



A Guide to English at Carlinghow Academy

This document outlines the expectations of how we teach English at Carlinghow: progression across year groups and consistency across school.

Handwriting

- Progression
- Pen Pals

Spelling

- Progression
- Resources
- Groups
- Assessment
- Non-negotiables

Writing

- Differentiation
- Planning a Text Based Unit (Power of Reading)
- Assessment in Writing
- Flashback starters in English
- Think Pinks/ Next Steps

Intent

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'.

We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire.

The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school. Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils.

Our cross curriculum approach is designed so that subject specific skills are taught within an exciting topic each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each topic to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. Ensuring that the connections make sense to the children.

We are determined that every child, will have a lifelong love of reading and writing and will be able to write, comprehend and read fluently by the end of Year 6. Our curriculum is led by the high quality and diverse texts that we choose to support our writing journey.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated.

It is our intent that when our pupils leave school, they will articulate tier 3 vocabulary of the English curriculum. They will know and remember key learning of writing and grammar from their primary years.

Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources. This English Writing guide explains how the English Writing curriculum is implemented at Carlinghow Academy.

The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

Impact

The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong

communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.

Handwriting

Nursery:

- Mark making activities (including texture trays, foam...)
- Funky finger challenges
- Dough gym or Write Dance
- Weekly name writing (focus on target letters in name)
- Records of children's pencil grip



Reception:

- Daily name writing until children can write their names independently (correct formation)
- Letter formation taught in RWI phonics sessions
- At least one handwriting lesson/week
- Letter formation modelled and practised during English focus tasks (children working at tables)

Year One:

- Daily handwriting following the Pen Pals scheme
- Once children can form all letters correctly, they should start to learn joins following the Y2 Pen Pals
- Include Y1 CEW spellings that have the letters being taught

Year Two:

- Daily handwriting following the Pen Pals scheme
- Children will start learning joins in the Autumn term
- Include Y2 CEW spellings that have the joins being taught
- Intervention for children not forming letters correctly

KS2:

- Handwriting lessons follow the Pen Pals scheme
- Autumn 1: daily handwriting for the first 3 weeks to set expectations and then 3x/week thereafter for Y3/4 and 2x/week thereafter for Y5/6
- Pen licenses may be awarded by subject leader once handwriting is joined, neat, legible and evenly sized.
- Children with pen licenses will use black handwriting pens in their books (including all foundation subjects) as well as for publishing; some children may prefer to continue writing in pencil.
- Children who have achieved their pen licences can practice copying extended text (e.g. short poems) to improve their writing stamina, speed and fluency – children can be timed
- Daily handwriting practise is needed for any children not joining



- Intervention for children not forming letters correctly

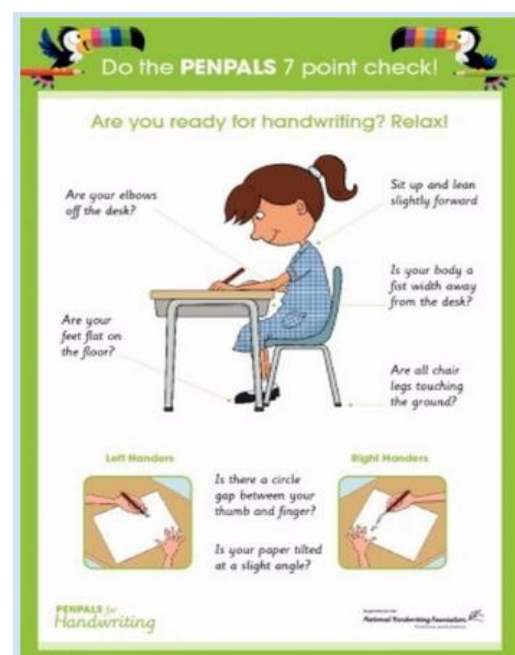
Correct starting points and correct formation should always be the priority as well as ensuring children are sitting comfortably and correctly at a table with the correct pencil grip.

