

HIAS English Team

Step Up to Catch Up English Curriculum

Year 2/3 Haselworth Primary School

**A 12-week plan to support schools
(post COVID-19 lockdown)**

Principles and guidance for planning once children return to school

May 2020
Final version

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HIAS English Team

Step Up to Catch Up English Curriculum

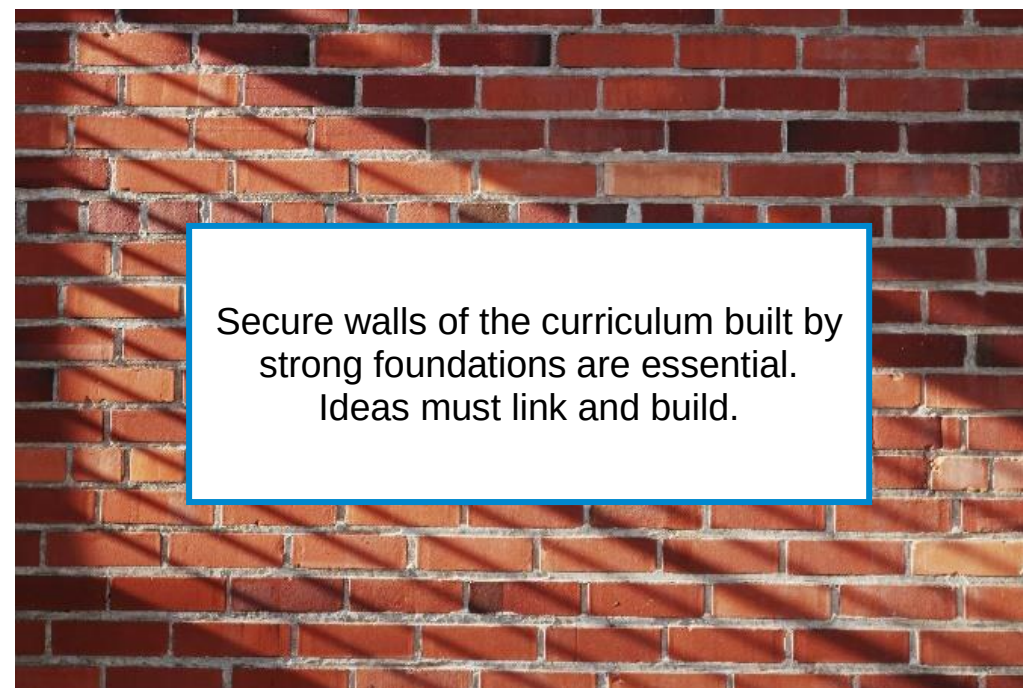
Introduction

Before schools return to 'normal' there needs to be clear pedagogical thinking about how learning will be planned for in the autumn. Even if schools return at some point/ in some format during the summer term, children will potentially have significant gaps when starting their new year group in the autumn – whenever that may be. This document aims to support teachers in the thinking and preparation that can be explored in advance, giving teachers the confidence to plan and teach effectively after such unprecedented circumstances.

It is important that all children achieve sufficiently secure foundations to their understanding and that Covid-19 does not leave a legacy of 'gaps' for years to come. However, the good news is, the English curriculum is both cumulative and recursive. Every time we read and write we draw on the same set of skills. As fluency increases in the basic skills we introduce nuances and explore the impact of these. The National Curriculum identifies a clear progression in skills so teachers just need to 'notice' where they are not yet embedded from the previous year and enable opportunity to do so in a rich and engaging environment.

Questions to consider:

- What attitudes to learning and habits for learning will have been lost / gained and therefore may impact length of tasks, types of tasks children can access?
- Which children / groups will have continued to make progress at home, which will have made little / no progress?
- Which children will not be ready to learn initially on return to school and which children will be desperate to learn again and want to be challenged?
- What can you assume, what do you know and what do you not know about the answers to the questions above?
- What will your level of expectations be on day one, week one, week 4?
- What stimulus will hook children into wanting to write (again)?

