

HIAS English Team

Step Up to Catch Up English Curriculum

Year 5/6 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

© Hampshire County Council



HIAS English Team

Step Up to Catch Up English Curriculum

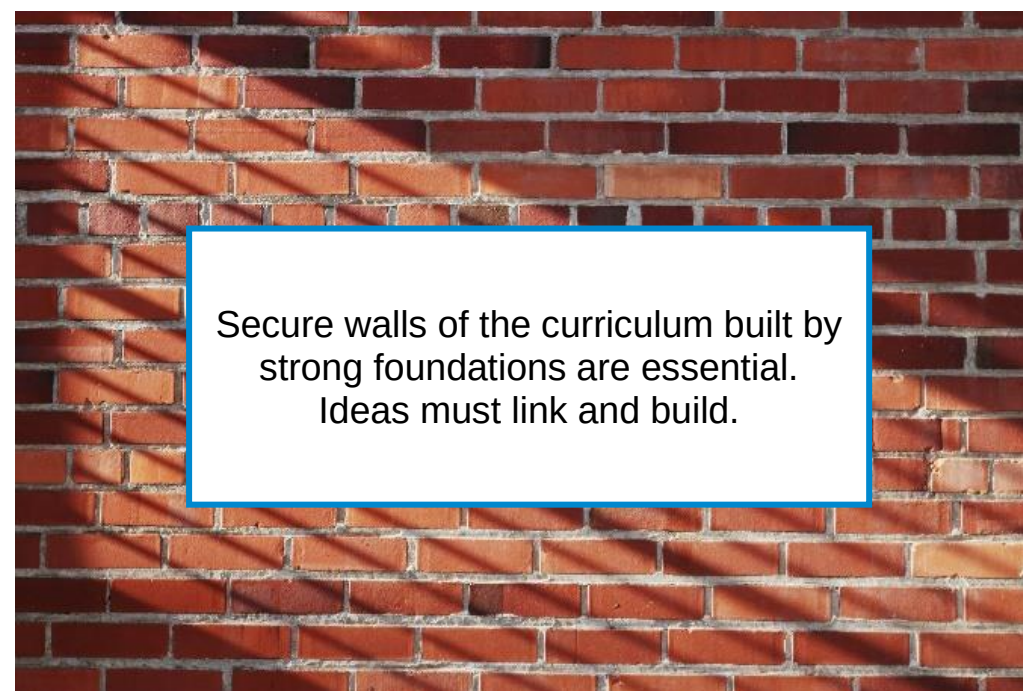
Introduction

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)?