Guidance for using the Pen Pals Scheme

1. Warm up with the Pen Pals gym
2. Click on the teaching tab to watch an animation of the correct letter formation/joins
3. Adult to practice the join on the interactive SMART notebook to model join again on lined background.
4. Children practise the joins in their book – adults should oversee correct formation before moving on
5. Click on the practice tab to bring up a word bank of words for children to practice applying the joins
6. Adults to model words again on interactive board
7. Use the Pen Pals handbooks or worksheets for extension/differentiation

Reminders

- Remind children of ascenders, descenders and evenly sized letters and spacing
- Children should self and peer assess their handwriting
- An adult should write a sample letter/join using green pen in children's books if extra support is needed and some children may need to trace over highlighter, ensuring they are using the correct starting point.
- See the guide below and the teacher's manual to ensure the correct joins are being taught: some letters don't join in the Pen Pals scheme.
- Penpals letter formation will be on display on English working walls.



Spelling



Nursery:

- Children are taught rhyme and alliteration through phase one phonics teaching
- Adults will regularly model orally segmenting and blending the sounds in words
- Children will begin to orally blend and segment the sounds in spoken words

Reception:

- The first 100 HFWs should be a focus during modelled writing and English focus tasks – word mats should be available in provision
- Individual records should be kept of the 100 HFWs children can read and spell
- In the summer term, children will take home 5 HFWs to learn for a weekly test
- The spelling of red and green words will be taught explicitly following the RWI timetable and teaching strategies: Fred fingers, red rhythms and sound buttons
- Autumn Term: daily phonics introducing set 1 and set 2 sounds following RWI
- Spring and Summer Term: children will be set in RWI groups with KS1 children: this will be in addition to daily phonics sessions in class

KS1 and KS2

Spelling Resources

All children have:

- Word mats should be readily available in table 'goody boxes'
- Spellingshed spelling rules teaching power points/planning and activities, e.g. loop games, word searches and crosswords etc will be used.
- Spelling Shed will also be used for pupils' to access weekly spelling lists both in school and at home.
- Spelling bookmarks at the front of English books for those who may need to have a bank of 'nagging' words they continuously get incorrect.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	felt	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	let	mouse	snow	told	wind
bad	cried	find	grow	let's	much	please	soon	took	window
bear	dark	first	hard	liked	must	pulled	still	top	wish
because	did	fish	has	live	narrator	queen	stop	tree	work
bed	didn't	floppy	hat	lived	need	rabbit	stopped	trees	would
been	different	fly	he's	long	never	ran	suddenly	two	yes
before	dog	food	head	looking	new	really	sun	under	
began	door	found	home			red	take	us	
best	dragon	fox	horse			right	tea	use	
better	duck	friends	hot						

Spelling Tests

- Weekly spelling words are sent home every Friday
- Children are tested every Friday and then new spellings are introduced on the same day.
- Words are set using SpellingShed Scheme.
 - KS1 follow the RWI phonics teaching sequence of green and red words in addition to spelling shed schemes
 - KS1 and KS2 follow the teaching sequence from the Spelling Shed
- Children will take home between 5 and 10 words to learn each week (depending on ability)
- Spelling homework will be taken from Spellingshed worksheets
- A record of children's weekly spelling scores should be kept by class teachers
- Children should often self/peer mark their tests (an adult to check)
- Pupils are encouraged to correct spellings in purple pen

Spelling Groups

KS1:

Children are regrouped every half term (same groupings as RWI). As a result, spelling words may need to be differentiated in your group for less/more able spellers as the groups are based on children's phonics reading assessments.

KS2:

Please monitor any children who are consistently scoring low marks or 100% in their weekly tests: you could differentiate their spellings by setting them less/more words. Spellings are differentiated by set and ability level of pupils.

Spelling Assessment

All children from Y1 to Y6 are assessed on the spelling of CEWs for their year group (note: some children will be working below/above) which is part of the Spellingshed scheme.

- Scores and words spelled correctly are marked on children's individual spelling books
- A copy of children's words to learn should be shared at parents' meetings
- Scores are recorded on a spreadsheet for the English Coordinator to use

Note: please test words across the CEW spelling lists so that children aren't consecutively spellings words with the same pattern/words in alphabetical order.

