

Enmore Church of England Primary School

'Those who are taught here must
go out and teach others'

Rev J. Poole, Founder, 1810



'I have set you an example that you
should do as I have done for you.'

John 13: 15

English for Website

Background



English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Enmore follows the Early Years Foundation Stage Curriculum which can be found [here](#), and the National Curriculum programmes of study which can be found [here](#).

Vision

The school's vision and values underpin all subjects taught at Enmore. The page below illustrates how English is influenced by these values and, as a result, illustrates what you would expect to see in classrooms.

Vision

- To have high expectations

What this looks like in English

- Learning behaviours are excellent
- Poor behaviour is uncommon and is challenged
- Marking is high quality
- teaching spaces are kept tidy and are well- organised

Vision

- A broad curriculum offer

What this looks like in English

- Displays and work in books reflects a broad curriculum
- classes have topics but discrete subjects are taught
- Cross- curricular links used when possible

Vision

- An inclusive curriculum

What this looks like in English

- All children have access to the curriculum
- Pre, post and during interventions used as appropriate, aimed at removing barriers to learning

Vision

- A mastery approach

What this looks like in English

- Whole class teaching is predominant
- children who have mastered topics are given opportunities to support less confident

- low stakes testing and retrieval exercises used where appropriate

Vision

- Expose children to diversity

What this looks like in English

- Texts and authors for whole class and individual readers chosen with diversity in mind.
- Visits or visitors invited into school that allow children to develop their understanding and respect for diversity.

Vision

- Ask Big Questions

What this looks like in English

- Encouraged to express their feelings, thoughts and preferences.
- Why do we read?
- Discussions around authors and their writing, and how it has impacted the lives of others.
- Reading about global issues and challenging concepts.

Vision

- Close vocabulary gap for disadvantaged children

What this looks like in English

- Key/ new vocabulary explicitly taught and repeatedly used in context
- Speaking and listening opportunities
- Performance opportunities

Vision

- Reinforce school, Christian and British values

What this looks like in English

- Read texts that celebrate the diversity of British culture, climate and environment.
- Encourage a Mastery approach
- Read texts that discuss themes from different religions, countries and cultures.
- Read texts written by a diverse range of authors.
- Read texts that cover challenging topics.

Vision

- To develop the children as individuals and give responsibility

What this looks like in English

- Give responsibilities for specific tasks/ jobs
- Allow for creative autonomy
- Encourage individuality when developing their work and ideas
- Give opportunities for group work

Reading

Vision	What this will look like in reading.
<ul style="list-style-type: none"> • To be of high quality with high expectations 	Children's learning behaviours are excellent. Poor behaviour is uncommon. Poor behaviour is challenged. Marking is of high quality. Teaching spaces are kept tidy and are organised efficiently.
<ul style="list-style-type: none"> • A broad curriculum offer 	Displays reflect a broad curriculum. Work in books reflects a broad curriculum. Classes have topics but discrete subjects are taught.
<ul style="list-style-type: none"> • An inclusive curriculum 	All children have access to the curriculum. Pre, post and intervention teaching aimed at removing barriers to learning.
<ul style="list-style-type: none"> • A mastery approach 	All children have access to the curriculum. More capable children have opportunities to support others in their learning.
<ul style="list-style-type: none"> • Expose children to diversity 	Evidence of other faiths/cultures
<ul style="list-style-type: none"> • Emphasis on international element of the curriculum and issues 	Curriculum based on IPC themes and units.
<ul style="list-style-type: none"> • Asking big questions and enjoying enquiry 	Questions on displays, in books, on planning
<ul style="list-style-type: none"> • Close vocabulary gap for disadvantaged 	Planning to include key vocabulary/concepts sheet
<ul style="list-style-type: none"> • Reinforce Christian and British values 	Values to be incorporated into all teaching Evident in classroom displays
<ul style="list-style-type: none"> • To develop as individuals 	Opportunities for classroom responsibility/ leadership Safeguarding and internet safety given a high priority Promotion of growth mindset

Writing

Vision	What this will look like in art
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<ul style="list-style-type: none"> • A broad curriculum offer 	Displays reflect a broad curriculum. Work in books reflects a broad curriculum. Classes have topics but discrete subjects are taught. IPC units cross- referenced with National Curriculum to ensure full coverage.
<ul style="list-style-type: none"> • An inclusive curriculum 	All children have access to the curriculum. Pre, post and intervention teaching aimed at removing barriers to learning.
<ul style="list-style-type: none"> • A mastery approach 	All children have access to the curriculum. More capable children have opportunities to support others in their learning.
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<ul style="list-style-type: none"> • Asking big questions and enjoying enquiry 	Questions on displays, in books, on planning
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<ul style="list-style-type: none"> • To develop as individuals 	Opportunities for classroom responsibility/ leadership Safeguarding and internet safety given a high priority Promotion of growth mindset

Subject Intent/Rationale

Subject intent and rationale for reading.

Reading

Vision	What this will look like in reading.
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<ul style="list-style-type: none"> To develop as individuals 	Opportunities for classroom responsibility/ leadership Safeguarding and internet safety given a high priority Promotion of growth mindset

Class	Topics	Intent	Implementation and Rationale
1	A range of topics, which are selected based on the needs and interests of the children.	<ul style="list-style-type: none"> Continues a rhyming string. Hear & say the initial sound in words. Can segment the sounds in simple words & blend them together & knows which letters represent some of the letters of the alphabet. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words & simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books & computers. ELG: Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	There is a focus on developing the children's speaking and listening skills, and their use and understanding of vocabulary. Oral and auditory skills linked to segmenting and blending are practised and developed from week 1 of the autumn term. Discrete RWI phonics sessions start from week 1. Year 1 children work with their year group peers in Class 2. Expectations- Autumn term- All children will recognize Set 1 speed sounds and some sounds from Set 2 by the end of the autumn term. Children will be able to blend and segment CVC words and read Phase 2 irregular words. Spring term- All children will be able to identify and read words containing Set 2 speed sounds, and some Phase 3 irregular words. Children will be able to blend and segment CVC words containing the taught digraphs and trigraphs. They will be able to read some words containing initial blends. Summer term- By the end of the summer term, children will be able to identify Set 3 speed sounds and Phase 4 irregular words. They will be able to read words containing both initial and end blends and simple multisyllabic words. Children will be working within Phase 4 (Letters and Sounds). Children have at least one story read to them a day, where comprehension skills are developed and supported.
		See long-term plans. New curriculum planning will be used from September 2021.	

			<p>Parents are invited to a phonics advisory session in September, and a reading advisory session in November. They are invited to observe a RWI lesson in action during the spring term. The purpose of these sessions is to encourage parental support and give the parents the skills and knowledge to provide high quality support at home.</p> <p>Reading books are given to the children by the October half term. The children have had a whole half term of phonics support, which then puts them in good stead for their home reading. All reading books are book banded (progressively) and support the phonics that is taught in class. There are opportunities to change their books twice a week. The expectation is that all children will be on the yellow book band by July.</p> <p>Red Ditty books start towards the end of the autumn term, once the children recognise a range of set 1 graphemes and can hear some of the phonemes in words. Reception children will be working on the Purple Get Writing books by the end of the summer term and Year 1 will work on Yellow.</p> <p>Speech and Language interventions are put in place to support children with difficulties.</p> <p>Class 1 is included in the guided reading cycle from the spring term onwards.</p> <p>Year 1 Weekly reading tasks in the reading journal.</p> <p>Parent volunteer support is targeted to supporting reading.</p> <p>Year 1 onwards have a library book to take home and participate in a library skills scheme.</p>
			<p>Children choose a class library book each week to encourage the sharing of books at home and a positive attitude/ enjoyment for books.</p> <p>Year 1 Termly Pira test which give a reading age (if they are ready and able to access this type of assessment).</p>
2	<p>Who am I? / The Stories People Tell</p> <p>The Great Fire of London / Sensational</p> <p>Flowers and Insects / All Dressed Up</p> <p>I'm Alive/ Buildings</p> <p>Titanic / Seeing the Light</p> <p>Our World / Hooray! Let's go on Holiday</p>	See long- term plans	<p>Children are split for their RWI sessions. Year 1 children work in Class 2 and Yr2 children work in the Suite (with MA Yr1 children).</p> <p>All children should be working at Phase 5 phonics at the end of year 1.</p> <p>Expectation is for all children to be on the Orange book band by the end of year 1 and the Gold book band by the end of year 2.</p> <p>Regular whole class story time with a focus on developing the children's comprehension skill, vocabulary and story structure and genre. Chapter books are used.</p> <p>Two reading books allocated from a selection that is book banded (is progressive from Class 1). There are opportunities to change their books any day of the week. Adult checks their reading record books twice weekly.</p> <p>Guided reading once a week.</p> <p>Parent helper's support is targeted to supporting reading.</p> <p>There is a focus on continuing to develop the children's speaking and listening skills, and their use and understanding of vocabulary.</p>

			Speech and Language interventions are put in place to support children with difficulties.
			Children in year 1 are screened in January and receive additional phonic support if required, plus Year 2 children who did not pass the screening in Year 1.
			Weekly reading tasks in the reading journal encouraged.
			Termly Pira test which give a reading age.
			Children have a library book to take home and participate in a library skills scheme.
3	<p>Explorers and Adventurers/ Shaping Up</p> <p>Footprints from the Past/ What's on the Menu? /Romans</p> <p>Gateways to the World/ Inventions that Changed the World</p> <p>Chocolate/ Pictures and Photographs</p> <p>Different Places, Similar lives (WWII)</p>	See long- term plans	<p>Change books independently.</p> <p>Children become Free Readers once they have read 6 fiction and 6 non-fiction of the appropriate book bands (with grey being the highest) and have achieved 9.6 yrs as a reading age.</p> <p>Weekly comprehension exercises.</p> <p>Regular whole class story time to further develop the children's comprehension of more complex stories and vocabulary.</p> <p>Chrome books used for research to develop research skills.</p> <p>Phase 6 phonics taught through the spelling scheme (Schofield and Simms).</p> <p>Regular independent quiet reading sessions to build stamina, encourage internalisation and independence.</p>

	Treasure/ Do you live around here?		<p>Guided reading.</p> <p>Reading volunteers and reading interventions for children working at below ARE or read infrequently to an adult at home.</p> <p>Termly Pira test which give a reading age. Reading age of 9.6 considered for free reading.</p> <p>Weekly reading tasks in the reading journal.</p> <p>Some topics have a heavy comprehension focus.</p> <p>Children have a library book to take home and participate in a library skills scheme.</p> <p>Termly Pira test which give a reading age.</p>
4	<p>Being Human/ AD900 (Mayans)</p> <p>Going Global/ Space Explorers</p> <p>Full Power/ What a Wonderful World/ Rainforest (IOW week)</p> <p>Fairgrounds/Weather and Climate</p> <p>Building A Village/ Vikings/ Mountains</p>	See long- term plans	<p>All children are free readers, unless significantly below ARE (as discussed in Class 3). Teacher supports, monitors and advises all readers.</p> <p>Reading skills taught through Talk for Writing lessons. Children analyse text as a reader and then look at the tools used by the writer.</p> <p>Children read to most days (by an adult). High quality literature chosen by the teacher. This text is usually then used as a stimulus for the children's writing.</p> <p>Guided reading.</p> <p>Reading volunteers and reading interventions.</p>

	The Holiday Show/ Bahrain/Investigators		<p>Termly Pira test which give a reading age.</p> <p>Weekly reading tasks in the reading journal.</p> <p>Chrome books continue to be used for research.</p> <p>Spelling patterns and rules taught and consolidated using spelling scheme (Schofield and Simms).</p> <p>Reading raffle to encourage independent, regular reading. Books used as a reward (encouraging a positive view of reading).</p> <p>Writing club based around new releases or to be released texts. Author videos explain how they can approach their writing, linking it to their own writing process.</p>
5	<p>Myths and Legends/ Fascinating Forces/ Making New Materials (Bake it)</p> <p>The Time Tunnel/ Existing Extinct Endangered</p> <p>They see the World Like This/ Isle of Wight /Growing Up (yr6)</p> <p>Making the News/</p>	See long- term plans	<p>Free readers which are monitored through their reading journals and discussions with the children. Below ARE are heard read by supporting adults. Teacher listens to the lowest percentage of children.</p> <p>Reading skills taught through Talk for Writing lessons. Children analyse text as a reader and then look at the tools used by the writer.</p> <p>When talking about books, children use 'Book Talk' which structures high quality discussion and reference to the text.</p> <p>Children read to most days (by an adult). High quality literature chosen by the teacher. This text is usually then used as a stimulus for the children's writing.</p>

<p>Go with the flow/ Christmas cookery</p> <p>Champions for Change/ Look Hear</p> <p>Making Things Go / Art- specialist unit/ Growing Up (yr6)</p>		<p>aimed for the children's writing.</p> <p>Book recommendations are written by the children and displayed in the book zone. 1xhalf term. On the web page there is a reading list for Yr5 and 6 to encourage independent choice and enjoyment for reading.</p> <p>Daily independent quiet reading time.</p> <p>Spelling patterns and rules taught and consolidated using spelling scheme (Schofield and Simms).</p> <p>Guided reading.</p> <p>Termly Pira test which give a reading age.</p> <p>Weekly reading tasks in the reading journal.</p> <p>Chrome books continue to be used for research.</p> <p>Writing club based around new releases or to be released texts. Author videos explain how they can approach their writing, linking it to their own writing process.</p> <p>Children have a library book to take home and participate in a library skills scheme.</p>
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Subject intent and rationale for writing.

