmints – Helen Ward	The Highland Falcon Thief – M.G Leonard & Sam Sedgman (Class Reader) The Time Traveller's Journal – Greg Becker Meet the Ancient Egyptians – James Davies Ancient Egypt – Tales of Gods & Pharaohs – Marcia Williams Magnificent Ancient Egypt – Philip Steele	A Year Full of Stories – Angela McAllister A Walk in London/ Paris – Salvatore Rubbino Wild Maps – Mike Higgins Bambert's Missing Stories – Reinhardt Jung Mirror – Jeannie Baker The Librarian's Story – L.M Falcone	Charlotte's Web – E.B. White (Class Reader) Marcellus's Birthday Cake – Lorraine Simeon Wild Maps – Mike Higgins Where does my food come from? – Annabel Karmel

Rich Texts



Class Reader						
Possible Writing Outcomes – Writing to Entertain 	Write an action scene <i>describing</i> the entrance of the circus performers – short burst Write a detailed <i>setting description</i> for a portal location – short burst Write a portal adventure <i>story</i> – extended writing Write a structured poem about the <i>mechanical creatures</i> Write an explanation of the history of magic	Write a detailed <i>character description</i> for a Stone Age friend – short burst Write your own <i>Time Traveller's Journal</i> Write a <i>cinquain poem as an ode</i> to Areg	Write an action scene <i>describing</i> part of Shackleton's journey to Antarctica – short burst Write a <i>descriptive diary entry</i> about the journey – short burst	Write an action scene <i>describing</i> the eruption of Vesuvius – short burst Write a play to dramatize the events of August 24 th AD79 – extended writing Write a job <i>detailed description</i> for a Roman soldier recruit – short burst	Compose a <i>limerick / a riddle / a silly rhyme</i> Write a silly words dictionary / glossary Write a detailed <i>character description</i> for totally silly character Write a detailed <i>setting description</i> for totally silly place	Write a detailed <i>setting description</i> for a location Write a detailed <i>description</i> for a character Write an adventure story that takes places on a journey – extended writing
Possible Writing Outcomes – Writing to Inform 	Write a list of ingredients and a recount of a recipe for a magical potion Research and write a newspaper article about a famous magician	Recount a survival guide / explanation for Stone Age times – extended writing Write an explanation – a set of instructions to build a snow house	Write a <i>biography</i> for Ernest Shackleton Research and write a <i>newspaper article</i> about Antarctic animals – extended writing Write a comparison list detailing how the journey would differ today	Write an explanation for the eruption Write a recount form a day at Fishbourne Roman Palace Research and write a set of instructions about how to wear a Roman soldier's uniform or Roman toga	Write an explanation for a platypus! Write a biography for Spike Milligan Write a list of the ingredients necessary to write silly verse	Create a map for a local river journey Write a travel guide for your journey – <i>explanation</i> Write a recount of a journey
Possible Writing Outcomes – Writing to Persuade 	Write a poster to advertise the magic show Write a speech to ask a magician to choose you to go to <u>the place between</u>	Write a <i>letter</i> begging to be allowed to come home Write a <i>letter</i> begging to be allowed to stay	Write an advertisement for intrepid explorers to join The Endurance	Write a <i>speech</i> to the Roman Empire to leave Britain alone Write an <i>advert</i> for a newly opened Roman bath	Write a <i>letter</i> to Oxford English dictionary to persuade them to include a silly word in their dictionary	Write a postcard home to persuade someone to join you on your journey Write a poster to advertise the sights and sounds of your chosen journey

