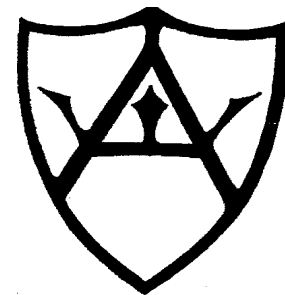


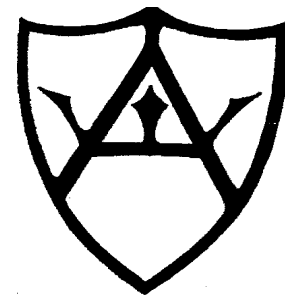
Our English Curriculum at Alfriston School





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 and early reading

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.littlewandle.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**

Segmenting and Blending

- Segment the sounds
- Say the sounds
- Blend to read
- (Left to right)

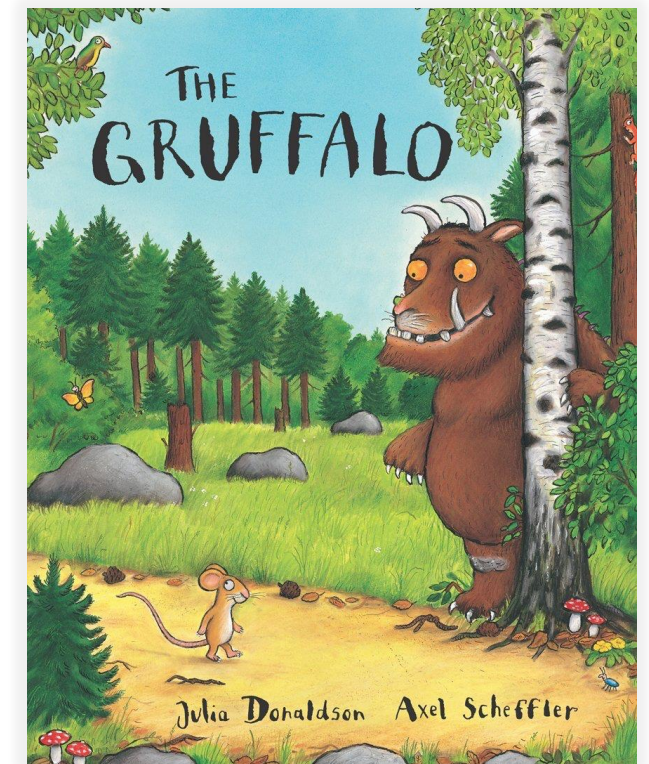
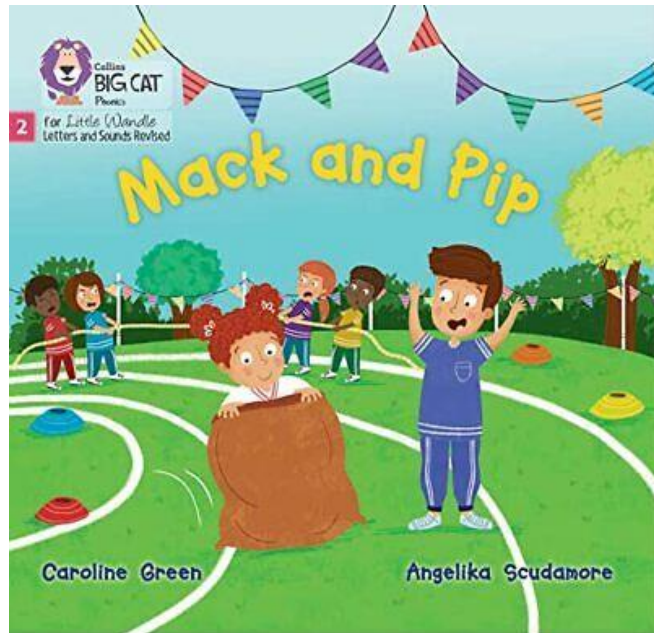


What does group reading look like in Pearl Class?

Group reading sessions three times per week.



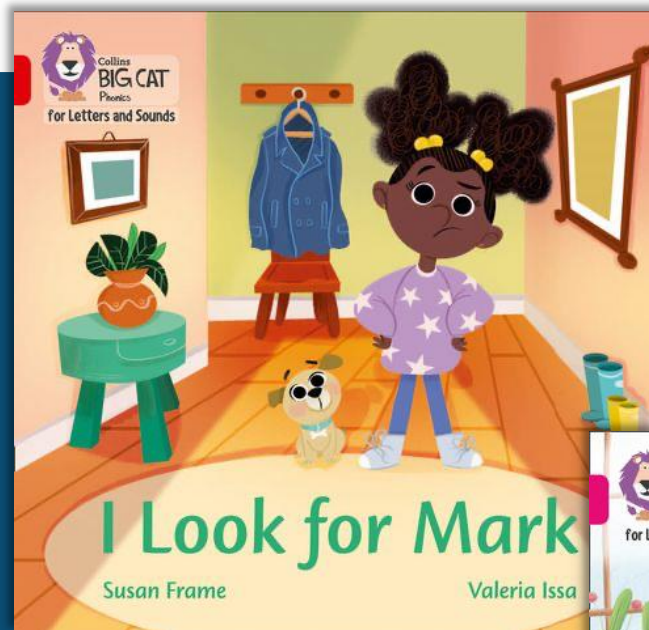
Books going home



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.



5 stories, poems or songs a 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



