

HIAS English Team

Step Up to Catch Up English Curriculum

Year 4/5 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

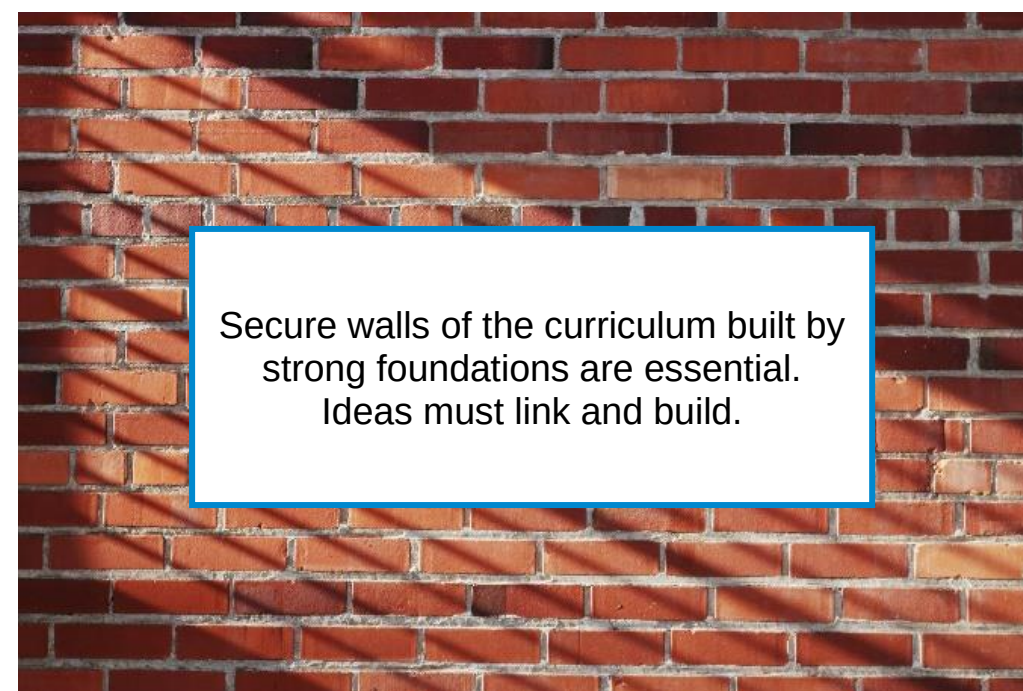
Introduction

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)?