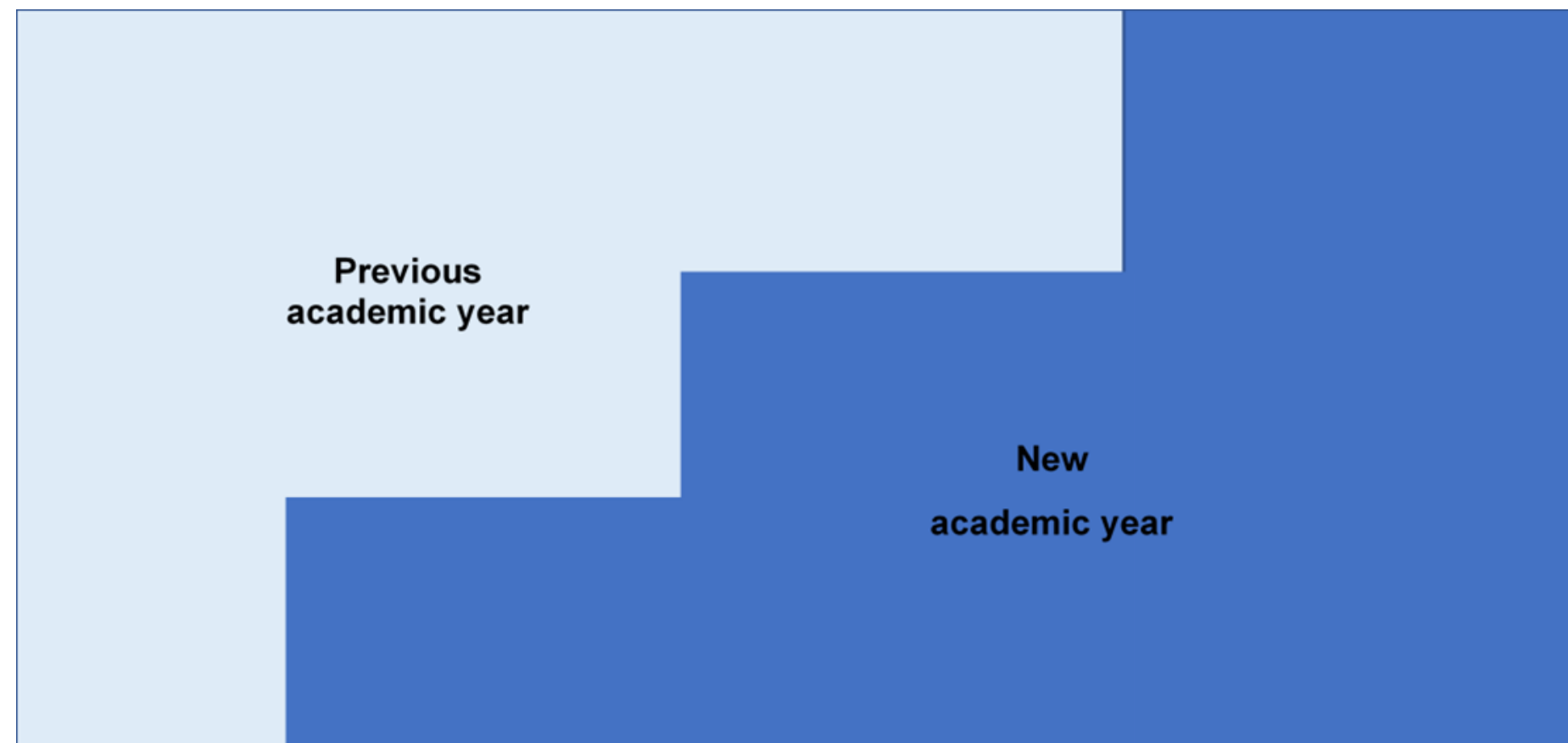


Guiding Principles of the HIAS Step Up to Catch Up English Curriculum:

- To quickly establish starting points for individuals
- To revisit key learning from the previous year's curriculum
- To quickly close the most vital 'gaps' in knowledge, skills and understanding
- To focus on the more complex aspects of the previous year's curriculum which is unlikely to have been covered or sufficiently understood initially and then slowly increasing content from the new academic year as appropriate (see diagram)
- To align the revision and catch up coverage with the new year's curriculum so that it is sequential and progressive, and enables pupils to catch up fully in the academic year 2020-2021
- To identify text-drivers that will 'bridge' the gaps between year groups/key stages and enable the focused curriculum content to be delivered rapidly
- To challenge and uncover misconceptions, hesitancy of knowledge and unreliability in skills
- To remain highly receptive and adaptive to feedback from children's learning on a daily basis
- To adopt and adapt the HIAS examples in this document to meet the needs of individual schools and cohorts
- The National Curriculum statements identified from the previous year group are essential to securing progress from one year group to the next, however internal assessment and knowledge of the pupils takes precedence over suggestions in this model.

Establishing starting points:

- What tasks and activities should be planned for initially so teachers can quickly assess starting points to ensure optimal progress?
- Where are the 'gaps' in knowledge, understanding and skills in writing?
- What needs to be consolidated and revised immediately?



Year 1 Writing Specific Guidance

Units of work in the Step Up to Catch Up Curriculum are driven by the need to support the unusual post lockdown transition, and therefore initially will not follow normal HIAS three stage learning journeys for writing. The need to fill curriculum gaps will drive tasks and outcomes in units rather than a text or specific genre, as we would normally advise.

Key learning:

In Year 1, the first half of the academic year should be taught through enabling environments and continuous provision, following a similar structure to that of the Early Years setting. Writing learning journeys are pacy and high interest, lasting between 1-2 weeks. Shorter learning journeys will sustain younger children's interests and focus. **The key learning in English can be supported through the environment with ongoing, connected, purposeful tasks being set up for pupils as part of their continuous provision.** This will allow pupils additional time to focus on acquiring the literacy basics in focused adult-led instructional groups as well as develop physically, socially and emotionally through other aspects of their play.

Text driver choices:

Select text drivers with patterned, repeating language and texts that support early readers with a phonics focus. **Nursery Rhymes and Traditional Tales are important for familiarising young children with story structure and story related vocabulary.** The text drivers selected should be age-appropriate and fun to read, learn and engage with, as well as texts that provide purposeful writing opportunities.

Writing outcome choices:

The writing outcomes should increase in difficulty and complexity as the weeks progress, developing children's writing skills and allowing for increasingly sustained and purposeful writing opportunities in a range of forms, for a range of reasons. In the model below, we have suggested several possible writing outcomes linked to each text as some of these writing opportunities may be used within continuous provision.

AfL:

Ongoing assessment should inform and shape your teaching, adapting curriculum coverage, changing text drivers and varying task design as appropriate. The text drivers and written outcomes that you choose must be contextually relevant to your school and your pupils' needs.

Adopt and adapt the text choices, writing outcomes and individual National Curriculum statements to meet the needs of individual schools and cohorts

Year 2 Writing Specific Guidance

Units of work in the Step Up to Catch Up Curriculum are driven by the need to support the unusual post lockdown transition, and therefore initially will not follow normal HIAS three stage learning journeys for writing. The need to fill curriculum gaps will drive tasks and outcomes in units rather than a text or specific genre, as we would normally advise.

Key learning:

Depending on the needs of the children, you may need to consider teaching through enabling environments and continuous provision, following a similar structure to that of the Early Year setting, using small teacher-led groups for direct instruction. This will allow for precision teaching in smaller, focus groups and enable pupils to continue their learning through play within the environment. Initially children will be focused on closing learning gaps from the year 1 English Curriculum, and as the weeks progress, the year 1 statements reduce and the Y2 statements increase.

Text driver choices:

A focus on texts with patterned, repeated language is important, as these are texts that support early readers with a phonics focus. Young readers and writers should become familiar with many traditional tales and fairy tales in order to meet National Curriculum requirements and embed early story structure and key story vocabulary and language. The text choices in the model below, reflect this requirement.

Writing outcome choices:

With younger children, it is important that the writing learning journeys are pacy and high interest, lasting between 1-2 weeks. Across the twelve weeks it is vital to ensure a balance of narrative and non-fiction writing outcomes for a range of purposes. As the weeks continue this should become progressively harder and enable children to build writing stamina. In the model below, we have suggested several possible, linked writing outcomes for each text-driver, this should allow for ongoing, purposeful writing opportunities through continuous provision.

