

# Spanish/English primary integrated curriculum. Language and literacy

Ministerio  
de Educación, Cultura  
y Deporte





# Spanish/English primary integrated curriculum. Language and literacy

Catálogo de publicaciones del Ministerio: mecd.gob.es  
Catálogo general de publicaciones oficiales: publicacionesoficiales.boe.es

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MINISTERIO DE EDUCACIÓN, CULTURA  
Y DEPORTE  
Centro Nacional de Innovación e Investigación Educativa

Edita:

© SECRETARÍA GENERAL TÉCNICA  
Subdirección General  
de Documentación y Publicaciones

Edición: 2015

NIPO: 030-15-160-4 línea  
NIPO: 030-15-159-1 papel  
ISBN: 978-84-369-5641-2  
Depósito Legal: M-25214 - 2015  
Maquetación: Solana e Hijos Artes Gráficas, S.A.U.

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# Introduction

## 1. Programme background and objectives

The MECD / British Council bilingual programme, initiated in 1996 as a unique experiment within the Spanish state education system, is now about to turn 20 years of successful implementation. Since 2008, when the first students finished their Secondary Education stage, we can say that more than forty thousand students have been able to benefit from this programme.

The formal agreement between the Ministry of Education, Culture and Sport and the British Council states that the aim of the programme is to provide children from the age of three to sixteen with a bilingual, bi-cultural education through an integrated Spanish /English curriculum based on the Spanish National Curriculum and aspects of the National Curriculum for England and Wales. This integrated curriculum has official recognition (BOE May 2000).

The implementation of such a curriculum requires a very different classroom approach from the traditional EFL classroom where the focus is on learning English as a foreign language as opposed to studying areas of the primary curriculum through English. An integrated approach sits very positively within the Directives of the Council of Europe which insists on the need for children to be competent in three European languages by the end of the compulsory period of secondary education and that the learning of the first foreign language should begin in the early years of formal education.

The specific objectives of the programme are:

- To promote the acquisition and learning of both languages through an integrated content-based curriculum
- To encourage awareness of the diversity of both cultures
- To facilitate the exchange of teachers and children
- To encourage the use of modern technologies in learning other languages
- Where appropriate, to promote the certification of studies under both educational systems.

## 2. Rationale: curriculum document

In February 2001 a Joint Study Review Team (JSRT) was set up by the Comisión de Seguimiento, Programme Board of Directors, to evaluate the progress of the programme to date. The following conclusions on curriculum content and assessment were reached by the JSRT. There is a need for:

- a clear delineation in the subjects and contents to be taught in English and the levels to which these will be taught
- a definition of assessment criteria at the end of each stage of education (infant, primary years: two, four and six) which will define the attainment targets for each level within the programme

This led to the JSRT making the following recommendation:

### **Recommendation 4: Curriculum and Assessment:**

*The joint team recommend that a mixed Spanish working party be formed to work on a realistic development of the core curriculum in English describing which subject areas and contents should be taught in English in the infant and primary stages. In conjunction, the working party would be responsible for establishing criteria and guidelines for assessment. It would be advisable to have both Spanish and UK teachers who have been involved in the programme for some time on the team in addition to experts in primary education from the MECD and BC.*

This led to the following Action Point agreed by the Comisión de Seguimiento:

### **Action Point Six:**

*The Comisión de Seguimiento to ratify the appointment of a working party to study the present curriculum (BOE 2002) with a view to specifying **content and assessment criteria** for the different levels in infant and primary. This should also include **guidelines and strong recommendations on the role of class teachers and programme teachers** for a joint methodological approach and suggestions for a logical approach to time allocation. This document should also include a **comprehensive list of resources** (books, materials, equipment) which are recommended for the success of the programme at each stage.*

## 3. Constitution of the working party

- The working party was established in October 2001 with the objective of producing a document on guidelines for an infant curriculum and assessment criteria for this level to be ratified by the Comisión de Seguimiento by June 2002: to be followed

by a curriculum for primary years 1 to 4 by September 2002 and primary years 5 to 6 by June 2003.

Following this, there was a development of a curriculum for primary level in June 2003.

The working group examined the content, approaches, levels of achievement, assessment tools, resources, time management, coordination and roles of teachers, in 29 of the 42 schools that were part of the programme at that time. Also in the period November 2001 to March 2002 and 2003 the group visited eighteen schools in the program in order to get a deeper insight into these aspects.

In 2010 a new working group was established to revise and update the curriculum so that:

- It reflected changes in the Spanish curriculum.
- It incorporated new methodologies to improve literacy levels.
- It reflected the progress of students.
- It reflected the changes and development of the programme in those years.

The group was formed by seven British and Spanish teachers, all with broad experience in the program, and was led by the members of the team who have the responsibility for the management of the programme and are also members of the Comisión de Seguimiento.

The document has been developed based on the following guidelines:

- Teaching through text types (text types).
- Development of the four language skills; speaking, listening, reading and writing, and basic skills.

Objectives and contents:

- Understanding and speaking and writing.
- Using reading and writing to communicate and learn.
- Autonomy using the system of planning and self-assessment.
- Integrate 'literacy' in all areas of the curriculum.
  - Charts showing the progression in each area THROUGHOUT the cycles. (Progress charts)
  - Examples of useful structures. (scaffolding language)
  - Levels of attainment at the end of the cycle. (Bands of attainment)
  - Proposals to develop a teaching unit.
  - Example of a lesson, from a teaching unit.
  - Recommended books.



# Approach to Language and Literacy in the Bilingual Project

## 1. What is Literacy?

Literacy is much more than just the teaching of the mechanics of reading. Literacy involves all skills of language: listening, understanding, speaking, reading and writing/composition. A balance of these provides the child with a greater chance of survival in English and encourages self-esteem, self-identity and emotional development. Literacy enables access to both fiction and non-fiction materials that will shape and develop the child intellectually. In addition, bi-literacy gives children access to different social and cultural worlds. Furthermore, as children become more confident and literate, their knowledge of, and control over the language become more individual and personalized.

## 2. How should Language and Literacy be developed within a whole-school context?

Being a good listener and able to read and communicate with fluency and enjoyment in English are skills which need to be developed throughout the primary years. Planned progression from one year to the next is essential for children to reach a good level of fluency and accuracy by the end of the third cycle. To ensure continuity and consistency throughout primary education, careful planning and coordination between levels, across the curriculum and across cycles are key elements in creating a whole school Language and Literacy policy based on the methodology and expectations outlined in the curriculum.

In this document, **Literacy Targets** are outlined for each year stage in three sections: Text, Sentence and Word. These targets are the outcomes of a rich, purposeful learning environment in which language and literacy are developed in the literacy class and through other subject areas. Targets are therefore not intended to be taught in isolation but rather within a well-planned, meaningful context in which text, sentence and word levels are interlinked and developed naturally.

A focus on language and literacy in and through all subject areas is crucial; this requires coordination between teachers across subject areas at each year stage to plan how to integrate language and literacy development into all subject areas.

*Example 1:* year 3 pupils are learning about Vincent Van Gogh in Art and Design, reading facts about his life and ordering them to make a simple time-line or biography. This can be developed in the art class. This task combines knowledge and skills development in Art, History and Literacy. The teacher in the literacy class may then build on this through a different context to produce a written biography about another important person.

*Example 2:* when children are developing knowledge about living things in Science, reading and writing non-chronological reports would naturally be developed extensively. Coordination between the science teacher and teacher in the literacy class would be important at the planning and evaluation stages: it would then most likely not be necessary at this point to work on non-chronological reports further in the literacy class.

The curriculum establishes **Progress Charts** which aim to aid coordination and support teachers in their everyday classroom practice. These focus on the process of working with different text types to develop all four skills in a structured, collaborative learning environment. They also show how to carefully plan learning experiences gradually making these more challenging from one cycle to the next thus facilitating development of the four skills with increasing fluency and accuracy.

### 3. How should Literacy be organised in a classroom context?

The use of both **authentic fiction and non-fiction texts** for a real reason is key to motivating children to becoming confident independent readers and communicators. To ensure the pupils are developing a range of reading and writing skills they need:

- to be exposed to a variety of text types for different purposes.
- to be given opportunities in guided reading to analyse and identify the purpose of a text, to recognise the key features.
- to be provided with the tools to develop creative texts for a specific purpose.

The **Progress Charts** for each text type show practical ways to develop knowledge and skills in reading, analysing, understanding and writing texts for different purposes. These demonstrate how listening and speaking are essential components in the reading and writing process and give many practical examples of how to integrate the four skills of language for rich, stimulating learning at the different stages throughout the primary years.

To help pupils achieve high standards, it is essential to provide a clear, step by step process, often known as *scaffolding*, which develops key knowledge and skills in a participative way.

**Guided reading and writing** are therefore very important and guidance for implementing these in the classroom is provided later in this section.

Collaborative pair and group work also facilitate understanding and learning and give pupils opportunities to develop comprehension and oral skills in a purposeful, significant context. Children will naturally want to communicate with each other in Spanish and so providing support and setting clear expectations for pupils is key to helping them succeed. The next section explains practical ways to incorporate and develop **speaking and listening skills** in the class.

Language and Literacy should also be organised to incorporate **Assessment for Learning**. When learning objectives are shared, success criteria provided and opportunities to reflect on own and others' learning, pupils demonstrate more insight about what and how they are learning and develop different skills in communicating this to their classmates and teacher. Refer to page 21 for ideas of how to incorporate Assessment for Learning (AfL) so that it forms an integral part of good classroom practice.

#### 4. How do we promote Speaking and Listening skills in Primary?

*“Reading and writing float on a sea of talk.”* James Britton

Preparing our pupils to be fluent readers and communicators with well-developed critical thinking skills requires lots of listening and speaking in the classroom. While it is important for the teacher to facilitate whole class discussions and to lead in aspects of learning, speaking and listening, opportunities should not be limited to pupil-teacher interaction. This restricts the level of participation of pupils as only one person can speak at a time. To maximise children's opportunities to develop good listening and speaking skills, they need to be given opportunities from a very early age to use English as a means of communicating with each other. Since English is not their first language, this is challenging. However, with carefully planned tasks and tools to support pupils, speaking and listening become a natural process of learning in the literacy class and all other subject areas. The section on **Progress Charts** is intended to provide support for the teacher in this area.

Listening and speaking skills are integral to the development of critical thinking skills and lead into the process of guided reading and writing at different stages. Speaking and listening tasks should be carefully structured to ensure progress from one stage to the next. Below are several examples of enabling tasks in listening and speaking to establish and develop oral and aural skills in the bilingual context. The focus is on interaction *between* pupils rather than solely with the teacher.

The list of techniques for speaking and listening development is far from exhaustive. Instead it serves to show explicit examples of how skills can be developed over the primary year stages to ensure progression in the four skills of language.

#### **Developing Listening Skills**

##### ***Barrier Games***

Barrier games focus on communication between two children to complete a task. They involve pupils in careful listening while their partner is required to communicate information clearly

and explicitly. A screen can be used as a barrier between two tables so that children focus on speaking and listening to complete the task.

- year 1: when learning about animals one child may be given an image of a butterfly to describe to their partner. The partner then has to listen carefully and select which butterfly is being described from the two images in front of her.
- year 3: a barrier is placed between two children so that one gives instructions on how to create a craft model while the other listens carefully to carry out the instructions.
- year 5: a pupil may have a story map in front of him and has the task of responding to questions from a partner who has missing information to complete on her story map.

These are examples of how progress can be made from one pupil talking while the other listens, leading to more natural two way inter-communication to complete a task.