Writing

Vision	What this will look like in writing.
<ul style="list-style-type: none"> To be of high quality with high expectations 	<p>Children's learning behaviours are excellent.</p> <p>Poor behaviour is uncommon.</p> <p>Poor behaviour is challenged.</p> <p>Marking is of high quality.</p> <p>Teaching spaces are kept tidy and are organised efficiently.</p>
<ul style="list-style-type: none"> A broad curriculum offer 	<p>Displays reflect a broad curriculum.</p> <p>Work in books reflects a broad curriculum.</p> <p>Classes have topics but discrete subjects are taught.</p> <p>IPC units cross- referenced with National Curriculum to ensure full coverage.</p>
<ul style="list-style-type: none"> An inclusive curriculum 	<p>All children have access to the curriculum.</p> <p>Pre, post and intervention teaching aimed at removing barriers to learning.</p>
<ul style="list-style-type: none"> A mastery approach 	<p>All children have access to the curriculum.</p> <p>More capable children have opportunities to support others in their learning.</p>
<ul style="list-style-type: none"> Expose children to diversity 	<p>Evidence of other faiths/cultures</p>
<ul style="list-style-type: none"> Emphasis on international element of the curriculum and issues 	<p>Curriculum based on IPC themes and units.</p>
<ul style="list-style-type: none"> Asking big questions and enjoying enquiry 	<p>Questions on displays, in books, on planning</p>
<ul style="list-style-type: none"> Close vocabulary gap for disadvantaged 	<p>Planning to include key vocabulary/concepts sheet</p>
<ul style="list-style-type: none"> Reinforce Christian and British values 	<p>Values to be incorporated into all teaching</p> <p>Evident in classroom displays</p>
<ul style="list-style-type: none"> To develop as individuals 	<p>Opportunities for classroom responsibility/ leadership</p> <p>Safeguarding and internet safety given a high priority</p> <p>Promotion of growth mindset</p>

Class	Topics	Intent	Implementation and Rationale
1	A range of topics, which are selected based on the needs and interests of the children.	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write & paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words & blend them together. • Links sounds to letters, naming & sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>ELG: Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p> <p>See long- term plans</p>	<p>Writing is modelled to the children and used for a purpose.</p> <p>Letter formation is taught from week 1 via RWI (alongside phonics).</p> <p>RWI starts in week 1 in September. Children are taught to use phonics to spell and write words, and then words within sentences.</p> <p>Expectations- By the end of the autumn term, it is expected that all children can hold a pencil correctly and use it with good control and pressure, that they can write their names, that they are producing increasingly complex letter strings, they can segment CVC words and that they are representing some sounds correctly when supported.</p> <p>By the end of the spring term, the children are forming letters (mostly correct) and are able to write simple sentences, spelling simple words phonetically and spelling Phase 2 irregular words accurately. They know capital letters. They begin to write using handwriting lines.</p> <p>By the end of the summer term children are expected to plan and write longer sentences using the conjunctions 'and' and 'because'. They can spell words using the taught digraphs and trigraphs, spelling some words correctly and making plausible attempts at others. They spell some Phase 3 irregular words correctly.</p> <p>Free writing books given to the children and engaging writing opportunities provided for their free play (both in the indoor and outdoor learning environment).</p>
			<p>A range of resources and writing surfaces are provided on both large and small scale to engage and encourage the development of their writing skills.</p> <p>Children participate in dictated sentences to support and secure children's understanding of how to compose and structure a sentence and then write it.</p> <p>Scrap books are introduced in the spring term so that the children can plan and write their own sentences based on topics that interest them.</p> <p>Talk for Writing techniques used for developing the children's understanding of storytelling, recording their own ideas and developing their understanding and use of vocabulary.</p>
2	<p>Who am I? / The Stories People Tell</p> <p>The Great Fire of London / Sensational</p> <p>Flowers and Insects / All Dressed Up</p> <p>I'm Alive/ Buildings</p> <p>Titanic / Seeing the Light</p> <p>Our World / Hooray! Let's go on Holiday</p>	See long- term plans	<p>RWI continues and builds on the sessions in Class 1.</p> <p>Extended writing weekly to build stamina and apply skills and knowledge taught so far.</p> <p>Talk for Writing incorporated with extended writing and one week blocks each half term.</p>
3	<p>Explorers and Adventurers/ Shaping Up</p> <p>Footprints from the Past/ What's on the Menu? /Romans</p> <p>Gateways to the World/ Inventions that Changed the World</p> <p>Chocolate/ Pictures and Photographs</p> <p>Different Places, Similar lives (WWII)</p> <p>Treasure/ Do you live around here?</p>	See long- term plans	<p>Expectation of producing min 10 lines of free writing 3x week.</p> <p>Focus sentence structure, moving on to conjunctions and complex sentences.</p> <p>Spag books (all children inc Yr2) to discreetly teach punctuation and grammar. Introduce paragraphs, apostrophes, inverted commas etc.</p> <p>All writing is expected to be joined by spring half term.</p> <p>Schofield and Simms spelling scheme. Weekly spelling test. Spelling age tests twice yearly.</p> <p>Target books introduced which always have a writing target.</p> <p>Weekly handwriting session. Handwriting support grp for children below ARE. When ready, children use black or blue pen. All children use pen by summer term.</p> <p>Talk for Writing strategies used when appropriate eg Charlie and the Chocolate Factory.</p>
4	<p>Being Human/ AD900 (Mayans)</p> <p>Going Global/ Space Explorers</p>	See long- term plans	<p>Expectation of producing min 15 lines of free writing 3x week.</p> <p>Securing sentence structure, and using a greater range of conjunctions and being creative with clauses. Paragraphing.</p>

	<p>Full Power/ What a Wonderful World/ Rainforest (IOW week)</p> <p>Fairgrounds/Weather and Climate</p> <p>Building A Village/ Vikings/ Mountains</p> <p>The Holiday Show/ Bahrain/Investigators</p>		<p>Descriptive writing. Learning the impact that this has on the tone, atmosphere, 'show not tell', and developing an awareness of their audience.</p> <p>Talk for Writing strategies used. Writing linked to the class novel.</p> <p>Spag books used to support the teaching of grammar and punctuation. Is used to teach skills and concepts. Writing tasks are then planned where this knowledge can be applied.</p> <p>Schofield and Simms spelling scheme. Weekly spelling test. Spelling age tests twice yearly.</p> <p>Discrete handwriting 1x week; linked to statutory spelling. Handwriting club for children not at ARE. Highlighted lines used in their writing journals for children not at ARE.</p> <p>Target books always have a writing target.</p> <p>Weekly homework with a focus on the use of statutory spelling words, punctuation and grammar.</p> <p>Writing club (non-compulsory for years 4-6) based around new releases or to be released texts. Author videos explain how they can approach their writing, linking it to their own writing process.</p>
5	<p>Myths and Legends/ Fascinating Forces/ Making New Materials (Bake it)</p>	See long- term plans	<p>Expectation of producing min 15-20 lines of free writing 3x week.</p> <p>Manipulate sentence structure to control the level of</p>
	<p>The Time Tunnel/ Existing Extinct Endangered</p> <p>They see the World Like This/ Isle of Wight /Growing Up (yr6)</p> <p>Making the News/ Go with the flow/ Christmas cookery</p> <p>Champions for Change/ Look Hear</p> <p>Making Things Go / Art- specialist unit/ Growing Up (yr6)</p>		<p>Forming, sentence meaning and structure; sentence greater awareness of audience.</p> <p>Develop atmosphere and draw on reading as a model. Develop more sophisticated vocabulary and choices of adverbials, synonyms, similes and metaphors.</p> <p>Each unit of work has a focus that includes Greater Depth objectives which works towards the end of key stage statutory assessment. Creates opportunities and supports the achievement of greater depth writing.</p> <p>Talk for Writing strategies used. Writing linked to the class novel/ text.</p> <p>Spag books used to support the teaching of grammar and punctuation. Is used to teach skills and concepts. Writing tasks are then planned where this knowledge can be applied.</p> <p>Schofield and Simms spelling scheme. Weekly spelling test. Spelling age tests twice yearly.</p> <p>Handwriting practised as part of the morning warm-up session 1x week. Handwriting club for children not at ARE.</p> <p>Target books always have a writing target. These are discussed through pupil/ teacher conference.</p> <p>Writing club (non-compulsory for years 4-6) based around new releases or to be released texts. Author videos explain how they can approach their writing, linking it to their own writing process.</p>

Writer of the month once a month.

Once a term classes 2-5 meet for peer/ buddy system. Children work with their partner to share, celebrate and support improvements in their written work.

Subject Implementation



Planning

The IPC Units of Work



Teachers teach reading through discreet lessons as well as through other curriculum subjects. Discreet lessons cover a range of genres and lessons focus on text level, sentence level and word level objectives. These are taken from the National Curriculum. These objectives and planned genres form the teacher's long and medium term plans. Below is an example of a long term plan.

Year R follow our tailored [EYFS curriculum](#) and the [Early Years statutory framework](#).

Literacy planning for Class 1

Genres:

Fiction	Stories with familiar settings	Stories from a range of cultures	Stories with predictable and patterned language	Traditional and fairy tales; including plays.	Stories about Fantasy worlds
Non-Fiction	Labels, lists and captions	Instructions	Recounts	Information texts	Recount, fact or fiction
Poetry	The Seasons; descriptive poetry		Pattern and rhyme, including traditional nursery rhymes		Poems on a theme

The children will listen to stories read aloud, daily. These will be high quality texts, both classic and modern, chosen by the teacher. One topic each year will be devoted to a specific author.

There will be a focus on texts from the following authors:

Eric Carle, Julia Donaldson, Michael Rosen, Dr Seuss, Mick Inkpen, Judith Kerr, Shirley Hughes, Claire Freedman, Davies McKee.

Poets Studied- Tony Mitton Big Red Boots, Shirley Hughes Out and About, Julia Donaldson Wiggle and Roar, Michael Rosen We're Going on a Bear Hunt and After Dark.

Follow the links to see each teacher's long and medium term plans in full.

[Year R](#)

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

Progression of skills and concepts in writing. Follow this [link](#).

Years R to 2 follow a phonics long term plan. Classes 1 and 2 use the scheme Read, Write Inc to teach phonics. Class 3 teach phonics as part of their spelling scheme. Below shows the long term plan for phonics.

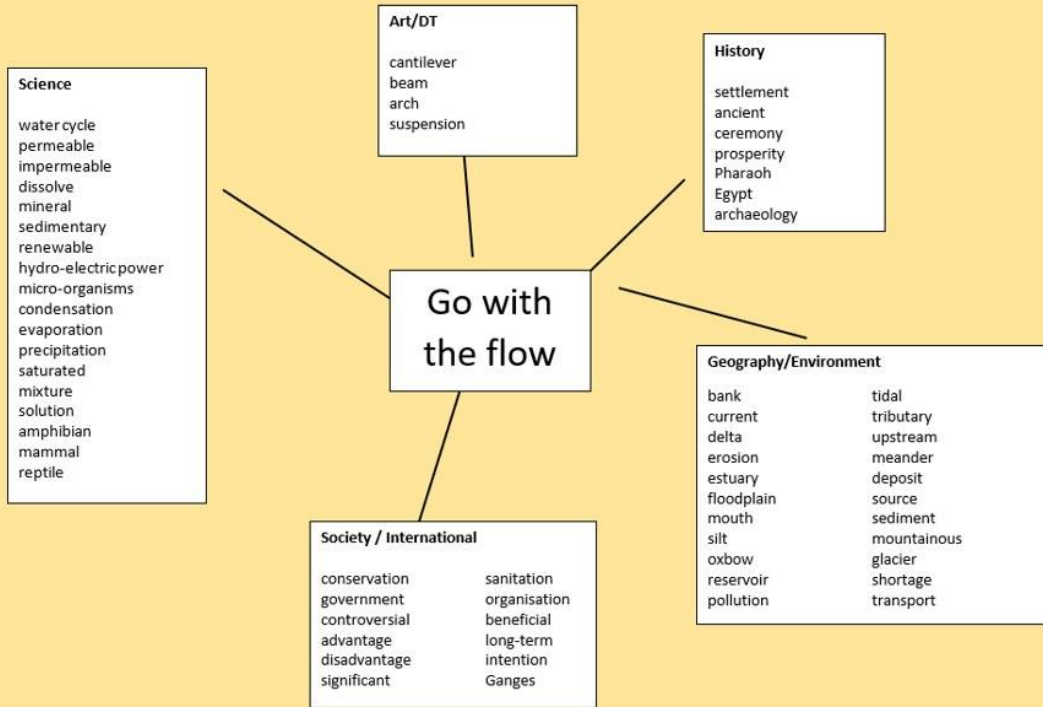
Progression in phonics for Year R, Year 1 and Year 2 (in Class 2). [Phonics scheme](#).

Speaking and Listening is a key component of the National Curriculum. A progressive document has been created to ensure that it has a high profile within our setting. It is detailed and progressive. It can be seen [here](#).

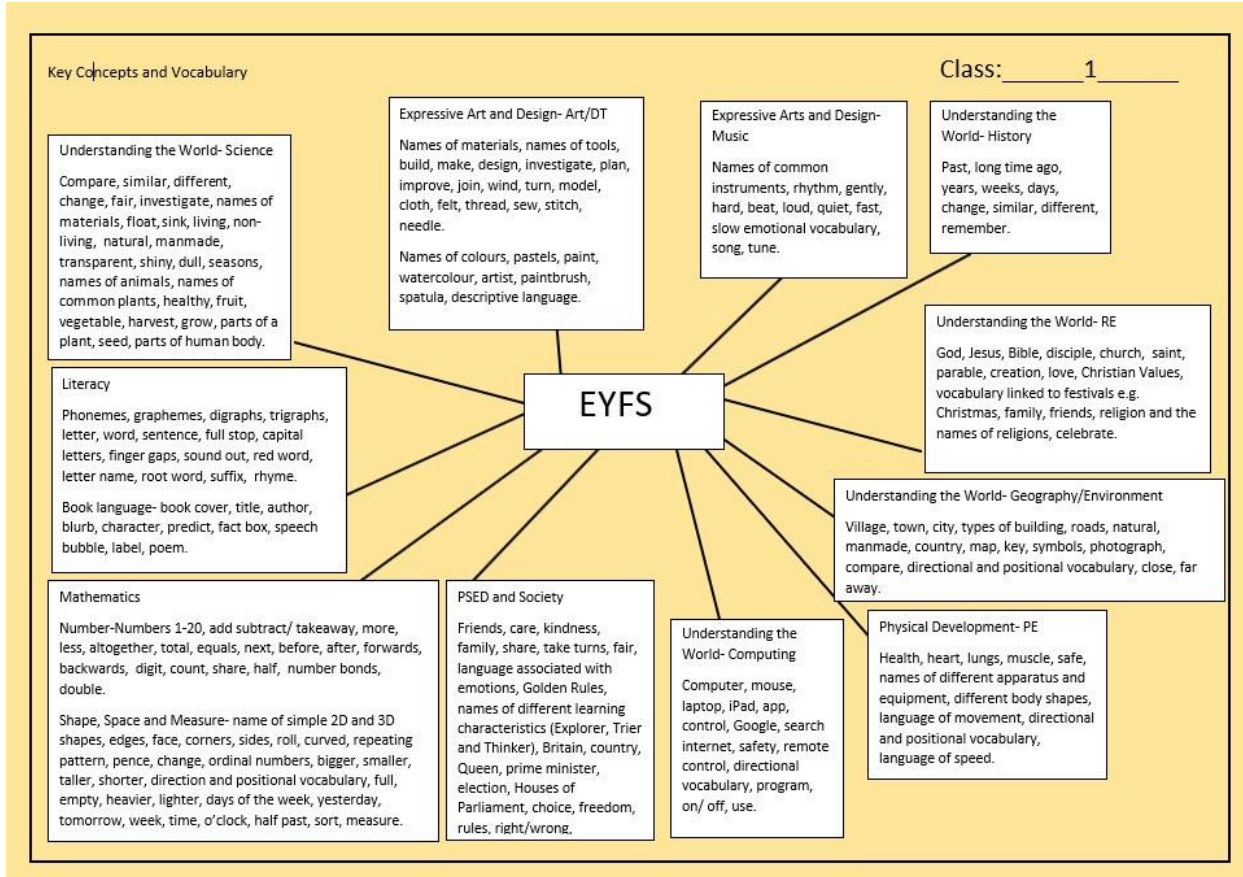
A detailed provision map of our Speaking and Listening opportunities can be seen [here](#).