Writing for Purpose



Reading in Emerald Class

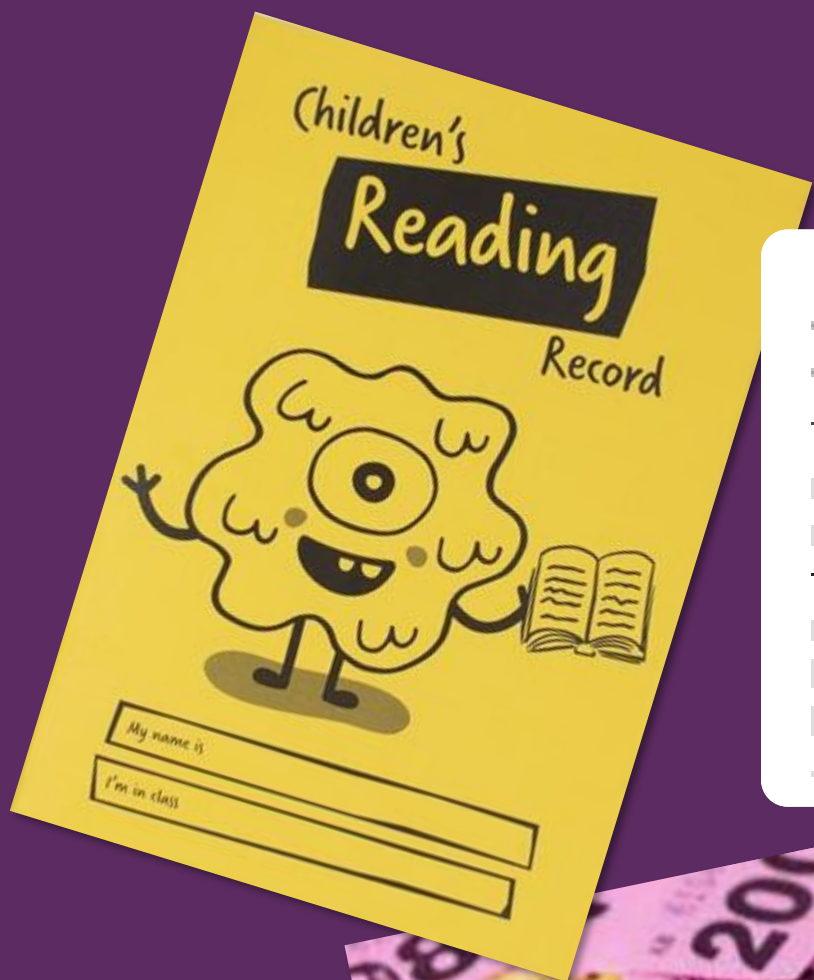
Destination Reader



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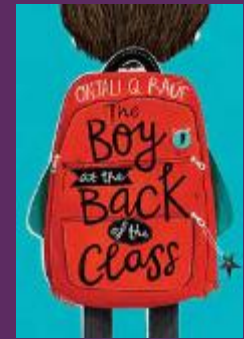
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BEFORE READING

What do you think this story is about? Why do you think that?

Do you think this piece of text is fiction or non-fiction? Why do you think that?

What characters do you think might be in the story?

What clues are in the title or any pictures?

What do you already know about the topic of this story?

Does the topic of this story remind you of anything you have seen or done before?



DURING READING

What will happen next in the story? Why do you think that?

How do you feel about the main character?

Are there any ways that you can identify with any of the characters? Who? Why/why not?

How do you think the story is going to end?

How does this story connect with you and your life?

Has anything like this ever happened to you before?

What emotions do you think the main character is feeling? Why?

Do you know someone in your life who is like one of the characters? Who and how?

How are you different to the main character?

What pictures have you had in your mind as you've been reading?

If you were in the story, what do you think you would hear, taste, smell or feel?

Can you put what you have read so far in your own words?

AFTER READING

What is the main message of this story?

What did you like or dislike about the story?

What was the author's purpose? How do you know this?

Was there a problem to be resolved in the story? If so, how was it resolved?

Have your feelings about any of the characters changed? How?

How did the story make you feel?

How would you feel if the problem in the story happened to you?

Did you enjoy the story? Why/why not?

Were you surprised by the ending? Why/why not?

Would you recommend this story to someone else to read? Why/why not?