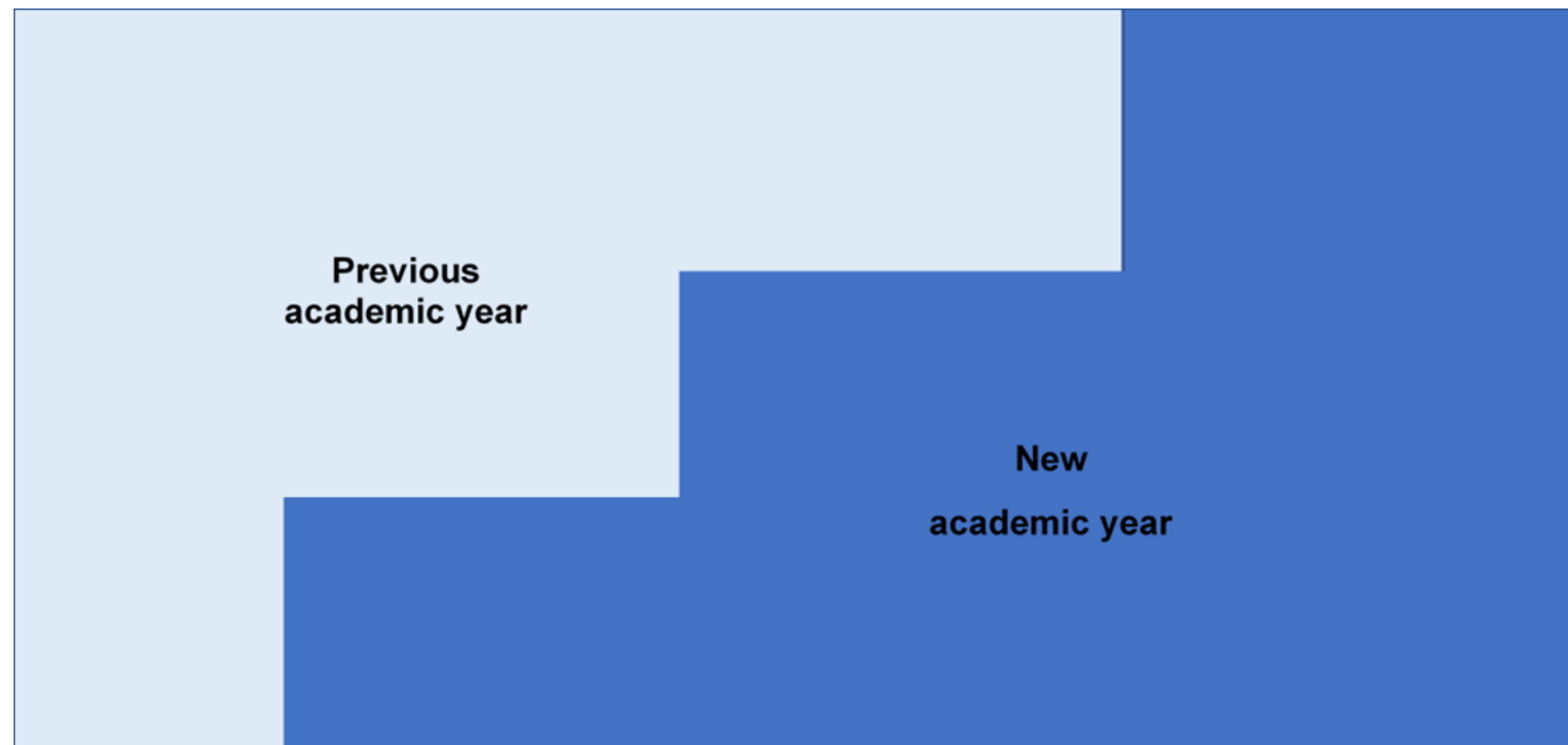


Guiding Principles of the HIAS Step Up to Catch Up English Curriculum:

- 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 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	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	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	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	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether	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	Use relative clauses beginning with who, which, where, when, whose, that Use commas to clarify meaning or avoid ambiguity in writing

	to read aloud and to understand the meaning of new words they meet	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 the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus	or not to join specific letters	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	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 6 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 5 /6 curriculum requires children to have a secure grasp of the full set of skills and the ability to apply these for the audience and purpose they are writing for. It is important children understand the vocabulary and grammar choices available to them and to apply them effectively with fluency and to secure cohesion. Therefore, teachers must ensure earlier gaps in knowledge are filled from the year 4, as well as the year 5 curriculum e.g. cohesion within paragraphs. It is possible writing may be formulaic and lack flair when children return, through lack of recent rehearsal and lost confidence. Applying prior learning to engaging tasks will enable them to re-establish their 'author's voice', making choices for impact on the reader rather than to complete a tick a list. This will take time but will occur more rapidly in the long term if the foundations are secured by identifying gaps in skills and understanding in the first 12 weeks.

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 6 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.

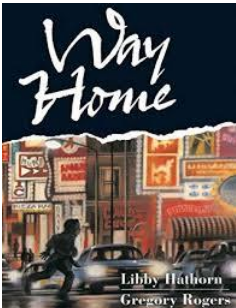
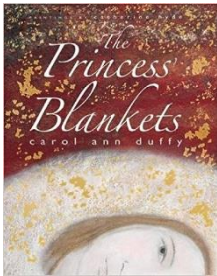
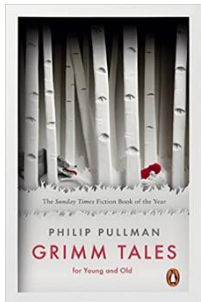
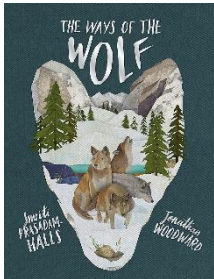
AfL:

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.