### ***Draw a Story/ Event***

This activity is particularly suitable for children in the middle and upper years of primary where they are encouraged to retell a story or recount a specific event in their own words after careful listening. It involves children listening to a story or a recount told by the teacher. The teacher pauses at various points and asks the children to draw the relevant part of the story/ event within a limited time. At the end of the listening task each child uses their pictures as prompts to retell the sequence of events to a partner.

## **Developing Speaking Skills**

### ***Talk Partners***

In infants, children will already have been given opportunities to work for very short periods with a talk partner. It is important to continue this in 1<sup>st</sup> cycle, gradually extending the length of time to talk with a partner as well as making the task more challenging as children's abilities increase to maintain a healthy level of challenge as well as raising standards in achievement.

- 1<sup>st</sup> Cycle pupils have 1 minute to talk to a partner about what they think they will need to plant a seed in science. Each pair has a whiteboard and record in written and pictorial form what they have decided, after which ideas are shared in the whole group while the teacher develops a shared writing instruction text on *How to plant a seed*.
- 2<sup>nd</sup> cycle pupils may watch a film extract on how to make a pop up Christmas card, after which they have 1.5 minutes to talk about the key verbs used in the process and record them on a whiteboard. These will be used for the children to write simple step by step instructions in guided writing to make their own card and later to refer to when giving oral instructions to a pupil in another class.
- Pupils in 3<sup>rd</sup> cycle are presented with two sets of instructions and given 2 minutes to talk about what they like about each one, what they think could be improved in each of the texts and why they think this is important. Afterwards they share ideas in the whole group to jointly create success criteria for their own writing task. A language structure sheet may be given to each pair by the teacher to help them to communicate to each other and the rest of the group fluently and accurately. Analysing texts and being involved in creating criteria for success allows pupils to be reflecting on the writing process and consequently to produce higher quality work.

### ***Photos and Paintings***

Using images in a well-structured activity that involves communication between two or three children can prompt speaking and writing. They can be used in a range of ways and in all curricular areas. Only a few ideas are outlined below but these can be developed and transferred to different contexts.

- Year 2 children are given a painting, e.g. *The Yellow House* by Vincent Van Gogh. Questions prepared by the teacher can be given one at a time to each pair of children along with simple language structures to use when speaking to their partner and feeding back to the rest of the class. Questions/ challenges may be: Describe what you can see in the painting. What do you like about the picture and why? How do you feel when you look at this painting? This helps children to describe, give an opinion, and express their feelings to each other's. Language structures such as I can see.../ I like.../ I feel... because, are consequently used in the context of a purposeful task.
- In year 4 a group of three children are given an unfamiliar painting and asked to decide who they think painted it, giving reasons. This task allows children to reflect on artists and their work, different eras of art development, techniques and media that they've been using in class as well as using their own prior knowledge and experience to reason and come to a decision together. Provision of language structures for different uses will aid children to maintain a discussion in English whilst carrying out the task.
- Year 6 pupils look at a painting from a specific country, culture or era to discuss how the painting reflects the way of life and to write a summary of their conclusions. This could then be followed by research into the corresponding culture or era to see how accurate they have been in their conclusions. Such an activity would be using a speaking task to develop writing and research skills in a meaningful, cross-curricular context.

### ***Puppets and Theatre***

Puppets are a wonderful way to encourage children to speak more and to simultaneously develop comprehension and skills for writing.

- 1<sup>st</sup> Cycle: children have access to story sacks. A story sack contains a book of the story, e.g. *The Three Little Pigs*, along with props such as stick puppets of main characters: The wolf and the 3 pigs along with props, in this case, laminated houses made of straw, wood and bricks. This gives children an opportunity to build on shared reading and use familiar repetitive language orally both creatively and independently with their peers.
- 2<sup>nd</sup> Cycle: teacher and children read a play together, e.g. *The Little Red Hen*. The children work in groups to act out the story. Previously created speaking skills success criteria like voice projection and expression through pitch or speed can be used as an aid. They then record themselves, play back the recording and assess their group performance, highlight things they did well and aspects that need to be improved before practising again.
- 3<sup>rd</sup> Cycle children use simple stick puppets to create a play from a fiction text or historical event. This process will help them to develop the play and refine their written work, whilst using spoken language as a tool for learning.

### ***Oral Presentations***

By the end of year 6, pupils should be able to give a 5 minute presentation to their classmates on a specific subject. To ensure that pupils are progressively building on their presentation skills teachers need to ensure that children are given the opportunity to give presentations to their classmates *from the early years*. These can begin with:

- show and tell sessions,
- “present a parent time” and work up to
- presenting a science investigation in middle and upper primary,
- proposing a community project or
- giving a presentation on a personal interest to peers.

### ***Radio Broadcast***

This is a particularly useful technique to use with children in third cycle. It can be challenging, because it involves sustaining talk without the use of gestures and eye contact and in contrast to giving an oral presentation, they have no audience in front of them. It is a creative way to develop speaking skills in the context of history, geography and current events. A note-taking planning sheet can be given to pupils to aid their preparation and success criteria created so that children are developing authentic speaking skills as opposed to simply reading information. The radio broadcast recording can be listened to by the children to assess their own performance as well as by another group to receive additional constructive feedback using 2 stars and a wish (AfL scaffolding technique) for example.

### **Developing Collaborative Skills through Group Discussion and Interaction**

As children gain confidence in communicating with a partner in English, it is important to provide opportunities for them to interact in a small group setting. This entails using their social skills and gradually developing proficiency in interacting with others.

These skills need to be introduced gradually and presented explicitly through assessment for learning (AfL) tools and techniques as success criteria so that children are aware of what is expected of them and are learning how to listen and interact effectively with others in a group. Skills for group discussion include:

- Sharing ideas clearly
- Listening and responding to ideas of others
- Asking and answering questions in a group setting
- Asking for clarification
- Taking turns to talk
- Staying on task and not diverting to another topic
- Thinking for one’s self
- Giving reasons for an opinion/ for agreeing or disagreeing with another person
- Reaching a solution or drawing a conclusion together

The two classroom techniques suggested below are ideal ways to ease children from talk partners to working in a group.

### ***Think- Pair- Share***

This technique allows children to think about an issue or a problem on their own and then join with a partner to share their ideas. Afterwards, each pair joins with another pair to share what they have discussed and to reach a conclusion together.

- In 2<sup>nd</sup> cycle: after children have been learning about the digestive system they could be asked, without referring to any texts, to explain what the process is. They then share this with a partner and help each other to refine their understanding of the process before coming together with another pair to correct or add more details as necessary. This can be followed by each group creating a diagram which they use to present to a small group of children from a different year stage.
- Year 6 pupils may be asked to design and organise a project to help improve the environment. After an initial brainstorming session, all children could be asked to consider how to implement a specific project, leading to each group of four coming up with a plan to present to the rest of the class to reach a whole class decision as to how to organise the project. The high level of interaction by all pupils gives a clear sense of ownership and helps them become actively responsible whilst working in a team.

### ***Statements Game***

Each group is given a set of cards on which statements are written. Children take turns to read a statement and then say if they agree or disagree with it. Other children say if they agree with that person, giving reasons before the group categorise the statements.

- In first cycle this may be statements about the life-cycle of a frog.
- Year 4 children are asked to read statements about life in the Roman times and comment on whether they think they are true or false. This creates a starting point for finding out information and learning more about life in that era. Statements can also be given to organise in order of importance.
- Year 6 pupils are given statements to put in order of importance on writing a good persuasive text. As well as developing communication skills, pupils become familiar with the key features of a text, they have the opportunity to reflect on important factors for success and consequently become more critical readers and writers.

### ***Kamishibaistories***

[http://www.kamishibai.com/educators/children\\_create.html](http://www.kamishibai.com/educators/children_create.html)

### **Drama**

Drama involves opportunities for collaboration, purposeful speaking and listening whilst simultaneously supporting reading comprehension and writing development. The following activities demonstrate how drama can be used to develop learning and literacy skills in and through all curricular areas and across all levels of primary.

### ***Freeze Frames***

Freeze frames can be used to capture a specific moment in a story or historical or current event. Individual children, pairs or small groups create a “frozen” position to represent ideas or emotions of characters at this specific time. The freeze frames can be brought to life by tapping a character on the shoulder to ask for their thoughts. This develops comprehension skills and provides scaffolding for any writing that may emerge from this activity. The technique can be used as early as first cycle, e.g. to create a still scene at the end of the *Three Little Pigs* to convey the delight of the pigs and the anger and humiliation of the wolf.

### ***Conscience Alley***

This technique helps pupils to discover what a fictional or real character might have been thinking at a moment of decision. An alley (“roadway”) is formed by children standing in two lines facing each other. One child acts as the character in question and as she walks down the alley she is showered by thoughts from the other children. In year three this might be Jack from *Jack and the Beanstalk*, deciding if he will exchange his cow for a bag of magic beans. After class discussion, children in the alley may say “No, Jack. Your mum will be angry.” “The beans are magic!” “You need food, Jack” and so on. The child acting as Jack would then come to a decision to exchange the cow or not.

### ***Hot Seating***

As in *conscience alley*, one child takes on the role of a character and is put in the *hot seat*. This could be e.g. a Viking warrior, a child evacuee, a new child in the class, a famous artist, a child being bullied or a character from a story, depending on the curricular context and level. The other children in the class prepare and ask questions and the child in the hot seat has the task of answering questions appropriately in role to convey the knowledge they have been acquiring on the subject. This could be adapted to a group setting with one child in the *hot seat* with three or four others asking questions.

### ***Meetings***

This strategy requires more complex reasoning, social skills and group discussion. It is therefore most appropriate for third cycle pupils as a way of building on their experience of group discussion and interaction throughout the primary years. An example is a scientist’s conference about caring for the environment where groups and individuals take on roles: the demonstrators, science professors, journalists and politicians. This requires each group to complete tasks in preparation for the meeting. This example has been carried out by teachers and pupils in a bilingual school in the project with excellent results and learning opportunities. Such “meetings” incorporate research, planning, collaboration, group discussion, giving presentations and reaching decisions together; skills which prepare our pupils for the future. This must be preceded by lots of well-structured opportunities incorporating speaking and listening, drama and group discussion and interaction and this should take place all through the primary school to ensure progression to where such a culmination as the Scientists Conference is successful.

## **5. How do we Teach Reading and Writing in the bilingual primary classroom?**

In our classroom practice we need to ensure that we are:

- Motivating children to enjoy reading

- Using shared and guided reading strategies to develop reading and comprehension skills
- Providing regular shared and guided writing opportunities for our pupils
- Incorporating knowledge about the language into process

## **Motivating children to enjoy reading**

First of all it is important to create a comfortable, attractive area within the classroom, if possible, and certainly within the school where children can go to read for enjoyment. An armchair, rugs, bright wall hangings and cushions all help to make the reading area appealing and pleasant for children. Texts should be displayed where children can easily access them.

**Reading areas** ideally contain a range of fiction and non-fiction texts selected to suit the interest, cognitive level and range of ability of the children. Authentic texts and real books should be provided. In the early years of primary it can be tempting to provide only “decodable” phonic based books for children to read. However children must be given the opportunity to read a range of traditional fairy tales and familiar colourful storybooks with repetition and rhyme to develop a wider range of reading skills, a fuller comprehension and a love for books. In the middle and upper stages of primary, texts of different types and levels should be available so that children can select books to read for different purposes. When a low achiever can use a book with illustrated instructions to create an art and craft item, this increases self-esteem, heightens enjoyment and aids motivation in other areas of learning. Additionally, providing a display table of books and articles on a topical subject helps initiate interest and motivate older children to research information on a specific area.