AfL:

Planning and teaching should be informed by assessment, tasks set can be varied to provide challenge for all pupils. If assessment shows that children are secure in knowledge, skill or understanding, they can be moved on or spend time more deeply embedding the learning.

Adopt and adapt the text choices, writing outcomes and individual National Curriculum statements to meet the needs of individual schools and cohorts

Year 3 Writing Specific Guidance

Units of work in the Step Up to Catch Up Curriculum are driven by the need to support the unusual post lockdown transition, and therefore initially will not follow normal HIAS three stage learning journeys for writing. The need to fill curriculum gaps will drive tasks and outcomes in units rather than a text or specific genre, as we would normally advise.

Key learning:

For any pupils who have not yet secured their phonics knowledge into spelling, the teaching and application of phonics is of paramount importance. These pupils will require daily, age-appropriate phonics intervention to ensure they close the gap as quickly as possible.

Many other aspects of spelling are secured in Year 2, in particular suffixes, homophones and spelling patterns. Opportunities for children to complete and revisit the National Curriculum are essential and opportunities to apply across the curriculum will need to be considered and planned. To provide children with the tools to write effectively for a range of audiences, children will need to return to sentence structure and a range of sentence types need to secure fluency in the fundamentals of the KS1 curriculum for writing.

Text driver choices:

Suggested text drivers for writing in the Step Up to Catch Up curriculum have been selected to provide high quality, but accessible models e.g. picture books for older readers with good quality vocabulary. Texts at the beginning of the sequence are based on alternative versions of traditional tales that the children may be familiar with and cyclical text structures. The intention is to embed an understanding of story structure. The text drivers become increasingly more complex over the twelve weeks, including different viewpoints.

Writing outcome choices:

In the Step Up curriculum, the writing outcomes are initially shorter, building on to longer pieces of writing. They provide opportunities to build writing stamina and become progressively more challenging. For many of the writing outcomes the children will need to make inferences on the character's thoughts and feelings. There are opportunities for the children to build on key skills. Writing learning journeys are pacy and high interest, lasting between 1-2 weeks and with regular opportunities for Assessment for Learning.

AfL:

The task design of initial writing outcomes are intended to motivate and engage children in writing again based on a rich hook. Short open-ended tasks will enable teachers to skilfully identify what children have retained during home schooling and offer a baseline moving forward, whilst rebuilding stamina for writing.

Adopt and adapt the text choices, writing outcomes and individual National Curriculum statements to meet the needs of individual schools and cohorts

Y2 Step Up to Catch Up planning schedule						
	Word Reading	Comprehension	Transcription	Handwriting	Writing Composition	Vocab, grammar & punctuation
Year 1	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to read words	develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done	Spell Common Exception Words (Y1) add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un using –ing, –ed, –er and –est where no change is needed in the spelling of root words	begin to form lower-case letters in the correct direction, starting and finishing in the right place understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.	Write sentences by: sequencing sentences to form short narratives Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions re-reading what they have written to check that it makes sense Composing a sentence orally before writing it A simple opening or closing phrase (often formulaic) may be used Pupils demonstrate simple and compound sentences reliably Pupils sometimes use exclamation marks as alternatives to full stop	joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
Year 2	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales discussing and clarifying the meanings of words, linking new meanings to known vocabulary checking that the text makes sense to them as they read and correcting inaccurate reading	Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words (Y2)	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use of a brief opening and ending	Learning how to use: commas for lists and apostrophes for contracted forms and the possessive (singular) sentences with different forms: statement, question, exclamation expanded noun phrases to describe and specify