If this story had a sequel, what do you think it would be about?

What questions do you have for the author?

Smart Questioning

Book Bands

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Now, they're the most common system that's used by schools to assess a child's reading level in the UK, especially since the 2014 national curriculum no longer references reading levels.

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actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Year 5 and 6 Statutory Spellings

category	determined	forty	marvellous	programme	soldier
cemetery	develop	frequently	mischievous	pronunciation	stomach
committee	dictionary	government	muscle	queue	sufficient
communicate	disastrous	guarantee	necessary	recognise	suggest
community	embarrass	harass	neighbour	recommend	symbol
competition	environment	hindrance	nuisance	relevant	system
conscience	equipment	identity	occupy	restaurant	temperature
conscious	equipped	immediate	occur	rhyme	thorough
controversy	especially	immediately	opportunity	rhythm	twelfth
convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	vegetable
average	criticise	existence	interrupt	physical	vehicle
awkward	curiosity	explanation	language	prejudice	signature
bargain	definite	familiar	leisure	privilege	sincere
bruise	desperate	foreign	lightning	profession	sincerely

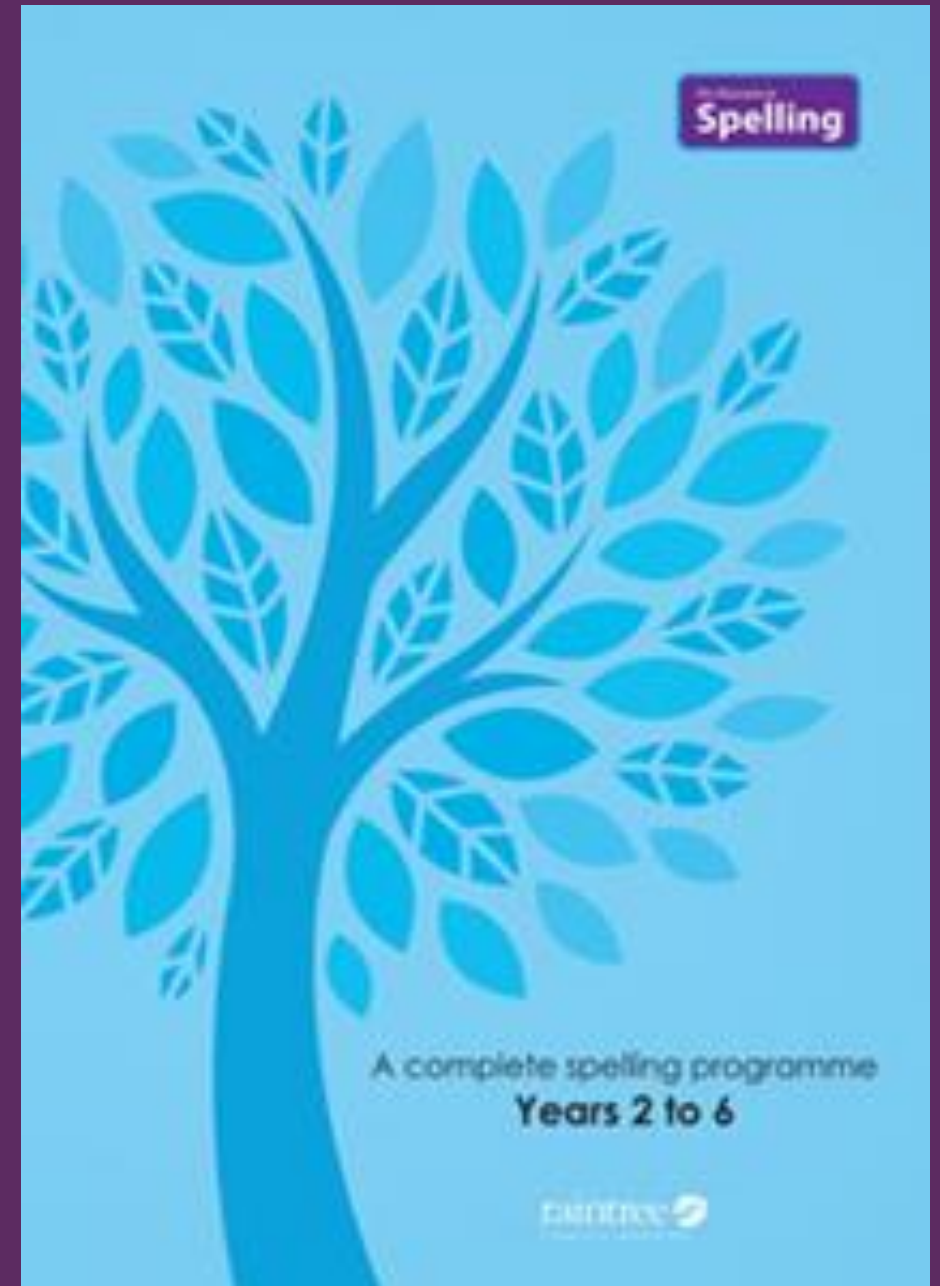
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A variety of strategies are suggested so that children with different learning styles can find out what works well for them. Handwriting activities are also included, to develop muscle memory of the spelling pattern.