Whole Class Teaching

Year One:

- In addition to RWI spelling groups, children should do at least three whole class spelling focus sessions/week. Two of these sessions should be to teach the spelling of 'green' words with digraphs and one session should focus on CEW/HFW spellings.
- Spelling rules should be introduced in Summer 1 (following Spellingshed and NC)

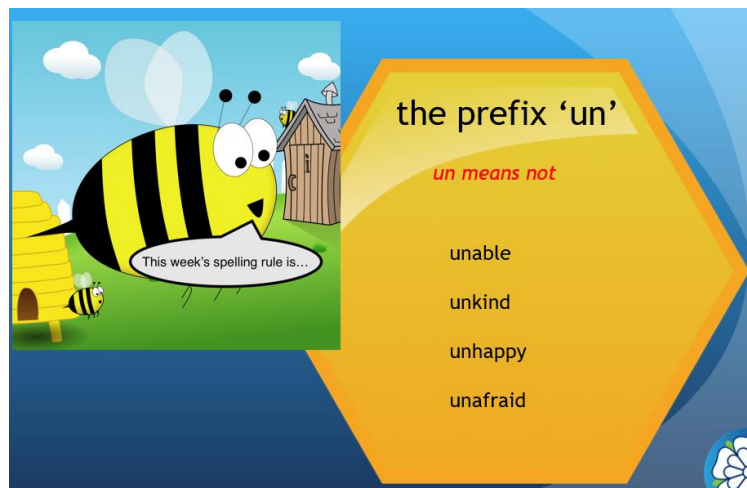
- Phonics intervention for identified children

Year Two:

- At least three whole class spelling focus sessions/week. Sessions should follow Spelling Shed Scheme.
- Phonics intervention for children who didn't pass the phonics screen test in Y1 should start in the Autumn Term.

KS2:

Select a whole class spelling rule each week following the teaching sequence of the appropriate year group from Spelling Shed. This should be displayed on your working wall for the week.



Spelling Non-negotiables

In KS2, the following KS1 spelling rules must be reviewed at the start of every term and they should be identified in marking.

- **Rules for adding suffixes 'ed' and 'ing'**

If it is a short vowel, double the consonant.

If there is already a double consonant, just add the suffix.

If it has a long vowel sound just add the suffix.

If it ends in 'e', drop the 'e' and add the suffix.

- **Rules for plurals**

es, s or ies

- **Adding suffixes to words ending in y**

'Change the y to an i.'

- **Spelling the suffixes: 'ful', 'ment', 'less' and 'ly'**

- **Contractions**



Writing

Nursery:

- Working towards all children being able to write their name by the end of nursery
- Correct pencil grip
- A range of opportunities to develop children's fine and gross motor movements
- Writing (mark-making) for different purposes, e.g. shopping lists, labels, doctor's notes etc... and observations will be uploaded to Seesaw

Reception:

- Two English focus task sessions per week.
- English learning journeys (in books) to include a range of children's independent and adult supported work: focus tasks, work completed in provision, photos of provision, phonics work...

Year One:

- Children to copy the full date (inside the first line).
- All work to have an L.O. written as an 'I can' statement.
- All pieces of writing should have a SC table (progressive over the year and can be differentiated).
- The learning journey over a topic might include role-play/drama work, first hand experiences, modelled/guided writing, sentence/picture sequencing, story maps, sentence level work with a specific focus (e.g. use 'and' to join my sentences) and independent writing tasks.
- Children are taught to use purple pen to edit their work (begin with HFW spelling errors and letter formation).
- Photos, at times annotated by the children, should be included.
- A range of purposeful writing opportunities should be provided; however please remember the year one objectives should be the focus of your teaching, not text type features.





Year Two: same as above

- Children must be given time to edit their work.
- Please be aware that Y2 writing assessment requires you to evidence **all outcomes** on the Y2 teacher assessment framework. From the Spring Term, you will need 6 pieces of writing per child which show how they have achieved these objectives **across** their pieces of work. The pieces used for each child can vary to showcase individual children's best work.
- Errors identified by a teacher **do not** provide evidence for children's writing assessments.

Note: when teaching exclamation sentences, children must be taught that they start with the words **what** or **how** and they must include a **verb**. **What** an amazing day we **had!**

Example SC grid for KS1:

Date	I found my learning		A	WT
				
LO: I can write a character description.				
Correct sequence		Lots of details		
Correct punctuation		Expanded noun phrases		
A range of verbs		Joined handwriting		

KS2: (building on KS1)

- Learning journeys should include WAGOLLs and a unit should build up to a piece of writing (e.g. exploring character and setting before writing their own narrative).
- SPAG work should link directly to the text type children will be writing, e.g in Y3 children should learn how to use inverted commas before writing a narrative so they can include correctly punctuated speech...
- Children **must** be pulled up for KS1 SPAG errors. Punctuating sentences correctly with capital letters and full stops **must** be taught as a priority before introducing further types of punctuation.
- Flashback SPAG starters from SPAG.ciom should be included at the beginning of writing lessons.
- Children need the opportunity to write complete pieces which are structured correctly. All year groups must write at least one complete short story.
- Book will evidence a clear learning journey to show how pupils have been guided to an independent write.
- Whizzy's potion will be used as an SC for independent writes.