Rich Texts

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

Reception

Spelling

Spelling

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



Tricky words

go

the

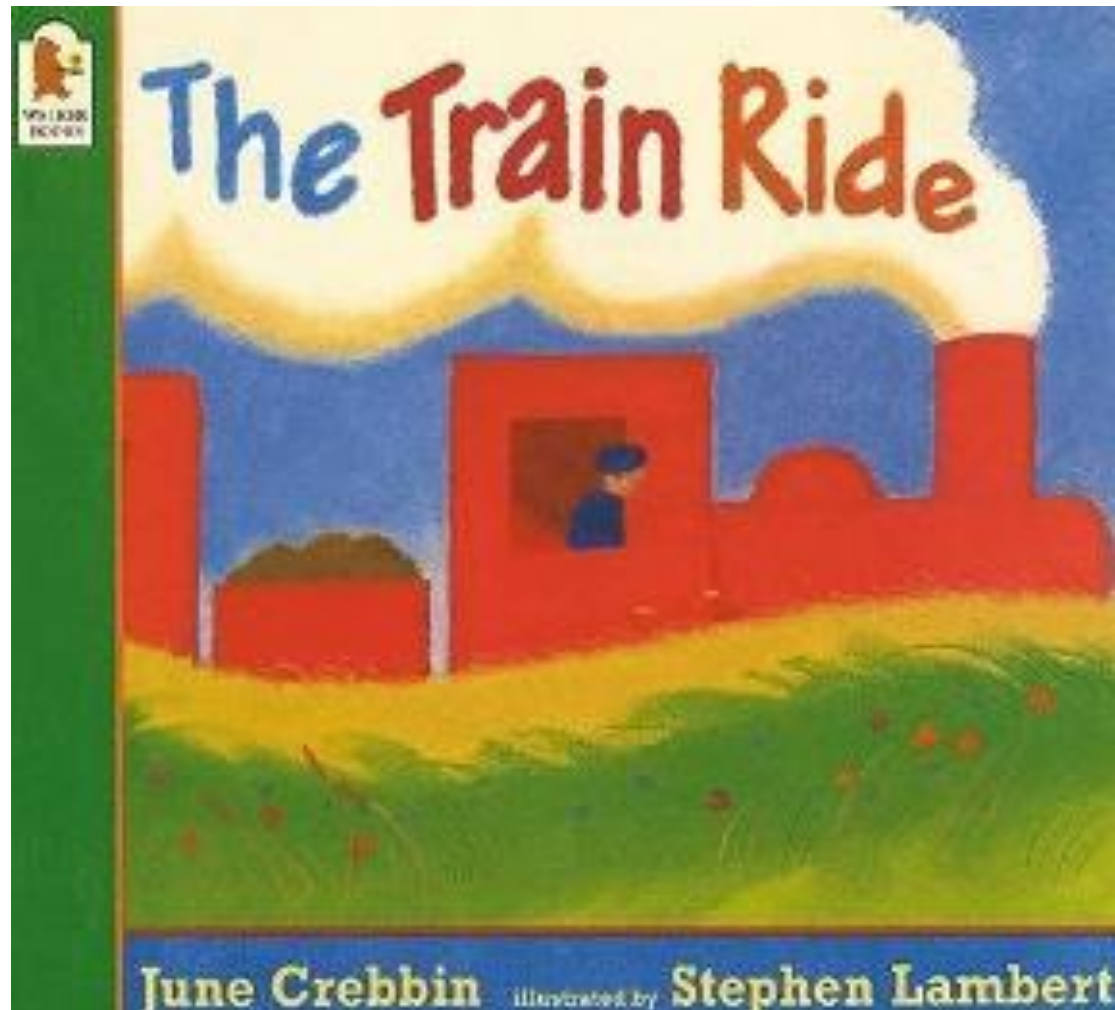
is

to

Reception

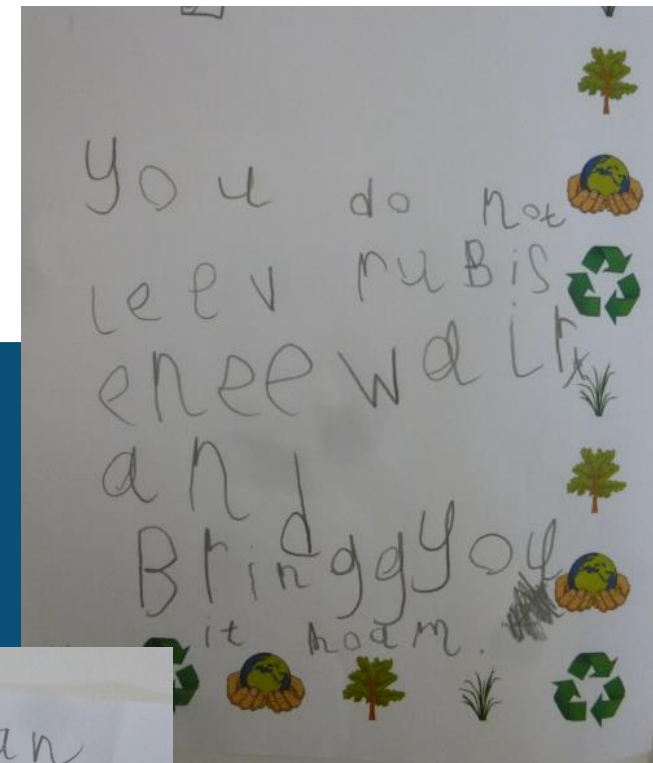
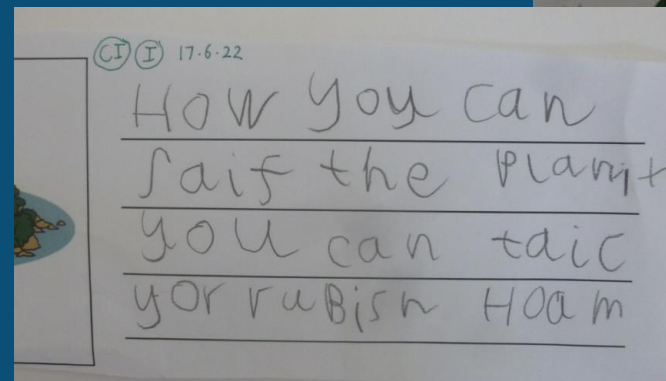
Writing

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



Writing in Reception

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



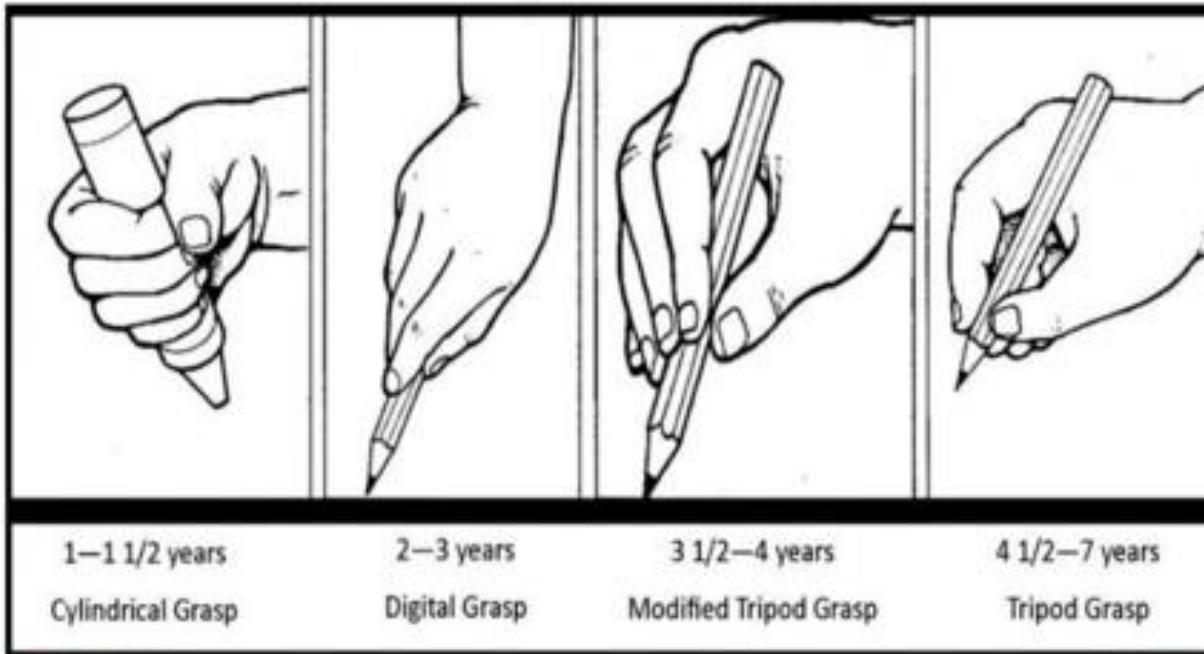


Handwriting in Pearl Class

Reception

Handwriting

Pencil Grip Development



HANDWRITING DEVELOPMENT

Stages of Development

AGES	MILESTONE	WRITING
10-15 Months	Scribbles on paper	
2-3 Years	Can initiate horizontal, vertical and circular or curved lines	
4-5 Years	Can copy a cross, right, left and diagonal directional line. Some letters and numbers and begin to copy their own name	
5-6 Years	Copies a triangle shape, prints own name, copies upper and lowercase letters	

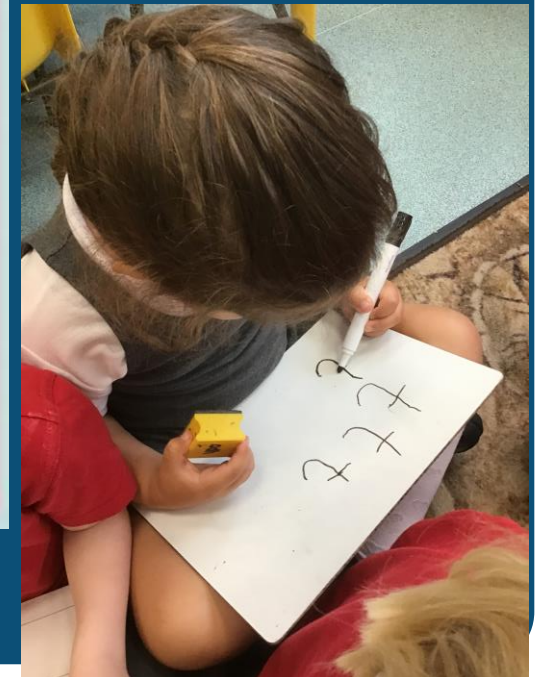
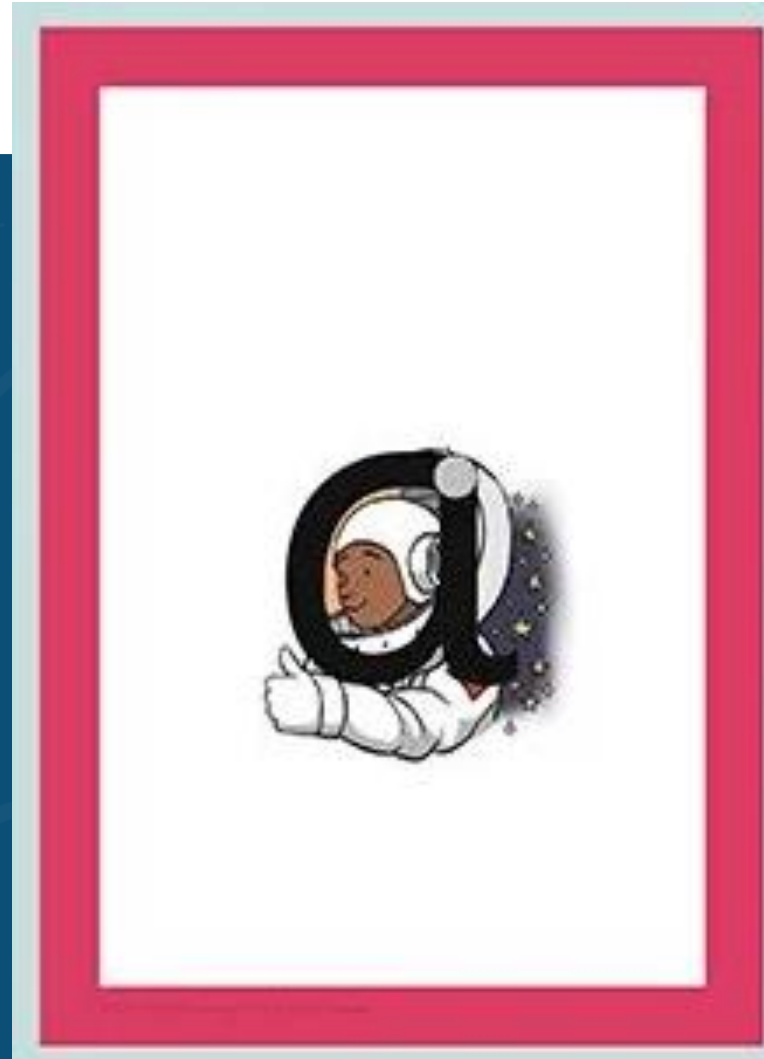
Handwriting

We use the large grapheme cards to trace and copy.

These come with a rhyme the children learn and say as they form the letter.

We practice with our magic finger in the air, on our hands and then on a whiteboard.

We then practice these on letter formation sheets throughout the week.



Handwriting

Early handwriting starts with pre-writing skills.

This includes mark making and developing fine and gross motor skills required for writing.