Year Six - Step Up to Catch Up 12-week planning schedule						
Year 5	Word Reading	Comprehension	Transcription	Handwriting	Writing Composition	Vocab, grammar & punctuation
		Ask questions to improve their understanding of a text Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use further prefixes and suffixes and understand the guidance for adding them e.g. -dis-, 'de-', 'mis-', 'over-' and 're-' Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused	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 Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance 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 Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Linking ideas across paragraphs through tense choice (he had seen her before) Use a wide range of devices to build cohesion within paragraphs In narratives, describe settings, characters and atmosphere	Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' Use a colon to introduce a list
Year 6	Word Reading	Comprehension	Transcription	Handwriting	Writing Composition	Vocab, grammar & punctuation
	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words	Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own	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 dictionaries to check the spelling		Note and develop initial ideas, drawing on reading and research where necessary Identify the 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	Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense throughout a piece of writing Use relative clauses be.g.inning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use correct subject and verb agreement when using singular and plural

	that they meet	and others' ideas and challenging views courteously	and meaning of words	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Use brackets, dashes or commas to indicate parenthesis
		Make comparisons within and across books	Use a thesaurus	Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter	Use hyphens to avoid ambiguity
		Provide reasoned justifications for their views	Recognise how words are related by meaning as synonyms and antonyms	Integrate dialogue to convey character and advance the action	Use the perfect form of verbs to mark relationships of time and cause
		Evaluate how successfully the organisation of a text supports the writer's purpose		Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables	Use modal verbs or adverbs to indicate degrees of possibility
		Predict what might happen from details stated and implied		Draft and write by using a wide range of devices to build cohesion within paragraphs	Punctuate bullet points consistently
		Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis	
		Identify how language, structure, and presentation contribute to meaning			
		Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback			
		Read books that are structured in different ways and read for a range of purposes			

Year 5/6 - 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: Titanium Music video (Literacy Music Shed) 	Text: Way Home by Libby Hathorn 	Text: The Princess Blankets by Carol Ann Duffy Text: 	Text: Inside the Villains by Clotilde Perrini 	Text: <i>Grimm Tales</i> by Philip Pullman 	Text: The Ways of the Wolf by Smriti Prasadam-Halls 
Outcomes: Short personal response to watching the music video at intervals. What do you think has happened? What might have caused it? Who might be to blame? Setting description: describe what you see as you walk down the corridor in the opening scene in the same way as the producer / director take you down the corridor in the film. Focus on vivid vocabulary that captures the chaos in just one paragraph. School application: to a school for children with supernatural powers. Complete a form using less than 100 words: What are your powers? Why would you like to attend the school? Police report: written by officer present at the school or forest – what did he see, notice? Keep to the facts, no opinions. Keep details concise and accurate in case needed for a court hearing. Focus on accurate sentence constructions.	Outcome: Short personal response to the story. Should Shane have taken the cat? Why is Shane homeless? How would you feel in Shane's situation? Focus on range of paragraphs for different purposes – (PIE – Persuade, Inform, Entertain) exploring how the different reasons to write and different audiences' impact on the language and grammatical choices. Persuade: write a paragraph to persuade Shane to find the cat's real home. Inform: write a factual paragraph about being homeless / the conditions Shane lives in. (report) Entertain: write a short narrative recount of the evening Shane found the cat.	Outcome: Diary entries: write a series of short diary entries either from the Princess' viewpoint at different points in the story, or from different people at the same point. Build on skills with each entry, filling gaps as required with breakaway groups	Outcome: Informal, short humorous biography: utilise the giant and the witch as WAGOLLS. Write in the same style for 'The Wolf' in fairy tales, drawing on background knowledge. Non chronological report: using the 'More About Me' section for ideas and structure, write a CV for being the wolf e.g. strengths, weaknesses, fears Extend children to a writing style e.g. humour, quirky, strong voice.	Outcome: Narrative Build towards a longer write, choose a fairy tale and write in the style of Phillip Pullman – could be a section of the story in detail or the full story of a classic well-known tale. Increase accuracy e.g. through fluency handwriting and correcting misspelt words. Increase stamina by length of individual piece, but over several days	Outcome: Persuasion Using research from the text, explore the reputation of wolves in stories and in real life. Children write to children's publishers to convince them that more stories should be written where a wolf is a positive character. Fact and opinion can be included.