This subject is generally taught in discrete lessons following topics from the International Primary Curriculum. The objectives within the National Curriculum have been cross-referenced with the IPC to ensure coverage.

For each topic, class teachers will produce a Key Concepts and Vocabulary Overview:



In class 1, the teacher produces a yearly vocabulary overview which is covered by the half termly topics throughout the year. Specific topic words are then shown on the teacher's medium term plan:



Class 1 vocabulary, linked to the topic, shown on the medium term planning:

Teacher:	Year:	Term: Aut/Sp/Su	W/B:	Text type:
Objectives:				Vocabulary
	Intro/whole class shared or guided reading/ writing/ sentence/ word work	Main Teaching Activity/ independent work		Plenary
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Class 1 English planning is shown on both the medium term planning and then the weekly plan.

 **Implementation**

<p>Personal, Social, Emotional Development Play turn taking games such as Connect 4, Snakes and Ladders etc. Encourage children to take turns during their free play. Learn to play a range of traditional playground games such as marbles and elastic. Allow for opportunities where the children can play these games independently of adults. Teach strategies that support their ability to take turns and share fairly. Learn about ways that they can keep themselves safe when using the computer. Create a display.</p>	<p>Communication and Language Develop children's ability to retell and then generate their own stories. Learn well-known stories by heart. Introduce Umbrella Stories. Put their stories together to create a class book.</p>
<p>Physical Development Develop the children's ability to write on lines in preparation. Ensure all children can write their name. Provide additional practice for children who struggle with pencil control. Learn how to keep themselves comfortable and healthy in the warm weather. P.E. – Equipment experiences. Yoga experiences.</p>	<p>Literacy Look at and use story book language; Once upon a time, one sunny morning, a long time ago... Learn to use simple prepositions and conjunctions; then, after that, next, suddenly, unfortunately, luckily. Learn ways to end a story; finally, happily ever after. Look at how to use adjectives and adverbs. Learn how to draw story maps. Some story maps on A4 paper, some linear on a long length of paper which they can physically move along. Use finger puppets to draw settings which they could describe. In small groups children make up a story for their puppets. Learn to verbally retell/ tell a story and then write their stories over a number of sessions. Look at You Choose to help generate ideas for characters and settings. Focus on the stories Jack and the Beanstalk and Goldilocks and the Three Bears. Yr1 develop their ability to read a text and answer written questions about it, referring to the text for the answer. Build stamina to produce longer pieces of writing using story language. Consolidate the children's recognition and use of Phase 3 phonics. Year 1- Use syllables to segment and spell words. Focus on Phase 4/5. Identify verbs.</p>

Example of a completed Class 1 weekly plan:

Many elements of reading, writing and phonics is taught through a play-based curriculum. Some activities are child-led and others will involve greater adult involvement. Activities are planned each week. This is an example of a planning sheet for these play-based activities:

	Construction/ 3D	Malleable/ Creative	Markmaking	Sand/water	Small world/ Puzzles	Role play	Comments/ Changes
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Handwriting policy.

Enmore C of E Primary School

Handwriting Policy

At Enmore School we believe that all children should be taught how to produce written work that is neat and legible, and work with fluency and control. We want them to feel proud of the work that they produce and develop their own style before moving onto secondary school.

Aims

Teaching

To raise standards in writing across the school.

To have a consistent approach across the EYFS, Key Stage 1 and Key Stage 2 when teaching handwriting and presentation of work across the school.

To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/ resources.

Children

Develop fluent handwriting, where the pencil literally flows from letter to letter in a smooth, almost continuous process.

Write at an acceptable speed.

Individuality will often develop in time. In Key Stage 2, once the children's handwriting is well presented and fluent, the children will be allowed to develop variations in the writing character as long as it is neat, joined and legible.

Presentation is important. Children need to consider the visual impact of their writing as well as its accuracy. Aspects that should be taught include spacing, margins, borders and illustration. Key Stage 2 children should be taught the value of drafting, revision and editing and then rewriting in best writing.

Strategy for Implementation

Entitlement and Curriculum Provision

Handwriting is taught regularly and systematically using many elements from Ruth Miskin's Read Write Inc Phonics Handwriting approach and strategies.

Avoid writing on whiteboards when teaching a specific skill. Whiteboard pens are large and do not allow a firm and controlled grip.

Shared and guided writing will provide additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill that needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is important. It is not enough for pupils to copy models from a published scheme or worksheet. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning.

The Role of the Teacher

To follow the school policy to help each child develop legible and fluent handwriting.

To provide direct teaching and accurate modelling.

To provide resources and an environment that promotes good handwriting.

To observe pupils, monitor progress and determine targets for development.

Progression

Year R

Writing ELG- Children should use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

40-60m- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Write own name and other things such as labels and captions.

Attempt to write short sentences in meaningful context.

Physical Development ELG- They handle equipment and tools effectively, including pencils for writing.

40-60m- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

See Stage 1 and Stage 2.
Follow the sequence.

Starting from September- Practise RWI letter formation when new sounds are taught, Stage 1.
Teach correct pencil grip and positioning of the paper.
Teach the correct posture when writing.
Provide opportunities for children to engage and practise handwriting patterns throughout the year in addition to RWI lessons.
Daily fine motor skills lessons and activities to be provided using a multisensory approach.
Oxford Owl style letter formation pages to be used as and where appropriate.
Model how to position letters on a line using wide lined paper.
When/ if the children are ready they will be taught how to write on handwriting lines in preparation for Year 1.
Children will be taught how to form the number 0-9 correctly.



<p>Year 1 - National curriculum expectations statutory requirements and non-statutory guidance.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form digits 0-9 ♣ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.</p>	
<p>Year 1</p> <p>Follow the letter sequence in Stage 2.</p> <p>Follow the Group 1 joins in Stage 3.</p>	<p>Term 1- Children will be provided with handwriting patterns to practise fine motor control skills and control when forming letters and continue with RWI Phonics Handwriting Stage 2, focusing on the size of the letters within the additional handwriting lines (see their handwriting books and writing books). Letters should be taught in the handwriting groups; 'around' letter, 'down' letters, 'curly' letters and 'zig-zag' letters. Refer to the picture mnemonic that they have already learnt.</p> <p>Term 2- Children to be taught how to correctly form capital letters and the difference in size of capital letters and lower case. Continue to practise lower case letters with a focus on the size of the letters on the handwriting lines. Children should be provided with opportunities to apply their handwriting skills within words, not just individual letter formation.</p> <p>Term 3- Start teaching joins Group 1 letters from Stage 3.</p>

Year 2 - National curriculum expectations statutory requirements and non-statutory guidance.

Pupils should be taught to:

form lower-case letters of the correct size relative to one another

- ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- ♣ use spacing between words that reflects the size of the letters.

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Year 2

Stage 3

RWI Phonics Handwriting Stage 3.

Children will practise writing in their handwriting books using handwriting lines. They will use simple lined books for their written work where they will be encouraged to differentiate the size and position of their letters without the guide of handwriting lines.

Term 1- Group 1 and Group 2 joins

Term 2- Group 3 and Group 4 joins

Term 3- Group 4 -6 joins.

Lower Key Stage 2 (Years 3 and 4)- National Curriculum expectations statutory requirements and non-statutory guidance.

Pupils should be taught to:

- ♣ 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 [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

<p>Year 3</p>	<p>RWI Phonics Handwriting Stage 3. Continue to practise their handwriting in their handwriting books using handwriting lines. They will use simple lined books for their written work where they will be encouraged to differentiate the size and position of their letters without the guide of handwriting lines. These lines will be narrower than in Year 2. Revise capital letter formation.</p> <p>Term 1- Group 1 -3 joins Term 2- Group 4- 6 joins. Term 3- Apply joins learnt into words.</p> <p>One 30 minute handwriting lesson each week. Year 3 pupils will use pens for writing during the spring term. Year 2 children will be encouraged to use pen when/ if they are ready. Children will be allowed to use a blue pen; no biros.</p>
<p>Year 4</p>	<p>RWI Phonics Handwriting Stage 3. Continue to teach joins but without the visual prompts or lines (unless intervention is required). All children to use handwriting pens.</p> <p>Term 1- Group1-3</p>

	<p>Term 2- Group 4-6.</p> <p>Term 3- Apply joins learnt into words.</p> <p>One 10 minute lesson each week.</p>
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<p>Upper KS2 (Yr 5 and Yr 6)- National Curriculum expectations statutory requirements and non-statutory guidance.</p> <p>Pupils should be taught to: write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ♣ choosing the writing implement that is best suited for a task. <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>	
Year 5 and 6	<p>RWI Phonic Handwriting Stage 3 letter combinations as guidance handwriting lessons will take place once per week. Children will use simple lined paper. Children who need intervention will receive extra tuition once per week using handwriting lines.</p> <p>Provide different opportunities to engage children and encourage them to write at speed.</p> <p>Handwriting should be linked to spelling.</p> <p>One 10 minute lesson each week.</p>

Correct posture and handwriting position



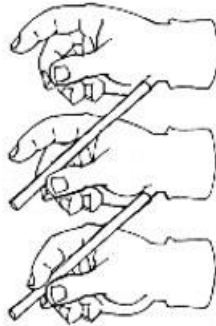
The arm rests on the surface of the table, stabilizing the hand and arm movement.

When sitting:

- feet are flat on the floor (or a step stool or a stack of books)
- knees are at the same level as the hips
- arms, bent at the elbow, rest on the table top
- shoulders are relaxed, not scrunched up toward the ears

Maintain the hand/wrist/arm position that is presented while standing. Watch for “planting” of the hand—the hand and forearm should rest on the table top and provide stabilization for the arm, but not constrict movement. The non-writing hand stabilizes the paper.

Correct Tripod Grip



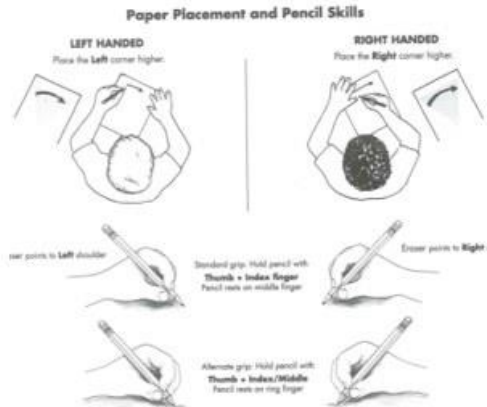
First, join the tips of the thumb and middle finger.

Then put the pen in the cleft between them.

Finally, lay the index finger on top of the pen.

Provision for left handed children

Left handed children should sit on the left side of a right-handed child, so that they are not competing for space. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body. Teachers are alert to the fact that it is difficult for left-handed children to follow the handwriting movements when modelled by a right-handed teacher. Teachers demonstrate to left-handers on an individual/ group basis, even if the resulting writing is not neat.



Inclusion

Children with Additional Needs in handwriting will be helped with appropriate teacher intervention. Additional support and advice is available from our SENCO. Children from both key stages will have access to a range of writing tools (including pencil grips and specialist pens and pencils) and will be given guidance about which are best suited to their needs.

Role of parents and carers

The Foundation Stage teacher plays an important role in communicating with parents about how handwriting is taught in school. Parents should be encouraged to offer good models to their pupils by using only capital letters at the beginning of their names and practising drawing patterns together.

Stage 1

Introduction of letters – sequence and picture mnemonic.

RWI Handwriting Letter Phrase

m Maisey, mountain mountain
a Round the apple, down the leaf
s Slither down the snake
d Round his bottom, up his tall neck, down to his feet
t Down the tower, across the tower
i Down the body, dot for the head
n Down Nobby and over his net.
p Down the plait and over the pirates face
g Round her face, down her hair and give her a curl
o All around the orange
c Curl around the caterpillar
k Down the kangaroo's body, tail and leg
u Down and under, up to the top and draw the puddle
b Down the laces to the heel, round the toe
f Down the stem and draw the leaves
e Lift off the top and scoop out the egg
l Down the long leg
h Down the head to the hooves and over his back
sh Slither down the snake, down the head to the hooves and
over his back
r Down his back, then curl over his arm
j Down his body, curl and dot
v Down a wing, up a wing
y Down a horn up a horn and under his head
w Down, up, down, up
th Down the tower, across the tower, then down the horses
head to the hooves and over his back

z Zig-zag-zig

ch Curl round the caterpillar, then go down the horse's head to the hooves and over his back

q Round her head, up past her earrings and down her hair

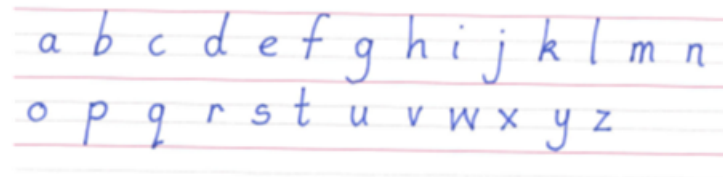
x Down the arm and leg and repeat the other side

Examples:



Stage 2

Handwriting Letter formation



Children learn correct letter formation using the same picture mnemonics they have already learnt in the Speed Sounds Set 1 Lessons.