	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.	making inferences on the basis of what is being said and done answering and asking questions			Use of expanded noun phrases to describe and specify Writing down ideas and/or key words, including new vocabulary Use of adventurous vocabulary related to the appropriateness of the task Encapsulating what they want to say, sentence by sentence Some attempt to appropriately sequence ideas	the present and past tenses correctly and consistently co-ordination (using or, and, or but)
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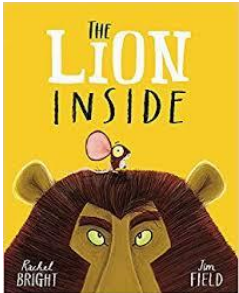
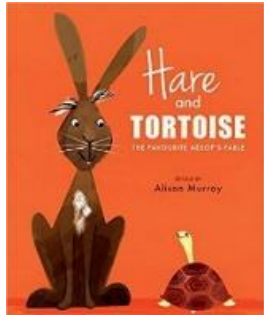
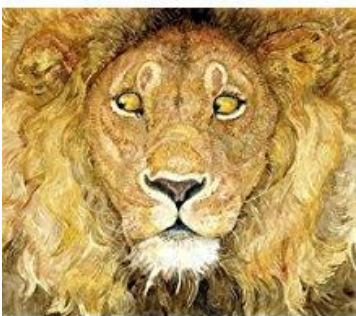
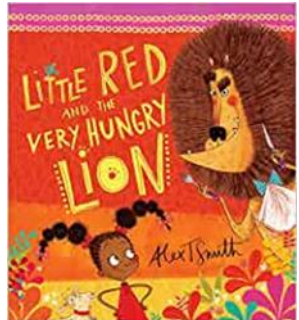
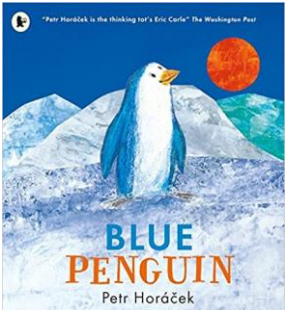
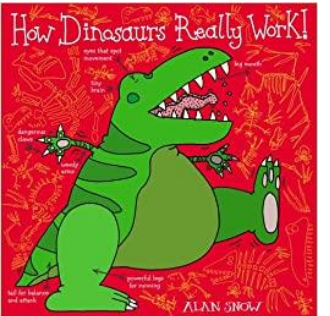
Y3 Step Up to Catch Up planning schedule						
Year 2	Word Reading	Comprehension	Transcription	Handwriting	Writing Composition	Vocab, grammar & punctuation
	Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Check that the text makes sense to them as they read and correcting inaccurate reading Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Use the context/grammar of the sentence to decipher new or unfamiliar words.	Learn to spell more words with contracted forms Use the possessive apostrophe (singular) [for example, the girl's book Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Start some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Section of relevant content shows an awareness of purpose and an emerging awareness of their audience Use adventurous vocabulary appropriate to task Use sentences with different forms: statement, question, exclamation, command Use a range of prepositions (behind, before, above, along)	Use subordinating conjunction (when/ if/ that because) Use co-ordinating conjunctions (or/and/ but) Use apostrophes to mark singular possessions in nouns Use apostrophes to mark where letters are missing in spelling Use the present and past tenses correctly and consistently Write expanded noun phrases to describe and specify.

	Re-read these books to build up their fluency and confidence in word reading.					Use commas to separate items in a list
Year 3	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	<i>Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (HAM R and E)</i> <i>Read books that are structured in different ways and reading for a range of purposes (HAM T and C. NC comprehension)</i> Asking questions to improve their understanding of a text	Spell words that are often misspelt (English Appendix 1) Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Use simple organisational devices e.g. headings and sub-headings Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write an increasing range of sentence structures (simple and compound) Organise writing into logical chunks and write coherent series of linked sentences for each. In narratives, creating settings, characters and plot Vocabulary choices move from generic e.g. from 'dog' to 'terrier' Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Choose adverbs and prepositions to express time, place and cause Use conjunctions, adverbs and prepositions to express time and cause

Year 2/3 Step Up to Catch Up 12-week planning schedule

Two week learning journeys with opportunities for: talk, role play, consolidation of key transcription and composition skills.

Gradual stepped transition from previous curriculum objectives to current curriculum objectives.