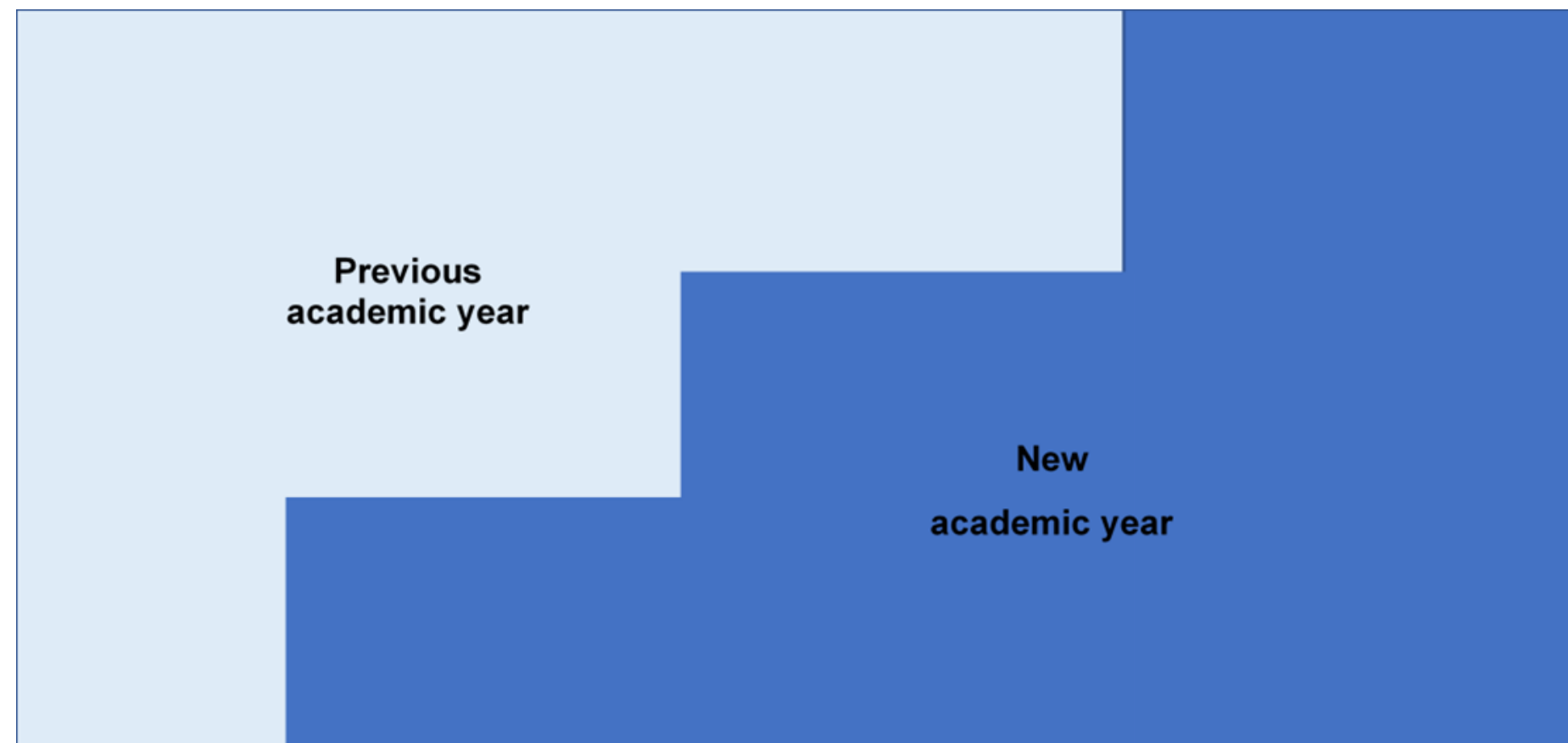


Guiding Principles of the HIAS Step Up to Catch Up English Curriculum:

- 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 4 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:

Securing the Year 3/4 curriculum requires children to have a robust understanding of the Key Stage 1 English curriculum. To secure this, it is important that children are developing increased fluency in both reading and writing. In Year 3/4 cohesion in writing is further supported through the appropriate use of nouns or pronouns to avoid repetition, as well as a wider range of conjunctions, adverbs and prepositions. These skills, in addition to sentence structure and a growing awareness of the reader, are fundamental to establishing the foundations for writing in upper Key Stage 2.

Text driver choices:

Suggested text drivers for writing in the Year 3-4 Step Up to Catch Up curriculum build on those identified in Year 3 in terms of complexity. In the books selected for Year 3, the children will need to infer the character's thoughts and feelings, whereas in the Year 4 texts, the characters choices, their journey and the viewpoints of others will be explored. The texts would also be appropriate for children to read independently as part of a reading strategy for developing fluency. The texts become more complex throughout the plan, including the introduction of faction (narrative non-fiction) texts. Any texts that follow the same principles could be substituted to match the school's own curriculum more closely.

Writing outcome choices:

Developing an understanding of viewpoint through short character descriptions will enable children to apply the skills to extended pieces of writing. There are opportunities for children to write in both the first and third person and faction (narrative non-fiction) texts have also been introduced to provide the children with the opportunity to write a non-fiction diary. The writing outcomes become more complex and the expectation of productivity increases over time, ensuring that writing stamina is re-established.