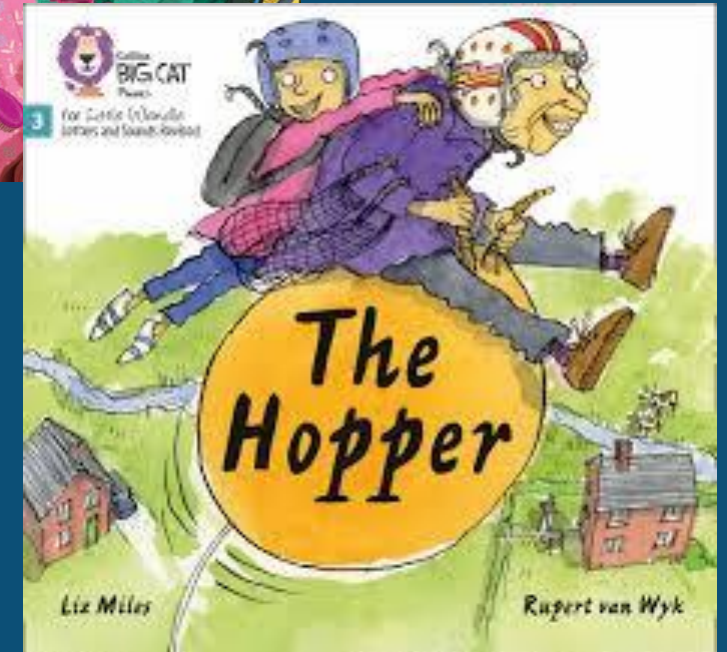
Finger strengthening and pencil grip are key to prewriting skills.



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

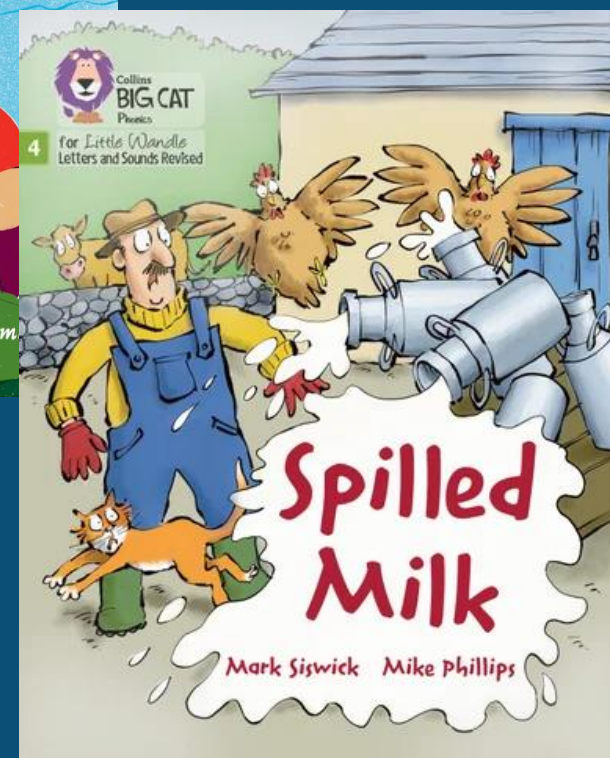
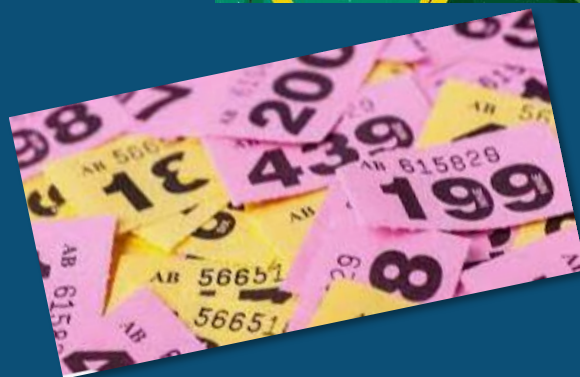
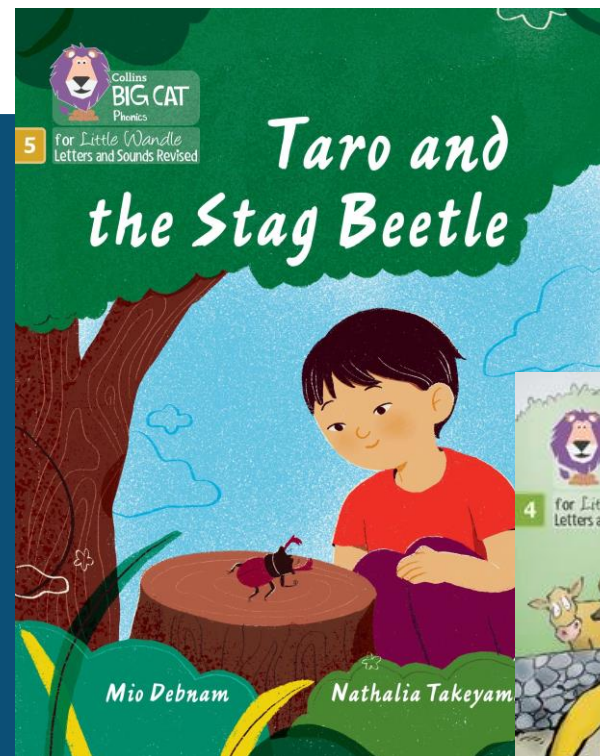
- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



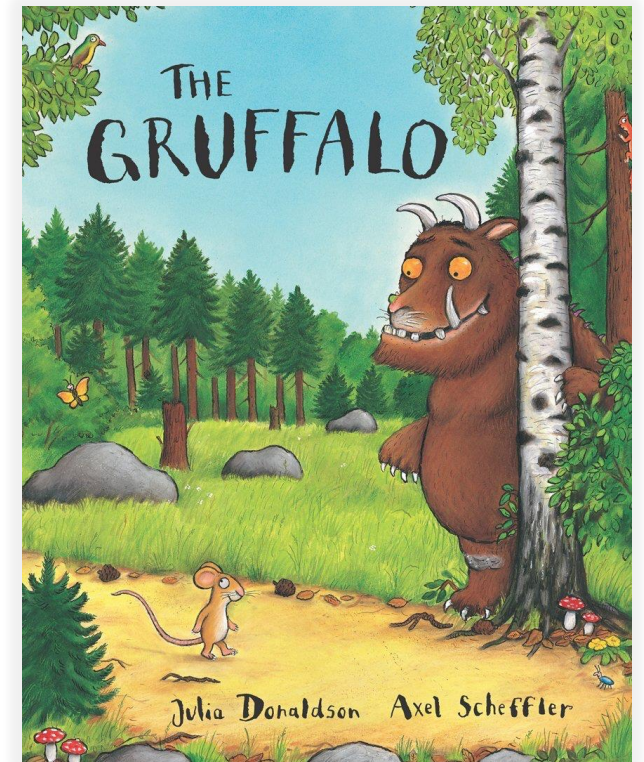
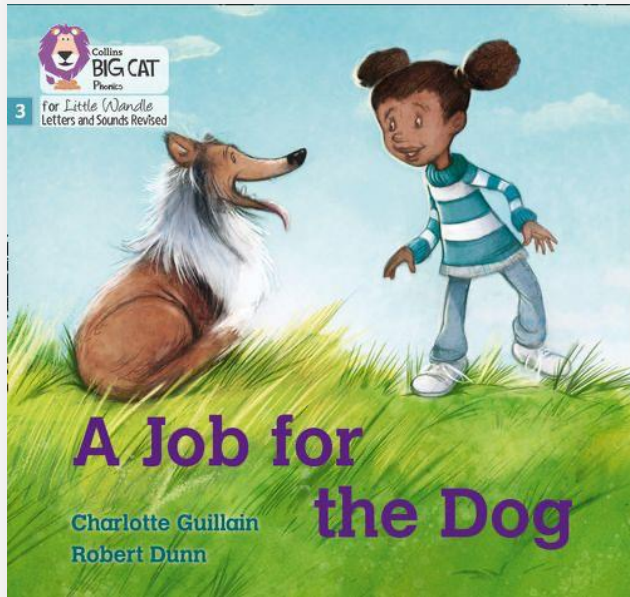
Listening to your child read their phonics book



- 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.

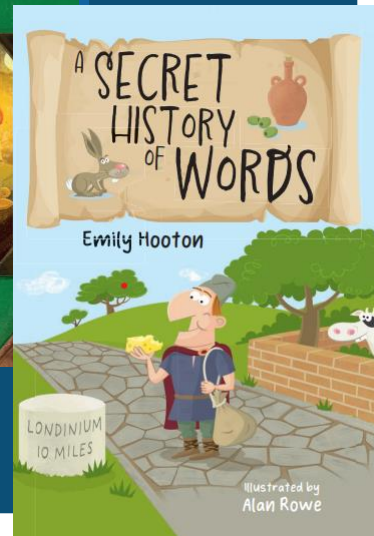
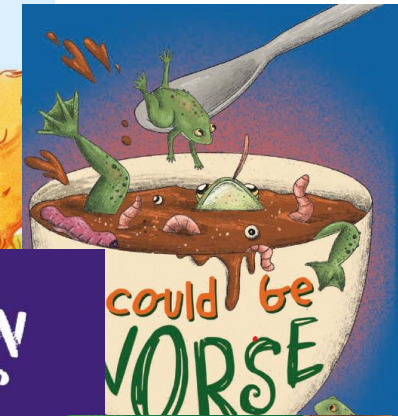
Please continue to read with your child each night and encourage them to:

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

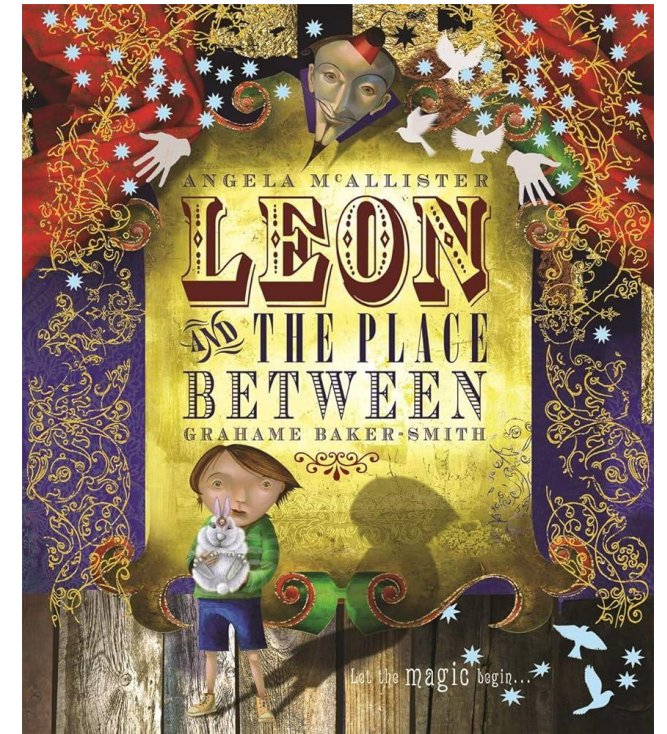
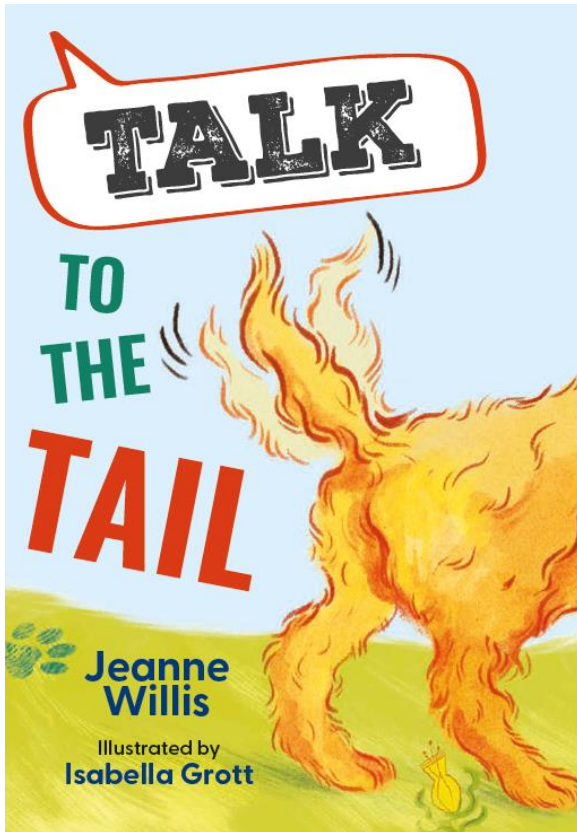
And most importantly **ENJOY READING!**

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

- 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

- 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 learned from the text.
- Find the part where ...

Sequencing Questions

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

If they 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?

Year 1

Inference Questions

- 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

- 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?

If they 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 be look for a clue?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just 10 minutes a day makes a huge difference.



Vocabulary Questions

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

Retrieval Questions

- Who/is the main character(s)?
- When/where is this story set? How do you know?
- Tell me three facts you have learned from the text.
- Find the part where ...

Sequencing Questions

- What happens in the story opening?
- How/where does the story start?
- What happened at the end of ...?
- What is the dilemma in the 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.

Year 2

Inference Questions

- What do you thinkmeans? 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

- 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 be look for a clue?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just 10 minutes a 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

The Little Wandle program bridges the gap from phonics to spelling. In the first term of Year 2, the children revise and secure Phase 5 phonics. Following this, they spend the next term learning the foundational skills for spelling and the rest of the year covers all Year 2 spelling requirements.

Repeated practice of spelling helps the children move their new learning into their long-term memory. Weekly spelling are uploaded on Google Classroom to support this additional practice at home.

Lesson 1

knock	knit	knee
knife	knight	

Lesson 2

gnash	gnaw	gnome
sign	design	

Lesson 3

wrap	wrong	write
wrote	wriggle	



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, like
- Tricky words that remain 'tricky' are covered in Year 2 spellings and referred to as 'prickly' words
e.g. people, laugh

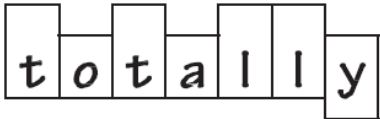
Common exception words in Key Stage 1

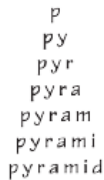


the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

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

Look, say, cover, write, check	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.
Trace, copy and replicate (and then check)	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.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
Quickwrite	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.
Drawing around the word to show the shape	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. 

Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.  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.
Words without vowels	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>: f _____ ld
Pyramid words	This method of learning words forces you to think of each letter separately.  You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: - Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s 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

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

Create with Colour 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. spelling spelling	Capital Idea Write your words three times, each in capital letters. SPELLING SPELLING SPELLING	Learn Your ABC Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on. my words spelling spelling words my
Take a Test 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. 1. my 2. spelling 3. words	Picture This Include each of your words in a funny picture that makes you think of the word. 	Build a Sentence Write each of your words in a sentence. See if you can build your sentences into a story. One day a huge spelling monster came to my town and ate all the words!

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 <u>Beatty</u>
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 <u>Andrews</u> Harry and the Bucketful of Dinosaurs – Ian Whybrow	The Storm Whale – Benji Davies The Big Book of Blue – Yuval <u>Zommer</u> A Planet full of Plastic – Neal Layton Where's the Starfish? – <u>Barracus</u>	Toys and Games – Sally Hewitt Toys around the world – Joanna Brundie	The Secret Sky Garden – Linda Sarah Roots, Stems, Leaves and	Fantastically Great Women Who Changed the World – Kate Pankhurst

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 Cycle B	 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 <u>Teckentrup</u> We are together – Britta <u>Teckentrup</u> Here we are – Oliver Jeffers Perfectly Peculiar Pets – Elli Woolard	Troll and the Oliver – Adam <u>Stower</u> 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 <u>Cabban</u> The Story of Snow – Mark <u>Cassino</u> & 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 <u>Beatty</u>	Mabel and the Mountain – Kim Hillyard What do you do with an idea? – Kobi Yamada Little People, Big Dreams Treasury – Maria <u>Vegara</u>	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 <u>Zommer</u>

Children

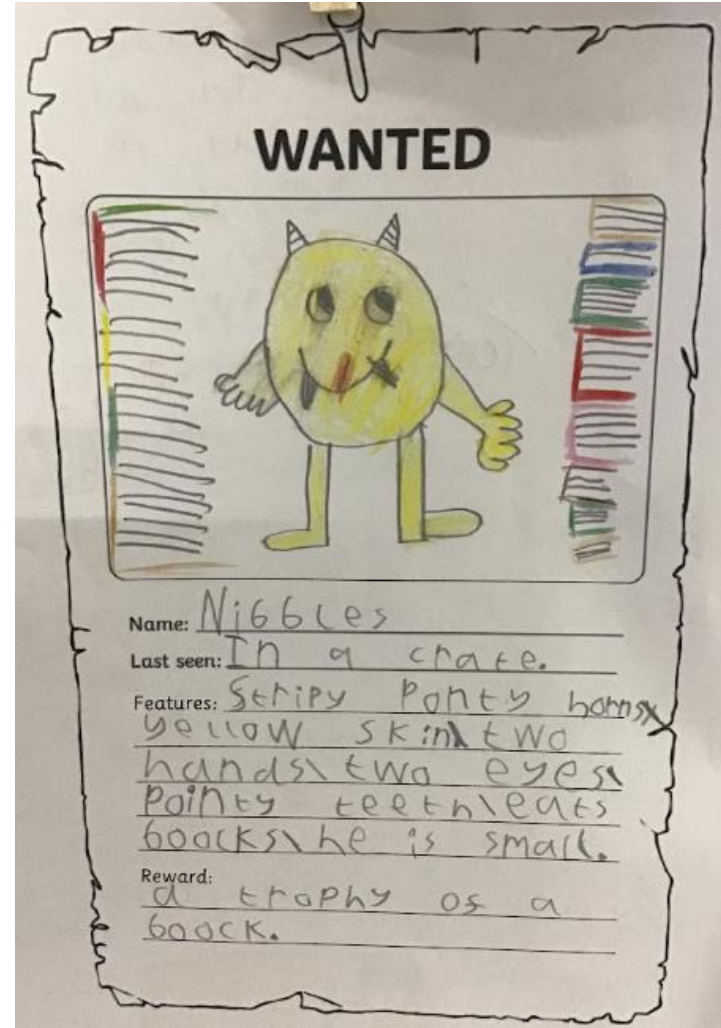
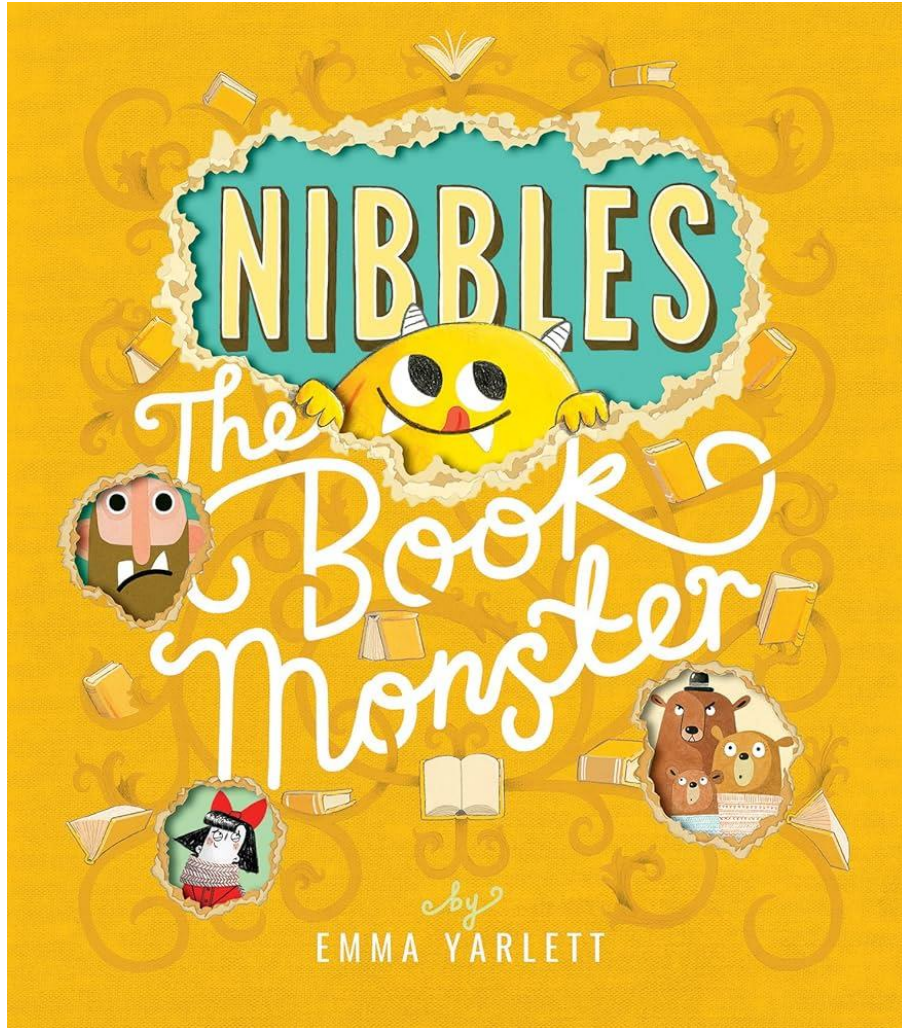
- are introduced to a range of authors that they might not choose themselves
- select own books (and be taught how to do so)
- continue to develop a positive attitude to reading and understand what is read
- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books 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.