As well as having the opportunity to read books in the class or in the school library, children can be given the opportunity **to take books home** to read. Recordings of texts and stories can be provided for children to listen to on headphones in the class library or to listen to and read at home.

Keeping a simple **reading journal**, where children can record what they enjoyed about a text they’ve read can be a positive way to promote reading. This can range from children drawing a picture of their favourite part of a story in year 1 to year 6 pupils writing/copying short phrases of descriptive language that they liked and would like to use in their own writing.

While real books and texts are used in structured learning activities to develop language and literacy skills in the literacy class and in and through other curricular areas, it is important for children to be encouraged to just read a text for enjoyment without developing it in any way.

- In the first cycle, a **regular story time** can be an effective and enjoyable way to model and transmit a love for books and reading.
- In the second and third cycles, reading a **class novel** and illustrating a few parts with short extracts from films can motivate children to read more for their own pleasure.
- Sharing **interesting magazine articles** or a poem communicates to children that reading is enjoyable and interesting and extends to far beyond the classroom.

Learning about **authors, playwright, poets and illustrators** can stimulate the children's interest in reading their works and using ideas from them in their own writing. A visit from a well-known writer can be highly stimulating but tends to be challenging to organise and may only be achievable every few years. However, using video documentaries,

YouTube extracts and providing access to relevant Internet sites are constructive steps to find out more about different writers and illustrators and indirectly promote reading for enjoyment.

**Drama, as mentioned in the previous section** forms an integral part of language development, and is an excellent tool to support development in all four modes of language. Generally, children participate with enthusiasm in improvisations of stories, familiar situations and the acting out of a scientific process, e.g. the circulatory system. In doing so, their understanding of a text and the important aspects of textual stylistic features: grammar, punctuation, discourse, increases and they become more efficient readers and writers.

In addition to all these factors, one key aspect to consider is the methodology we use to develop interactive reading comprehension skills. How we teach and how successful the pupils are will often determine how much they are motivated to read and enjoy reading.

### **Shared and Guided Reading.**

These provide opportunities for explicit teaching of reading in a supported, enjoyable learning environment and should be recognised practice in each and every bilingual school classroom. Guidance and support for implementing these is included below.

So, in summary, to motivate children to enjoy reading we need to:

- Provide an attractive reading area in class and school
- Ensure that children can access authentic fiction and non-fiction books and texts
- Use drama to develop language and literacy skills in a highly motivating context
- Give pupils opportunities to meet and find out more about writers and illustrators
- Encourage children to keep a reading journal to record what they have enjoyed
- Use shared and guided reading strategies to develop skills and motivation

### **Using Shared and Guided Reading for Motivation and Skills Development**

Our aim is to enable children, whose first language is not English, to become independent readers and writers in both Spanish and in English. However, this requires a good balance between teaching them how to read and write and helping them to understand the wider aspects involved in reading and writing. Reading is a key to writing development as children are introduced to texts for different purposes long before they are asked to write these themselves.

Shared and guided reading allow teachers to focus on specific objectives at text, sentence and word level in a meaningful context and a supported setting that allows children to develop skills for reading, thinking and comprehension. Both strategies are relevant through all the years of primary to focus on specific learning objectives from the curriculum within an interesting, and often cross-curricular context.

#### ***What is Shared Reading?***

Shared reading generally involves the teacher and children gathering around an enlarged text in poster or digital format or in the form of a big book to read aloud together. The teacher plans a sequence of lessons around the text so that it is revisited and a different literacy

objective shared and focussed on in each session. Often the teacher will read the whole text or parts of it and invite pupils to join in at key points. At other times the pupils will be involved in reading the whole text such as in the case of a poem. In upper primary, while reading aloud will still take place, there will also be time for children to read sections silently or to scan the text to identify features or respond to a question. Discussion is an important part of shared reading and whilst led by the teacher with the whole class or large group, *talk partners* can regularly be integrated into the process to allow all children to actively think and participate in the discussion.

Shared reading enables **children** to:

- Enjoy reading a text that may be slightly above their independent reading level
- Increase fluency in reading
- Strengthen their sight vocabulary, consolidate knowledge of sound/letter associations in context and learn which cues to use for reading less familiar words
- Gain insight into comprehension strategies used by skilled readers

Shared reading enables **teachers** to:

- Demonstrate on a regular basis that reading is both meaningful and pleasurable
- Focus children's attention on content, text features or a reading strategy
- Model skills and strategies used by independent readers
- Support children who are acquiring the language in their comprehension of an otherwise difficult text
- Assess pupils' reading skills, comprehension strategies and ability to communicate their ideas to others

Shared reading is a highly valuable and effective strategy in which to develop reading skills at text, sentence and word levels. However, it is a time consuming process. Both time and learning are optimised when teachers coordinate to merge literacy skills with content knowledge across the curriculum (science, geography etc.) within shared reading. Such links help pupils to transfer and apply their knowledge and skills in literacy over a wide range of different contexts.

### ***What is Guided Reading?***

Unlike shared reading, which generally takes place in a whole class setting, guided reading sessions led by the teacher are carried out in groups of approximately six children. Where possible, each child has a copy, or a copy between each pair, of the same book or text so that they can read, quote from and think about aspects of the text independently within a supported setting. In monolingual setting pupils predominantly read silently before discussing a particular aspect of the text. However, in the bilingual classroom it is probably more effective to combine reading aloud with silent reading in any one session. This way independent reading is being fostered but skills vital to fluency such as pronunciation, intonation and expression are also being cultivated simultaneously. Sometimes guided reading will build on what has been focussed on in shared reading, while at other times a new text will be presented in the group setting to increase independent reading of an unfamiliar text.

Each guided reading session has a purposeful and predetermined focus for literacy that develops reading, comprehension and critical thinking. Reading is interspersed with opportunities for teacher guided group discussion that focuses on

- The content: what's been read
- Language features: the type of language used
- The reading process: how it is being read (the punctuation features which determine this).

To enable children to participate in discussion in English, supports, (scaffolding) such as language structures or starter prompts need to be thought through at the planning stage and provided during implementation.

Since this is a group session lasting approximately 10 to 15 minutes, planning also needs to ensure that the rest of the children are working independently during this time and have a task chart to follow so as to avoid interruptions. Alternatively, where there are two English teachers in the classroom, or a language assistant support person, team teaching sessions can be used to advantage so that one teacher works with the children, group by group in guided reading while the other supervises and supports more independent learning.

Guided reading enables **children** to

- Use and develop their reading skills with increased independence in a supported setting
- Practice strategies for comprehension at text, sentence and word levels
- Develop skills to read aloud with fluency and expression
- Read sections of text silently
- Develop critical thinking skills by responding to different types of questions posed by the teacher in a collaborative setting
- Listen to and communicate ideas in supported group discussion

Guided reading enables **teachers** to

- Support children as they apply comprehension strategies
- Explicitly and implicitly model effective strategies for reading aloud
- Model skills for comprehension used by fluent readers
- Pose questions that allow children to develop comprehension and critical thinking skills
- Assess individual pupil's development

A large part of the preparation for guided reading involves composing questions to ask at key points in the text to develop knowledge about the language, comprehension and critical thinking. Questions therefore need to be on three levels:

**Literal:** involves readers looking for information in the text to answer the question.

**Inferential:** involves reading between the lines by searching for clues in the text and inferring their meaning.

**Evaluative:** involves pupils to draw on their personal experience and knowledge to analyse and evaluate.

Here is an example of questioning in a guided reading session for year 2 pupils.

Text: Jack and the Beanstalk	Level: Year 2
Literal Questions	What did Jack's mum tell him to do with the cow? What did Jack do? How did his mum react?
Inferential Questions	The author does not use the word angry to describe how Jack's mum reacted. What other things in the text tell us she was angry? Do you think Jack set out with the intention to exchange the cow for magic beans? Why do you think he changed his mind?
Evaluative Questions	Can you tell us about a time when you had good intentions but ended up disobeying your parents? How did your mum/ dad react? Why do you think they reacted this way? Why do you think Jack's mum was so upset?

(Refer to *Questioning Skills and Task Setting by Teachers*, below, for further guidance, using *Bloom's Taxonomy* as a framework)

This guided reading session would lead into guided writing where children write their own personal story modelled on *Jack and the Beanstalk* where they choose the setting and initial dilemma they face as the main character.

Guided reading, as well as developing knowledge about the language, comprehension of a text at text, sentence and word level and critical thinking skills in an interactive group setting, also prepares children for writing their own piece of work. All four skills of language are worked and developed simultaneously for progression and coherence. It is not confined to fiction and all text types can be used to develop a greater knowledge and understanding of content in Science, History, Geography and Art and consequently writing for a specific purpose emerging from the reading.

### Developing Good Questioning Skills and Task Setting by Teachers

The development of good questioning skills, both for teacher and pupils, is paramount in the language classroom; to challenge children and develop critical thinking skills. Bloom's taxonomy is a good framework to use to form questions and tasks of increasing challenge. Here are some useful links:

<http://coun.uvic.ca/learning/exams/blooms-taxonomy.html>  
<http://www.teachers.ash.org.au/researchskills/dalton.htm>  
<http://www.llcc.edu/LinkClick.aspx?fileticket=%2F0BA4qlDaAE%3D&tabid=3938>

Below are several examples of questions/ question types based on *Little Red Riding Hood* using Bloom's Taxonomy as a framework. *Please note that these are only abstract samples and do not show the development of a series of questions within any one session. Neither do they focus on questions for one age group.*

*Knowledge/ remembering:* List all the characters in the story. / Describe the setting of the story.

*Comprehension:* Explain where little Red Riding Hood was going.

*Application/ creation:* Dramatise a section of the story to demonstrate how the wolf managed to enter Grandma's house.

*Analysis:* Compare this story with the *Three Little Pigs*. What are the similarities and differences?

*Synthesis:* What things might be different in the story if it had been written in modern day times? How might the setting of the story change? What sort of character would represent Red Riding Hood? Work in pairs to create a human character that would represent the wolf.

*Evaluation:* Judge whether the wolf was clever or just lucky. Defend your opinion. If you had been Little Red Riding Hood, what lessons would you have learned from this experience and how would this experience influence your future decisions or behaviour.

## 6. How do we encourage development towards personal and imaginative writing?

Developing good independent creative writing happens gradually over a series of four stages:

1. modelled
2. shared
3. guided
4. independent

The four stages should be used all the way through primary school with a gradual reduction from the earlier scaffolding stages as the children's writing skills improve. However, even in third cycle, most children will still need some support from modelled, shared and guided writing before they can embark on the independent, creative stage.

For more information and examples of the four stages please see

[www.primary-education-oasis.com/teachingwriting to children.html](http://www.primary-education-oasis.com/teachingwriting%20to%20children.html)

### **Whole-class modelled writing**

The teacher, as expert, in front of the class demonstrates all the writing and thinking out loud, telling children everything he/ she is doing. While articulating the process, the teacher also emphasises specific teaching points related to the lesson objectives.

Some brief examples:

- 1<sup>st</sup> cycle: I'm writing a recount of our visit to the dinosaur museum so I'm going to start by writing: " On Thursday morning, class 2 went to the science museum to see the dinosaur exhibition. "
- 2<sup>nd</sup> cycle: I want to recount the story of "Little Red Riding Hood". I want to start with the setting. So I'm going to write: " The forest was huge and very dark. Little Red

Riding Hood felt very frightened. So she hurried as fast as she could to her Grandma's house."