The series has clear progression through each year from Year 2, and is helpful because it splits the work for Years 3 and 4, 5 and 6 into single year groups, building on previous learning.












Suggestions for homework are adapted for children to use range of strategies, and regular tests can be built in.









Writing in Emerald Class

Rich Texts

Emerald Class Cycle B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes & curricular focus	Being Me in My World English and  National Poetry Day – October (Alliance Collaboration)	What does the census tell us about our local area? History	What is life like in the Alps? Geography	What did the Greeks ever do for us? English and History	Unheard Histories History	Why does population change? Geography
Core Texts Fiction Non-fiction Poetry & Rhyme	 The Nowhere Emporium by Ross MacKenzie	 Tiger Heart by Penny Chimes	 SURVIVORS Estuaries: Tides and the Wild on Beaches by David Long	 Percy Jackson and the Lightning Thief by Rick Riordan	 Freedom: 1783 by Catherine Johnson	 The Boy in the Back of the Class by Onjali Rauf
Supporting Texts Children <ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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; making comparisons within and across books; 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. 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. 	Happy Here: Story Collection The Distance Between Me and the Cherry Tree by Paula Corti The Star Outside My Window by Onjali Rauf The Rain Player by David Wisniewski – History Link The Chocolate Tree by Linda Lewis & Janice Lee Porter – History Link History in Infographics: The Mayans by Jon Richards – History Link 	Coolest by Peter Bunzl Twelve Minutes to Midnight by Christopher Edge The Bluest of Blues by Fiona Robinson What Mr Darwin Saw by Mick Manning & Brita Granström Queen Victoria by V&A Another Twist in the Tale by Catherine Bruton 	Secrets of the Mountain by Libby Walden & Richard Jones The Mountain Rescue Dog by Juliette Forrest World Feature Focus: Mountains by Rebecca Kahn Majestic Mountains: Discover Earth's Mighty Peaks by Mia Cassano & Marcos Navarro Highest Mountain, Deepest Ocean by Kate Baker & Page Tsou 	Mission to Marathon by Geoffrey Triggs Leo and the Gorgon's Curse by Joe Todd Stanton Greek Myths by Marcia Williams Greek Adventure by Julia Golding So You Think You've Got it Bad? by Cher Strahlke & Fleurbaey Pinnis 	The Windrush Child by Benjamin Zephaniah Henry's Freedom Box by Ellen Levine and Roder Nelson Respect by Michaela Morgan & Karen Donnelly The Place For Me: Stories About the Windrush Generation Coming to England by Ebede Benjamin and Diane Evers Black and British: An illustrated History by David Olusoga Little People, Big Dreams: Harriet Tubman by Mo. Isabel Sanchez Vegara 	The Silence Seeker by Ben Marley Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions by Michael Rosen & Annemarie Young The Journey by Francesca Sanna King of the Sky by Nicola Davies When Jessie Came Across the Sea by Amy Hest On the Move by Michael Rosen 