Key Curriculum Coverage: Year 4: Identify main ideas drawn from more than one paragraph and summarising these 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 Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Use a varied and rich vocabulary Organise paragraphs around a theme Use conjunctions, adverbs and prepositions to express time and cause for cohesion Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair Use fronted adverbials followed by a comma Proof-read for spelling and punctuation errors	Key Curriculum Coverage: Year 4: Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Spell further homophones Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Organise paragraphs around a theme Use conjunctions, adverbs and prepositions to express time and cause for cohesion Use fronted adverbials followed by a comma Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use inverted commas and other punctuation to indicate direct speech Proof-read for spelling and punctuation errors Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Key Curriculum Coverage: Year 4: Identify main ideas drawn from more than one paragraph and summarising these Discuss words and phrases that capture the reader's interest and imagination 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 a varied and rich vocabulary Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Compose and rehearse sentences orally (including dialogue) Use an increasing range of sentence length and structure Year 5: Ask questions to improve their understanding of a text Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'	Key Curriculum Coverage: Year 4 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Retrieve and record information from non-fiction Spell words that are often misspelt (English Appendix 1) Increase the legibility, consistency and quality of their handwriting Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Non-narrative material uses simple organisational devices Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Year 5: Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-' Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining	Key Curriculum Coverage: Year 4 Use further prefixes and suffixes and understand how to add them (English Appendix 1) Use a varied and rich vocabulary In narratives, creates settings, characters and plot 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 Year 5: Continue to distinguish between homophones and other words which are often confused Ask questions to improve their understanding of a text 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 Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task	Key Curriculum Coverage: Year 4: Retrieve and record information from non-fiction Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Year 5: Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic 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 Select the appropriate form and use other similar writing as models for their own Year 6: Identify and discuss themes and conventions in a wide range of writing
--	---	--	---	---	---

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Year 5: Ask questions to improve their understanding of a text Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Use expanded noun phrases to convey complicated information concisely Use a wide range of devices to build cohesion within paragraphs Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' Year 6: 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	Year 5: Ask questions to improve their understanding of a text Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context 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 Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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 Year 6: Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas Provide reasoned justifications for their views Identify the audience for and purpose of the writing	Use a thesaurus Use expanded noun phrases to convey complicated information concisely Spell some words with 'silent' letters Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Linking ideas across paragraphs through tense choice (he had seen her before) Year 6: Make comparisons within and across books Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Use dictionaries to check the spelling and meaning of words Draft and write by using a wide range of devices to build cohesion within paragraphs Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense throughout a piece of writing	Identify audience for, and purpose of, the writing Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Use a colon to introduce a list Year 6: Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet Retrieve, record and present information from non-fiction Note and develop initial ideas, drawing on reading and research where necessary Evaluate how successfully the organisation of a text supports the writer's purpose Read books that are structured in different ways and read for a range of purposes Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables Use hyphens to avoid ambiguity	In narratives, describe settings, characters and atmosphere Year 6: Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet Evaluate and edit by assessing the effectiveness of their own and others' writing Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter Integrate dialogue to convey character and advance the action Proof-read for spelling and punctuation errors Select the appropriate form and use other similar writing as models for their own Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis	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 Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers Use a thesaurus Recognise how words are related by meaning as synonyms and antonyms Retrieve, record and present information from non-fiction Note and develop initial ideas, drawing on reading and research where necessary Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis Proof-read for spelling and punctuation errors Use correct subject and verb agreement when using singular and plural Use modal verbs or adverbs to indicate degrees of possibility
---	---	---	--	--	---

Predict what might happen from details stated and implied Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Use brackets, dashes or commas to indicate parenthesis Use the perfect form of verbs to mark relationships of time and cause	Select the appropriate form and use other similar writing as models for their own		
---	--	--	--	--	--