AfL:

The task design of initial writing outcomes are intended to engage children in the writing process through a high quality text. 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

	Y4 Step Up to Catch Up planning schedule					
	Word Reading	Comprehension	Transcription	Handwriting	Writing Composition	Vocab, grammar & punctuation
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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Predicting what might happen from details stated and implied Retrieve and record information from non-fiction Ask questions to improve their understanding of a text Draw inferences such as inferring feelings, thoughts and motives of main character from their actions. Discuss words or phrases that capture the reader's interest and imagination Use a range of known strategies appropriately to establish meaning in books that can be read independently Begin to recognise fact and opinion	Use the first two or three letters of a word to check its spelling in a dictionary Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble Spell further homophones and understand their meaning From nouns using prefixes e.g. super, anti, auto	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	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Organise paragraphs around a theme Expansion of detail/events may be supported through vocabulary (technical, vivid language) and explanation Vary nouns and pronouns to avoid repetition In narratives, creates settings, characters and plots Use some variation in sentence types (statement/command/question/exclamation)	Use a commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns Use inverted commas to punctuate direct speech Know when to use 'a' and 'an' Use regular simple past tense verbs e.g. awake/awoke
Year 4	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 Read further exception words, noting the unusual correspondences between	Identify how language, structure, and presentation contribute to meaning (<i>NC Comprehension. HAM L for E</i>) Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Use further prefixes and suffixes and understand how to add them (English Appendix1) Spell words that are often misspelt (English Appendix 1)	Increase the legibility, consistency and quality of their handwriting Is able to maintain fluency of writing and has sufficient stamina for typical written tasks	Writing is clear in purpose Use an increasing range of sentence length and structure In narratives, creates settings, characters and plot Use a varied and rich vocabulary	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with the curly hair</i> Understand the difference between plural and possessive -s

	spelling and sound, and where these occur in the word.	Discuss understanding as it develops and explain the meaning of words in context			Non-narrative material uses simple organisational devices Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause for cohesion Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Use fronted adverbials followed by a comma
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Year 5 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:

Many aspects of cohesion are taught in the Year 3 /4 curriculum e.g. adverbials, noun / pronoun agreement and paragraphing that form the foundations for higher level cohesion later and therefore gaps must be filled before moving too far into the Year 5 / 6 curriculum.

Some aspects of the Year 3/ 4 curriculum are not mentioned again in the Year 5/ 6 curriculum but are assumed e.g. inverted commas and therefore are vitally important to return to.

Some National Curriculum statements are the same from year 3 to year 6 (particularly in reading). Where this is the case, the learning objectives have only been included in the year 5 section. Where the objective for year 4 and year 5 are very similar, they have been combined in the same unit to enable purposeful scaffolding and extension.

Text driver choices:

Suggested text drivers for writing in the Step Up to Catch Up curriculum are ones where the cognitive load of reading does not over impact the working memory needed for writing. Therefore, novels requiring significant word reading have not been included in this 12 week plan for writing. Instead, picture books for older readers, short stories, stories with patterns such as those based on traditional tales, and film have been used.

Any texts that follow the same principles could be substituted to match the school's own curriculum more closely.

Writing outcome choices:

These are intentionally shorter than normal for Year 5 in the first 6 weeks – focusing on gap filling skills and rebuilding writing stamina, rather than through infrequent extended pieces. The Step Up curriculum focuses on simple writing tasks of quality rather than quantity that enable children to focus on the content and applying skill in a simple outcome. The Step Up curriculum intentionally avoids the more complex genres such as journalism, explanations or balanced arguments. More straightforward tasks such as reports, description, writing in an expert voice, short recount, persuasive letter, etc. will enable children to build confidence and fluency again in the initial 12 week.

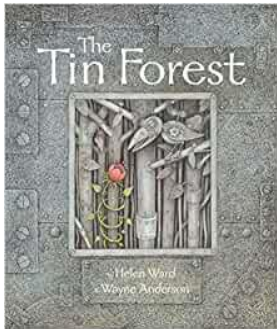
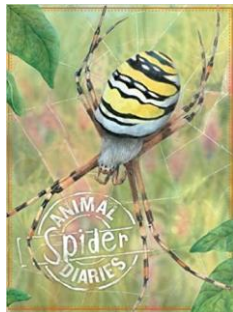
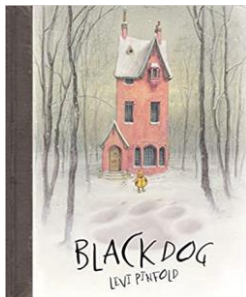
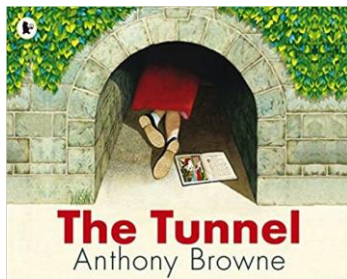
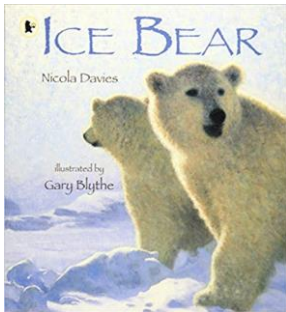
AfL:

The task design of initial writing outcomes are intended to get children writing again based on a rich hook, without the complexity of too much focus on genre/ audience / purpose etc. 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

Y5 Step Up to Catch Up planning schedule (Many statements are identical / almost identical in the Yr 4/5/6 curriculum and therefore not repeated)						
Year 4	Word Reading	Comprehension	Transcription	Handwriting	Writing Composition	Vocab, grammar & punctuation
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Identify main ideas drawn from more than one paragraph and summarising these Retrieve and record information from non-fiction Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discuss words and phrases that capture the reader's interest and imagination	Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's	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 Increase the legibility, consistency and quality of their handwriting	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar In narratives, creates settings, characters and plot Use a varied and rich vocabulary Non-narrative material uses simple organisational devices Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause for cohesion Compose and rehearse sentences orally (including dialogue) Use an increasing range of sentence length and structure Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Use inverted commas and other punctuation to indicate direct speech Use fronted adverbials followed by a comma Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair Proof-read for spelling and punctuation errors Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Year 5	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	Ask questions to improve their understanding of a text Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 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 Provide reasoned justifications for their views Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases to convey complicated information concisely Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining	Use relative clauses beginning with who, which, where, when, whose, that Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' Ensure correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis

Year 4/5 - Step Up to Catch Up 12 week planning schedule					
Text driver 1	Text driver 2	Text driver 3	Text driver 4	Text driver 5	Text driver 6
Text: <i>Winter's Child</i> by Angela McAllister 	Outcome: <i>The Tin Forest</i> by Helen Ward 	Text: <i>The Spider Diaries</i> by Steve Parker 	Text: <i>Black Dog</i> by Levi Penfold 	Outcome: <i>The Tunnel</i> by Anthony Browne 	Text: <i>Ice Bear</i> by Nicola Davies 
Outcome: Write a character description of Tom. Consider his actions and behaviours. Outcome: Write a letter from Tom to the Winter's Child, thanking him for the spring and letting him know that he will be there next winter. Consider Tom's character, what would he want to say in the letter and why?	Outcomes: Write two setting descriptions, one at the beginning of the book and the other after the change. Outcome: Write a first person narrative about exploring the forest and meeting the man for the first time.	Outcome: Write a diary extract in the style of <i>The Spider Diaries</i> about a well-known animal. Use the first person and levels of informality evidenced in the text.	Outcome: Write two character descriptions. Write a character description of Hope from her mother's viewpoint at the beginning of the book, when Hope meets the dog and the end, when Hope and the dog return. How has the mother's viewpoint changed?	Outcomes: Explore extracts from a range of portal stories including <i>Alice in Wonderland</i>, <i>Leon and the Place Between</i> and <i>Harry Potter</i> and discuss the journey from one setting to another. Create your own portal story for Rose and Jack based on a journey through the tunnel.	Outcome: Using texts and film to gain information. Write a non-fiction text about an arctic animal in the style of <i>Ice Bear</i>. Explore the viewpoints and levels of formality.