<p>Possible Writing Outcomes – Writing to Entertain</p> 	<p>Write a list poem inspired by The Nowhere Emporium</p> <p>Write a free verse poem inspired by The Nowhere Emporium</p> <p>Write a descriptive piece about a newly invented Wonder</p> <p>Continue the story</p>	<p>Write a description of a scene from an image</p> <p>Write a short narrative conveying a strong emotion</p> <p>Write duologues</p> <p>Write a narrative about a tricky situation</p>	<p>Write a description of a journey</p> <p>Write a survival story</p>
<p>Possible Writing Outcomes – Writing to Inform</p> 	<p>Write a <u>factfile</u> about world city</p> <p>Write a journal entry as Daniel</p>		<p>Write a survival guide</p> <p>Write a newspaper report about <u>Juliane Koerner</u></p> <p>Write a recount</p>
<p>Possible Writing Outcomes – Writing to Persuade</p> 		<p>Write a persuasive promotional leaflet for <u>Barithea</u></p>	<p>Write a letter requesting help</p>
<p>Possible Writing Outcomes – Writing to Discuss</p> 	<p>Write a discussion piece about whether Lucien Silver is good or bad</p>		<p>Write a discussion piece about climate change</p>

Writing for Purpose



Handwriting

Morrells Handwriting

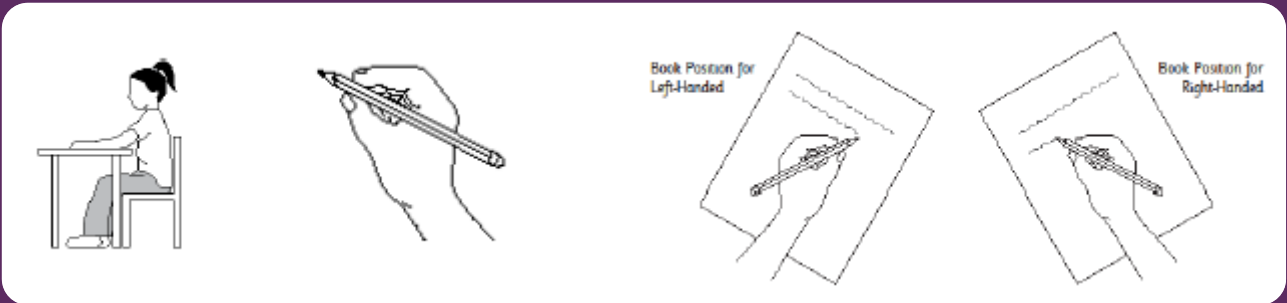


MORRELLS
HANDWRITING

The importance of handwriting should not be under-estimated. Good handwriting is an essential skill and must be actively taught by demonstration, explanation and practice across the whole school. A good standard of neat handwriting is a life skill, which enhances the presentation of work across different areas of the curriculum.

We believe that handwriting is a developmental process with its own distinctive stages of progression from letter formation through to letter joins while practising speed and fluency. Being taught letter formation in the correct families during the early foundation years of a child's education will ensure a lasting and fluent handwriting habit. It is of utmost priority that the correct letter formation, letter direction and spacing are all embedded and used with skill before introducing joined up handwriting.

We aim for all children in the school to develop a flexible, fluent and legible handwriting style, which will enable the children to write with confidence and creativity. It is vital that children are able to write with ease, speed and legibility.



Level 2 : Letter D

Date _____

D **d**

Look at the letters above. Write over the letters below.

Write over the letters below.

Now practise writing the letters below.

Write over the letters below. Now practise writing the letters below.

14 Letter Formation workbook 1

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Any Questions?