Writing Assessments



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		Trip to Bagshaw museum 13/11/23 (RB & AR) 17/11/23 (TWIND)			Assessment Week		
	Topic: I Want My Mummy 						
English AR Set Y4 Riddle of the Sphinx	SPAG Focus: Modal Verbs D1- Training Day D2- I can retrieve information from a video about Ancient Egypt. (Reading Vipers History KS2: Introducing Ancient Egypt - BBC Teach). D3- I can use and identify modal verbs D4- PoR1 LO: I can respond to an illustration and make appropriate predictions. D5- Spelling long lesson (whiteboard lesson) Homework- modal verbs	SPAG Focus: Adverbials of Time D1- trip to Bagshaw D2- I can plan a recount of my trip to Bagshaw Museum D3- I can identify the features of written recount. D4- I can write a recount of my trip to Bagshaw Museum. ASSESSED WRITING D5- I can edit my recount. Homework- recount comprehension	SPAG Focus: Prepositions D1- PoR5 I can write sentences to describe a character. D2- PoR6 I can take part in a booktalk. D3- PoR7 I can retell a story. D4- VIPERS I can retrieve key facts from an information text. D5- PoR8 I can discuss the way a story evokes emotions in its reader (emotion graphs and holseating) Homework- creative shrine box	SPAG Focus: Persuasive language (pattern of three) D1- PoR9 I can explore a visual narrative. D2- PoR10 I can write a character description (for a historian) D3- PoR14 I can take part in a debate and discussion (conscience alley) D4- I can identify features of a persuasive text. D5- PoR 15 I can plan a persuasive text. Homework- persuasive language task	SPAG Focus: Persuasive language (repetition to persuade) D1- PoR15 I can write a persuasive text. ASSESSED WRITING D2- I can edit a persuasive text. D3- Reading Assessment D4- PoR16 I can write an explanation text. D5- PoR17 I can take part in a freeze frame which depicts a characters thoughts. Fluency- Reading book stages updated Reading ages- Herefordshire test Homework- writing a prediction of what happens next in the story.	SPAG Focus: Speech punctuation D1- PoR19 I can use poetic language to write a niddle. D2- PoR23 I can draw a story map D3- PoR24 I can take part in a shared write. D4- PoR24 I can write a fictional narrative. ASSESSED WRITING D5- PoR24 I can edit my story. Homework- speech punctuation tasks	SPAG Focus: alliteration D1- PoR20-22 I can plan board game using a story map. D2- PoR20-22 I can make a board game. D3- I can write a Christmas poem D4- I can take part in a poetry performance. Homework- Christmas writing task.

Assessed writing opportunities are clearly demonstrated on MTP's. These are highlighted clearly on MTP's. These independent writes will be assessed using the writing assessment tick sheets.

Writing Assessment Tick sheets

Every child will have an assessment sheet.
 These should be kept in a file and will be requested for English scrutiny and moderation events across the year.
 These should be updated at least 4 times over a term and used when making your end of term teacher judgements on target tracker.

Writing Assessment Tick Sheet - Name: _____									
Writing target: The skeleton (chapter 10)									
My target is to use modal verbs and can/could/should									
My target is to use adverbials of time									
My target is to use prepositions									
My target is to use persuasive language (repetition to persuade)									
My target is to use speech punctuation									
My target is to use alliteration									
Writing target: The skeleton (chapter 11)									
My target is to use modal verbs and can/could/should									
My target is to use adverbials of time									
My target is to use prepositions									
My target is to use persuasive language (repetition to persuade)									
My target is to use speech punctuation									
My target is to use alliteration									
Writing target: The skeleton (chapter 12)									
My target is to use modal verbs and can/could/should									
My target is to use adverbials of time									
My target is to use prepositions									
My target is to use persuasive language (repetition to persuade)									
My target is to use speech punctuation									
My target is to use alliteration									

Children also have a writing target foldout on the inside cover of their English book. Targets must be achievable and specific and they should be referred to and marked off regularly.