- 3<sup>rd</sup> cycle: When we write instructions, we have to start with an opening sentence that summarises what we are doing. So I'm going to write: " Spanish tortilla is one of my favourite recipes to make and to eat. Today I'm going to tell you exactly how I make it. First...

## **Shared Writing**

This is usually a follow on from modelled writing and is usually also a whole-class activity. The approach is again a "think aloud" about writing but with the children involved in a kind of "problem-solving approach.

Some brief examples:

- 1<sup>st</sup> cycle: We are writing about our visit to the farm. Talk to your partner and together write down a good opening sentence.
- 2<sup>nd</sup> cycle: I have written the first sentence about the wolf but I think we could make the description stronger. Can you give me ideas of how we might improve it?
- 3<sup>rd</sup> Cycle: We have been looking at how a verb can show how a character moves or speaks. On your whiteboards,working in pairs, can you change the verbs in this sentence to make your writing more exciting?

## **Guided Writing**

This is the step between teacher directed writing and independent and creative writing. Practice should be provided at all stages from year one through to year six. For this technique, the teacher will usually work with small groups and the writing will build on oral discussion and sometimes follow on from modelled and shared writing, depending on the levels of the children and their previous knowledge and skills. In this strategy, children are usually grouped on the basis of ability and need and the teaching is tailored to specific needs of the group. Guided writing is underpinned by effective Assessment for Learning(AfL) and the classroom sessions provide opportunities for ongoing assessment with precise success targets set for each group shared and understood by the children. Oral and written feedback is provided to children in the group. It is important that the children are clear about the next steps needed to improve their writing.

### ***Ideas for Guided Writing***

- Use a text written by the children and involve them in making corrections.
- Make notes from a talk and then use these as a basis for writing.
- Use a labelled diagram or tabulated information as a basis for writing a text.
- Use an author as a model eliciting what makes the writing interesting.
- Write up procedures from a science experiment, eliciting key topic vocabulary and essential verbs before starting.
- Provide descriptive writing activities, creating a word bank of adjectives before starting.
- Sequence sentences in a text.

- Order words in a sentence.
- Provide shared writing opportunities, where the class is divided into groups to write different sections of a story or a play script. Work with each group separately. The groups might be given ability-specific tasks.
- Write a summary of a story or information text which has been previously worked on in class.
- Write the next bit of a story or information text which has been worked on in modelled and/or shared writing.

### **How do we teach writing for different purposes?**

By the third cycle children will be expected to write for different purposes. They will practise writing: formal and informal letters, news reports, scientific experiments, recipes, lists, stories, cartoons, dialogues, instructions, and explanations. It is important to gradually introduce the children to different forms of functional writing throughout the two previous cycles of primary. To communicate within the school they can write letters, notes, and messages and create posters. Work in Geography, History and Science will provide a basis and a vocabulary suitable for more factual work. In literacy sessions children need to become familiar with these different formats and registers and begin to think about the purpose and the target audience.

### **7. Reading and writing of non-fiction.**

Children need to be introduced to non-fiction books right from the start. There should be a good selection of non-fiction books in the reading area, with some books made by the children. We can use these to familiarise the children with the features of information texts, to learn to look for information, and as models to make their own books. Information books are an important element of literacy work, and can be used for teaching at text, sentence and word level.

In the primary stage, children need to learn how to read for information and write for practical purposes.

**In the first cycle** they can begin to look things up in informational or reference texts and start to use the contents and index.

**During the second cycle**, they should, with teacher guidance, be selecting appropriate texts to find and use specific information and using these texts as a model for their own writing. Teachers should support children's writing of non-fiction with modelled, shared and guided writing in the same ways as for creative writing. Children can start to create contents and indexes when writing their own fact books and class information books. They should also be introduced to the use of a dictionary and shown how to use alphabetical order to find words, so that in later stages of Primary, they can find the meanings of words with independence.

### **8. Language systems: supporting the teaching of phonics, spelling, punctuation, grammar and vocabulary**

How do we build on and develop knowledge of the sound system from the years in the infant classroom?

## **Teaching Phonics: from the updated curriculum for the infant school stage:**

Research has proven that teaching the 44 letter sounds systematically and with certain speed accelerates early reading and writing development. Along with the recognition and knowledge of the sounds, children also require to be taught the skills of blending and segmenting. The reading and writing targets embrace the synthetic approach to teaching phonics and outline the progress in knowledge and skills from one year stage to the next. The targets are based on *Letters and Sounds: Principles and Practice of High Quality Phonics* from DCSF. Some schools may purchase a synthetic phonics programme with resources to use in the school. Funding is not always available and so this programme will allow all schools access to using the synthetic phonics approach. The DCSF publication can be downloaded free of charge from <http://nationalstrategies.standards.dcsf.gov.uk/node/84969>. Additionally, attractive, practical resources for classroom practise can be downloaded free of charge from <http://www.letters-and-sounds.com/> to form the basis of materials used for phonics awareness or to supplement materials already in place in schools.

However, it is important to remember that synthetic phonics is a *tool* to be used in the early stages of teaching the mechanics of reading focusing on helping children to decode text: it is essential for teachers to realise that the teaching of the mechanics of the skill of reading is not in any way a substitute for the development of the reading skill. Emphasis is on the “early” stages of reading - once children have mastered the skills of decoding sounds, segmentation and blending, the teaching of synthetic phonics should be used further up the school principally in remedial teaching.

## **How do we approach the teaching of spelling and punctuation?**

Little research is available regarding the teaching and acquisition of spelling skills. However, good practice seems to suggest that the teaching of spelling needs to be done systematically and should whenever possible, come from work on a text rather than be studied in isolation. Useful lists of the most common words can be found in the guides of reading schemes and from the English national curriculum website: [www.nc.uk.net](http://www.nc.uk.net) This is written for children living in England, but can be adapted to our needs.

Learning *spellings* for some kind of test, or spelling bee can be introduced in year two. These can be selected from words with spelling similarities, common irregular words, or topic vocabulary. Teachers may wish to develop “Word Walls” of common sight words, of patterns, suffixes, prefixes etc. Children can be encouraged to learn how to study and remember words. Later in primary, work on *spellings* can be related to dictionary work and working on the glossary of information books.

### ***Punctuation***

Pupils should be taught to recognise the importance and purpose of capital letters, full stops, commas, question marks, exclamation marks and inverted commas and be able to demonstrate when reading aloud how punctuation affects the way a passage is read. They can be shown in supported reading and writing where to punctuate and be encouraged to do so in imaginative and personal writing. Reflecting on how an author has used punctuation can provide the children with a motivating context to approach punctuation in their own writing.

## **How do we support the development of sentence structure grammar and vocabulary?**

Children need language support in order to extend their linguistic abilities and become able to use the language in the increasingly sophisticated way which the learning of contents will demand of them. (CALP: cognitive academic language proficiency) The section on ***Scaffolding Language*** in the curriculum is intended as a guide for possible development over the three cycles. These should be used to scaffold the children's learning by acting as reminders, or taught as new language in order to complete a specific text type or function in a related classroom activity. It should be noted that what is acceptable at lower stages does need to be refined and built upon as the children go through school. The children should be encouraged to use familiar grammatical structures correctly in shared writing. Though the initial aim is comfortable fluency in the language, in second cycle the children are introduced to formal grammar in Spanish and it is a good idea to co-ordinate this teaching with the Spanish teacher, in order to encourage an increasingly sophisticated and accurate approach to the language. Grammatical awareness can be taught in an experimental and investigative way. e.g. children can investigate past tense verbs by collating them from different story books and then classifying them according to whether they are regular or irregular. The regular verbs can then be classified into three groups depending on the pronunciation of the -ed ending. Children can also experiment by taking a verb out of a sentence to see if it still makes sense, or substituting one verb for another to see how it affects the meaning. In the third cycle students need to be far more consciously aware of all the grammar structures and language they have acquired in Primary, so that they are confident in approaching formal grammar structures and can easily demonstrate what they know when they begin secondary education.

## **9. How do we teach handwriting?**

Children can be taught English style letter formation and print in the English lesson or equally, they can use Spanish style cursive right from the start. They easily adapt from one style to another. Teachers sometimes worry excessively about these details and a whole-school handwriting policy is a good plan to remove unnecessary conflict. The upper case/lower case debate is perhaps more significant as the children would appear to make quicker progress in reading if they can learn lower case letters from Infants, and not just the capital letters.

Whatever the school policy on handwriting, teachers must always check that the children use a comfortable pencil grip and have good posture in writing sessions.

## **10. How do we involve parents in the teaching of reading?**

Termly parents meetings are a good opportunity to explain the approach to reading and writing, provide updates on progress and provide parents with information on how they can support their children.

Parents could also be given information on some of the differences between reading in English and Spanish.

Audios of teachers reading books can be made to be sent home with the books. Word boxes and spellings can also be taken home to involve the parents in the learning process.

Links to web sites can also be provided where children can read and listen to stories in English, practice songs and poems and repeat activities they have learned in class.

## 11. What can we use to help us develop literacy?

### Literacy Toolkit

- Pointer to use when referring to big books
- Acetate sheets for using when writing over a book e.g. inventing characters' thoughts in thought bubbles
- Post-it notes for covering up words/phrases and pictures
- Selection of ready-made blank cards for writing key vocabulary
- A good selection of story and non-fiction books in big book format with at least 6 small books for guided reading This selection should include poems, rhymes and stories
- A wide selection of fiction/ non-fiction books which are at a number of levels
- Alphabet and sounds display
- Word walls, word pockets, word banks, key word sheets, word boxes (chosen words on card to be worked on at school or at home)
- Phonics fans and wipe boards (see resource pages and *Progression in Phonics ISBN 0193122375*)
- Mini whiteboards and erasable pens
- Magnetic/Velcro letters (and words)
- Book-based games
- Story props e.g. favourite character figures/puppets/ dressing up clothes/ masks
- Commercial videos and audios / recordings of children reading or singing
- A selection of books made by individuals and classes

## 12. Assessment for Learning (AfL)

### WHAT IS ASSESSMENT FOR LEARNING?

*“AFL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”*

*(Assessment Reform Group 2002)*

Assessment for learning involves a complete cyclical process of sharing learning objectives, deciding success criteria, planning tasks, carrying out tasks, self and peer assessment of what has been done, how improvements could be made and what is needed to progress further.

Research has shown that children learn best when they:

**understand clearly** what they are learning

**know** what is expected of them

**receive feedback** about the quality of their work (leads pupils to recognise the next steps)

**are given advice** about how to make improvements

**are fully involved** in assessment and next steps in learning

Assessment for Learning (AfL) should be implemented in the bilingual classroom in all subjects and areas as part of the teaching and learning process. It is a fundamental part of learning and promotes skills needed for learning to learn and autonomy; personal and in groups, and self esteem. (Competencias básicas: Competencia social y ciudadana, Competencia para aprender a aprender, autonomía e iniciativa personal.)

Many of the activities the children will participate in during language and literacy lessons and across the curriculum will incorporate AfL, and will be in pairs and groups. They will need to learn to negotiate with each other, make comments about own and peers' work in a positive way and be able to make suggestions for improvement. The children will be learning that education is a partnership between teacher, pupil and peers and that everybody has a role to play in order to make progress. They will learn to respect their own and others efforts and realise that everybody has different abilities, strengths and weaknesses.