These letters are now taught in handwriting groups:

- 'Around' letters: **c a o d g q**
- 'Down' letters: **l t b p k h i j m n r u y**
- 'Curly' letters: **e f s**

- 'Zig-zag' letters: **v w z x** .
- Children write on plain paper.

The lesson plan

Practise the letters in the handwriting order. (See above)
Use the following routine for every lesson. (This is an example lesson for the letter g.)

Demonstrate

1. **TOL** as you use your mental checklist to write the letter g.
 - ✓ start at her hair bobble on top of her head
 - ✓ round face
 - ✓ back to bobble
 - ✓ very straight hair
 - ✓ round curl to finish.Repeat a few times using **MTYT**.
2. Ask the children to **TTYP** to say the mental checklist.
3. Take feedback.
4. Ask two partners to tell you how to write the letter g.
Repeat a couple more times until the children can say the mental checklist to each other.

Practice

1. Check that the children are still sitting in the perfect handwriting position.
2. Rub out the picture and any letters from the board – the children must not copy.
3. Ask the children to write one letter, slowly and carefully. (Do not ask them to draw the handwriting picture.)
4. Model again how you repeat writing the letter, getting a bit quicker each time.

5. Go round the room praising what you see so others can hear. Don't sit with one child. For example:

"Nice round chin there! Love the long straight hair. What a great curl."

Review

1. Write the letter on the board and make one error, drawing on children's common errors.

2. Ask the children to **TTYP** to find your 'two best bits', for example, you remembered to start at the bobble. Then ask children to **TTYP** to find 'one to fix'.

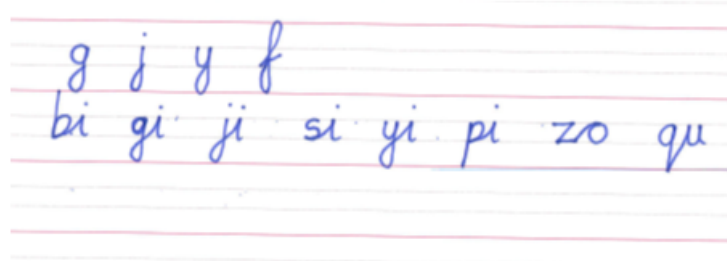
3. Rewrite the letter perfectly, correcting using children's feedback.

4. Ask children to practise again.

On the next day, choose a new focus letter, and review one or two previously taught letters.

Stage 3

Once the children are ready to learn how to join their letters, some of the letters will alter to a more cursive form in order to allow for a more continuous flow to their writing.



Group 1

Checklist

- ✓ write the first letter carefully
- ✓ make the curl gentle – not too round, not too spiky
- ✓ make the 'arm' sweep up in a gentle curve
- ✓ write the downstroke of the second letter very straight

Use for joining:

a c d e h i k l m n t u

to:

e i j m n p r u v w x y z

ai ae aj am ar

ci ce cu cy

di dr dy de

ee ei em er

he hu hi hy

ie ir ip iw iy

ke ki kn ky

le lm lu ly

me mi mm mu

ne ni nu ny

Group 2

Checklist

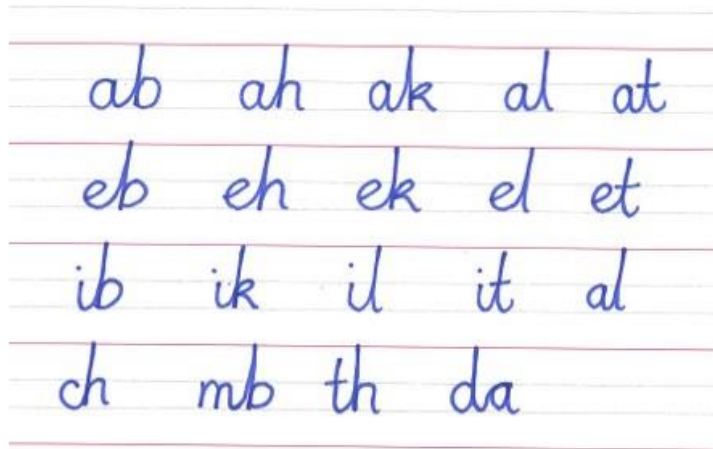
- ✓ write the first letter carefully
- ✓ make the join like an arm – not too straight, not too round
- ✓ continue the line up to the top of the next letter
- ✓ write the second letter carefully

Use for joining:

a e i d h k l m n t u c

to:

b h k l t



|

Group 3

Checklist

- ✓ write the first letter carefully
- ✓ make the join like an arm – not too straight, not too round
- ✓ continue the arm join over the head of the 'sister' letter – as though a hand is stroking back her hair
- ✓ go back along the head
- ✓ write the second letter carefully

Use for joining:

a c d e h i k l m n t u

to:

a d g c o q

ic ka ko la ld lo

Group 4

Checklist

- ✓ write the first letter carefully
- ✓ make the join like a washing line – not too droopy or too tight
- ✓ write the second letter carefully

Use for joining:

v w r f o

to:

i j m n p r u v w x y z e

vi vu wi wr wy ve
ri rr ry re
fi fr fr fu fy
oi or ow ou oy

Group 5

Checklist

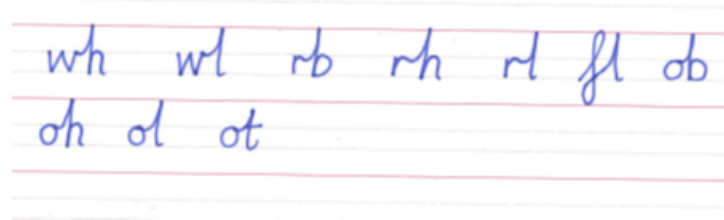
- ✓ write the first letter carefully
- ✓ make the join like a washing line – not too droopy or too tight
- ✓ continue the washing line up to the top of the next letter
- ✓ write the second letter carefully

Use for joining:

v w r f o

to:

b h k l t



Group 6

Checklist

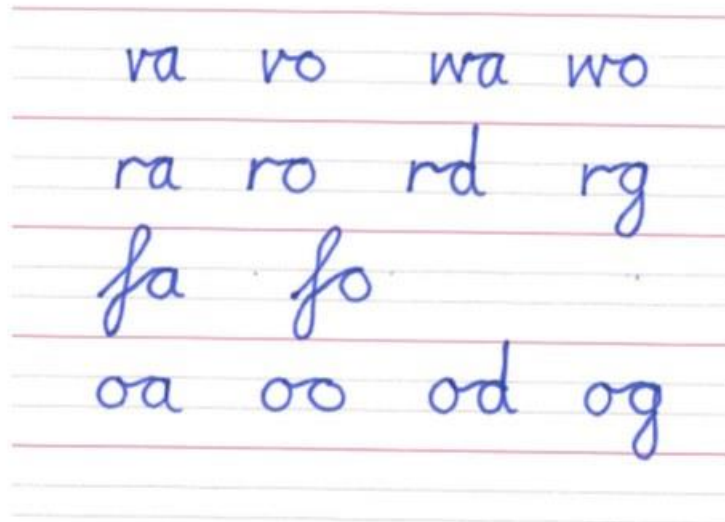
- ✓ write the first letter carefully
- ✓ make the join like a washing line – not too droopy or too tight
- ✓ stroke back the sister's hair
- ✓ write the second letter carefully

Use for joining:

v w r f o

to:

a d g c o q



Diversity and Disability

Texts have been specifically purchased for each class that covers diversity issues and develops an awareness of disability. Teachers ensure that class readers/ free choice books and focus authors cover issues within the content of the books, and are represented as authors.

Writing Club

BAME Main Characters:

- High Rise Mystery by Sharna Jackson
- Planet Omar by Zanib Mian
- Dragon Mountain by Katie & Kevin Tsang
- Anisha Accidental Detective by Serena Patel
- Agent Zaiba Investigates by Annabelle Sami
- The Girl who stole an Elephant by Nizrana Farook
- Asha & The Spirit Bird by Jasbinder Bilan
- VI Spy by Maz Evans
- Danny Chung does not do maths by Maisie Chan
- A Sliver of Moon and a Shard of Truth by Chitra Soundar
- The Christmas Carrolls by Mel Taylor-Bessent

Physical Disability:

- Cyborg Cat by Ade Adepitan

Anxiety:

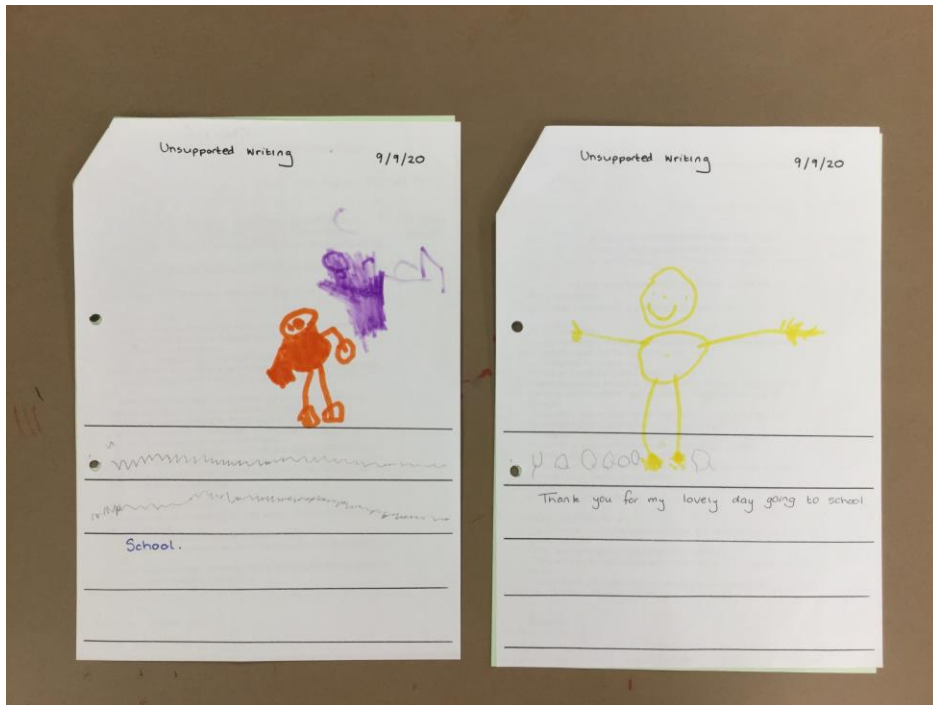
- Rumblestar by Abi Elphinstone

1 - Examples of diversity and disability covered through content or/and author choice.

