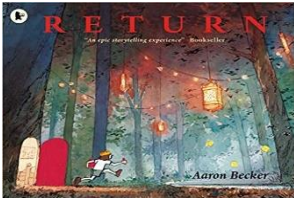
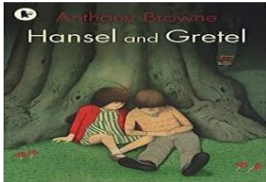


## LOWER KS2 WRITING, SPEAKING AND LISTENING SPRING YEAR A

YEAR GROUPS	SPRING 1		SPRING 2		
3 & 4	The Return		Hansel and Gretel TRADITIONAL TALE	How to Trap an Ogre (Pie Corbett Writing Models)	Haiku and Tanka
				<b>Copyright Extract</b>	<p><b>Haiku</b> Seaview Haiku – John Foster Windy Day – John Foster Haiku Riddle – Celia Warren</p> <p><b>Tanka</b> Silver aeroplane - John Foster The Penny Black – John Foster Two Tanka Riddles – Marian Swinger</p>
<b>Key Writing Outcomes</b>	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"> <li>▪ <b>Develop positive attitudes to reading &amp; understanding of what they read</b> by:               <ul style="list-style-type: none"> <li>– listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>– reading books that are structured in different ways &amp; reading for a range of purposes</li> <li>– using dictionaries to check the meaning of words that they have read</li> <li>– increasing their familiarity with a wide range of books, including fairy stories, myths &amp; legends, and retelling some of these orally</li> <li>– identifying themes and conventions in a wide range of books</li> <li>– preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>– discussing words &amp; phrases that capture reader's interest &amp; imagination</li> <li>– recognising different forms of poetry (e.g. free verse, narrative poetry)</li> </ul> </li> <li>▪ <b>Understand what they read, in books they can read independently</b>, by:               <ul style="list-style-type: none"> <li>– checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>– asking questions to improve their understanding of a text</li> <li>– drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>– predicting what might happen from details stated and implied</li> <li>– identifying main ideas drawn from more than one paragraph &amp; summarising these</li> <li>– identifying how language, structure + presentation contribute to meaning</li> </ul> </li> <li>▪ <b>Retrieve and record information from non-fiction</b></li> <li>▪ <b>Participate in discussion</b> about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Planning writing</b> by:               <ul style="list-style-type: none"> <li>▪ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>▪ Discussing and recording ideas</li> </ul> </li> <li>▪ <b>Draft and write</b> by:               <ul style="list-style-type: none"> <li>▪ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<b>English Appendix 2</b>)</li> <li>▪ Organising paragraphs around a theme</li> <li>▪ In narratives, creating settings, characters and plot</li> <li>▪ In non-narrative material, using simple organisational devices (e.g. headings and subheadings]</li> </ul> </li> <li>▪ <b>Evaluate and edit</b> by:               <ul style="list-style-type: none"> <li>▪ Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>▪ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>▪ <b>Proof-read</b> for spelling and punctuation errors</li> <li>▪ <b>Read aloud</b> 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</li> </ul> </li> </ul>

## 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**