AfL brings greater clarity to teaching and learning and will begin to equip children with skills to be reflective learners. The basis of AfL methodology involves:

**Sharing learning objectives** (so that they understand clearly what they are learning) **with pupils.**

This can be done in a variety of ways that engage the children – for example: A character (WALT) is portrayed on a display board with speech bubble saying *We are learning to/that...* and the teacher writes and illustrates this at the beginning of a class or section of a lesson for children. (For older children the acronym can be used without the character). The terms 'Learning objective' or 'target' or 'goal' could be used instead of WALT.

The learning objective (LO or WALT)) should indicate the main focus of a lesson and should incorporate appropriate verbs for this. Examples of verbs that may be used are: define, explain, illustrate, practice, compare, collect, create... A list of useful verbs can be found in Blooms taxonomy (<http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>)

The LO/ WALT should be written in language that the children can understand, but will often provoke thoughts about what the lesson might entail. It should often be decided with the collaboration of the children, building on from previous lessons. If the teacher decides the LO/ WALT he/she might invite the pupils to ask questions about it before the lesson (e.g. a child might ask, 'What does alliteration mean?' after reading the WALT '*to investigate alliteration in poems*'). The teacher may reply, '*A good question, let's see who can tell me the answer at the end of the lesson*').

At the end of the lesson in the plenary the teacher returns to the LO/ WALT and asks the pupils to answer questions or explain something from what they have learnt. They should have the ability to apply the skill or knowledge in a different context and this could be the challenge for the plenary session.

The learning objective should be clearly displayed on the board, or the wall for the children and teachers to refer to throughout the lesson.

## **Deciding expectations** (so that the children know what is expected of them)

*For each task the children are given, in groups or individually, the teacher should provide or decide with the children what they need to do to complete the task well. We often refer to this as using success criteria.* The process of using success criteria leads the children into thinking about the quality of their work and is an agreed understanding between the pupils and teacher of what constitutes a 'good' job. The teacher should encourage the children to recognise the features of a good quality piece of work and the children should begin to suggest what is necessary for themselves. Children should then apply this knowledge to their own efforts and recognise when they have completed success criteria and what they have to do to improve.

Success criteria can be written in a global form 'WILF' '*What I'm looking for*' (from a teacher's point of view). e.g. You are expected to write a report using all the necessary features. This WILF should then be broken down into smaller steps – success criteria:

Write an eye catching title.

Write an introduction to include What, When, Who.

Write in the past tense.

Etc.

The success criteria should always relate to the WALT / LOs.

In many classrooms the success criteria are written in the form of I can... statements. (e.g. I can write my name.) These should become increasingly challenging as the pupils move through the school. Of course, they should also relate to the curriculum objectives and stages.

Success criteria may be decided/ developed as a lesson develops and the class recognises what they should be. Examples of finished products are often used as models to elicit and demonstrate good practice, and select success criteria although these should not encroach on individual creativity. They could be decided in one lesson (the LO of the lesson is to identify features of a poster) and practised and applied in following lessons.

When children are used to using success criteria, they are able to be more autonomous and self-motivated. They can use tick lists, personal targets and *I can* statements to reflect on what they have done and thus begin to realise what they need to do to succeed and/or improve.

## **Giving feedback**

This can be done in a variety of ways and should be a two way process between the teacher and pupils. The children should constantly be asked to reflect on their own performance and be given the opportunity to express when they have had difficulties completing a task or understanding. The learning objective should be used to guide these reflections.

Teachers should take the opportunity to give and receive oral and written feedback where possible. Some examples of feedback are suggested below:

Self assessment:

- check sheets
- personal targets

- responding to teacher questions (show me with thumbs/traffic lights who thinks they understood everything today)

Peer assessment:

- two stars and a wish (a process where the peer highlights two things done well and one that could be improved)
- Feedback sandwich (something good, something to improve and a question)
- Traffic lights/faces as an immediate response (in three levels of success: excellent/well done/good)
- Comparison of work with their peers (Are they the same? Who is correct? Are they both correct but different?)

Teacher assessment:

- Can use all above examples
- Should always indicate success as well as areas for improvement
- Models good work by sighting examples to class
- Is shared by individuals, group or class
- Uses the levels indicated in the bands of attainment

### **Giving advice for improvement**

Children need to be praised for their achievements but showing them how to improve is also an essential part of the teaching and learning process.

When marking written work, ask questions about content so that children can think and build on to what they have. (*How did he feel at this time? What did the animal do next? Why did that happen? Can you think of a good adjective to put in here?*)

Highlight good work by a child and show the key factor(s) for his/ her success and invite others to use these factors in their work.

Use success criteria to check that all agreed features have been included.

Share work with peers and encourage swapping good examples (of excellent words or phrases for example) between pupils.

Indicate where mistakes have been made and invite pupils to work collaboratively to correct them.

### **Fully involving children in assessment and next steps**

Children become more aware of their learning when they are actively involved in the assessment process.

Children could and should be constantly participating in all the above areas. They should know that they have an important role in their own learning and an active part in it.

Children should not only be able to explain what they are doing, but how they can do it well, and make suggestions about what they need to learn next. In terms of content: I know that planets are in space, but I don't know how many there are; I can find out what 'suspect' is by using a dictionary or finding a synonym on my computer.

Useful tools for this are:

- **KWL** charts (What I **k**now/What I **w**ant to know/What I have **l**earned)
- Plenary sessions (for the class to reflect on what they have done in the lesson, what they have learnt and what was difficult)

Teachers and pupils can then decide together the next steps to study/practice.

## **Record Keeping**

Using AFL methodology facilitates keeping records of each child's progress on a day-to day basis which will serve for effective planning and implementation for progress. Evidence can be kept of achievements e.g.

- through photos
- samples of work
- video clips
- written work

This assists accurate reporting of progress to parents at meetings and makes report cards more accurate. Identifying the attainment level of each child at the end of each cycle will be made easier when this methodology is adopted and clear learning objectives from the curriculum are shared, worked on and assessed by teacher and pupils.

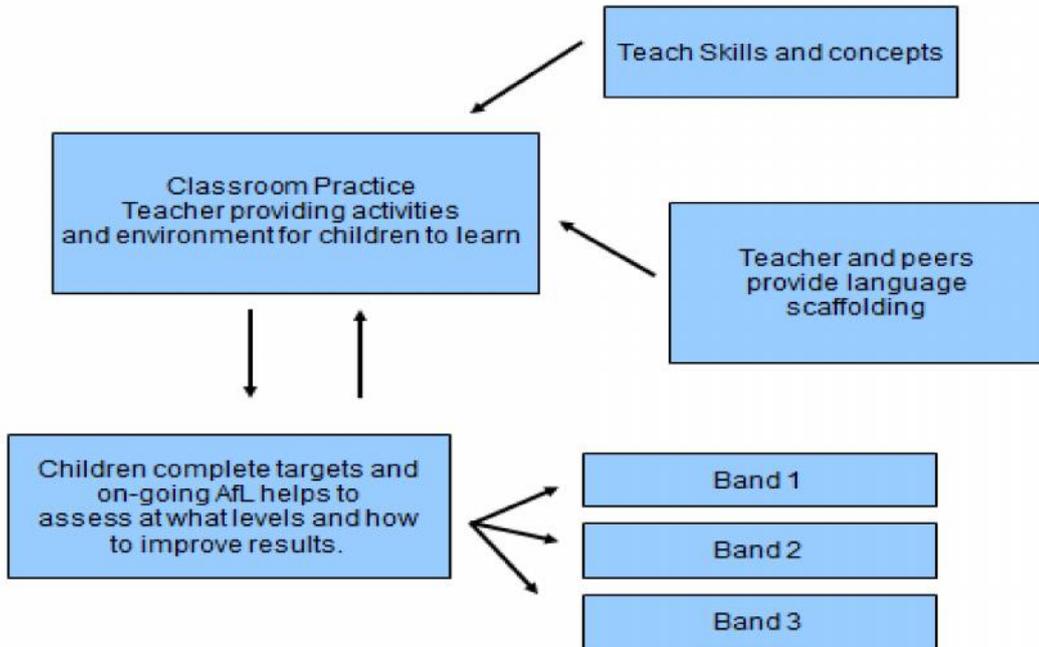
For more information on Assessment for learning:

<http://www.ltscotland.org.uk/assess/index.asp>

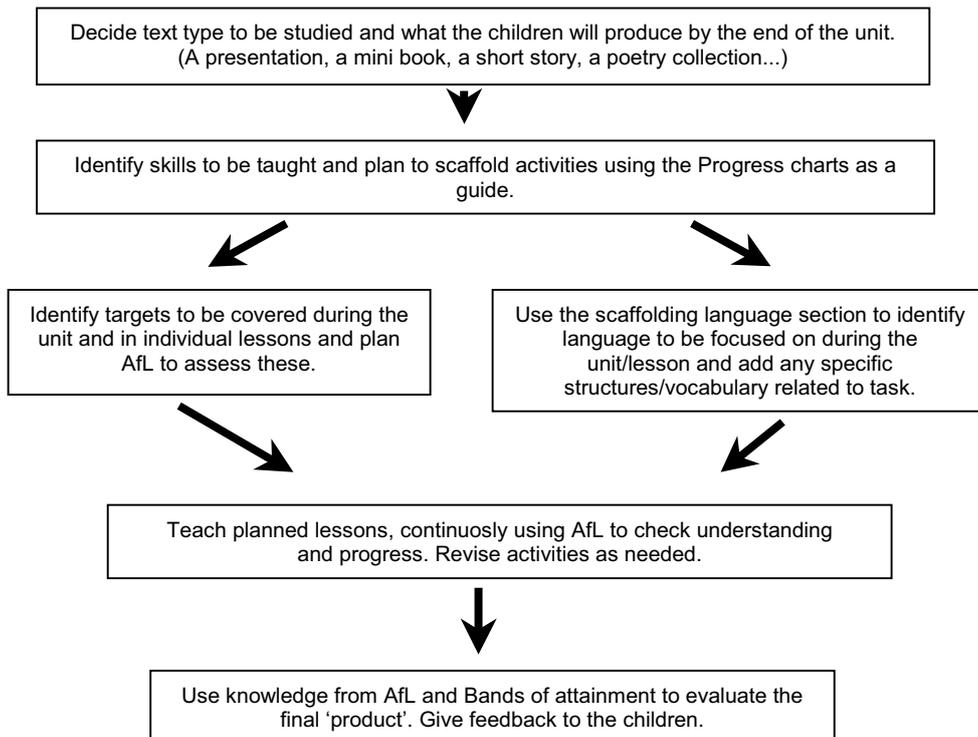
<http://nationalstrategies.standards.dcsf.gov.uk/search/primary/results/nav:77243>

### 13. Guidance for planning using this document

There are several sections to this document which should be used when planning and assessing. The overall process may look like this:



The following flow diagram shows one possible route to achieve a specific text type:







# Progress Charts

The Progress Charts, which are planned to demonstrate progress through the cycles, might well be considered as the starting point helping you plan work on a termly, weekly, daily basis. They must be used in conjunction with the section on scaffolding language and the targets in order to work constructively in a meaningful cross-curricular context. The reason they are organised in cycles is to allow teachers to see what they are teaching in the context of what has been taught before, and to show clearly what pupils should be doing and achieving by the end of year six. These charts have also been organised under text type headings in order to highlight the particular features and skills needed for each one. When planning a theme in a cross curricular way more than one text type may be covered in a unit of work, spending more or less time on individual text types depending on previous learning and the overall year plan.