Key Curriculum Coverage:	Key Curriculum Coverage:	Key Curriculum Coverage:	Key Curriculum Coverage:	Key Curriculum Coverage:	Key Curriculum Coverage:
Year 3 Reading: Predicting what might happen from details stated and implied Reading: Draw inferences such as inferring feelings, thoughts and motives of main character from their actions. Reading: Discuss words or phrases that capture the reader's interest and imagination 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 Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Vary nouns and pronouns to avoid repetition In narratives, creates settings, characters and plots Spell further homophones and understand their meaning	Year 3 Reading: 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 Reading: Predicting what might happen from details stated and implied Reading: Discuss words or phrases that capture the reader's interest and imagination Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble Spell further homophones and understand their meaning Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Organise paragraphs around a theme Expansion of detail/events may be supported through vocabulary (technical, vivid language) and explanation	Year 3 Reading: 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 Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Expansion of detail/events may be supported through vocabulary (technical, vivid language) and explanation Vary nouns and pronouns to avoid repetition Year 4 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with the curly hair</i> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Year 3: Draw inferences such as inferring feelings, thoughts and motives of main character from their actions. 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 Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Expansion of detail/events may be supported through vocabulary (technical, vivid language) and explanation Vary nouns and pronouns to avoid repetition Year 4: Use further prefixes and suffixes and understand how to add them (English Appendix1) Use conjunctions, adverbs and prepositions to express time and cause for cohesion Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although	Year 3: Reading: Ask questions to improve their understanding of a text Draw inferences such as inferring feelings, thoughts and motives of main character from their actions. Year 4: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with the curly hair</i> Understand the difference between plural and possessive -s Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to	Year 3 Reading: Retrieve and record information from non-fiction Reading: Ask questions to improve their understanding of a text Year 4: Reading: 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 Reading: Identify how language, structure, and presentation contribute to meaning Use further prefixes and suffixes and understand how to add them (English Appendix1) Understand the difference between plural and possessive -s Non-narrative material uses simple organisational devices Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Year 4 Identifying main ideas drawn from more than one paragraph and summarising these. Writing is clear in purpose Spell words that are often misspelt (English Appendix 1) Year 5: 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 Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence	Vary nouns and pronouns to avoid repetition Use a commas after fronted adverbials Year 4 In narratives, creates settings, characters and plot Use a varied and rich vocabulary Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with the curly hair</i> Year 5 Ask questions to improve their understanding of a text. Predict what might happen from details stated and implied. Use expanded noun phrases to convey complicated information concisely.	Non-narrative material uses simple organisational devices Year 5 Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use expanded noun phrases to convey complicated information concisely. Use commas to clarify meaning or avoid ambiguity in writing.	In narratives, creates settings, characters and plot Use a varied and rich vocabulary Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Year 5: 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 Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence Use expanded noun phrases to convey complicated information concisely. Use commas to clarify meaning or avoid ambiguity in writing.	Use fronted adverbials followed by a comma Use a varied and rich vocabulary Year 5: 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 Ask questions to improve their understanding of a text Provide reasoned justifications for their views Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own Evaluate and edit by assessing the effectiveness of their own and others' writing	Use conjunctions, adverbs and prepositions to express time and cause for cohesion Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Use fronted adverbials followed by a comma Increase the legibility, consistency and quality of their handwriting Year 5: Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing
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				Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Select the appropriate form and use other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that
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Year (+3) 4 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.

Year 5 (+6) Reading Specific Guidance

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 older pupils read aloud. Allowing pupils to read to younger children in the school can also be a means of developing fluency and confidence.