Example Targets:

- Use a comma to mark fronted adverbial phrases
- Use propositions to extend my sentences
- Vary my sentence openers by starting with a subordinate clause
- Punctuate my first 2 sentences correctly with capital letters and full stops.

My personal writing targets: _____				
My target is:	I have achieved my target			



See Assessment Timetable below:

Writing Assessments	KS1	LKS2	UKS2
Baseline Sept	Writing Checklists to move up as part of transition.	Writing Checklists to move up as part of transition.	Writing Checklists to move up as part of transition.
Aut 1	2x assessed pieces of writing using checklist	2/3x assessed pieces of writing using checklist	2/3x assessed pieces of writing using checklist
Aut 2	2x assessed pieces of writing using checklist	2/3x assessed pieces of writing using checklist SPAG.com grammar assessment	2/3x assessed pieces of writing using checklist SPAG.com grammar assessment
Spr 1	2x assessed pieces of writing using checklist	2/3x assessed pieces of writing using checklist	2/3x assessed pieces of writing using checklist
Spr 2	2x assessed pieces of writing using checklist	2/3x assessed pieces of writing using checklist SPAG.com grammar assessment	2/3x assessed pieces of writing using checklist SPAG.com grammar assessment
Sum 1	2x assessed pieces of writing using checklist	2/3x assessed pieces of writing using checklist	2/3x assessed pieces of writing using checklist
Sum 2	2x assessed pieces of writing using checklist	2/3x assessed pieces of writing using checklist SPAG.com grammar assessment	2/3x assessed pieces of writing using checklist SPAG.com grammar assessment

Moderation

Moderation staff meetings will be held across the year as well as BBEST/Trust cluster moderation events.

Writing exemplification materials for the end of KS1 and KS2 can be found on the DfE website and there are further exemplification documents on the staff server.

Please endeavour to moderate and agree a low, middle and high ability child's writing with a colleague, your phase leader or the English coordinator before making your end of term judgements.

Differentiation in English

Please see teaching approaches appendix for further examples of differentiating various English teaching strategies.

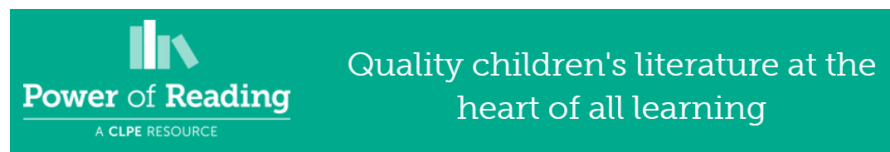
- Different learning objectives given for the same writing task, e.g. in Y2, a less able child's L.O could be, I can use 'and' to join two sentences, while a more able child's L.O could be, 'I can use a range of conjunctions to extend my sentences'.

- Differentiated Whizzy's potions/ success criteria – children should refer to these as their writing targets.
- Children's individual writing targets (flap on the inside cover of English books)
- Differentiation by outcome for writing assessment pieces.
- Differentiated tasks, e.g. one group might be working on labelling adjectives on a picture while another group could be writing expanded noun phrases.
- Level of support: scaffolding, guided/modelled writing etc...
- Slow writing tasks – children asked to include different features step by step.
- Differentiated writing resources, e.g. coloured paper, larger lines, spelling lists, pencil grips, typing, images, sentence starters...

Planning English Lessons

Power of Reading

Power of Reading uses quality children's literature and proven creative



teaching approaches to support and develop a high quality literacy curriculum and a whole school love of reading and writing. Now in its 16th year, the Power of Reading has raised achievement in over 4200 schools and worked with 5500 teachers nationally, with 98% of teachers reporting the programme improved children's engagement in reading and 97% reporting an improvement in children's writing. The Power of Reading meets all requirements of the National Curriculum.

There are over 230 recommended texts for all year groups from Foundation stage through to Year 7 from more than 150 significant authors and illustrators. The books all have teaching sequences which give comprehensive plans and ideas to support English teaching. They enable you as the class teacher to put the text at the heart of the curriculum. You must remember however, that these plans are not to be followed prescriptively. Use these plans to guide your planning but use your knowledge of your class' needs as well as your professional judgement when planning your own planning sequence. The Power of Reading planning is not supposed to be followed as a step by step guide and was not written to be used this way.