Week 1-6 Fables			Week 7-12		
Text driver 4	Text driver 5	Text driver 6	Text driver 4	Text driver 5	Text driver 6
Text: <i>The Lion Inside</i> by Rachel Bright & Jim Field 	Text: <i>Hare and Tortoise</i> by Alison Murray 	Text: <i>The Lion and the Mouse</i> by Jerry Pinkney 	Text: <i>Little Red and the Very Hungry Lion</i> by Alex T Smith 	Text: <i>Blue Penguin</i> by Petr Horáček 	Text: <i>How Dinosaurs Really Work</i> by Alan Snow 
Possible Outcomes: Year 2/3 Speech bubbles / statements / questions How is the mouse feeling at different points of the story? Cartoon strip style monologue. Dialogue between the characters. (Lots of P4c opportunities for writing)	Possible Outcomes: Year 2/3 Recount of the race (report and record like a commentator) / interview the characters / Poster to advertise the race Information facts about hares and tortoises.	Possible Outcomes: Year 2 Write a description of the characters. Year 2/3 Write the fable in their own words to sit aside the wordless picture book.	Possible outcomes: Year 2/3 Ensure the children are familiar with the story of Little Red Riding Hood. Having read the text, write Little Red's plan to stop the wolf. Write a character description of Little Red, consider the qualities and behaviours she has demonstrated.	Possible outcomes: Year 2/3 Write a story of an animal feeling left out. Discuss the themes of friendship and loneliness. Write a Friendship Charter for your class.	Possible outcomes: Year 2/3 Share information books on dinosaurs. Create your own dinosaur and write an information text in the style of the book.

Specific Curriculum Objectives: Year 1/Year 2/ Year 3 making inferences on the basis of what is being said and done Pupils sometimes use exclamation marks as alternatives to full stop re-reading what they have written to check that it makes sense Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones answering and asking questions Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Asking questions to improve understanding of a text. Use further prefixes and suffixes and understand how to add them. Draft and write an increasing range of sentence structures (simple and compound) Choose adverbs and prepositions to express time, place and cause.	Specific Curriculum Objectives: Year 1/Year 2/ Year 3 suffixes using –ing, –ed, –er and –est where no change is needed in the spelling of root words re-reading what they have written to check that it makes sense Use of expanded noun phrases to describe and specify the present and past tenses correctly and consistently co-ordination (using or, and, or but) commas for lists Asking questions to improve understanding of a text. Use further prefixes and suffixes and understand how to add them. Draft and write an increasing range of sentence structures (simple and compound) Choose adverbs and prepositions to express time, place and cause. Use simple organisational devices e.g. headings and subheadings.	Specific Curriculum Objectives: Year 1/Year 2/ Year 3 Pupils demonstrate simple and compound sentences reliably Pupils sometimes use exclamation marks as alternatives to full stop apostrophes for contracted forms and the possessive (singular) co-ordination (using or, and, or, but) Use of a brief opening and ending Use present and past tenses consistently and correctly. Use of adventurous vocabulary related to the appropriateness of the task Asking questions to improve understanding of a text. Use further prefixes and suffixes and understand how to add them. Draft and write an increasing range of sentence structures (simple and compound) Choose adverbs and prepositions to express time, place and cause. Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	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Key Curriculum Coverage Y1-2: Year 1: understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions Sequencing sentences to form short narratives re-reading what they have written to check that it makes sense Year 2: Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones answering and asking questions Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Encapsulating what they want to say, sentence by sentence Some attempt to appropriately sequence ideas sentences with different forms: statement, question, exclamation	Key Curriculum Coverage Y1-2: Year 1: suffixes using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]t re-reading what they have written to check that it makes sense Year 2: answering and asking questions Use of expanded noun phrases to describe and specify Writing down ideas and/or key words, including new vocabulary Use of adventurous vocabulary related to the appropriateness of the task commas for lists and apostrophes for contracted forms and the possessive (singular) the present and past tenses correctly and consistently co-ordination (using or, and, or but) sentences with different forms: statement, question, exclamation discussing and clarifying the meanings of words, linking new meanings to known vocabulary Year 3: Reading: Asking questions to improve their understanding of a text Spell words that are often misspelt.	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Year 1 Reading Specific Guidance

Phonics: Teaching timetable TBC

The teaching and application of phonics knowledge is of paramount importance.

It is essential that pupils' phonics attainment is assessed on their re-entry to education. This should be carried out rigorously on a one-to-one basis so that each pupil's current position is clear to the class teacher and all adults working with pupils.