## 1. Texts to entertain

<b>1<sup>st</sup> Cycle</b>	<b>2<sup>nd</sup> Cycle</b>	<b>3<sup>rd</sup> Cycle</b>
<b>Pupils should be given the opportunity to:</b> Sequence pictures and sentences to create a story Use models in guided writing activities to create simple stories in pairs and individually	<b>Pupils should be given the opportunity to:</b> Sequence story illustrations and write short paragraphs to match Work in pairs or small groups to brainstorm adjectives that describe a character. This could be done in mind map format	<b>Pupils should be given the opportunity to:</b> Talk about the plot of a story and use a variety of graphic organisers to record dilemmas and how they are resolved, e.g. grids, flow diagrams, action and consequence tables.

<p>Draw a series of pictures, tell others what's happening in the picture and, in guided writing, create sentences to tell the story</p> <p>Read their stories aloud to peers</p> <p>Listen to and, using given structures, talk about what they like about others' stories</p> <p>Look at a page in a story book and talk about how it is written – How many sentences are there? Where do they start and finish? How do we know? Are all the capital letters at the beginning of a line? Are all the full stops at the end?</p>	<p>covering appearance (ugly, tall, handsome, pretty...), personality traits (horrible, nasty, friendly, kind, selfish...). Explain to other groups why they chose certain words. Create a bank of key words to describe the characters in a story that they are going to write and use these words in their story.</p> <p>Participate in shared reading activities which look at settings of stories (comics, adventure, science fiction, fables) and highlight a particular aspect of the writer's craft, e.g. use of adjectives, alliteration, adverbs?, similes and then experiment to create phrases and sentences for a different setting</p> <p>Use guided question sheets and/or planning sheets to plan a story</p> <p>Complete a guided writing activity to create a short story based on one of the genre studied in reading using information from a story plan given by teacher.</p> <p>In pairs, collaborate to write a different ending to a familiar story</p> <p>Write stories modelled on a fable or familiar story, e.g. the Breman Town Band adapted to their own adventure, <i>Handa's Surprise</i> by Eileen Browne on the moon.</p> <p>Attend theatre productions and talk about the actors and the techniques they used</p> <p>Perform plays to a specific audience and begin to apply techniques they have observed in actors, e.g. projecting voice, facing the audience, dramatic facial expressions</p> <p>Participate in shared writing to create plays from known stories.</p> <p>Transfer simple stories or parts of stories being read into cartoon form, using speech from story or invented and writing in speech bubbles.</p>	<p>Consider specific actions of characters and explain why they did them. Discuss how another character with different personality/physical appearance might have acted in the same situation.</p> <p>Read selected texts that highlight a main characters action and speech, respond to key discussion questions and complete character profiles.</p> <p>Brainstorm key words that describe a character in a story that they are planning and subsequently record in a graphic organiser ways that they will show this through the character's behaviour and actions, e.g. <i>timid/afraid</i>: She started to tremble and her hands closed tightly.</p> <p>Work in pairs or individually to change word/phrases in a story setting to make it more suitable for a different story genre (historical, mystery, science fiction, myths &amp; legends, issues/dilemmas) or reader (younger children, children from a different country...)</p> <p>View photographs or video clips as possible story settings, e.g. a castle on a misty grey day, a rowing boat on a lake in summer, a classroom, a busy shopping mall, a rugged coastline on a windy day. Then respond to key questions that focus on the five senses when writing the description and use figurative and expressive language to create an atmosphere suitable for the story.</p> <p>Collect from reading and practice writing different ways of opening a story starting with: a character; a setting; an action; a dialogue; a question or a statement.</p> <p>Work collaboratively using a given ending to a story to create how it started and what happened to get there. Write or prepare the story to tell the class.</p> <p>Create story plans in different formats, e.g. flow diagrams, grids, photo boards, notes that include: characters, settings, dilemmas/problem and resolution/ending.</p>
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		<p>Practice editing techniques to include content and accuracy using previously agreed targets and success criteria.</p> <p>Plan, write, edit and present stories both individually and collaboratively in different formats: books, short stories, cartoons, oral story-telling and styles, e.g. historical, adventure, mystery, science fiction, fantasy, myths, legends, fairy tales, fables.</p> <p>Attend theatre productions, talk about the production and produce a report (oral or written) covering the actors techniques, scenes and props and general opinion of performance.</p> <p>Act out a selected part of a story, either improvised or scripted, to demonstrate the character's personality through actions, gestures facial expression and use of voice.</p> <p>Work collaboratively in groups to rewrite a story into a script for a play. Each group writes a different scene. The class could then perform or read the complete work.</p>
<p><b>1<sup>st</sup> Cycle</b> <b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Read simple texts with intonation and expression to convey meaning</p> <p>Use the illustrations to aid understanding</p> <p>Construct a sentence using simple writing frames</p> <p>Order words to create a sentence that makes sense</p> <p>Punctuate a simple sentence with a capital letter at the beginning and a full stop at the end.</p> <p>Use capital letters for names, days, cities, countries, months</p> <p>Punctuate a question with a question mark.</p> <p>Use he, she, it and they to avoid over repeating names.</p> <p>Use conjunction <i>and</i> to write longer sentences</p>	<p><b>2<sup>nd</sup> Cycle</b> <b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Use phonics and word family clues to aid decoding/pronunciation</p> <p>Read aloud with expression and intonation to reflect genre/scene of story</p> <p>Use syntax and contextual clues to aid understanding</p> <p>Use inference and deduction to aid understanding of stories (Why did he shout at the man? Because he was very angry/ because he took his money; What can you see that he could use? He could cut the bread with that knife; How do we know the house is empty? – There is no noise).</p> <p>Use a monolingual dictionary and thesaurus (synonyms) to find out the meanings of unfamiliar words</p>	<p><b>3<sup>rd</sup> Cycle</b> <b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Use visualisation, empathy, prediction and textual clues to aid understanding.</p> <p>Select words and phrases from the text to support opinions about it.</p> <p>Read aloud altering tone and volume and different voices to aid performance.</p> <p>Use gestures and body actions to aid interpretations of scripts.</p> <p>Give their stories an imaginative title</p> <p>Write/speak in the past tense</p> <p>Use 'powerful' verbs (alternatives to 'said'/'went'...)</p> <p>Use synonyms or alternatives for frequently used words (beautiful, good, bad, funny, intelligent, interesting...)</p>

<p>Use simple time connectives when sequencing, talking about stories and writing sentences to tell the story: Once upon a time, first, then, after that, finally</p> <p>Refer to word banks to include adjectives in their oral and written descriptions</p> <p>Identify words in stories that are used instead of <i>said</i> in shared reading and begin to use them in shared and guided writing</p> <p>Identify the purpose and use of additional forms of punctuation and print in stories: exclamation marks, speech marks, italics, capital letters (for emphasis) and begin to use them in shared and guided writing</p> <p>Transfer direct speech in a story to a speech bubble in illustration</p> <p>Transfer the spoken word in speech bubble form into direct speech</p> <p><i>Develop skills in listening and speaking:</i></p> <p>Describe characters' physical appearance and simple personality traits using simple language structures: He is (good). She is (pretty). The witch has got (long, black hair).</p> <p>Use <i>will</i> to predict what they think will happen next in a story</p> <p>Use <i>I like</i> to express favourite part of a story or favourite character and begin to use <i>because</i> to give the reason why, e.g. I like the fairy because she is good.</p> <p>Use repetitive phrases to 'act' a character in a story.</p>	<p>Learn new vocabulary by writing definitions, drawing pictures, creating actions...</p> <p>Build class word banks with alternatives to commonly used words (beautiful, good, went, said) adjectives for characters appearance/personality, adverbs for how characters do things</p> <p>Complete and refer to a simple planning sheet demarcating beginning, middle and end to aid story writing</p> <p>Write in the past tense beginning to use alternative verbs for 'went' and 'said'</p> <p>Write stories in the 1<sup>st</sup> or 3<sup>rd</sup> person</p> <p>Organise story into three main paragraphs</p> <p>Use adjectives and alliteration creatively in setting and character descriptions within stories, e.g. The fierce, fire-breathing dragon roared.</p> <p>Begin to use adverbs to describe characters' actions.</p> <p>Use similes in shared writing to enhance the description of a setting</p> <p>Use speech marks, question marks and exclamation marks in individual writing</p> <p>Know how to represent direct speech in play scripts, stories and cartoons</p> <p>Use commas to separate 2 or 3 consecutive adjectives in a description, e.g. One sunny, bright morning Carla walked down the path to the beach.</p> <p>Identify in texts apostrophe for possession, create rules and apply in shared writing</p> <p>Edit work for content using agreed success criteria</p> <p>Edit work for accuracy concentrating on one or two points (Capital letters, pronouns, spelling, correct use of verb 'to be'...)</p> <p>Present their work in a variety of formats</p> <p>Publish with ICT</p>	<p>Indicate the passing of time when writing stories (The next day... Some time later... Immediately afterwards...)</p> <p>Write actions and speech which infer characters' thoughts/personality.</p> <p>Describe characters' feelings (including body reactions) and actions. He trembled as he crept towards...</p> <p>Use strings of adjectives.</p> <p>Use adverbs.</p> <p>Use similes and metaphors.</p> <p>Publish with ICT or other.</p> <p>Write different openings to stories using one of the following: a character description, introducing the setting, action, dialogue or a question.</p> <p>Use planning sheets when writing stories and refer to these when editing.</p> <p>Include a problem/event which makes the story different to a normal situation.</p> <p>Choose appropriate language/vocabulary for different audience or genre.</p> <p>Construct and use more complex sentences using connectives such as "so", "but", "because", "therefore", "consequently", "meanwhile" and adverbs for actions.</p> <p>Use punctuation correctly. (correct use of apostrophes, commas, speech marks).</p> <p>Use direct and indirect speech.</p> <p>Use paragraphs correctly.</p> <p>Use future tense to make predictions about stories being <i>read</i></p> <p>Write play scripts with correct format including directions for actions and emotions.</p> <p>Give advice to peers about the quality of their work - identifying positive aspects and making suggestions for improvement.</p> <p><i>Develop listening and speaking skills:</i></p> <p>Listen for specific words and/or information and work in pairs or groups to piece together gist of text.</p>
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	<p><i>Develop listening and speaking skills</i></p> <p>Use appropriate language structures to give an opinion about an element of the story: I think..., In my opinion...</p> <p>Use phrases from text to support opinions</p> <p>Listen to others' ideas and respond using I agree/ I don't agree because</p> <p>Listen to others' ideas and begin to form questions to gain further information</p> <p>Listen for specific words or phrases from a recorded story or story read by teacher</p> <p>Speak clearly and use facial gestures when acting a role.</p>	<p>Ask and answer questions about a story.</p> <p>Use prompts to talk about the content of a story</p> <p>Use appropriate language structures to review a story/play</p> <p>Listen to others' ideas and build upon them (yes but..., that's not correct because...)</p> <p>Listen to others' ideas and ask questions to gain further information.</p>
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## 2. Texts to express