Teaching Approaches	Writing Outcomes
<ul style="list-style-type: none"> ▪ Reading aloud and re-reading ▪ Book Talk ▪ Visualisation ▪ Role On the Wall ▪ Text Marking ▪ Looking at Language ▪ Performance reading ▪ Hot Seating ▪ Freeze Frame and Thought Tracking ▪ Debate and Discussion ▪ Conscience Alley 	<ul style="list-style-type: none"> ▪ Thoughts and ideas around a text in response to what has been read ▪ Writing in role ▪ Biography Writing ▪ Note-taking ▪ Journalistic writing ▪ Explanation Writing ▪ Independent Writing ▪ Letter writing ▪ Creative Writing ▪ Persuasive Writing ▪ Choice of extended writing outcomes (see sessions 23-25)

This section of the Power of Reading planning is your first step when planning your own teaching sequence for your class. Look at the writing outcomes that

this planning believes is possible from your chosen text. Use your knowledge of the

class to highlight which of these genres you will cover within the half term. For example, if you have previously covered letter writing, you may decide to have this as a writing outcome which means pupil's will need 1 sessions to revisit features and write the letter. This is a brilliant way to consolidate learning and to allow you to assess pupil's understanding and whether their learning has been retained. However, if your class have never learn about biographies, this cannot be covered in the space of a day as the Power of Reading planning suggests. Therefore, you may decide to spend 2 weeks building up to writing a biography, ensuring you look at text features, language styles, WAGOLLS, guided writing etc before your pupil's write their own.

The 'Teaching Approaches' section gives practical information about the approaches which are effective in promoting reading for pleasure and meaning in the classroom. The teaching approaches listed are key to ensuring children are engaged with the text and to see an improvement in children's writing skills. Use as many of the teaching approaches shown in the Power of Reading planning as this allows children to talk about the text, engage with it, show their artistic skills, gives plenty of opportunities for speaking and listening and gives you guidance on how to use the English working wall to best support your teaching of English.

Cross Curricular Links:

Computing:

- As part of wider cross curricular work, you might present the children with an age-appropriate robot through which the children can learn coding.
- You could also investigate the development of Artificial Intelligence and debate the advantages and disadvantages of such technology. Supporting resources can be found here: <https://www.bbc.co.uk/newsround/49274918>

Design and Technology:

- Children could design and make their own robot based on the ideas discussed in the book, for example designing a robot to fulfil an everyday need that they think would be more advantageous to have completed by a robot, or a robot with a specific mission such as Eric. Examples to support this can be found here:
 - Robot sheep dog: <https://www.bbc.co.uk/newsround/52758579>
 - Delivery Robots: <https://www.bbc.co.uk/newsround/48706572>
 - Robots as human replacements: <https://www.youtube.com/watch?v=7Pq-S557XQU>
- Children could engage in a cross curricular project by designing a new leg for Eric, exploring appropriately hardwearing materials that might be sourced from everyday materials like the scooter that Alfie used, investigating joining techniques to enable movement and stability, evaluating and refining the design.
- Also include, emphasise and celebrate innovations in design and materials that supports those living with disability, such as artificial limbs, hearing aids, etc. for everyday life, for children and for sporting achievement.
- Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- You may also want to explore and investigate 3D printing as it is featured in the book, specifically how 3D printing works, supporting resources can be found here: <https://www.youtube.com/watch?v=HivK6DlwCz4>

Art and Design:

- Children could look at the way robots and machinery have been depicted by the artists of the Futurist Art Movement of the early 20th Century and later Pop Artists such as Sir Eduardo Luigi

The Power of Reading planning also gives plenty of cross curricular ideas to ensure that children have the opportunity to write in all subject areas.

Use this section of the planning to when planning your MTP as you will be able to make links to other subject areas.

The Power of Reading planning also gives guidance on opportunities to embed vocabulary grammar and punctuation in context.

Use and Application of Vocabulary, Grammar and Punctuation from the National Curriculum Year 3 and 4 programme of study: There are opportunities to teach grammar, punctuation and spelling through this text, particularly in the sessions that focus attention on studying distinctive language style and tone to better help inform and shape the children's own writing.

Further opportunities to draw attention to aspects of grammar and punctuation and its impact on the reader whilst sharing the text are detailed below:


- Miranda Paul incorporates the use of the adverb 'then' to form part of a repeat refrain that adds to and influences the tone and pace of our reading of the text.
- At points in the story the author places adverbial phrases at the start of sentences, such as – *Isatou scurries in, and Grandmother serves spicy rice and fish.* Children could consider why this is by exploring the impact of a suggested paragraph if these adverbials are used to end the sentence instead, or are removed altogether. Which do they prefer? Why? How and when might they use these in their own writing?
- The dialogue that forms a good portion of the narrative provides the opportunity to experience how speech is punctuated. This serves as an example for children to draw upon in their own writing.

