



*Elmley Dray
School*

English to include Reading and Phonics

Reading, writing, and spoken language is at the heart of everything we do at Westlands Primary School; we believe that securing a strong foundation and engagement in literacy is vital to maximise life chances for our children. Teaching children to communicate their ideas and emotions effectively, will equip them with the skills they need to further their learning, within and outside the school curriculum, and to participate fully, with confidence, as a member of society. Across the school we aim to inspire an appreciation of high-quality, ambitious texts - which develop a knowledge of themselves and the wider world. We aim to foster a love of books so that children develop a habit of reading for pleasure that will be sustained throughout their lifetime.

Two year rolling learning programme for Years 5 and 6

Term 1

Writing : Write a range of texts for a range of audiences (for example an article, letter and story), drawing on research and information provided, With creative writing consider how authors have developed characters and settings.

Reading : distinguish between statements of fact and opinion; retrieve, record and present information from non-fiction

Term 2

Writing To write a small sketch for your group for presentation to a small audience (participate in discussions, presentations, performances, roleplay/improvisations and debates)

Reading : participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Term 3

Writing : Read and watch a range of cartoons about the holocaust experience. Consider prejudice and discrimination and write a poem to express your feelings about the matter.

Reading : distinguish between statements of fact and opinion; retrieve, record and present information from non-fiction; explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; provide reasoned justifications for their views)

Term 4

Writing : To create a presentation on a topic of interest, to include a leaflet and resources to support the presentation (use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; gain, maintain and monitor the interest of the listener(s; maintaining a focus on the topic and using notes where necessary).

Reading : Reading for pleasure, making choices of books to read for pleasure and to write an account of the plot, and the enjoyment of the book for others to consider.

Term 5

Writing : Complete a range of worksheets on the use of grammar and become a teacher when you improve the presentation of a piece of work.

Reading : Complete an extensive research programme on one aspect of personal interest and read a range of information and books to support your report. Learn about referencing where appropriate the thoughts and ideas of others.

Term 6

Writing : Working in a group complete a project on a subject of interest and present to others (consider and evaluate different viewpoints, attending to and building on the contributions of others),

Reading : distinguish between statements of fact and opinion; retrieve, record and present information from non-fiction

Reading and Comprehension

To maintain a positive attitude towards reading and developing comprehension through

1. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
2. reading books that are structured in different ways and reading for a range of purposes
3. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
4. recommending books that they have read to their peers, giving reasons for their choices
5. identifying and discussing themes and conventions in and across a wide range of writing
6. making comparisons within and across books
7. learning a wider range of poetry by heart
8. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

To engage with reading daily in order to develop skills of discussing their comprehension and exploring the meaning of words in context by

1. asking questions to improve their understanding
2. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
3. predicting what might happen from details stated and implied
4. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
5. identifying how language, structure and presentation contribute to meaning

None Readers

Most students joining us will have achieved their reading skills appropriate to their age, however if a learner attends school without the skill of reading or a reading skill below their appropriate age, they will receive one to one reading sessions and input from speech, language and communication therapist in order to bridge the gap.

Spelling

Are cross curricular so that students have an understanding of new words that they will come across in their lessons. Also students will have access to phonic teaching practices so that students, All classes have access to dictionaries and ICT to support spelling confidence. Developing a wider vocabulary the thesaurus will be used in lessons.

Handwriting and Presentation

Students will be encouraged to write legibly, and those who require special arrangements to support their writing will have access to ICT to support their writing.

Composition

Plan their writing by:

1. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
2. noting and developing initial ideas, drawing on reading and research where necessary
3. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

1. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
2. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
3. précising longer passages
4. using a wide range of devices to build cohesion within and across paragraphs
5. using further organisational and presentational devices to structure text and to guide the reader

Evaluate and edit by:

1. assessing the effectiveness of their own and others' writing
2. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
3. ensuring the consistent and correct use of tense throughout a piece of writing

4. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Vocabulary, grammar & punctuation

Students will within English learn about

1. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
2. using passive verbs to affect the presentation of information in a sentence
3. using the perfect form of verbs to mark relationships of time and cause
4. using expanded noun phrases to convey complicated information concisely
5. using modal verbs or adverbs to indicate degrees of possibility
6. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

and indicate grammatical and other features by:

1. using commas to clarify meaning or avoid ambiguity in writing
2. using hyphens to avoid ambiguity
3. using brackets, dashes or commas to indicate parenthesis
4. using semicolons, colons or dashes to mark boundaries between independent clauses
5. using a colon to introduce a list
6. punctuating bullet points consistently