As pupils will have had differing experiences of reading during the period of school closure, phonics teaching may need to be facilitated using a group model initially. This will allow specific gaps that may not occur in normal circumstances to be closed. Pupils may need to be reassessed at more frequent intervals than previously in order to adapt provision and groupings.

Phonics may need to be taught and applied more frequently than previously to accelerate progress, for example in two daily sessions.

Pupils should regularly read texts that are closely matched to their phonic knowledge.

Guided Reading: Lower School Guided reading will follow small guided groups daily timetable 20-30 mins

Guided reading should maintain a balance between the development of comprehension, vocabulary, word reading and fluency. Time should be made for pupils to actively apply their word reading skills, while also being supported to access more challenging texts that can develop their comprehension and vocabulary knowledge. Comprehension strategies, such as predicting, should be explicitly modelled to pupils and tasks should allow pupils to apply these strategies.

Reading to Pupils: Dedicated time to read to pupils in the form of longer 'class reads' or topic related fiction and non-fiction.

Pupils should regularly hear stories, poetry and non-fiction for pleasure. Pupils should have the opportunity to join in with predictable phrases and to learn rhymes by heart.

Consider enriching the texts chosen for English learning journeys with parallel texts that deepen pupils' understanding and develop their knowledge of vocabulary and concepts.

A selection of ideas for parallel texts is given below

Year 2 Reading Specific Guidance

Phonics Teaching timetable TBC

The teaching and application of phonics knowledge is of paramount importance. Pupils in Year 2 may not have a full understanding of the complex code (Phase 5 of *Letters and Sounds* for example) due to the school closures and so it is essential that pupils' phonics attainment is assessed on their re-entry to education. This should be carried out rigorously on a one-to-one basis so that each pupil's current position is clear to the class teacher and all adults working with pupils.

As pupils will have had differing experiences of reading during the period of school closure, phonics teaching may need to be facilitated using a group model initially. This will allow specific gaps that may not occur in normal circumstances to be closed. Pupils may need to be reassessed at more frequent intervals than previously in order to adapt provision and groupings.

Phonics may need to be taught and applied more frequently than previously to accelerate progress, for example in two daily sessions.
Pupils should regularly read texts that are closely matched to their phonic knowledge.

Guided Reading Lower School Guided reading will follow small guided groups daily timetable 20-30 mins

Guided reading should maintain a balance between the development of comprehension, vocabulary, word reading and fluency. Time should be made for pupils to actively apply their word reading skills, while also being supported to access more challenging texts that can develop their comprehension and vocabulary knowledge. Developing fluency should be given high priority and pupils should receive feedback on this area of reading. Fluency should be discussed and modelled, for example the use of appropriate intonation when reading poetry. Comprehension strategies, such as questioning and forming simple inferences, should be explicitly modelled to pupils, and tasks should allow pupils to apply these strategies.

Reading to Pupils Dedicated time to read to pupils in the form of longer 'class reads' or topic related fiction and non-fiction.

Pupils should regularly hear stories, poetry and non-fiction for pleasure and should learn some poems by heart. Consider enriching the texts chosen for English learning journeys with parallel texts that deepen pupils' understanding and develop their knowledge of vocabulary and concepts. A selection of ideas for parallel texts is given below.

Year 3 Reading Specific Guidance

Phonics

For any pupils who have not yet secured their phonics knowledge, the teaching and application of phonics is of paramount importance. These pupils will require daily, age-appropriate phonics intervention to ensure that they close the reading gap as quickly as possible.

Fluency

Pupils should have the opportunity to read aloud and receive feedback on elements of fluency. This could be done using resources such as the multi-dimensional fluency scale. Parents and carers should be encouraged to hear pupils read aloud, even when they are able to decode well.