Refer to this section of the planning to ensure the teaching of vocabulary, punctuation and grammar is linked to the genre children are writing.

Medium Term Planning

When completing your medium term plan, consider:

- What opportunities are there for 'talk for writing', drama/role-play...?
- What will be the main text type that you need to teach the features for?
- What opportunities will children have to explore and deconstruct texts?
- What have children covered previously?
- What objectives from the assessment sheets are appropriate to the text type?
- What are children working towards/building up to?
- Which objectives from the NC have not yet been covered?
- What planning opportunities will you give children?
- What resources will you need?
- What will you need on your working wall to support children's writing?
- Will children revisit their work over a number of days?
- Have you planned enough time for children to draft, redraft, edit and publish a complete piece of work?
- Do children have a clear purpose and audience for their writing?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		Trip to Bagshaw museum 13/11/23 (RB & AR) 17/11/23 (TW/ND)			Assessment Week		
	<div>  </div>						
English AR Set Y4 Riddle of the Sphinx	SPAG Focus: Modal Verbs D1- <i>Training Day</i> D2- I can retrieve information from a video about Ancient Egypt. (Reading Vipers History KS2: Introducing Ancient Egypt - BBC Teach) D3- I can use and identify modal verbs D4- PoR1 LO: I can respond to an illustration and make appropriate predictions. D5- Spelling long lesson (whiteboard lesson) Homework- modal verbs	SPAG Focus: Adverbials of Time D1- trip to Bagshaw D2- I can plan a recount of my trip to Bagshaw Museum D3- I can identify the features of written recount. D4- I can write a recount of my trip to Bagshaw Museum. ASSESSED WRITING D5- I can edit my recount. Homework- recount comprehension	SPAG Focus: Prepositions D1- PoR5 I can write sentences to describe a character. D2- PoR6 I can take part in a booktalk D3- PoR7 I can retell a story. D4- VIPERS I can retrieve key facts from an information text. D5- PoR8 I can discuss the way a story evokes emotions in it's reader (emotion graphs and <i>hotseating</i>) Homework- creative shrine box	SPAG Focus: Persuasive language (pattern of three) D1- PoR9 I can explore a visual narrative. D2- PoR10 I can write a character description (for a historian) D3- PoR14 I can take part in a debate and discussion (conscience alley) D4- I can identify features of a persuasive text. D5- PoR15 I can plan a persuasive text. Homework- persuasive language task	SPAG Focus: Persuasive language (repetition to persuade) D1- PoR15 I can write a persuasive text. ASSESSED WRITING D2- I can edit a persuasive text. D3- Reading Assessment D4- PoR16 I can write an explanation text. D5- PoR17 I can take part in a freeze frame which depicts a characters thoughts. Fluency- Reading book stages updated Reading ages- Herefordshire test Homework- writing a prediction of what happens next in the story.	SPAG Focus: Speech punctuation D1- PoR19 I can use poetic language to write a riddle. D2- PoR23 I can draw a story map. D3- PoR24 I can take part in a shared write. D4- PoR24 I can write a fictional narrative. ASSESSED WRITING D5- PoR24 I can edit my story. Homework- speech punctuation tasks	SPAG Focus: alliteration D1- PoR20-22 I can plan board game using a story map. D2- PoR20-22 I can make a board game. D3- I can write a Christmas poem D4- I can take part in a poetry performance. Homework- Christmas writing task.

**Refer to Grammar coverage document to ensure that these link to the writing unit.
Here are some examples of how SPAG could link to a writing unit.**

What have you already covered?

What needs to be covered?

*We should always be aiming for **quality over quantity***

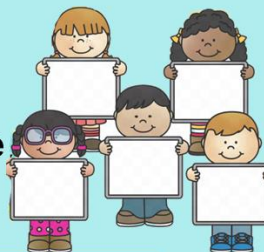
Flashback Starters

In order to allow pupils to continuously recap learning in English as well as prepare them for test style questions, English lessons will begin with 3-5 SPaG flashback questions taken from SPAG.com. The amount of questions for the flashback starter will be dependent on the ability of the sets.