<p><b>1<sup>st</sup> Cycle</b></p> <p><b>Pupils should be given the opportunity to:</b></p>	<p><b>2<sup>nd</sup> Cycle</b></p> <p><b>Pupils should be given the opportunity to:</b></p>	<p><b>3<sup>rd</sup> Cycle</b></p> <p><b>Pupils should be given the opportunity to:</b></p>
<p>Participate in shared and guided reading activities of different expressive texts, e.g. a letter to a friend, a thank-you note, greeting cards and poems</p> <p>Access poetry in the class book corner</p> <p><b>In poetry and songs</b></p> <p>Listen to poems and songs regularly in class</p> <p>Listen to and join in with songs related to cross-curricular themes</p> <p>Learn, recite and 'perform' poems in a variety of ways, e.g. singing, adding music, rhythms or sounds, doing actions and acting out. This could be whole class or in groups.</p> <p>Listen to poems and practice saying the rhyming words. Participate in creating rhyming word banks. Sort words into rhyming groups. Work collectively or in pairs to fill in the missing text in a poem with rhyming words</p>	<p><b>In poetry and songs</b></p> <p>Read a selection of poems, which feature humour, rhyme, repetition and shape and give opinions about them.</p> <p>Read poems featuring similes and metaphors, highlight examples and experiment with changing them for others, e.g. He was as small as a mouse – He was as big as a mountain; the card was a treasure – the card was a joke</p> <p>Listen to a poem and draw a picture of the image it creates. Compare pictures with other children and realize that interpretation is personal and not right or wrong.</p> <p>Sing songs related to the topics they are studying and compare the lyrics with poems about the same topic. Use a check list to note if they use verses, choruses, rhymes, rhythms, repetition.</p> <p>In groups, practise reading a poem with different timbre to reflect the content; slowly for a</p>	<p><b>In poetry</b></p> <p>Listen to different readings/performances of poetry, including taped recitals or videos, e.g. humorous poems, story poems, poems which focus on a feeling and nature poems</p> <p>Collaboratively sort extracts of poems into sets to identify what the author wants to convey e.g. tell a story, share emotions, describe a special event, describe something from nature.</p> <p>Highlight and label features of poetry in guided reading, e.g. verse, use of rhyme or not, repetition, rhythm and word stress, alliteration, simile, onomatopoeia, use of punctuation, and recognise how poems are different to prose.</p> <p>Work in groups to read phrases and to classify them into similes, metaphors and alliteration</p>

Participate in shared writing activities to create a simple, patterned poem (e.g. simple couplets) in groups or individually.

Use given structures and word banks to express their opinions and feelings towards a poem

Mime and guess feelings through facial expressions or noises, e.g. yawning for “tired”, sighing for “bored”

### Letters

Participate in a matching activity to put the main parts of a letter: heading, greeting, body, closing and signature, in the correct sequence and talk about why they are there.

Participate in a matching activity to put the main parts of an email: greeting, body, closing and signature, in the correct sequence and talk about why they are there.

Participate in guided writing activities to write a letter or email to a friend

Read their letters aloud to peers

### Diary

Talk on a daily basis about what they have done and how they feel.

Write simple diary entries, using given structures to record events on a daily basis.

Participate in creating a class diary about important events throughout the year.

sad poem, quickly if someone is late and invent gestures and actions to illustrate it.

Work collaboratively to sort poems according to their forms: calligrams, haiku, alliteration, rhyming patterns (In a four line verse the rhymes are at the end of: ABCB, AABB), repetition and try to explain what they notice about them.

e.g.: A cat rhyme

A fluffy pillow	A
A milk drinker	B
A fish eater	B
And licks itself clean!	C

Create a class display with different examples of poetry forms.

Brainstorm words beginning with the same letter and use these to make alliterative phrases and silly sentences.

Work collaboratively to define *calligram* :a poem, phrase or word in the form of a picture. Brainstorm a collection of nouns for a specific topic, e.g. Halloween and use these to create calligrams.

Sort words into rhyming groups and work collaboratively to write short poems with them.

Choose a poem to memorise and perform in class poetry recital.

Read a poem that uses repetitive phrases, highlight the repetitive parts and then follow the pattern to write another verse.

Use real poems written by children as models to highlight language structures that express feelings. e.g. book *Give Us Back Our Planet*: endangered animals, pollution, global warming...

In shared reading and writing help decide which words or phrases could be changed if the poem was about a different place/animal/pollutant.

In guided writing, participate in a small team to change a specified poem into a new one, e.g. a poem about endangered animals could be changed into a poem about mountain gorillas. A poem about rubbish

Identify feelings and emotions in a range of short poems and extracts, e.g. loss, joy, pain and love and highlight words used to express these feelings.

Choose a poem, write a short introduction about the main features, the emotions it evokes, and personal opinion. Memorise the poem, share the introductory information with others and perform it expressively during a class poetry recital.

Work in a group to use a photograph as a stimulus to brainstorm 'rich' adjectives to describe it. Practice creating specified language features, e.g. simile and metaphor about things in the picture. Work in pairs to use a combination of these to create a poem using imagery.

Read a narrative poem in shared reading e.g. *The Pied Piper of Hamelin* or *The Highwayman* and in guided reading:

- Use the title and illustrations to predict the story

- Read the poem, stopping to predict the next part as it progresses.

- Analyse the poem: Look at the structure of the poem and answer questions about verses, patterns, use of repetition, rhymes, alliteration...;

- Draw a picture of the setting:

- Write a character profile of the narrator and discuss his motive for writing the poem: Highlight examples of figurative language, metaphor, similes, imagery, alliteration.

- Use a prompt sheet to evaluate their enjoyment of the poem, share opinions and understand that we all enjoy different aspects.

Brainstorm alternative endings and/or beginnings to the story.

Use various forms of poetry, e.g. haiku, Limerick, calligram as models to write own poems individually or in pairs

	<p>could be adapted to rubbish around the school.</p> <p><b>Letters</b></p> <p>Put the main parts of a letter: heading, greeting, body, closing and signature, in the correct sequence. Use this as a model to write letters in shared and guided writing, based on a story or personal experience.</p> <p>Use the main parts of an email: greeting, body, closing and signature, to write short emails in shared and guided writing.</p> <p>Read their letters and emails aloud to peers.</p> <p>Begin to edit own and peers work using criteria chosen by class.</p> <p><b>Diary</b></p> <p>Talk on a regular basis about their feelings related to events in their lives, e.g. Today I am sad because... I am very happy that... I feel frustrated when...</p> <p>Write simple diary entries that reflect how they feel.</p> <p>Write greetings cards or letters that convey feelings, e.g. to say thank you, to apologise and to congratulate.</p>	<p><b>Songs</b></p> <p>Listen to different performances of songs as examples of poetry, talk about the lyrics and content to decide what it is about and give opinions about the lyrics and the music.</p> <p>Practise saying a rap with the correct rhythm. Explore the use of words(for rhythm) and rhythms(highlight where they are in an example) and use this knowledge to create simple raps of their own.</p> <p>Record and perform others' or own songs</p> <p><b>Letters</b></p> <p>Read examples of informal letters, emails and postcards.</p> <p>Identify from reading, and begin to collect words and phrases that express emotions and opinions.</p> <p>Exchange letters, e-mails with partner schools, pen-pals expressing their feelings, opinions and preferences about school and life in their town/cities.</p> <p><b>Diary</b></p> <p>Read examples of other peoples' diary entries, real or imaginary, which express emotion, e.g.: The diary of Ann Frank, The secret diary of Adrian Mole</p> <p>Watch extracts of video diaries to identify emotions and discuss how these are expressed</p> <p>Talk about the importance of a diary as a way to express feelings, e.g. when lonely, bullied, frustrated, excited or angry about something</p> <p>Keep their own diaries to express positive and negative emotions</p>
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<p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Identify rhyming words in a poem</p> <p>Refer to word banks to include rhyming words in class poems</p> <p>Share ideas to contribute to writing a class poem</p> <p>Write simple letters or emails to express their feelings, likes and dislikes, etc., e.g. a simple apology letter to a classmate or friend or a greetings card</p> <p>Punctuate a simple sentence with a capital letter at the beginning and a full stop at the end.</p> <p>Use a capital letter for the pronoun <i>I</i>.</p> <p>Punctuate letters correctly: use a comma after the greeting and the closing.</p> <p>Use adequate greeting and closing phrases.</p> <p><i>Develop listening and speaking skills:</i></p> <p>Listen to poems or songs and repeat what they hear</p> <p>Use <i>I like/I don't like</i> to express favourite words and parts of a poems and begin to use <i>because</i> to give the reason why</p> <p>Express their opinion about the mood of a poem (e.g. It makes me feel good/happy. I think it is a sad/scary poem)</p> <p>Recite poems aloud with correct intonation</p> <p>Use vocabulary to express their feelings and emotions, e.g. I'm happy today. In response to: How do you feel about going to the theatre this afternoon? I'm excited.</p> <p>Express regret and apologise to classmates in everyday situations using, <i>I'm sorry</i>.</p>	<p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Read poems with correct intonation, expression and rhythm</p> <p>Give a poem a suitable title that gives a clear idea of what the poem is about.</p> <p>Follow a clear pattern taken from a model that could include a simple rhyme, repetitive phrase or syllable pattern.</p> <p>Create simple calligrams</p> <p>Use key words that are linked with the topic.</p> <p>Use powerful adjectives that help to express feelings about a topic.</p> <p>Recognise rhymes and realise that they are not always spelt with the same ending.</p> <p>Use alliteration.</p> <p>Use a capital letter for the beginning of each line in a poem and realize that the lines are not always complete sentences.</p> <p>Understand and use the terms: poem, verse, chorus.</p> <p>Structure an informal letter positioning the address, date, greetings and main body of the text correctly.</p> <p>Use connectives to develop ideas like: because, and, then</p> <p>Write in the present continuous and in the present simple tense.</p> <p><i>Develop Listening and speaking skills</i></p> <p>Select favourite poems, or forms of poetry and say why they like them</p> <p>Use poetry terms; <i>verse, rhyme, chorus, repetitive, rhythm</i> to talk about a poem.</p> <p>Express emotions and link them to events, actions and circumstances e.g. It is my birthday today and I feel very excited. I am very sorry I hit you, but I didn't see you.</p>	<p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Read poems with appropriate intonation, expression, feelings and rhythm</p> <p>Use a range of cues, knowledge about the language and critical thinking skills to make sense of poems, including longer narrative poems</p> <p>Model their poems on an example piece of authentic poetry to incorporate key features of a specific type of poem, e.g. calligram, rhyming couplets or haiku</p> <p>Refer to definitions and examples of specific language features including alliteration, similes and metaphors to</p> <p>a) recognise a poet's use of these in a specific poem and</p> <p>b) help to create these for use in own poems</p> <p>Write poems from different viewpoints</p> <p>Consider all five senses when writing descriptive language</p> <p>Use powerful adjectives, verbs and adverbs to make every word count.</p> <p>Write verses with words that rhyme following a pattern from an authentic poem</p> <p>Use ICT to present poems in Power Point, class books and group poetry poster format</p> <p>Incorporate all the main elements of an informal letter in their own work: address, date, opening greeting, paragraphs, closing greeting, signature</p> <p>Refer to a word bank or thesaurus to broaden vocabulary of emotions and feeling to use in diary entries and informal letters</p> <p><i>Develop listening and speaking skills</i></p> <p>Use key language structures to give opinions about an expressive text and respond appropriately to others' opinions and ideas</p> <p>Use eye contact, facial expression, gestures, varied</p>
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		<p>voice tone and intonation to perform poems effectively</p> <p>Work effectively in groups by taking turns, respecting the opinion of others, building on a classmate's contribution, asking questions, using key language structures provided to express their opinions with increasing accuracy and fluency</p> <p>Make appropriate use of terms: verse, chorus, rhythm, rhyme, haiku, calligram, limerick, rap, syllable</p>
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### 3. Persuasive texts