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
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- 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





Handwriting in Ruby Class

Year 1 and 2

Handwriting

- Warm-up exercises
- **Modelling**
- Correct posture
- **Letter formation**
- Daily practice





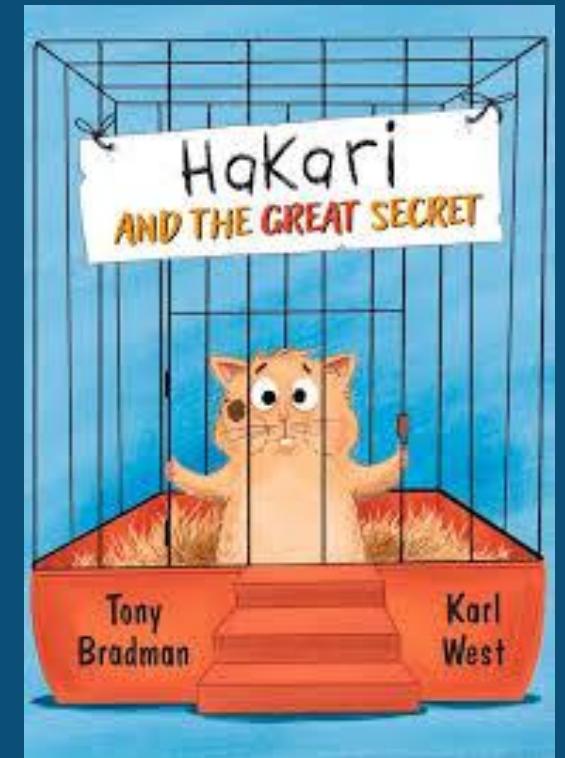
Reading in Sapphire Class

Year 3 and 4

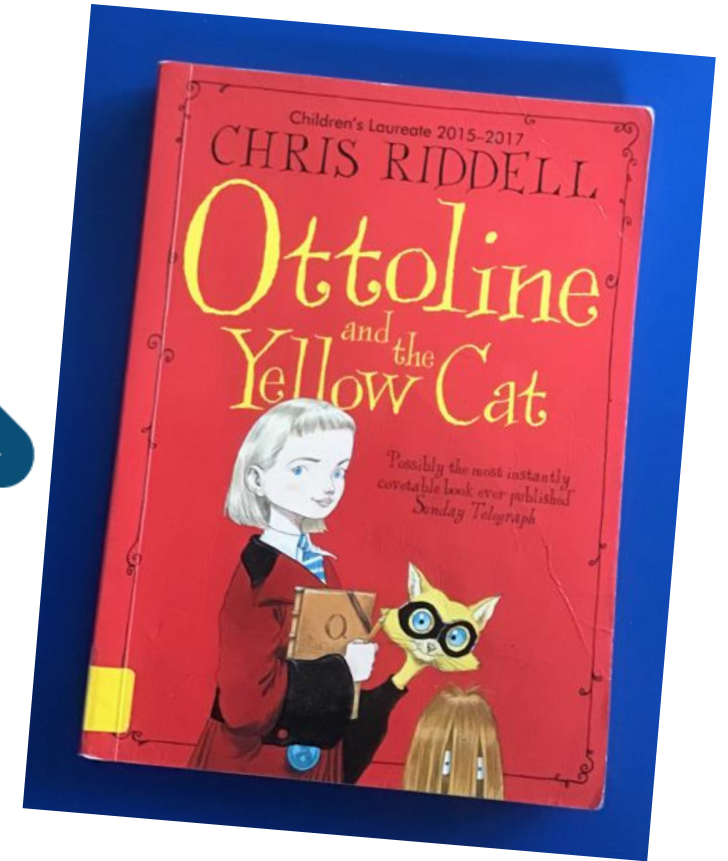
Year 3 Reading groups - Little Wandle



- 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 structured approach to reading that helps children develop deeper understanding and enjoyment of texts.

Key Features:

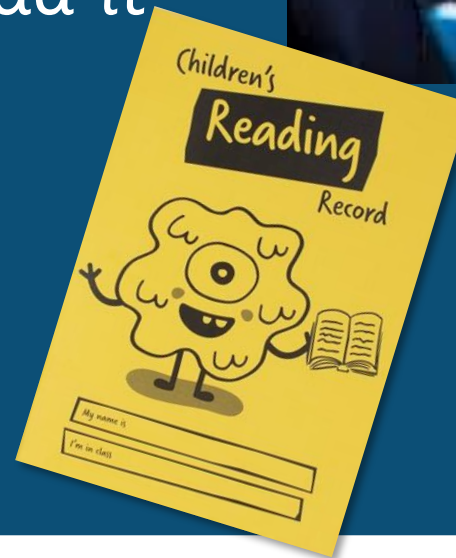
- **Reading Strategies:** Children learn skills like predicting, clarifying, connecting, questioning, summarising, and making inferences.
- **Partner Talk:** Pupils discuss ideas and explain their thinking—building confidence and comprehension.
- **Reading for Pleasure:** We choose rich, engaging books to spark curiosity and a love of reading.

Why It Matters:

This approach builds thoughtful, independent readers who can tackle challenging texts and enjoy reading as a lifelong habit.

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.



Smart Questioning

Vocabulary Questions

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing ...?

Retrieval Questions

- Who are the characters in this text?
- When/where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?

Summarising Questions

- What is the main point in this paragraph?
- Sum up what has happened so far in ... words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?

Be an Author

- What does the word ... tell you about ...?
- Find two ways that the author tell you
- What do you think the author meant by ...?

Year 3

Inference Questions

- What do you think ... means? Why do you think that?
- Why do you think ...?
- How do you think...?
- Can you explain why ...?
- What do these words mean and why do you think that the author chose them?

Prediction Questions

- Can you think of another story with a similar theme?
- Which stories have opening like this? Do you think this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

Compare, Contrast and Comment

- What is similar/different about two characters?
- Explain why ... did that.
- Describe different characters' reactions to the same event.
- Is this as good as ...?
- Which is better and why?

Be an Author

- Which words do you think are most important? Why?
- Which words do you like the most? Why?
- How has the author made you feel – happy/sad/angry/frustrated?



Vocabulary Questions

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing ..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you feel by writing ...? Why?

Retrieval Questions

- Find the In this text. Is it anywhere else?
- When/where is this story set? How do you know?
- Find the part of the story that best describes the setting.
- What do you think is happening here?
- What might this mean?

Summarising Questions

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in ... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

Be an Author

- What does the word tell you about ...? How?
- Find two ways that the author tell you
- What do you think the author meant by ...?

Year 4

Inference Questions

- What do you think ... means? Why do you think that? Could it be anything else?
- I think ...; do you agree? Why / why not?
- How do you think...?
- Can you explain why ...?
- What do these words mean and why do you think that the author chose them?

Prediction Questions

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have opening like this? Do you think this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

Compare, Contrast and Comment

- What is similar/different about two characters? Did the author intend that?
- Explain why ... did that.
- Describe different characters' reactions to the same event.
- Is this as good as ...?
- Which is better and why?

Be an Author

- Which words do you think are most important? Why?
- Which words do you like the most? Why?
- How has the author made you feel – happy/sad/angry/frustrated?





Spelling in Sapphire Class

Year 3 and 4

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 3 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.