Flashback questions will be displayed on interactive whiteboard for pupils to discuss and answer on whiteboards and with partners as part of verbal discussions. There is no requirement to record these in books.

Flashbacks

Whiteboards ready please



Use the words in the boxes to complete these sentences.
Use each word **once**.

would

can

might

must

If you hear the fire alarm, you exit the building.

I will get to school on time, if I get up early enough.

If it's sunny later, I go to the park after school.

I improve my writing if I read more books.

1 mark

Flashbacks are designed to allow pupils to know more, remember more. Where misconceptions arise, interventions will be in place to allow pupils to bridge gaps in their learning.



Think Pinks and Next Steps

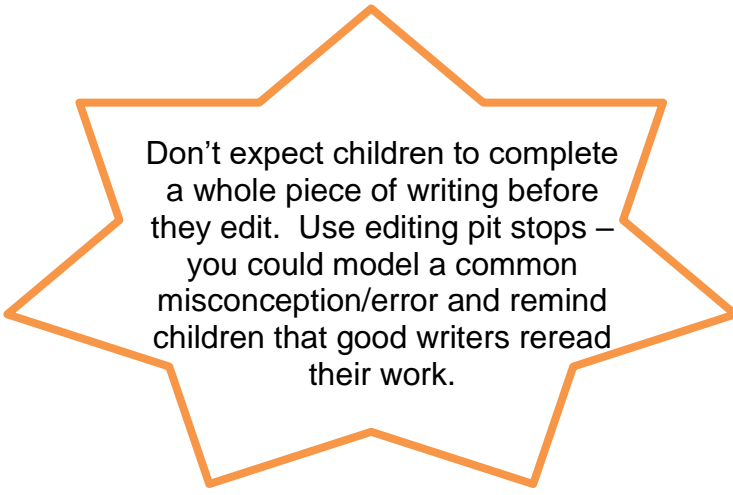
Ensure that next steps link to the learning objective, success criteria targets (which should be linked to the assessment sheets) or individual nagging targets.

Children should be given regular opportunities to edit their own (and others') work with increasing independence: Please refer to the editing process in the supporting English Guide to see how teacher scaffolds for editing should be gradually removed as the year progresses.

At the beginning of the year, think pinks can be closely linked to the editing process as you support children to identify errors in their work. For example, teacher identified spellings where the teacher has underlined a word for children to find in a dictionary/on a word mat or a 'g' next to a word which is grammatically incorrect. Please be aware however that any corrections resulting from teacher identified errors cannot provide evidence towards children's assessments.

It is good to see a balance of think pinks – some that are linked to editing and some that provide further challenge for children. Here are some examples:


- Correct letter formation (including ascenders and descenders).
- Practice spellings rules, for example, if a child had written danceing you could ask them to explain the rule for adding 'ing' to a word ending in 'e' and then ask them to add 'ing' to the words shake, slice etc...
- Ask children to identify an example of a SC target within their work, e.g. what is your best expanded noun phrase? or, underline an example where you have used a fronted adverbial phrase.
- Can you think of a different adjective to describe...?
- Why have you used the adjective/adverb/relative clause _____?
- Can you find somewhere that you could include a relative clause?



Don't expect children to complete a whole piece of writing before they edit. Use editing pit stops – you could model a common misconception/error and remind children that good writers reread their work.

We also have our 'think pink marking guide' to help with marking.

Think Pink
(Examples for feedback in English)



<u>Self-correcting</u> Suggest three other words you could use here. You have 2 spelling mistakes on this line. Can you find and correct them? Where should a comma be in this sentence? You have forgotten to use a question mark. Where should it be?	<u>Ask an open question</u> How else could you connect this paragraph? Suggest three other words you could use here. Which word could you use instead of big – colossal or giant? How could you show not tell the reader that the boy was upset?
<u>Finishing a sentence</u> Another word for angry is..... An apostrophe is used to show.... He, she, it or they are all ...	<u>Ask a closed question</u> Use a synonym for happy Which is correct - frend friend or friend ? No more than 1 sentence starting with 'I' or 'The' Rewrite sentences without 'and' or 'but' Where should an apostrophe go in <i>wouldnt</i> ?
<u>Encouraging reflection</u> Rewrite this sentence thinking about the effect of the verbs Have you checked all your spellings? Which need correcting?	<u>Ask for an explanation</u> Why did you use this word? How could you start this sentence without using the word 'I'? Explain why you have used a comma here.