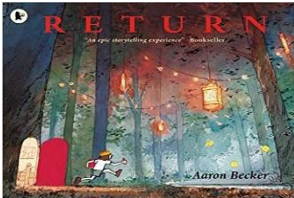
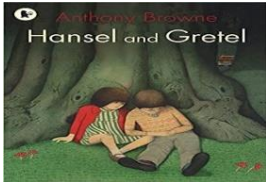


LOWER KS2 SPRING TERM ENGLISH KEY LEARNING OUTCOMES/TEACHING CYCLE A

YEAR GROUPS	SPRING 1		SPRING 2		
3 & 4	The Return 	Hansel and Gretel TRADITIONAL TALE 	How to Trap an Ogre (Pie Corbett Writing Models) Copyright Extract	Haiku and Tanka <u>Haiku</u> Seaview Haiku – John Foster Windy Day – John Foster Haiku Riddle – Celia Warren <u>Tanka</u> Silver aeroplane - John Foster The Penny Black – John Foster Two Tanka Riddles – Marian Swinger	
Key Writing Outcomes	Narrative: Setting	Information: Travel report	Narrative: Lost narrative	Information: Instructions for how to trap an ogre	Poetry: Haiku and Tanka poems

ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING

Key Learning: READING COMPREHENSION	Key Learning: WRITING COMPOSITION
<ul style="list-style-type: none"> ▪ Develop positive attitudes to reading & understanding of what they read by: <ul style="list-style-type: none"> – listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading books that are structured in different ways & reading for a range of purposes – using dictionaries to check the meaning of words that they have read – increasing their familiarity with a wide range of books, including fairy stories, myths & legends, and retelling some of these orally – identifying themes and conventions in a wide range of books – preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action – discussing words & phrases that capture reader's interest & imagination – recognising different forms of poetry (e.g. free verse, narrative poetry) ▪ Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> – checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context – asking questions to improve their understanding of a text – drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence – predicting what might happen from details stated and implied – identifying main ideas drawn from more than one paragraph & summarising these – identifying how language, structure + presentation contribute to meaning ▪ Retrieve and record information from non-fiction ▪ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> ▪ Planning writing by: <ul style="list-style-type: none"> ▪ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ Discussing and recording ideas ▪ Draft and write by: <ul style="list-style-type: none"> ▪ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ▪ Organising paragraphs around a theme ▪ In narratives, creating settings, characters and plot ▪ In non-narrative material, using simple organisational devices (e.g. headings and subheadings] ▪ Evaluate and edit by: <ul style="list-style-type: none"> ▪ Assessing the effectiveness of their own and others' writing and suggesting improvements ▪ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ Proof-read for spelling and punctuation errors ▪ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING

Key Learning: SPOKEN LANGUAGE

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

ENGLISH NATIONAL CURRICULUM BLOCKED LEARNING

Key Learning: WORD READING

Etymology and Morphology

- Apply their growing knowledge of *root words, prefixes and suffixes, as listed in English Appendix 1*, both to read aloud and to understand the meaning of new words they meet

Common Exception Words

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Revision of work from Years 1 and 2

'Most pupils will not need further direct teaching of word reading skills [if] they are able to: decode unfamiliar words accurately, and need very few repeated experiences of this word before the word is stored in such a way that they can read it without overt sound-blending. However, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so they can catch up rapidly with their peers.' English NC 2014 page 23

Some pupils may need just a revision of the KS1 learning priorities, but others may need more extensive support to attain KS1 learning priorities. For this reason, Y3/4 teachers will need to use the guidance in the KS1 Key Learning Outcomes/Teaching document to support targeted differentiated teaching for identified pupils who are not working at age related expectations.

N.B. Also refer to application of spelling rules & guidance, as listed in English Appendix 1

ENGLISH NATIONAL CURRICULUM BLOCKED LEARNING

Key Learning: WRITING TRANSCRIPTION

Application of alphabetical knowledge

- Use the first two or three letters of a word to check its spelling in a dictionary

Spelling applying GPC:

- Revision of work from KS1 as appropriate to need

Spelling common exception words:

- Learning to spell common exception words linked to prefix and suffix teaching and understanding root words
- Spell further homophones
- Spell words that are often misspelt (English Appendix 1)
- Spellings of words that require to be learnt as needed

Spelling applying apostrophes

- Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)

Spelling words by adding prefixes and suffixes

Use further prefixes & suffixes and understand how to add them (English Appendix 1):

- Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten; beginning, beginner
- Continuing learning rules and exceptions related to suffixes. For example:
 - ation added to verbs to form nouns
 - ly added to adjectives to form adverbs
- More prefixes:
 - in- and changes to its spelling e.g. inactive, illegal, immature, irregular
 - re- means 'again' or 'back' e.g. redo, refresh, return, reappear
 - sub- means 'under' e.g. subdivide, submarine
 - inter- means 'between' or 'among' e.g. interact, international
 - super- means 'above'
 - anti- means 'against' e.g. antiseptic, anticlockwise
 - auto- means 'self' or 'own' e.g. autobiography, autograph

N.B. Also refer to application of spelling rules & guidance, as listed in English Appendix 1

Application, consolidation & assessment

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

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 un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Key Learning: VOCABULARY, GRAMMAR AND PUNCTUATION

Develop understanding of the concepts set out in English Appendix 2 by learning the grammar for Y3 and 4 as well as using and understanding the grammatical terminology accurately and appropriately when discussing their writing and reading

Text Cohesion

- Introduction to paragraphs as a way to group related material /organise ideas around a theme
- Headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition/within and across sentences

Sentence structure

- Extending range of sentences with more than one clause by using a wider range of conjunctions i.e. expressing time, place and cause using: - conjunctions (e.g. 'when', 'before', 'after', 'while', 'so', 'because') - adverbs (e.g. 'then', 'next' 'soon', 'therefore') - prepositions (e.g. 'before', 'after', 'during', 'in' 'because of')
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair'
- Fronted adverbials e.g. '*later that day*. I heard the bad news'

Word choice & modification:

- Formation of nouns using a range of prefixes (e.g. 'super-', 'anti-', 'auto-')
- Use of 'a' or 'an' according to whether the next word begins with a consonant or a vowel
- Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)
- Grammatical difference between plural and possessive -s
- Standard English forms for verb inflections instead of local spoken forms e.g. *we were* instead of *we was*

Punctuation

- Inverted commas to punctuate direct speech and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation with inverted commas
- Apostrophes to mark plural possession e.g. the girl's name, the girls' names
- Use of commas after fronted adverbials

N.B. Also refer to guidance as listed in English Appendix 2