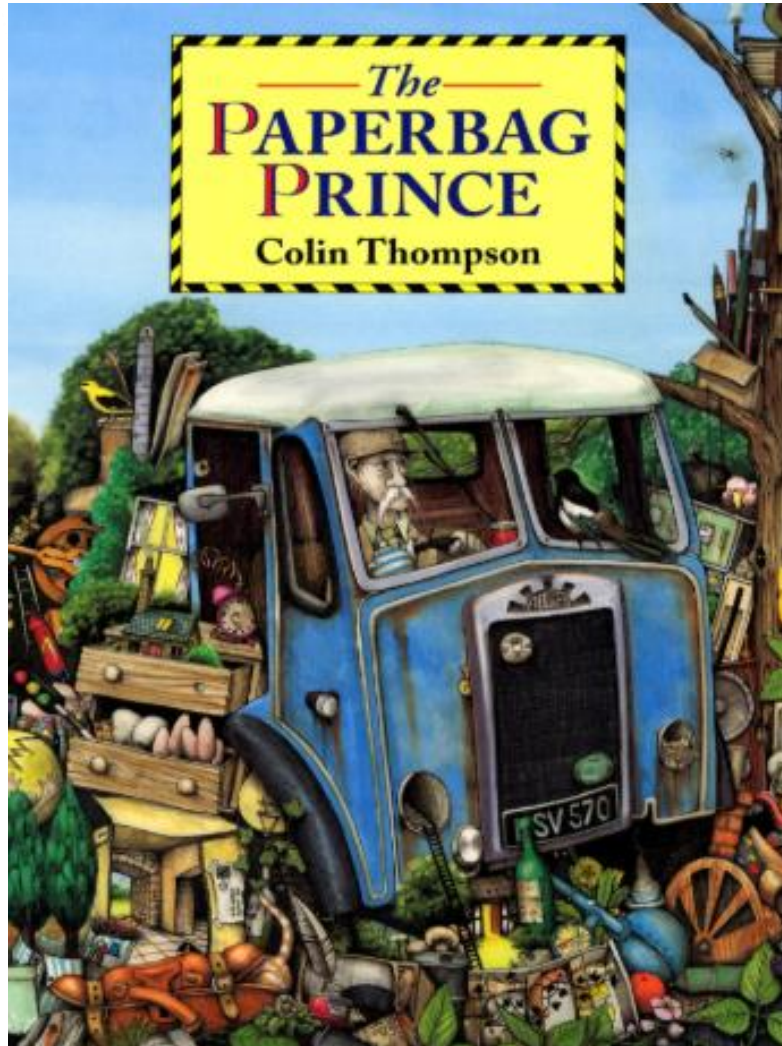
Writing in Sapphire Class

Year 3 and 4

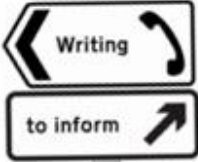
Rich Texts

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? <i>English</i>	What does it mean to be rich? <i>History – How have children's lives changed?</i>	Who cares about the rainforest? <i>Geography – Why are rainforests important to us?</i>	Can you solve the Egyptian mystery? <i>History – Ancient Egypt</i>	Can you find the thief? <i>English</i>	What's your favourite food? <i>Geography – Where does our food come from?</i>
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: A delicious discovery of the foods we eat – Sandra Lawrence
Supporting Texts 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.	Harley Hitch and the Iron Forest – Vashli Hardi (Class Reader) The Boy who Grew Dragons – Andy Shepherd The Tin Forest – Wayne Anderson The Dragon Machine – Wayne Anderson The Iron Man – Ted 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? – Charlotte Guillon The Wild World Handbook – Andrea Detbink 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 – Salvatore Rubbino A Walk in Paris – Salvatore Rubbino Wild Maps – Mike Higgins Mirror – Jeannie Baker The Librarian's Stories – L.M. Falcone	Charlotte's Web – E.B. White (Class Reader) Marcellus's Birthday Cake – Lorraine Simon Wild Maps – Mike Higgins Where does my food come from? – Anabel Karmel

Rich Texts



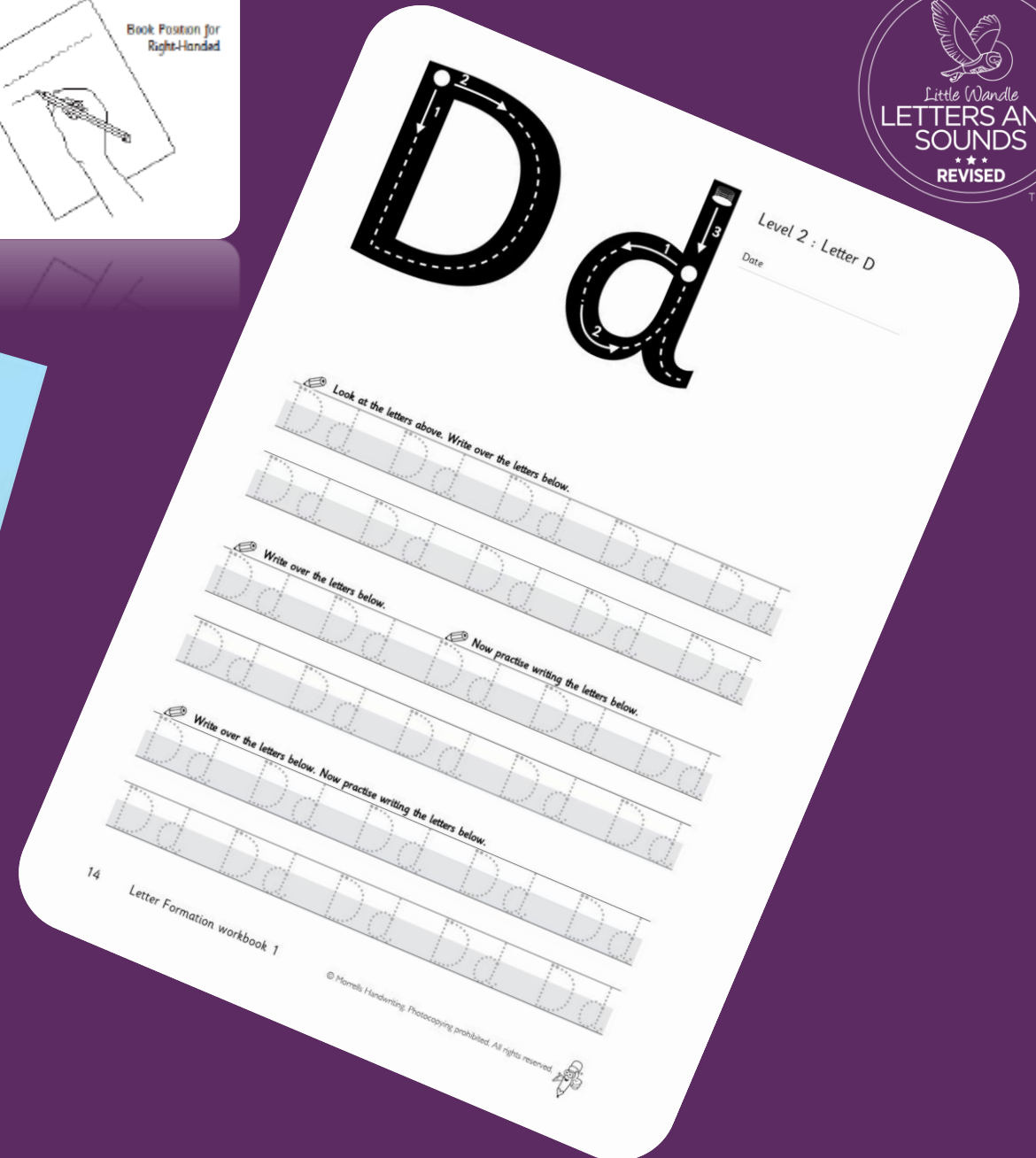
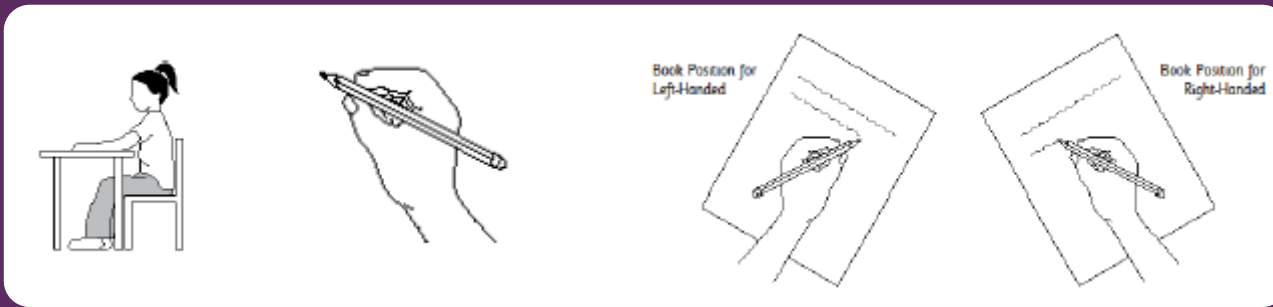
- An information leaflet on recycling
- A found poster
- A film review
- A persuasive letter
- A newspaper report

Possible Writing Outcomes – Writing to Entertain  Writing to entertain
Possible Writing Outcomes – Writing to Inform  Writing to inform
Possible Writing Outcomes – Writing to Persuade  Writing to persuade