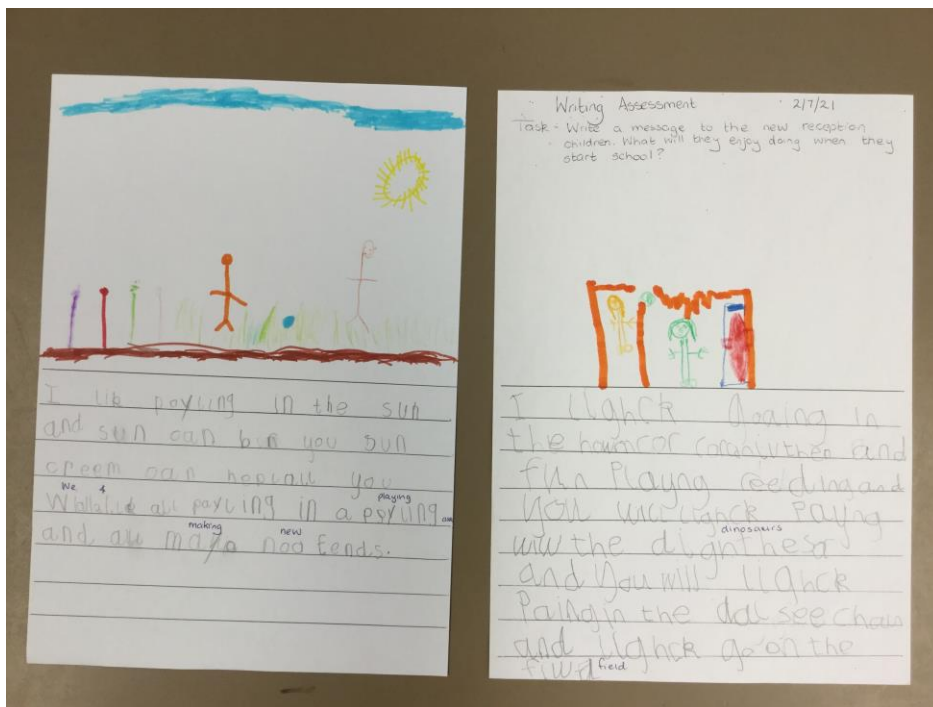
Examples of Work



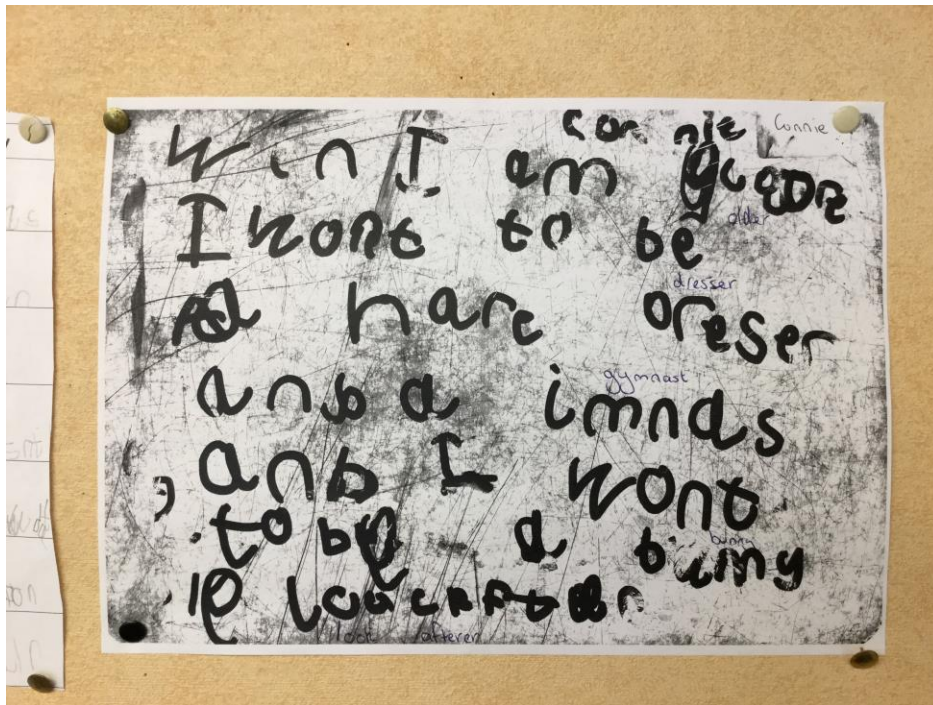
Class 1



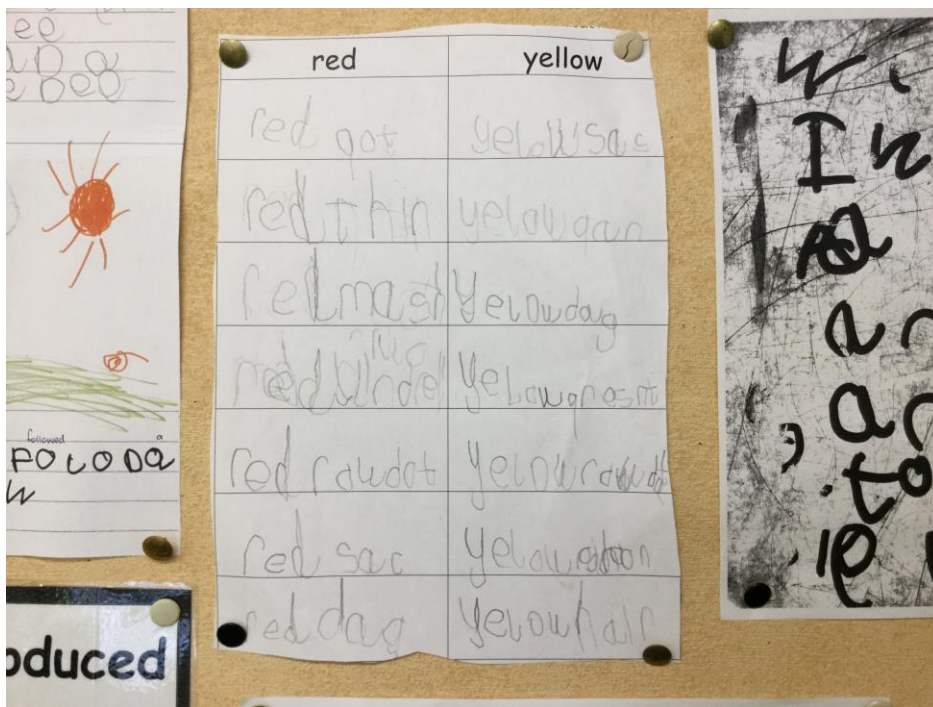
2 - Examples of the children's writing on entry to school.



3 - Examples of children's writing working at expected (achieving their ELG for writing).



4 - Example of a child's writing during their free play.

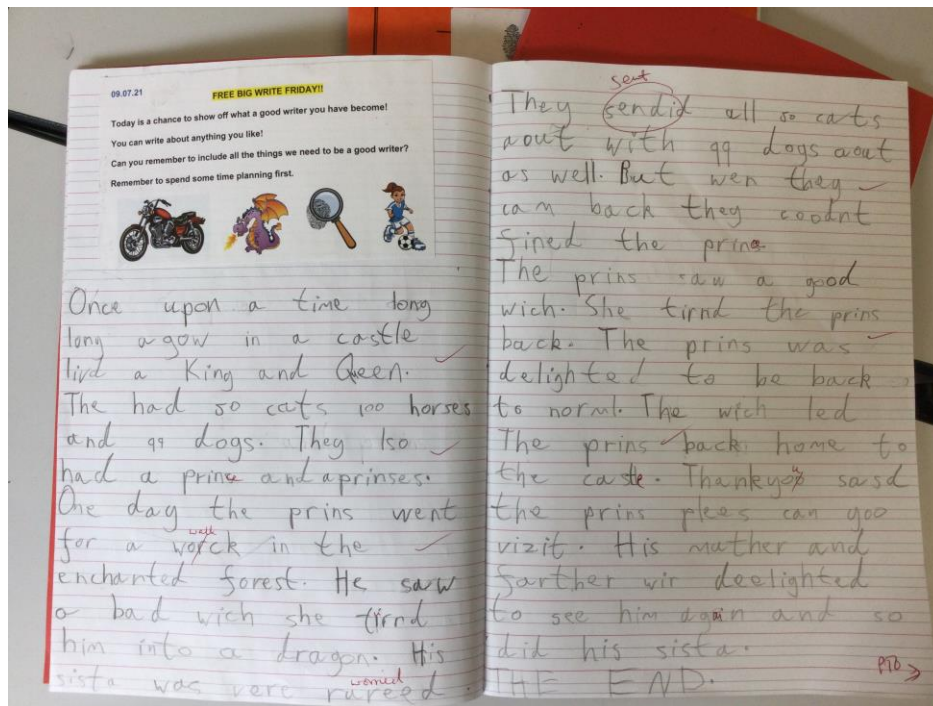


5 - Example of a child's writing during their free play.



6 - Using the work of Shirley Hughes to inspire their own poetry. The children had a summer picnic on the field and contributed to a shared writing poetry task.

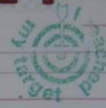
Class 2



7 - Example of Year 1 free writing. Secure use of punctuation and sentence structure. Some ambitious vocabulary used. Good use of story language.

4.09.20

WALT: write in clear sentences using some punctuation. 1



The cow is
eating some carrots.
The cow is eating
a ^{apple} apple.



The girls are
^k skipping.

Great clear sentences!

Well done!

8 - Progress.

Year 1 in September.

WALT: write a clear opening to a story and use capital letters and full stops correctly. 1



one day there was a honey bee called Seesoo. She lived in a hive with the ^{oth}er honey bees. The queen bee said today is a day is a Jelly day ^{over} you get the most nectar wins. That sounds amazing! said a honey Bee. One of them said on your marks get set go. When all the honey bees went to get nectar. The queen bee said nothing. Seesoo asked the queen bee a question. Where has all the honey gone? To collect nectar. What said Seesoo! yes said the Queen ^{who} but ^{how} is going to protect the hive? said a ~~Seesoo~~ but. i don't know. what said Seesoo. when are you

9 - Progress.

The same child's work in May.

11.05.21

WALT: new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists. 2



- 1.) ^H honey bees are insects, (2)
- 2.) ^{T e e} they are orange and yellow with black stripes on their back (5)
- 3.) You can find them all around the world. They also live in England, Scotland, Wales and Ireland. (6)
- 4.) "Where have the honey bees gone?" asked Jenny. (5)
- 5.) ^{H e} Honey bees only have one sting. (4)
- 6.) Sophie exclaimed, "What great information!" (4)

- 1) Honey bees are insects. ✓
- 2) They are orange and yellow with black stripes on their back. ✓
- 3) You can find them all around the world. They also live in England, Scotland, Wales and Ireland. ✓
- 4) "Where have the honey bees gone?" asked Jenny. ✓
- 5) Honey bees only have one sting. ✓
- 6) Sophie exclaimed, "What great information!" ✓
Lovely editing!




Early one morning in a willow was a bee her name was Rose. She was fast asleep on a petal when she woke up remembering that she had to collect some pollen and nectar. So she went to go and get some. When she was full up she went back to the hive. On her way back she saw some cool looking nectar, so Rose tried and fell asleep. But what she didn't know, it was poisoning nectar! As soon as Rose woke up she forgot who she was. When she got back to the hive she looked in the mirror and saw another bee or was it herself she did not know. Just then Rose saw a nice light in the sky so she went outside to see. She flew high in the sky and ~~found out~~ about a castle hidden in the clouds. Later she saw some black and white sheets she thought it's another bee but it really isn't it is a giant's washing. When ^{the} giant saw her he chased her and ~~was~~ really afraid of her he also bats her with a book because he didn't really like bees. Rose was frightened she didn't know what to do! So she flew as fast as she could she told a butterfly and she took her home. Rose said she knew the way to the hive so she flew into the trees. The butterfly heard something so she went to check it out. It was Rose she was stuck in a spider's web. Rose remembered the way home so she ^{em} tells the butterfly and she finally ^{got} home. ~~old~~

Great editing and revision

A super story! Very clear and great use of subordination and co-ordination.


14.05.21
WALT: write a report on Honey Bees using correct punctuation. 2



Introduction.


Honey bees are very important insects. Royal on to find out what they look like how they behave and why we need them.

What they look like.



Honey bees are insects. They are usually yellow and orange with black stripes on their back. They are the size of a pin. Honey bees have six hairy legs and three body parts and two antennae and four wings on their back.


What Honey Bees Do



Honey bees live all around the world. A honey bee's job is to make honey and pollinate flowers. For you did you know that bees are the only insects that make good use of wax. It makes a shell that they use to protect themselves from the weather. Honey bees suck up the nectar with their long tongues and take it back to the hive. For you did you know that honey bees


This dance is the way to do a little dance to show the other bees where to go.

How Honey Bees Behave



There are 50,000 bees in a hive and only one queen bee. Her job is to lay eggs. Honey bees are usually with her to stay safe. When they sting you they will die because they have one sting.


A super report on honey bees! Clear and lovely - clearly used too




Help me write
I was a Honey bee
It was a Queen bee

12 - Example of Year 2 report writing.


11.06.21
WALT: Create speech in our stories.



Thank you Scrubbing Brush you have saved me. You will be awarded by being my brilliant pet.



These toys must be stopped because they keep hurting other people. So I must stop them by taking all of them.



I think this is like a Halloween costume because it is green like a pumpkin stem, but instead of a spider costume.

It's going to be a Scrubbing Brush?

13 - Use of speech bubbles and speaking in the first person.

pollen. Stella went to collect pollen. She went to a sunflower and got the pollen and glue back. Stella was so high. Stella looked down and saw a new bee but it was her reflection in the lake. Stella dived down to say hello but it was ~~the water~~. She dived into the water without raising it was water. She went in and injured her wing very badly. A grass hopper came along and helped Stella. He said "do you need help?" said the grass hopper. Stella said "yes please". The grass hopper said "what wing they" he said. Stella said "I have injured my wing and

14 - Example of Year 2 handwriting with joins.

Class 3

19/9/22
 chocolate chocolate chocolate chocolate chocolate chocolate
 chicken chicken chicken chicken chickens chicken ✓
 lamb lamb lamb lamb lamb lamb lamb lamb lamb lamb
 hamburger hamburger hamburger hamburger hamburger ✓
 Math Maths Maths Maths Maths Maths Maths Maths
 athletics athletics athletics athletics athletics athletics ✓
 dagger dagger dagger dagger dagger dagger dagger
 daily daily daily daily daily daily daily daily ✓
 Marvellous @po

15 - Handwriting

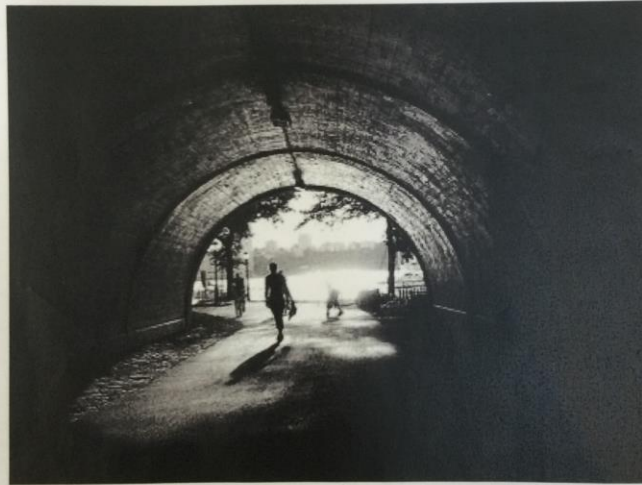
Friday 25th June

The Tunnel

There was an old, disused railway tunnel not far from where I grew up. I had been told it just ended in a rock wall as it had never been finished and my parents made me promise to never go inside.

This is the story of the day I went in. It was a day that changed my life for ever...

It all started...



One day I decided to through the tunnel that I wanted to go in for years. My mum and dad had gone to work early so it had given me a chance to do so. This was the story of the day I went in. It was a hot day and I was just chilling outside in the garden. England were in the

16 - Year 2 creative writing.

Assessment cold write.

...and works a change. ✓

Super

Monday 12th July
I am writing to say that the proposed meadow
vale housing development would be a disaster.
Meadow vale is home to different types
of bird such as sparrow, raven and blue tit.
It is also home to rare butterflies and
frogs. Also meadow vale is home to badgers.
Meadow vale has beautiful views and
people love to walk down its road. Also there
are lots of benches to sit on.

17 - Year 2 persuasive writing

Another reason I object is ^{that} children
need exercise and there are lots of fields
to play in. There are woods to explore and
roads to cycle on.
There are lots of people who own pets
and there are lots of horses who use
the fields and hills. If you build houses
these horses and dogs and other animals could
be killed.
I think you can see that it would be
a mistake to build the houses here and a
better choice would be in a town rather than this
AONB.

Monday 22 March

Pandora's box

Long ago, the world was a paradise. There was no pain or suffering. Epimetheus lived in Greece and has a beautiful wife called Pandora.

One day, Hermes came, holding a big wooden box. It looked as if it was heavy. Pandora asked, "What in the box?"
"I can't tell you but can I leave it here until I return?" said Hermes. So Epimetheus put it in the corner of the room. Pandora wondered what was in the box. Every day Pandora would get more and more curious.

"Could it be golden coins or shiny jewels or lovely smelling perfume or silk clothes," said Pandora. Every minute she wondered what was in the box.

"It couldn't hurt if I take a little peek in the box," said Pandora. She carefully lifted the lid.

"Oo," said Epimetheus. Pandora gasped. There were no coins, no jewels, no perfume or no silk clothes. There were only sticky, evil, brown elfs. Before Pandora could close the box the elfs jumped out and dashed about. They stung Pandora's arm and face like elfs even stung Epimetheus face too. There were all bad thing. Epimetheus and Pandora started shouting at each other for the first time. They suddenly stopped and heard something new out the windows. It was people shouting.

"What have I done," said Pandora. Suddenly she heard a tiny voice coming from the box.