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

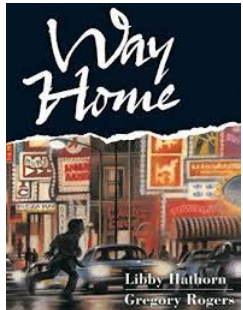
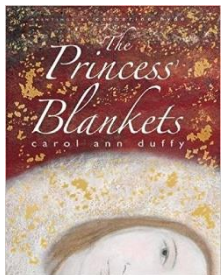
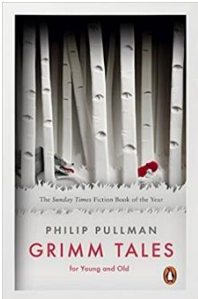
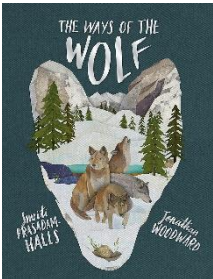
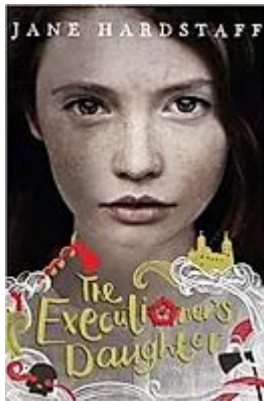
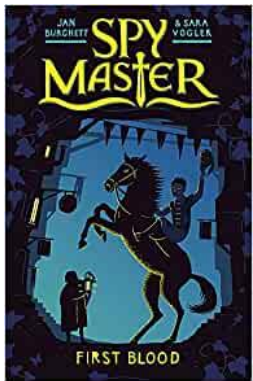
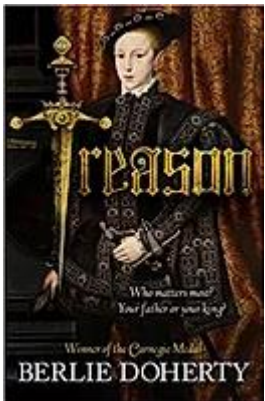
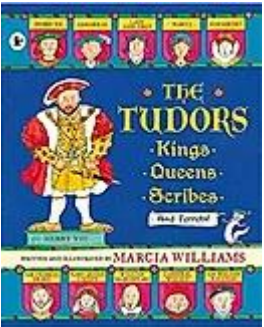
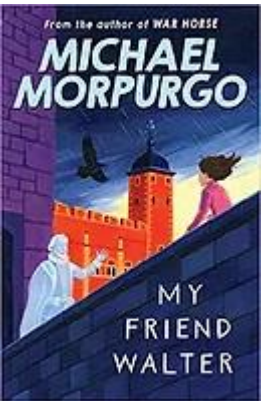
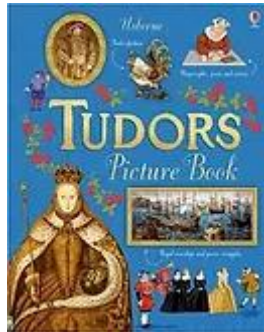
The planned introduction and clarification of vocabulary will be especially important at this time. Consider using the tiered approach to vocabulary when teaching. Focus on useful tier two and tier three words that enable pupils to access the text they are studying while adding to their 'word hoard'. 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>Titanium</i> Music video (Literacy Music Shed) 	Text: <i>Way Home</i> by Libby Hathorn 	Text: <i>The Princess' Blankets</i> by Carol Ann Duffy Text: 	Text: <i>Inside the Villains</i> by Clotilde Perrini 	Text: <i>Grimm Tales</i> by Philip Pullman 	Text: <i>The Ways of the Wolf</i> by Smriti Prasadam-Halls 
Possible parallel texts: <i>Fly Me Home</i> by Polly Ho-Yen	Possible parallel texts: News reports for children on homelessness: there is age-appropriate content on the subject on the BBC's Newsround site	Possible parallel texts: <i>Cinnamon</i> by Neil Gaiman	Possible parallel texts: The Guardian's <i>Three Little Pigs</i> advert could be used alongside texts showing the Wolf's point of view, for example <i>The True Story of the 3 Little Pigs</i> by Jon Scieszka	Possible parallel texts: Further examples from <i>Grimm Tales</i> by Philip Pullman	Possible parallel texts: <i>The Last Wolf Speaks From the Zoo</i> by Pie Corbett
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-6 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)					