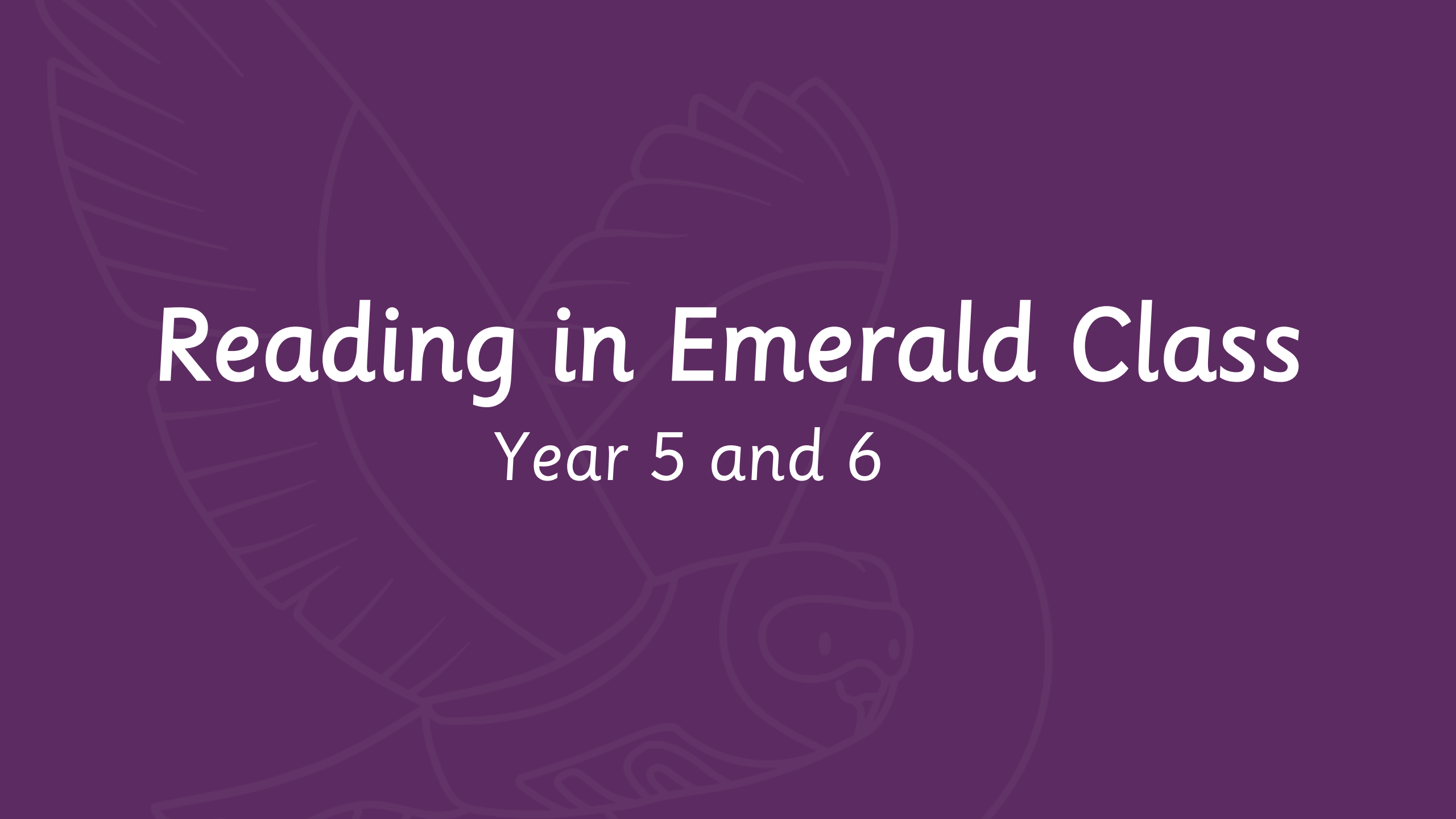


Handwriting in Sapphire Class

Year 3 and 4



Warm up exercises and posture



Reading in Emerald Class

Year 5 and 6

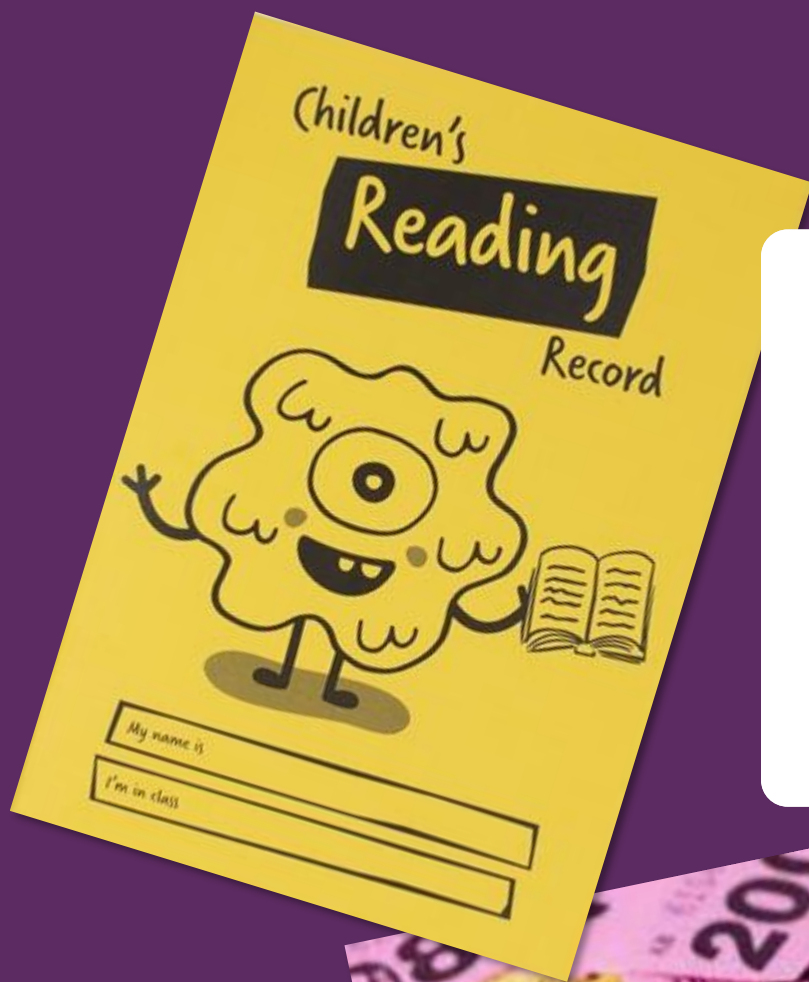
Destination Reader



Destination Reader is our 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.



Smart Questioning

Vocabulary Questions

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/this character feel by writing ...? Why?

Retrieval Questions

- Find the ... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?

Summarising Questions

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far inwords/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

Be an Author

- What does the word ... tell you about...? How?
- Find two ways that the author tell you
- What do you think the author meant by ...?

Year 5

Inference Questions

- What do you think ... means? Why do you think that? Could it be anything else?
- I think do you agree? Why/why not?
- Why do you think the author decided to ...?
- Can you explain why ...?
- What do these words mean and why do you think that the author chose them?

Prediction Questions

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

Compare, Contrast and Comment

- What is similar/different about two characters? Did the author intend that?
- Explain why ... did that.
- Describe different characters' reactions to the same event.
- Does the story have a moral?
- Which is better and why?

Be an Author

- Which words do you think are most important? Why?
- Which words do you like the most? Why?
- How has the author made you feel – happy/sad/angry/frustrated?



Vocabulary Questions

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/this character feel by writing ...? Why?

Retrieval Questions

- Find the ... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?

Summarising Questions

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in ... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

Be an Author

- What does the word ... tell you about ...? How?
- Find two ways that the author tell you
- What do you think the author meant by ...?

YEAR 6

Inference Questions

- What do you think ... means? Why do you think that? Could it be anything else?
- I think do you agree? Why/why not?
- Why do you think the author decided to ...?
- Can you explain why ...?
- What do these words mean and why do you think that the author chose them?

Prediction Questions

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

Compare, Contrast and Comment

- What is similar/different about two characters? Did the author intend that?
- Explain why ... did that
- Describe different characters' reactions to the same event.
- Does the story have a moral?
- Which ... is better and why?

- Which words do you think are most important? Why?
- Which words do you like the most? Why?
- How has the author made you feel – happy/sad/angry/frustrated?



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 4 and beyond will develop their fluency through class library books.

These are the book bands for KS2 from Year 4+. At the book bands Black, it's expected that children are super confident in their reading and require little help or guidance from an adult.