Vocabulary

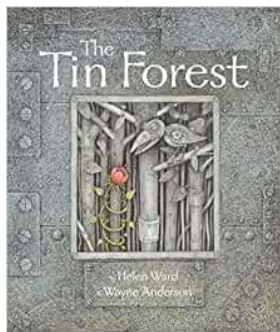
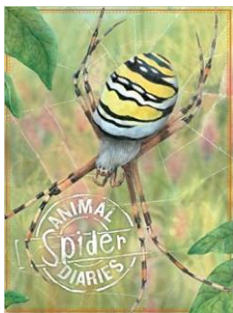
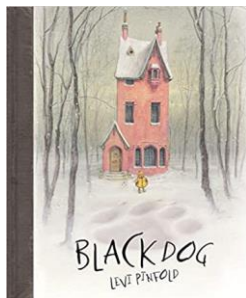
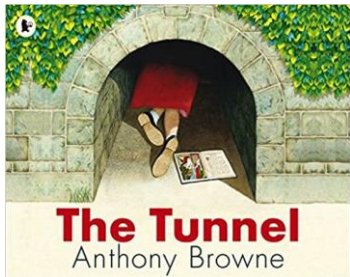
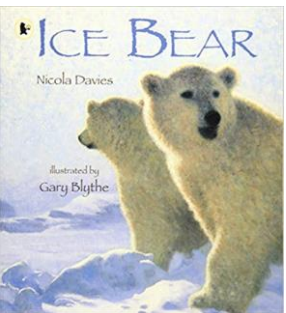
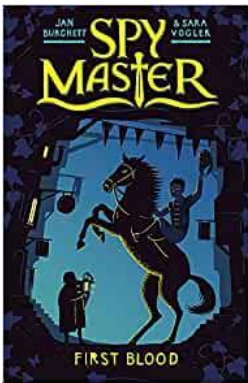
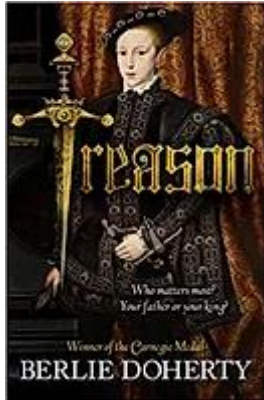
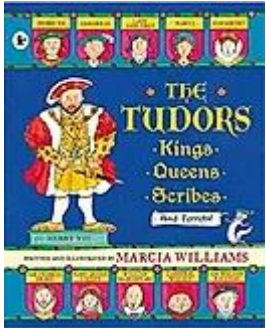
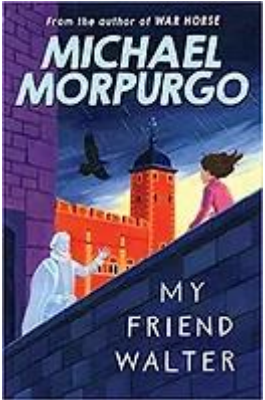
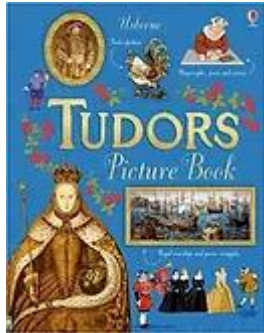
The planned introduction and clarification of vocabulary will be especially important at this time. Consider using the tiered approach to vocabulary when teaching. Focus on useful tier two and tier three words that enable pupils to access the text they are studying while adding to their 'word hoard'. 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. Pupils should be encouraged to reflect upon why certain vocabulary has been selected, considering factors such as formality and intended audience.

Guided Reading

Guided reading should maintain a balance between the development of comprehension, vocabulary and fluency. It is essential that guided reading lessons 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 summarising and making more complex inferences, should be explicitly modelled to pupils and tasks should allow pupils to apply these strategies. Developing fuller written answers with clear reference to the text should also form part of reading instruction.

Reading to Pupils and Reading for Pleasure

Pupils should regularly hear stories, 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					
Text: <i>Winter's Child</i> by Angela McAllister 	Text: <i>The Tin Forest</i> by Helen Ward 	Text: <i>The Spider Diaries</i> by Steve Parker 	Text: <i>Black Dog</i> by Levi Penfold 	Text: <i>The Tunnel</i> by Anthony Browne 	Text: <i>Ice Bear</i> by Nicola Davies 
Possible parallel texts: A range of poetry could be used alongside the text, for example <i>Jack Frost Is Playing Cards at the Roadside</i> by Brian Patten (<i>The Works 1</i>) and <i>Snow</i> by Walter de la Mare	Possible parallel texts: <i>The Promise</i> by Nicola Davies	Possible parallel texts: A range of other books in the <i>Animal Diaries</i> series	Possible parallel texts: <i>Little Mouse's Big Book of Fears</i> by Emily Gravett also explores overcoming fear, as does Lemony Snicket's <i>The Dark</i>	Possible parallel texts: <i>Leon and the Place Between</i> by Angela McAllister <i>Journey</i> by Aaron Becker	Possible parallel texts: <i>The Polar Bear</i> by Jenni Desmond
Possible additional texts – Guided reading/topic related/class reads/P4C – for use during Autumn Term: There will be a school wide focus on reading for pleasure and actively recommending quality texts to children. www.booksfortopics.com is a very useful resource. https://www.booksfortopics.com/year-4 https://www.booksfortopics.com/year-5 Tudors: Fiction and non fiction related to Henry VIII's reign and the Mary Rose       PDL/P4C: High quality texts with Friendship theme. (Examples to come) Science: Sound – non-fiction information books linking to sound. (Examples to come)					