"Release me. Let me out. I can help you." So Pandora opened the box again and a beautiful creature came flying out.

"Who are you," asked Pandora.

"I am Hope, I will make the world better."

Success. (17)

Friday 14 May

WALT: write a traditional story in a different setting.

Snow White in Bridgewater.

Once upon a time there was a girl called Snow White who lived in Bridgewater with her dad. Sadly her mother died. But that didn't stop her from having lots of fun with her dad. Soon her Dad got married again.....

Her new mother was a the manager of Asda and she loved to see herself in the Bridgewater Mercury.

One day the mother saw something that made her very furious. Snow White was the beauty of Bridgewater. She plotted ^{with} one of the Asda delivery guys and told them to take Snow White to the top of Angel Place then knock her down. The delivery guy took Snow White to Angel Place but he couldn't do it he just left her inside and left.

She wandered in the street and saw the one of the Subway workers getting fired so she went ^{to} see.

"Hello you can stay here only if you help to make some sandwiches" said the ~~man~~ manager.

"Yes please" answered Snow White. So he took Snow White in and showed her where the kitchen ^{was}.

"Hurry up, start cooking theres lots of customers waiting," the manager said.

Everyone loved her sandwiches and one day a ^{director} came in and tried one of her sandwiches and he was delighted.

The evil mother found out that the delivery guy didn't kill her.

"I guess I have to do it my self then." So she took her car and drove to K.T.C. When she got there she thought that she has to have a disguise so Snow White wouldn't recognise but first she ordered some chicken and spicy sauce. She saw that

5.7.22

Activities

Predators

Here are ten words specific to the topic of the book written in alphabetical order ...

1. Carcass
2. Carnivore
3. Deadly
4. Fatal
5. Hunting
6. Killing
7. Prey
8. Talons
9. Victims
10. Weaponry

Dragon Fly



Lion



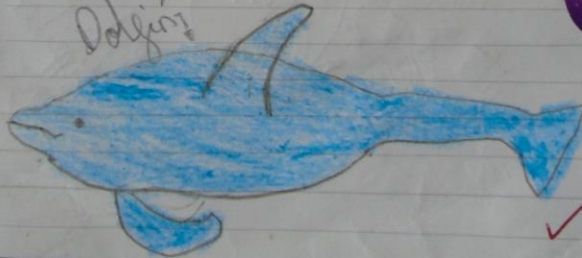
Star Fish



Hedgehog



Dolfin



✓ Brilliant Work

Activities

20/3/22
Neatly draw a story map of the book you have just read. Write a caption for what is happening at each point. From 'Little red riding hood and the wolf' by Roald Dahl Revolving Rhymes.



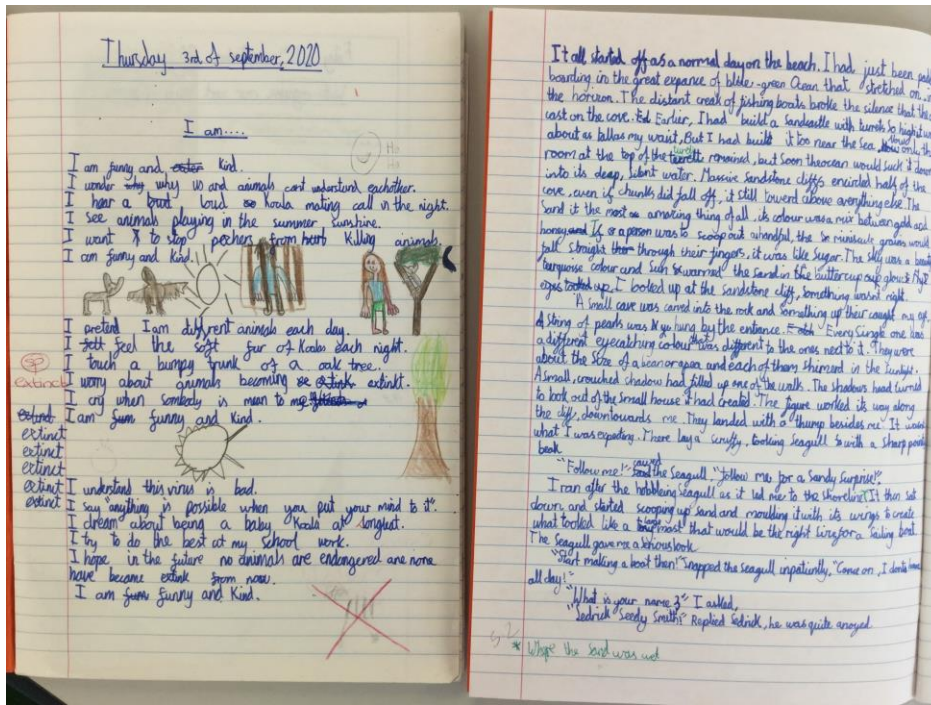
The Wolf arrives at Grandma's house and eats her!



The Wolf dresses up in Grandma's clothes.

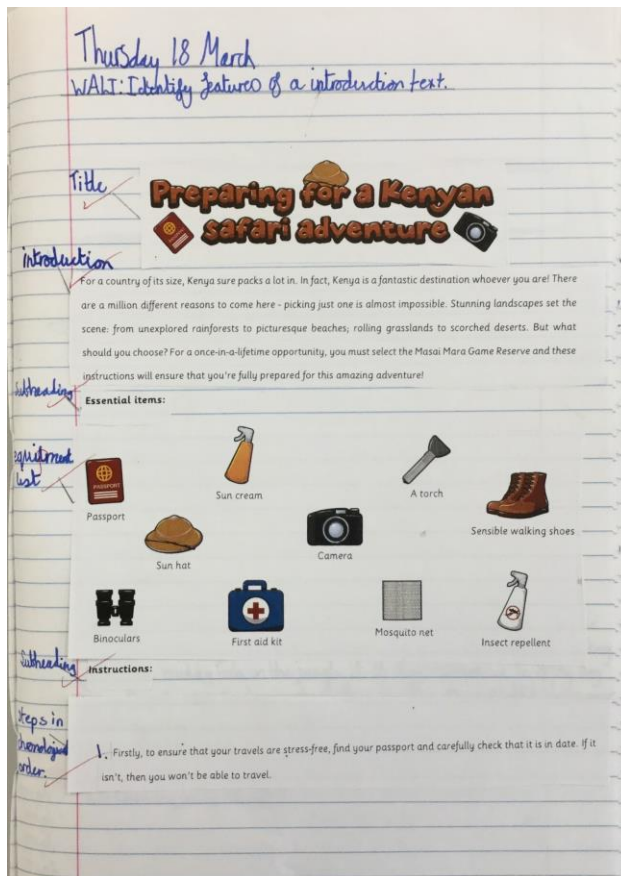


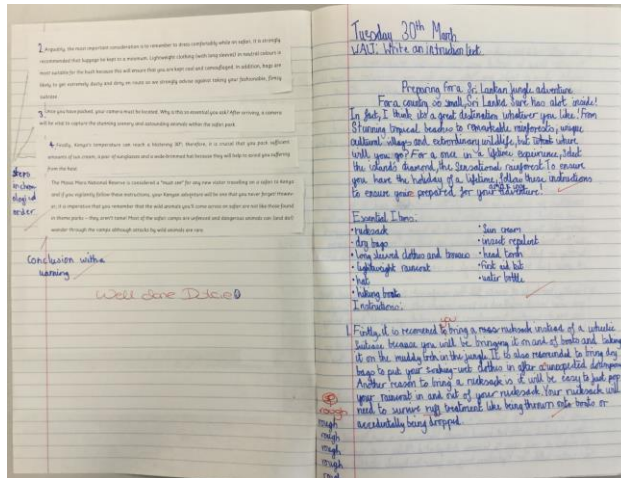
Little Red Riding Hood arrives and says "But Grandma what a great big furry coat you have on!"



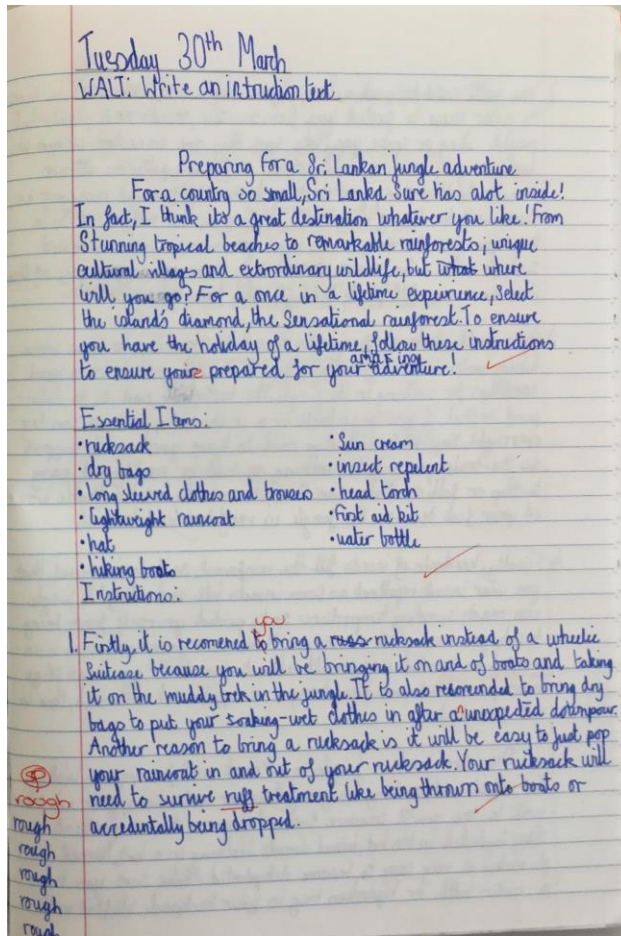
22 - Example of progression in handwriting from the beginning of Year 5 to the end of Year 5.

Learning about the features and sequence of instructions.





They then used their understanding of how to structure instructions to write their own set of instructions for preparing to go on a Kenyan safari adventure (inspired by the class text, *The Girl Who Stole an Elephant*).



Sri Lanka Past
 Sri Lanka has a very long and complicated history. The Sri Lankan culture has been around 2500 years. In the 16th to 17th Century, the Portuguese settled on the island. In the 17th to 18th Century, the Dutch came and destroyed the island of Sri Lanka and every thing on the island. Ancient Sri Lanka's history is marked with amazing and magnificent architecture with dates back many, many years. Back in the 3rd Century BC, the Tamils co Existed with the Sinhalese people. In 1869, a fungus destroyed coffee plantations all over Sri Lanka.

Climate of Sri Lanka
 Sri Lanka has many ^{various} temperatures and weather. It has experienced Monsoon winds and heavy rainfall. During the day, the average temperature in the highlands is 17°C and in low altitudes areas, the average temperature is 33°C. Sri Lanka's average yearly temperature is 28°C-31°C. In the wet zone, about 2,500ml of rain fall every year, in the dry zone, 1,000ml of rain fall every year. The temperature drops to about 11°C-18°C at night. The temperature is usually tropical and warm.

beautiful
 Sri Lanka is a amazing and beautiful place. It is a amazing island to go on holiday to, it has amazing beaches and extraordinary jungles that are home to beautiful wildlife. It has amazing tour attractions and many different landscapes to look at and visit. Visiting this amazing island is a once in a lifetime experience!

Fact
 Sri Lanka is also known as the tear of India.

Great work writing about Sri Lanka!

We are learning to write an information text.

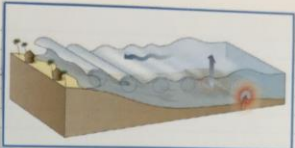
Pupil	Teacher
✓ I have included a title.	✓
✓ I have used subheadings and labels.	✓
✓ I have written an introduction paragraph.	✓
✓ I have written paragraphs which link to their subheadings.	✓
✓ I have written a final paragraph to finish off my writing.	✓
✓ I have included technical vocabulary.	✓
✓ I have written topic sentences at the start of paragraphs.	✓
✓ I have used generalisers when writing.	✓

Don't use capital letters when you don't need them.

Wednesday 25th November 2020
 Write a explanation text.

How are tsunamis formed?
 Have you ever wondered how tsunamis are formed? Tsunamis are basically a giant wave, they are also known as killer waves. They are the world's most powerful natural disaster. Tsunamis can sometimes be more than one wave. Tsunami is a Japanese word for harbour waves, the meaning harbour and wave meaning wave.

Tectonic plates
 Tectonic plates are a group of plates that make up the earth's surface. Tectonic plates sometimes rub or submerge, as a result of this a earthquake happens. The movement of tectonic plates can cause these things to happen: Mountains or a volcano to form, earthquakes or tsunamis. Did you know that tectonic plates move at the speed of your fingernails growing? That's why you don't feel it them moving!



Shallow water process
 Travelling at 500mph, the tsunami builds up to 100ft (30m). Once it reaches land it can travel up to 3,000 miles, destroying up everything in its path. A sign a tsunami is coming is where the water retreats back in seconds so it needs this water to build up the tsunami's height. Once the tsunami has flooded everything it drags ALL the debris back with it leaving the place it destroyed.