Vocabulary

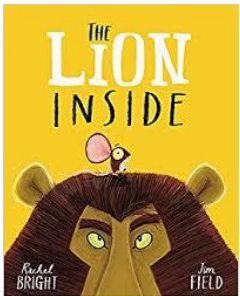
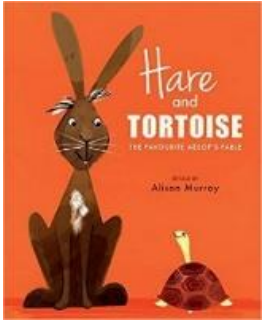
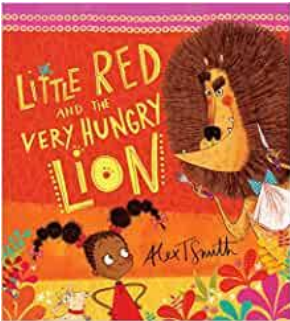
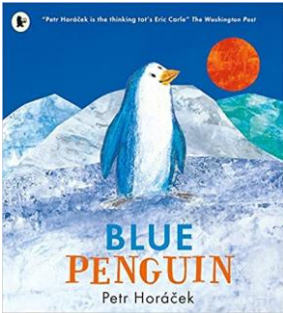
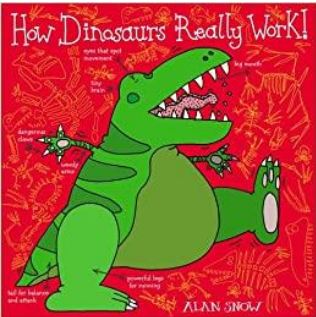
The planned introduction and clarification of vocabulary will be especially important at this time. Consider using the tiered approach to vocabulary when teaching. Focus on useful tier two and tier three words that support pupils to access the text they are studying while adding to their 'word hoard'. Ensure that pupils are familiar with strategies to clarify vocabulary, such as looking inside a word using clues from morphology, and outside a word for clues from context.

Guided Reading

Guided reading should maintain a balance between the development of comprehension, vocabulary and fluency. It is essential that guided reading lessons (whether whole class or small group) provide enough opportunities for pupils to have significant 'eyes on print' time as well as hearing teacher-read sections of text. Reading strategies, such as scanning and visualisation, should be explicitly modelled to pupils and tasks should allow pupils to apply these strategies.

Reading to Pupils and Reading for Pleasure

Pupils should regularly hear fiction, poetry and non-fiction for pleasure. Timetabled time should allow pupils to read for pleasure. Consider enriching the texts chosen for English learning journeys with parallel texts that deepen pupils' understanding and develop their knowledge of vocabulary and concepts. A selection of ideas for parallel texts is given below.

POSSIBLE PARALLEL TEXTS FOR READING Y2/3					
Text: <i>The Lion Inside</i> by Rachel Bright & Jim Field 	Text: <i>Hare and Tortoise</i> by Alison Murray 	Text: <i>The Lion and the Mouse</i> by Jerry Pinkney 	Text: <i>Little Red and the Very Hungry Lion</i> by Alex T Smith 	Text: <i>Blue Penguin</i> by Petr Horáček 	Text: <i>How Dinosaurs Really Work</i> by Alan Snow 
Possible parallel texts <i>The Way Home for Wolf</i> by Rachel Bright and Jim Field <i>Superfrog!</i> by Michael Foreman	Possible parallel texts <i>Tortoise vs. Hare: The Rematch</i> by Preston Rutt <i>Hare and Tortoise Race to the Moon</i> by Oliver Corwin	Possible parallel texts <i>Illustrated Stories from Aesop</i> by Susanna Davidson	Possible parallel texts: <i>Little Red</i> by Bethan Woollvin	Possible parallel texts: <i>The Penguin Who Wanted to Find Out</i> by Jill Tomlinson	Possible parallel texts: The text could be used alongside websites, such as the Natural History Museum's <i>Dino Directory</i> <i>Nibbles: The Dinosaur Guide</i> by Emma Yarlett
Possible additional texts topic related/class reads/story time/P4C during Autumn Term: Topic: Great Fire of London - Vlad and the Great Fire of London – Kate Cunningham PDL: People who help us: Firefighter (and other non-fiction texts about fire fighters and other jobs) Science: Weather/seasons: Tree: Seasons Come, Seasons Go Patricia Hegarty and Britta Teckentrup Froggy Day Heather Pindar & Barbara Bakos 					