These are the expectations for the end of each year group		
Yr. Grp	Mid-year Colour Band	End of year Colour Band
2	See guidance for KS1 bands	
3		
4	Brown	Grey
5	Grey	Blue
6	Blue	Red

Spelling in Emerald Class

Year 5 and 6

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	

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	interfere	persuade	secretary	vegetable
average	criticise	existence	physical	shoulder	vehicle
awkward	curiosity	explanation	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere
bruise	desperate	foreign	lightning	profession	sincerely

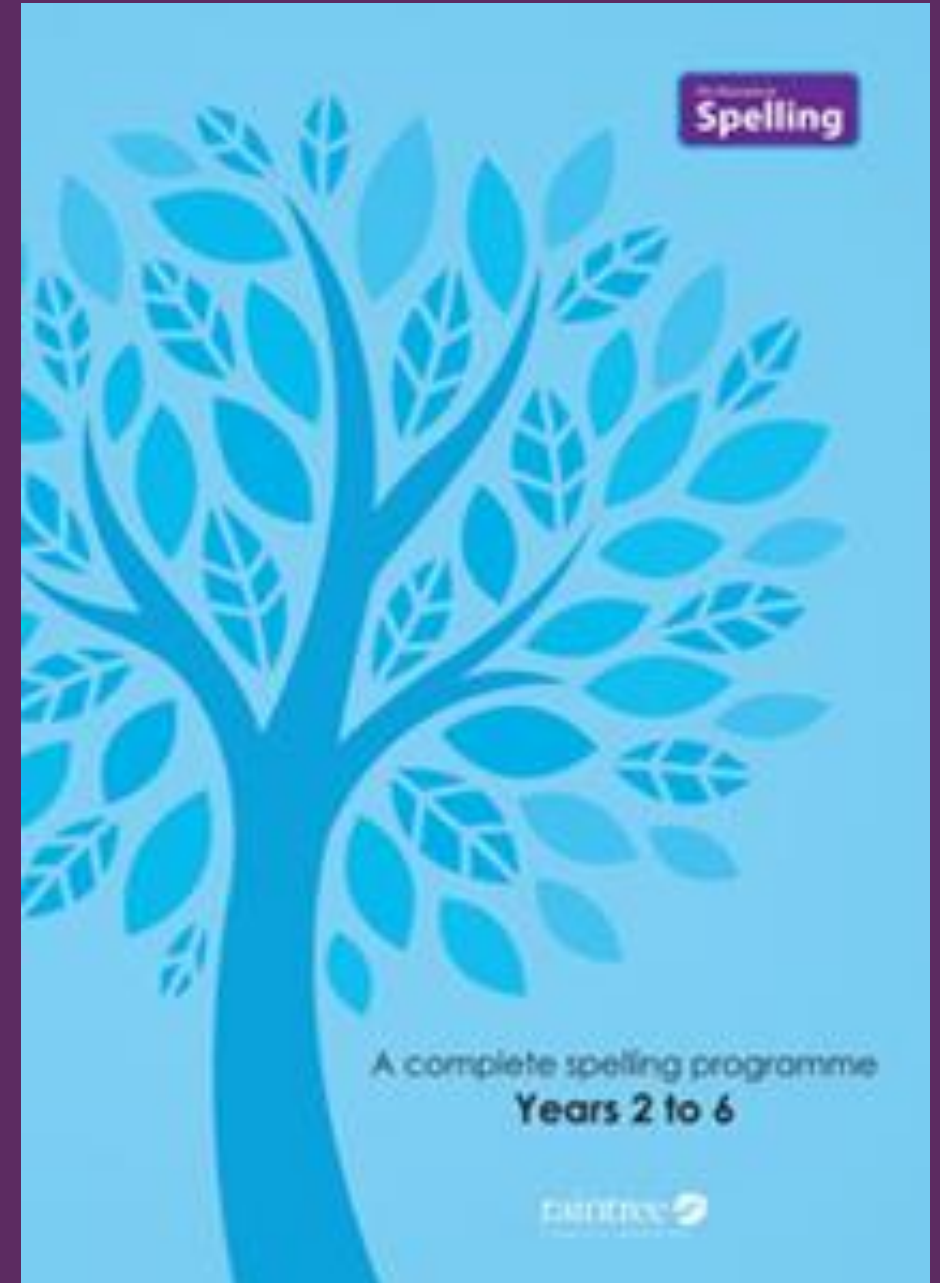
No Nonsense Spelling

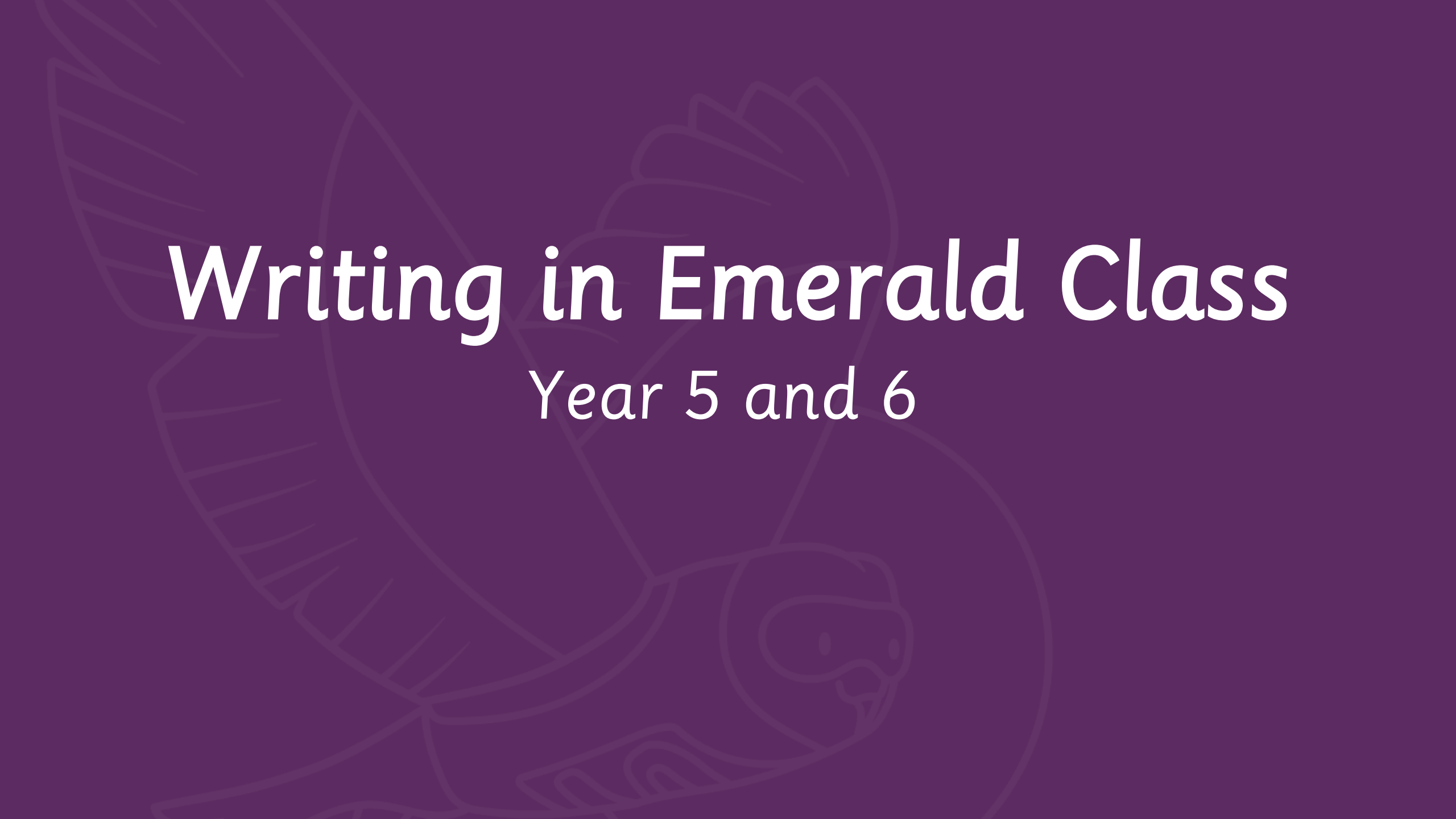
Spelling should be taught, not caught - children need to learn spelling patterns and rules, statutory words, common exceptions and personal spellings. No Nonsense Spelling teaches spelling in a 'Little-but-often' structure which allows children to revisit and review, learn new strategies and apply.

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

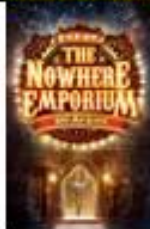


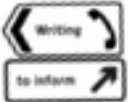
A faint, stylized line drawing of a parrot is visible in the background, facing right. The parrot has a large head, a curved beak, and its wings are partially spread. The drawing is composed of simple outlines and is centered behind the text.

Writing in Emerald Class

Year 5 and 6

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 2019 National Poetry Day – October (Allante Competition)	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	 The Nowhere Emporium by Ross MacKenzie	 Tiger Heart by Penny Chimes	 Survivors 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 - Maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; - reading books that are structured in different ways and reading for a range of purposes; - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; - 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.	Good Happy Here: Story Collection The Distance Between Me and the Cherry Tree by Paola Perotti The Star Outside My Window by Onjali Rauf The Rain Player by David Wisniewski – History Link The Chocolate Tree by Linda Lowery & Janice Lee Porter – History Link History in Infographics: The Mayans by Jon Richards – History Link 	Good 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 VMA 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 Corcoran & Marcos Navarro Highest Mountain, Deepest Ocean by Kate Baker & Page Tsou 	Mission to Marathon by Geoffrey Jones 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 Clare Chubb & Marisa Morris 	The Windrush Child by Benjamin Zephaniah Henry's Freedom Box by Ellen Levine and Kadir Nelson Respect by Michaela Morgan & Karen Donnelly The Place For Me: Stories About the Windrush Generation Coming to England by Horacio Benjamin and Diane Eason Black and British: An Illustrated History by David Olusoga Little People, Big Dreams: Harriet Tubman by Mo. Isabel Sanchez Vilella 	The Silence Seeker by Ben Marley <i>Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions</i> 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 

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

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.

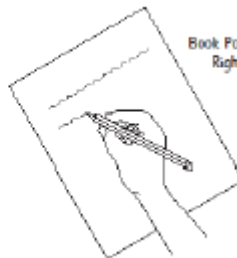
We aim for all children in the school to develop a flexible, fluent and legible handwriting style, which will enable the children to write with confidence and creativity. It is vital that children are able to write with ease, speed and legibility.



Book Position for
Left-Handed



Book Position for
Right-Handed



D

d

Level 2 : Letter D
Date _____

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

Dd Dd Dd Dd Dd Dd

Write over the letters below.

Dd Dd Dd Dd Dd Dd

Now practise writing the letters below.

Dd Dd Dd Dd Dd Dd

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

Dd Dd Dd Dd Dd Dd



Any Questions?