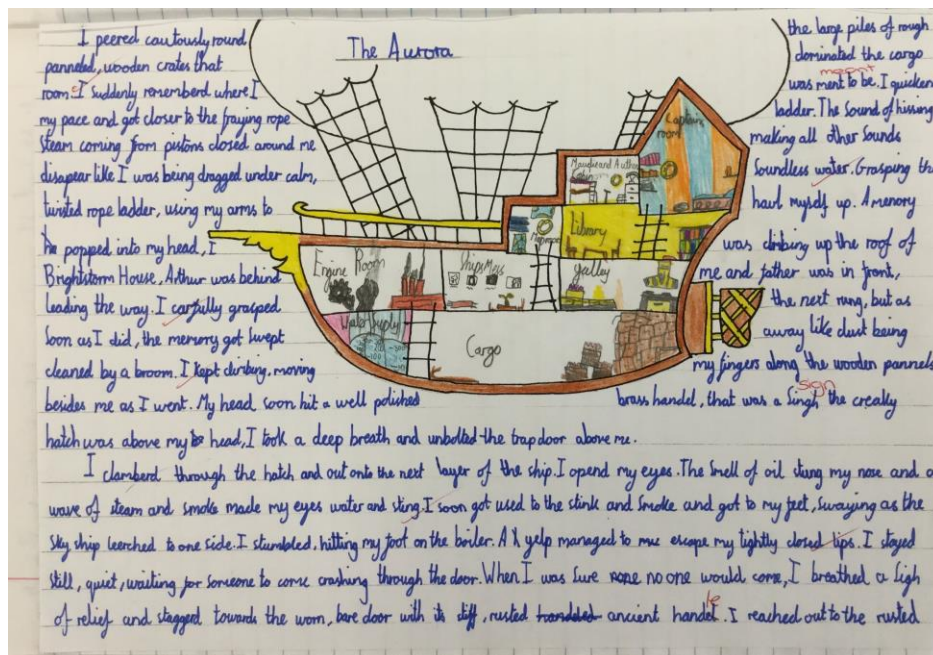
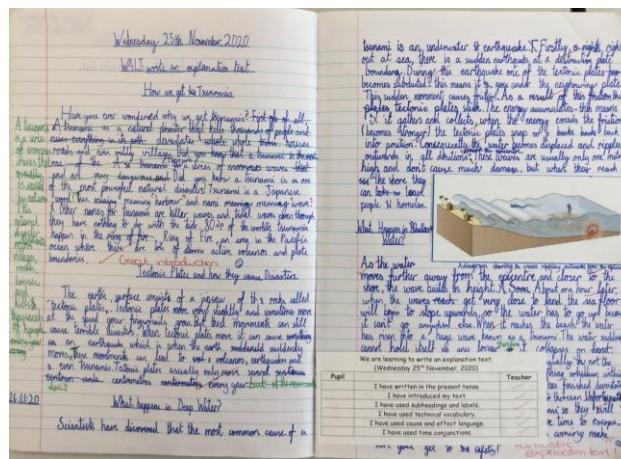
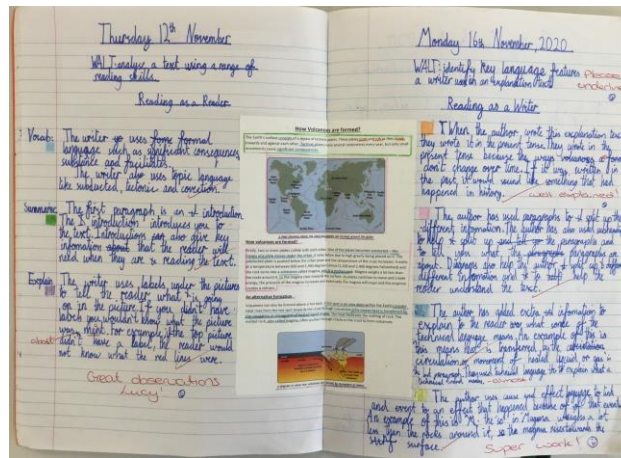
Deep water process
 Scientists have proven earthquakes are the most common cause of tsunamis. Firstly the tectonic plates rub or collide therefore a earthquake happens. As a result, the earthquake produces energy causing shockwaves (like ripples) to form. At first, these shockwaves are harmless but as they travel through water they grow stronger. This is the tsunami is formed, travelling at over 500mph (800 km per hour).

We are learning to write an explanation text. (Wednesday 25th November, 2020)

Pupil	Teacher
✓ I have written in the present tense.	✓
✓ I have introduced my text.	✓
✓ I have used subheadings and labels.	✓
✓ I have used technical vocabulary.	✓
✓ I have used cause and effect language.	✓
✓ I have used time conjunctions.	✓

Fantastic job writing your explanation text! Well done!



Example of Reading as a Reader, Reading as a Writer. This analysis is then used to inform their own written work.



25 - Example of a child working on the 'Show Not Tell' writing technique. The children learn to describe the setting by describing their movements and interaction with the space as they move through it.

Class 5

Year 6

Date	Learning Objective	Achieved	Comments
11.09.20	To use a/an correctly		
11.09.20	To mark every sentence with a capital and full stop.		Oct
24.9.20	To close letters		Just watch d!
Oct	Paragraphs - Use next line/ indent layout.		

26 - Target book.

Year 5 explanations.

Monday 3rd November
WHL: analyse a text using a range of reading skills
Reading as a Reader

Explain Infiltrate = gradually go into a place without being noticed (go into)

Water? Precipitation = The amount of rain, snow, sleet or hail that falls during a period of time.

Retriever Evaporation is water being sucked up into the air from any bodies of water including the sea, lakes, river, stream, pool, etc. It is when the sun heats the surface of the Earth which causes all bodies of water to evaporate to rise. When this happens it causes some of the water to go up evaporate which then turns into vapour.

Infer The writer has used parenthesis to add extra information. Quotation marks have been used around the more technical and scientific words. I think they've done this because you might need to look them up in a dictionary or the proper name for it.

Summarise I think good subheadings would be: 1 = The beginning, 2 = Clouds and falling down 3 = Earth Air Water.
Read your work

Identify texts used

Tuesday 21st November
WHL: use a range of tools to write an explanation.
Reading as a writer

Paragraphs Order:
The writer has put paragraphs in, so that it is clear to the reader what order the water cycle occurs. This helps the reader to find certain parts of the text.

Informal vs Formal:
In the text the author has used a shift of tone. They start informally to really hook the reader in. Then, for the middle 3 paragraphs it goes into a formal tone. For the last, they go back to informal. The writer does this so on the factual paragraphs (middle 3) they sound proper and like they know what they're talking about. They don't do this on the 1st or 2nd last paragraphs so that they can hook you in and sound fun.

Technical words:
The writer uses formal technical words so that they sound more proper and more sophisticated. They put most of the words in quote marks, so that because they're tricky and you might need to look them up in a dictionary.

You have identified a range of features
Use these in your own writing

The Water Cycle

Four yourself a glass of water and take a sip. Did you know that the water you've just swallowed is the same water that Noah's Ark, King Tutankhamun and the first humans drank? That's because Earth has been recycling water for over 4 billion years! The world's water moves between lakes, rivers, oceans, the atmosphere and the land in an ongoing cycle called... you guessed it... the water cycle. As it goes through this continuous system, it can be a liquid (water), a gas (vapour) or a solid (ice).

It begins by the energy from the sun heats up the surface of the Earth, which causes the temperature of the water in our rivers, lakes and oceans to rise. When this happens, some of the water 'evaporates' into the air, turning into a gas called 'vapour'. Plants and trees also lose water to the atmosphere through their leaves. This process is known as 'transpiration'.

As water vapour rises up high into the sky it cools and turns back into a liquid, forming clouds. This process is called 'condensation'. Currents high up in the air move these clouds around the globe. When too much water has condensed, the water droplets in the clouds become too big and heavy for the air to hold them. So they fall back down to Earth as rain, snow, hail or sleet, a process known as 'precipitation'.

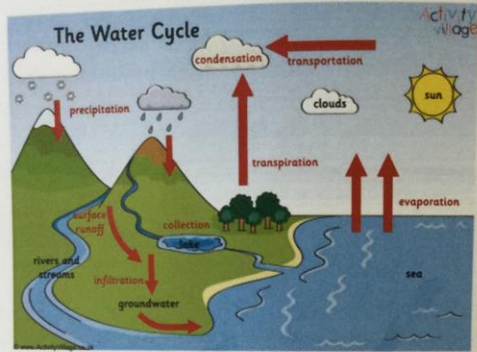
The fallen precipitation is then 'collected' in bodies of water - such as rivers, lakes and oceans - from where it will eventually evaporate back into the air, beginning the cycle all over again. How it is collected depends on where it lands. Some will fall directly into lakes, rivers or the sea. From where it will evaporate and begin the cycle all over again. If the water falls on vegetation, it may evaporate from leaves back into the air, or trickle down to the ground. Some of this water may then be taken up by the plant roots in the earth. In cold climates, the precipitation may build up on land as snow, ice or glaciers. If temperatures rise, the ice will melt to liquid water and then soak into the ground, or flow into rivers or the ocean. Water that reaches land directly may flow across the ground and collect in the oceans, rivers or lakes. This water is called 'surface run-off'. Some of the precipitation will instead soak (or 'infiltrate') into the soil, from where it will slowly move through the ground until eventually reaching a river or the ocean.

Whenever it lands, the process will begin again. Therefore the next time that you have a drink of water or lounge in the bath, you may be drinking or bathing in the same water as the dinosaur, were a million years ago.

Wednesday 25th November
WALT: write an explanation.

(sentences, paragraphs, ; forms)

I



The Water Cycle begins with evaporation. The sun heats the surface of the sea, when this happens it causes some of the water to turn into a gas called vapor. The vapor evaporates into the sky where it cools down and turns back into a liquid. ~~to form clouds~~ Water can also evaporate from plants which is called transpiration. When the water rises it condenses and turns back into a liquid which forms a cloud.

When the water and vapor get too heavy for the air to hold it falls as precipitation (rain, snow, sleet or hail). This now produces surface runoff, which is water on land. This then goes into rivers, streams, and lakes. Some surface runoff infiltrates into the ground and travels to the sea underground. The water in streams, rivers and lakes all get to the sea that way. This goes on and on and on. So next time you shower or have a drink you're ~~drinking~~ drinking or bathing in the same water as the dinosaurs were!!!

technical vocabulary ✓ paragraphs ✓

1

2

3

4

Boxing Up- Explanation (How does a submarine work?)

Introduction inventor, what is a sub?, who uses them?

Parts/Tanks stick diagram Key words: Valve, ballast, Air tanks, release, ~~interior = kitchen, dining room, sleeping quarters~~ navigation system sonar periscope/digital

Submerging and surfacing

fills with water and displaces air = ↓
fills with air and displaces water = ↑
valves lets water out into sea air goes back into tanks

Emergencies. life in the sub/jobs

interior = kitchen/dining room, sleeping quarters, control room, exercise, engine room
Jobs = chef, navigator, engineer, ecetra

Conclusion

whales look out to sea
ocean

Conjunctions/vocabulary

As, because, since, so, therefore, accordingly

are
marines
The
van
1620!

them.
the
car,
if a
moving

ge in
shapes
can
then, a
rice
engineer

Wednesday 2nd December

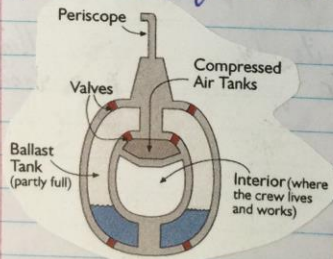
WALT: write an explanation for a leaflet or poster.

How does a submarine work?

Submarines are outstanding inventions, and are used all over the ~~world~~^{oceans}. Common users of submarines are: the military, tourists, and marine ~~scientists~~^{scientists}. The inventor of the submarine was named Cornelius van Drebbel and created a navigable submarine in 1620!

Parts of a submarine

Submarines have lots of different parts to them. These include: ballast tanks ~~used~~ (which ~~help~~ makes the submarine dive and surface), sonar, navigation, cameras, periscope, valves and multiple rooms. These all play a part in helping the crew and submarine to keep moving.



Life in a Submarine

On a submarine the interior is quite large in some, although ~~some~~^{submersibles} submersibles come in all shapes and sizes. ~~we are looking at larger subs~~^{submersibles} which can have up to 6 or more rooms. These ~~include~~^{include} a kitchen, a dining room, sleeping quarters, the control room, exercise area, and engine room. Jobs are: a chef, navigator, engineers and all ~~take~~^{of the crew} take turns to sleep and work.

Year 6 writing their own traditional tale using key features and language.

Wednesday 7th of July

WALT: write our own traditional tale including key features and language.

One upon a time, a ^{young} girl with two braids of golden hair was walking in the woods when she saw a dog. The dog stared at her little green shoes, her little green dress and her little green bows in her hair. Then the dog opened his mouth and said "Hello in Bob a wild dog!"

"Hello" Dorothea (the ^{young} girl) replied.

Present ← The princess pair instantly became friends. They had great fun together.

Five years later, a new royal family took over the kingdom. The King and Queen were quite ^{wise} but their daughter, Princess Lily, was loathsome. Everything she made her parents do was ^{bad}. The worst part was her favorite meal was wild dog!

One day the princess ordered a troop of men to go into the woods and kill every wild dog. Dorothea was horrified and she wanted to find Bob so badly that she cried ^{so} hard when she heard the princess's orders but her father would not let her into the woods because he thought it was too dangerous. Luckily Bob's family was clever and they escaped to Dorothea's house. When she heard a bark at the door Dorothea ran to it and reached it open.

"Bob!" she cried, joy filled her face.

"Hi," Bob replied, "can we come in?"

"Of course," said Kevin, Dorothea's dad.

A year passed but the princess was still hungry for wild dog. One day, a man from the palace came to the door.

"Do you know where there might be any wild dogs?"

"No sir," said Kevin.

Annoyingly Bob chose this moment to bark.

"I'm coming in," said the man.
Dorothea held Bob and Milla (Bob's maid) but she couldn't find Bob's dad. That was because he had ~~run~~ run to the open door and tried to attack the man but he pulled out a knife and in one smooth move ended the dog's life. Bob ran forward in rage but the man picked him up and said "Good doggy to you," and he left Bob's dad's body in the door way. Milla walked over and nudged his lifeless limbs. Then she turned to Dorothea "Bob will be at the palace if you don't hurry he will be cooked for the princess. However you can't just walk in there there, you'll need help. Go into the forest to lifeless lake and there you will see a hut. There is someone there who can help you."

"I will save Bob Milla." Dorothea responded.

"I know you will."

A day later, Dorothea set out on her journey into the forest. When she came to lifeless lake she saw a hut where a line of smoke poured out from the chimney. Dorothea knocked on the door. It creaked open. The house was misty and dark. Out of the door stepped... a girl about Dorothea's age!

"Hi, I'm Wendy which!" The girl said.

"Hello in Dorothea."

"Nice to meet meet you!" Wendy answered, "what can I do for you."

Dorothea explained her whole story.

"I can help you come on to the palace, hop on!"

"What!"

"On the broom."

"Oh Ok... Um... here goes!"

Dorothea dived onto the back of a dusty broom and it took off towards the palace.

Upon arriving on a balcony on one of the towers Wendy

asked, "So what's the plan?"

"The Plan!"

"Yep, the Plan."

"But you brought us here!"

"Because you wanted to rescue, Billy was it?"

"Oh no, we don't have a plan," Dorothea said, "Let me think. Can you teleport us to Bob?"

"Sure can!" Wendy replied snapping her fingers, "Here we are."

Dorothea ran over to a little cage in the corner of a ginormous library ~~with~~ which they had been teleported to.

"Bob!"

"Dorothea is it really you?"

"Yes!"

She unlocked the cage and picked him up.

"Wendy."

"Yes."

"Send us to princess Lily."

Wendy clicked her fingers and they arrived in a kitchen where Lily was standing. Dorothea quickly picked up a knife and in one smooth move ended the reign of evil princess Lily.

One day later the most glorious celebration took place. Dorothea was so pleased to have Bob back that she made him a great cake. The towns people were so pleased that they made Dorothea their queen and they all lived happily ever after!

Wednesday 26th of May
Writ. research facts for a biography

Early life

- 8 December 1861 - 21 January 1938
- liked drawing + playing with a puppet theater
- Likes liked going to the theater
- He fell in love with movies as a child.
- He was born in Paris, France

Path to fame

- Magicians
- Movie maker after seeing movie by Antonio Lavinio
- Formed star film
- First movies he made = 5-9 min long
- Career stop suddenly = movie breakthrough

Major achievements

- Made Special effects:
 - multiple exposures
 - time-lapse
 - dissolves
- In 1902 Georges produced *Le voyage dans la lune*
- More than 600 movies

Later life

- The commercial growth of the movie industry forced him out of business.
- Had 2 kids (André and Georgette Méliès)
- He died of poverty on Jan. 21, 1938, Paris.
- He ~~was~~ worked in a toy store ~~that~~ after film before death.

✓ independent research

→ Use your notes to write your own biography.

Scenes

#1

minutes

#2
#3
#4
#5
#6
#7
#8
#9
#10
#11
#12
#13
#14
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#50

Thursday 27th of May
W.A.T. write a biography.

Early life

Georges Méliès was born on the 8th of December 1868 in Paris, France. As a boy, Georges liked drawing, playing with his puppet theater and going to the real theater. He fell in love with the newly invented motion pictures. Georges Méliès would go on to become a well known name in movie history.

Path to France

As Georges grew up, he took a liking to magic and so he became a magician. When Antonie Lumière produced a movie that Georges went to see, he instantly recognized it as a new kind of magic. Georges Méliès made a compend called star film where he made real life films (these are films of everyday things). His first films were only 3 to a minutes long.

Scenes

Major Achievements

While Georges was filming a street of working people one day his camera jammed and stopped working. After hitting it off a few times it started again but all the people had kept going. When Georges watched the clip back he ret saw people disappear in an instant, it was a miracle! From that moment on Georges knew how to make special effects. He created things like: multiple-exposures, time-lapses and dissolves. In 1902 he produced a movie called Le Voyage dans la lune (a journey to the Moon) which was one of his most famous ever. He managed to make more than 1000 movies.

Minutes

From

Later life

After his retirement Georges Méliès went to work at a toy shop. He had been forced into retirement by the growth of his industry. He had two kids André and

Wednesday 23rd of June

WAL: explore character's emotions using show not tell.

"Look at those flowers, Little Red Riding Hood! Aren't they lovely?" the wolf said.

I stepped around him and saw a scattering of purple flowers glittering in the early sun. My face lit up and ~~or~~ felt my mouth curve into a beaming smile. ~~or~~ Granny loves flowers! Oh, I thought, but mother did tell me never to stray from the path.

"Wolf, would you be so kind as to make sure nobody comes while I pick some flowers?" I asked.

"Of course my dear!" He answered politely.

I stepped off the path and onto the dew drop covered grass. I skipped towards the flowers and picked many before I noticed a patch of bright orange ~~flowers~~. Again I skipped towards the flowers only to find more lovely flowers further on.

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Tuesday 25th of May
WATI: distinguish between fact and opinion



fact	opinion
• 'I made hundreds of movies.'	• 'we were very happy.'
• 'My parents were shoemakers.'	• 'My audiences loved him.'
• 'I had a special workroom in the back where I built my automaton.'	• 'I was forced to build my own.'

D
HW

It is believed that Georges Méliès was very happy with his wife.

Many people claim that Georges Méliès was forced to build his own camera.

There is a rumor that ~~as~~ Georges Méliès' audiences loved his automaton.

It is true that Georges Méliès made hundreds of movies.

History shows that Georges Méliès' parents were shoemakers.

In fact, Georges Méliès had a special workroom in the back of his magic theater where he made his automaton.

Friday 23rd April

WALT: write in both active and passive voice (past tense).

Police Report

Today, I was called to the toy booth 'Jouets' because there was a report of stealing. Hugo Cabret - the suspected thief - ^{silently} crept up to the shop. It was said that the young man mouse was grabbed by the young man. The toy shop owner had previously had toys stolen from him, so he pretended to be asleep. Hugo went to the booth and the man boy's arm was snatched by the man. Hugo had just grabbed a toy mouse. The toy was dropped by ~~him~~ ^{the boy} and, as a result of this, smashed. The man shouted for the police, calling, "THEIF! THEIF!" Hugo was made to empty ^{his} the pockets and the man took his notebook. The book was opened by the man, before flicking through it.

■ Active

■ Passive

Active or passive? :

Hugo went to the booth.

Active.

27 - Year 6 writing in the passive and active voice.

Year 6 writing traditional tales using the key features and language.

Wednesday 7th of July

WALT: write our own traditional tale including key features and language.

Once upon a time, a ^{young} girl with two braids of golden hair was walking in the woods when she saw a dog. The dog stared at her little green shoes, her little green dress and her little green bows in her hair. Then the dog opened his mouth and said "Hello in Bob a wild dog!"

"Hello" Dorothea (the ^{young} girl) replied.

Present ← The princess pair instantly became friends. They had great fun together.

Five years later, a new royal family took over the kingdom. The King and Queen were quite ^{wise} but their daughter, Princess Lily, was loathsome. Everything she made her parents do was ^{bad}. The worst part was her favorite meal was wild dog!

One day the princess ordered a troop of men to go into the woods and kill every wild dog. Dorothea was horrified and she wanted to find Bob so badly that she cried ^{so} hard when she heard the princess's orders but her father would not let her into the woods because he thought it was too dangerous. Luckily Bob's family was clever and they escaped to Dorothea's house. When she heard a bark at the door Dorothea ran to it and reached it open.

"Bob!" she cried, joy filled her face.

"Hi," Bob replied, "can we come in?"

"Of course," said Kevin, Dorothea's dad.

A year passed but the princess was still hungry for wild dog. One day, a man from the palace came to the door.

"Do you know where there might be any wild dogs?"

"No sir," said Kevin.

Annoyingly Bob chose this moment to bark.

"I'm coming in," said the man.
Dorothea held Bob and Milla (Bob's maid) but she couldn't find Bob's dad. That was because he had ~~run~~ run to the open door and tried to attack the man but he pulled out a knife and in one smooth move ended the dog's life. Bob ran forward in rage but the man picked him up and said "Good doggy to you," and he left Bob's dad's body in the door way. Milla walked over and nudged his lifeless limbs. Then she turned to Dorothea "Bob will be at the palace if you don't hurry he will be cooked for the princess. However you can't just walk in there there, you'll need help. Go into the forest to lifeless lake and there you will see a hut. There is someone there who can help you."

"I will save Bob Milla." Dorothea responded.

"I know you will."

A day later, Dorothea set out on her journey into the forest. When she came to lifeless lake she saw a hut where a line of smoke poured out from the chimney. Dorothea knocked on the door. It creaked open. The house was misty and dark. Out of the door stepped... a girl about Dorothea's age!

"Hi, I'm Wendy which!" The girl said.

"Hello in Dorothea."

"Nice to meet meet you!" Wendy answered, "what can I do for you."

Dorothea explained her whole story.

"I can help you come on to the palace, hop on!"

"What!"

"On the broom."

"Oh Ok... um... here goes!"

Dorothea dived onto the back of a dusty broom and it took off towards the palace.

Upon arriving on a balcony on one of the towers Wendy

asked, "So what's the plan?"

"The Plan!"

"Yep, the Plan."

"But you brought us here!"

"Because you wanted to rescue, Billy was it?"

"Oh no, we don't have a plan," Dorothea said, "Let me think. Can you teleport us to Bob?"

"Sure can!" Wendy replied snapping her fingers, "Here we are."

Dorothea ran over to a little cage in the corner of a ginormous library ~~with~~ which they had been teleported to.

"Bob!"

"Dorothea is it really you?"

"Yes!"

She unlocked the cage and picked him up.

"Wendy."

"Yes."

"Send us to princess Lily."

Wendy clicked her fingers and they arrived in a kitchen where Lily was standing. Dorothea quickly picked up a knife and in one smooth move ended the reign of evil princess Lily.

One day later the most glorious celebration took place. Dorothea was so pleased to have Bob back that she made him a great cake. The towns people were so pleased that they made Dorothea their queen and they all lived happily ever after!

Year 6 poetry.

Monday 29th March

WALT: ~~analyse~~ analyse a poem as a reader. (Reading focus).

The Song of the Whale by Kit Write.

ocab: Grieving is good vocabulary and shows that the whale is in pain and sad.

Interesting: hearing, painted, tumbling, mountains

New: Keening, grieving, dumb

Powerful: Hearing, ~~grieving~~, dying, heartbeat, dumb.

One whale picture is powerful.

Rhyme: Choose + shoes. Hearing + ~~grieving~~.

Calling Soaring

What tool is used to give the whale feelings?

Infer: The poem is about raising awareness about what people are doing to whales. Someone heard its call as it was ~~down~~ calling.

Feelings: The author must have felt sad that people are killing whales and wants it to ~~stop~~ stop.

Layout: The author wrote "Lipstick for our ^{painted} polished faces, Polish for our shoes" on a different line to show that is what they do.

Why is this repeated?

Links: There ^{are} many documentaries about things I like this. Once I read a book about dolphins being because of plastic balloons and, though it was a fiction, it was raising awareness of things like this.

Beginning to consider poetry
Use poetic tools in your own writing.

Tuesday 30th March

WALT: identify and use a range of poetic tools.
(Planning).

Otters

• Metaphor

Graceful snake in the of the river
Majestic swan gliding under water
A brown cloud drifting underwater
Gliding through the forest of the river

• Refrain

~~Fish for our dinner~~ Money for our pockets.
~~Ornaments for our pleasure~~ A prize for our walls.
~~Fur for our coats~~

• Personification

Screaming
Mourning
Crying
Calling
Grieving
Bird high notes
SPSSSSSSSSSS /

SOUND Shksh (pesticide being) sprayed

Laungla, creeping, beautiful bronze coat, wolfish death, cruelly
Jo joggously, rapidly, timidly turning for their
like majestic

Wednesday 23rd of June

WALT: explore character's emotions using show not tell.

"Look at those flowers, Little Red Riding Hood! Aren't they lovely?" the wolf said.

I stepped around him and saw a scattering of purple flowers glittering in the early sun. My face lit up and ~~or~~ felt my mouth curve into a beaming smile. ~~or~~ Granny loves flowers! Oh, I thought, but mother did tell me never to stray from the path.

"Wolf, would you be so kind as to make sure nobody comes while I pick some flowers?" I asked.

"Of course my dear!" He answered politely.

I stepped off the path and onto the dew drop covered grass. I skipped towards the flowers and picked many before I noticed a patch of bright orange ~~flowers~~ flowers. Again I skipped towards the flowers only to find more lovely flowers further on.

I stopped at a patch of yellow flowers as bright as the sun and eyes wide I realised I could no longer see the path. Cautiously I picked up my baskets, the cake and wine now covered ~~with~~ with a rainbow of flowers, and ~~so~~ walked slowly back in the way I felt I had come. My smile became a frown and it felt cold suddenly as I realised I had walked for ten minutes with no path in sight.

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Tuesday 29th September
WALT: Analyse a text using a range of reading skills.
Reading as a Reader.

Not a writer
In this passage, Perseus shows bravery because the author has used the adverb 'courageously' and 'stare' all around him were stone statues of others who had cried and 'failed' yet still he carried on.

Infer
The author suggests that Perseus was scared because 'he' 'was' 'so' 'simple' as 'ask' 'the' 'gods' 'for' 'help' and 'where' 'he' 'came' 'over' 'he' 'felt' 'more' 'confident'.

Precision choice
The author has used brackets and dashes to add additional information. Eg. 'Perseus who was now using feeling more confident about his quest set off'.

Explain meaning
I think 'believed Polydectes' means the king was surprised because he thought Perseus would not return.

Excellent inference skills

Identify tools used by the author.

Wednesday 30th September
WALT: use a range of tools to write a myth.
Reading as a Writer.

In this text extract, there are paragraphs to show different times spaces - almost like a chapter - so you don't get lost and can follow the story.

In this passage, the author uses show-not-tell to describe how the character is 'feeling' it instead of just telling you they are nervous or excited. Eg. 'Aware of error washed over him'.

The author suggests that the king is a bad character by using language such as 'evil' or 'manipulative'. He is also always showing and never says anything without a cause.

In the text, the Medusa is described almost because people could picture another human easily, but maybe not be able to picture her without description.

Use these tools in your own myth.

29 - Year 6 learning about mythology using 'read as a reader, read as a writer.'

House for sale

Read about the house for sale and re-read the estate agents' details about a flat for sale. Make comparisons between the two sets of details. Are there any similarities? What are the differences?

In the house for sale and flat for sale are very different. The house has a large garden and bigger rooms and better for example the house has 4 bedrooms and the flat only has 3. They both have different phone numbers. The title also look good from the house. The flat is cheap because it is smaller and basic a ground level house. The house however it more expensive as the house is 5.2 million in price and the flat is 1275000 which with the house being being already furnished and flat need to be modern modernised if it bought.

Running for his life

Name: _____ Date: 23.9.20

Write complete sentences to answer the questions below.

- From what book is this passage taken?
The passage is taken by the book Billy Brother.
- What is Torak running away from?
Torak is running away from a bear.
- How is Torak injured?
Torak is injured by the older hunters.
- Three different types of trees are mentioned in the passage. What are they?
The three different trees in the story are older trees, hard and an oak tree.
- What problem could rain in the mountains cause?
Rain in the mountains could kill the grass.
- Which animals did Torak meet and how did he avoid them attacking him?
Torak met a bear and avoided staying from by running away or bear which he ran to and a volcano which he got away from climbing up a tree.

30 - An example of post Lockdown intervention work (tutoring).