1 <sup>st</sup> Cycle	2 <sup>nd</sup> Cycle	3 <sup>rd</sup> Cycle
<p><b>Pupils should be given the opportunity to:</b></p> <p>Have access to and refer to on daily basis simple persuasive texts in the class (leaflets in the class book corner, posters on the wall...)</p> <p>Look at and read simple persuasive texts in shared and guided reading activities. Talk about what they are for.</p> <p>Participate in shared reading to identify key words in texts and talk about what they want you to do or think. (e.g. 'stop!' with a picture; 'Please...' 'now')</p> <p>Participate in shared and guided writing to create a poster to persuade, e.g. to wash your hands before eating, featuring:</p> <p>Short simple sentences using the imperative form, e.g. Wash your hands!</p> <p>Photos or illustrations</p> <p>Participate in shared and guided writing to write a letter to persuade, e.g. Santa to bring them specified toys or a friend to attend their birthday party features</p> <p>A letter opening</p> <p>Simple sentences using the imperative or present simple tense, e.g. Come to my party! I am a good boy. Please bring me a car.</p> <p>Decoration for a party invitation</p>	<p><b>Pupils should be given the opportunity to:</b></p> <p>Look at a selection of adverts in leaflets form, in newspapers, on posters, and on television and discuss their features and contents.</p> <p>Discuss the purpose of a persuasive text, i.e to convince us to do something, and how the layout and structure of language might persuade or convince an audience, e.g. bright colours and size of letters, not too much information, high quality imaging</p> <p>Identify the structure and contents of one example in groups: headings and sub headings in leaflets, fonts, letter size, colours, images and snappy captions</p> <p>Read examples of persuasive texts and identify how many arguments/point it has made.</p> <p>Prepare and give a presentation about a text, telling the audience what draws your attention and what it wants you to do/argues.</p> <p>Act out specified scenarios to persuade/convince an audience, e.g. asking a parent for a new game</p> <p>Collect positive, powerful adjectives, superlatives and phrases used in real advertisements and persuasive texts and use these in own work, e.g. superlatives:</p>	<p><b>Pupils should be given the opportunity to:</b></p> <p>Look at a wide variety of different texts such as letters, leaflets, newspaper advertisements, magazine articles, television or radio adverts and identify which aim to persuade</p> <p>Use prompt sheets to identify what is being argued and how it has been presented, e.g. Does it want you to buy, do, contribute..? How does it attract your attention? Who do you think it is aimed at?</p> <p>Read a persuasive text, identify arguments stated and categorise these into pros and cons, fact or opinion. Decide if it is more effective to use positive arguments (pros) or negative (cons), facts or opinions to persuade.</p> <p>Work in pairs or small groups, to prepare a presentation or labelled diagram which identifies the characteristics of persuasive texts:</p> <ul style="list-style-type: none"> <li>• key features: attention grabbing, powerful reasons and benefits, pros and cons, evidence to support the case, humour</li> <li>• language: present tense, imperative, connectives, persuasive language, personal opinion, closing statement to reinforce or summarise)</li> <li>• audience being targeted</li> </ul>

Decide what they might say to persuade somebody in a certain situation. Then use these phrases/sentences to role play the situation, e.g. persuading mum/dad to buy something, persuading the teacher not to give homework etc.

amazing, fantastic, marvellous, exciting, adventurous and catchy phrases like 'You'll love this place'. 'You must come here'.

Work in groups and using agreed success criteria, produce a range of different types of persuasion texts:

- a poster, e.g. to convince people to use suntan lotion
- a leaflet, e.g. to persuade people to visit a theme park or museum
- an advertisement e.g. for something you have invented
- an oral opinion for or against a determined topic, e.g. wearing school uniforms or banning toys in school

Work in groups on guided writing activities to: discuss content and plan layout/format, research content using Internet and information texts, allocating separate tasks for each group member: Images, headings, finding information...

Use ICT to produce record or aid oral persuasive presentation: experiment with: fonts print to create eye catching headings, labels and captions, video role play, use pictures and captions in Power Point.

Choose appropriate words and language

Discuss situations in emotive pictures, e.g. bullfights, starving children, produce "for" and "against" arguments and then use these ideas to create headlines for posters.

Work in pairs using graphic organisers to aid research for information to support arguments for and against a topic of interest, Combine information gathered to form two large groups and debate the theme in class.

Role-play different types of everyday situations where they try to persuade, e.g. mum to let you go to a party, to stay with a friend, to get a pet, giving reasons to support their case. Listen to arguments in others' role plays and identify good persuasion skills and suggest ways to improve.

Read and compare formal letters to persuade with informal ones, e.g. a formal letter to a politician to open a sports centre and an email to a friend to convince them to see a specific film. Collect opening and closing greetings for each along with phrases and words and create displays and rules for writing each type of letter.

Write informal persuasive letters or emails individually to friends and family

Create a formal letter in shared writing, to print and send, e.g. to persuade the head teacher to allow them to start a reading buddy system between year 6 and year 2 pupils.

Survey their classmates to gather opinions about a product/issue and use the results in a persuasive text.

Produce persuasive texts in oral, visual and written forms both collaboratively and individually using ICT where possible, e.g.

Create adverts / radio jingles on the importance of exercise, going through a process of preparing, presenting/ acting out, videoing and assessing peers

Write a persuasive article for a magazine or school newspaper, e.g. the benefits of not smoking.

		<p>Give a short oral presentation individually, in pairs or in groups</p> <p>Participate in class and group debates on themes such as bull-fighting or mobile phones in school</p> <p>Produce a poster or leaflet, e.g. to convince people to attend a book-fair, club activity or to eat healthily</p>
<p><b>1<sup>st</sup> Cycle</b></p> <p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Read simple persuasive texts: an invitation, poster caption and letter, with adequate intonation and expression to convey meaning</p> <p>Identify words which are used to attract your attention, e.g. special, super, Stop! Please!</p> <p>Form simple sentences using the imperative and present simple tense, e.g. Wash your hands.</p> <p>Punctuate a simple sentence with a capital letter at the beginning and a full stop at the end</p> <p>Use exclamation marks and capital letters to emphasise the key message</p> <p>Identify the main features of an invitation or persuasive letter and include these in their own writing: Invitation title/letter greeting, body of text made up of a short sequence of sentences, closing greeting and signature in a letter and a decorative design when appropriate</p>	<p><b>2<sup>nd</sup> Cycle</b></p> <p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Read and identify arguments made in persuasive texts.</p> <p>Brainstorm and select appropriate arguments for their own texts.</p> <p>Identify and begin to use different verb forms: Imperative, present tense and future</p> <p>Use question marks, exclamation marks, bullet points and bold print to emphasise</p> <p>Identify and use expressive and superlative adjectives, e.g. amazing, wonderful the biggest, the best....</p> <p>Collect information using grids or sub headings</p> <p>Produce a clear layout using:</p> <ul style="list-style-type: none"> <li>• rhetorical questions,</li> <li>• headings, sub headings,</li> <li>• selecting opening and closing statements from given models,</li> <li>• presenting one or two arguments,</li> <li>• photographs, diagrams, captions and labels, clear fonts and letter size.</li> </ul> <p>Use connectives to compare and contrast: and, but, when, while, because, then, after.</p>	<p><b>3<sup>rd</sup> Cycle</b></p> <p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Think about what they are reading</p> <p>Make notes and transfer information into a coherent text.</p> <p>Design and use a survey sheet</p> <p>Transfer information from written text into graphic format and vice versa</p> <p>Distinguish between fact and opinion and pros and cons.</p> <p>Use specific language :</p> <ul style="list-style-type: none"> <li>• The present tense</li> <li>• Short sentences to emphasize</li> <li>• Strong, positive vocabulary</li> <li>• Move from the general (fruit is good for you) to the specific (apples have lots of vitamin C)</li> <li>• Slogans to make an impact (e.g. Eat Five A Day)</li> </ul> <p>Choose and use correct punctuation: Capital letter, full stops, exclamation marks, question marks, bullet points</p> <p>Use logical connectives e.g. <i>this shows, however, therefore, because, so, but, if, also, furthermore, moreover, consequently</i></p> <p>Organise and structure persuasive texts by:</p> <ul style="list-style-type: none"> <li>• Using eye-catching title / heading / sub-headings</li> <li>• Writing opening statements to attract the reader's or listener's attention</li> </ul>

		<ul style="list-style-type: none"> <li>• Presenting arguments in the form of points using facts and evidence to convince the audience</li> <li>• Using closing statements to summarize and restate the opening position</li> <li>• Drawing diagrams, writing clear captions and labels, clear fonts and letter size</li> </ul>
<p><i>Develop listening and speaking skills:</i></p> <p>Use agreed language structures in role play to persuade, e.g. a child asking their parent for a puppy</p> <p>Listen to peers act out a scene and identify the key words used to persuade</p> <p>Begin to use simple connectives: <i>because, and, but</i> in role play situations, e.g. Parent: No you can't have a dog. Child: But, I've been very good.</p>	<p><i>Develop listening and speaking skills:</i></p> <p>Listen to and view persuasive adverts or presentation, e.g. television adverts, peers' presentation of an argument, radio adverts, identify main argument and state opinion.</p> <p>Create a radio jingle to promote, for example, a new programme</p> <p>Speak clearly in a loud voice and to look at audience/camera when giving oral presentations.</p> <p>Use visual aids to support one or two specific points in oral presentations.</p>	<p><i>Develop listening and speaking skills:</i></p> <p>Consider and attempt to convince the audience by:</p> <ul style="list-style-type: none"> <li>• Arguing the case from a particular point of view</li> <li>• Informing the reader / listener about the topic using evidence</li> <li>• Using alliteration, rhyme, puns and humour to attract the audience's attention</li> <li>• Engaging their interest through the use of language e.g. using the second person, "you", using friendly language, expecting them to agree with you</li> <li>• Using images and illustrations to convey arguments more powerfully</li> </ul> <p>Draw the audience in by making use of expressions such as: "it is generally believed", "research has shown", "at long last", "just what you have been waiting for", "Miss it! Miss out!", "everyone agrees that.", "we all know that" to summarise: "we have seen that", "so ..." - <i>language structures section</i></p> <p>Make use of ICT (Power Point Presentation, photographs, music, videos, posters, other visual aids) where appropriate to create a T.V. or radio advertisement/election presentation/environment concern....</p> <p>Watch and listen to peers work and use success criteria to assess its effectiveness.</p>

## 4. Explanation texts

<b>1<sup>st</sup> Cycle</b>	<b>2<sup>nd</sup> Cycle</b>	<b>3<sup>rd</sup> Cycle</b>
<b>Pupils should be given the opportunity to:</b>	<b>Pupils should be given the opportunity to:</b>	<b>Pupils should be given the opportunity to:</b>
<p>Look at simple explanation texts and diagrams in shared reading, e.g. the life cycle of a frog, look at and read simple explanatory texts in shared and guided reading activities, e.g. the life cycle of a frog or <i>My Bean Diary</i> and talk about what they are for. Use drama and other media to explore a process. Draw pictures to illustrate a process, e.g. the life cycle of a butterfly, and use them to explain the process orally to a partner.</p>	<p>Look at a selection of books that explain: how things work, how things happen and why things happen, e.g. How bees make honey, How the heart works, How a toy works, Why we celebrate Christmas, the water cycle</p>	<p>Talk about what explanation texts are for, e.g. to explain processes such as the water cycle, life cycles, why a volcano erupts, the circulatory system etc.</p>
<p>Contribute in a group activity, to order illustrations and short sentences to create a simple diagram to explain a process, e.g. how a plant grows.</p>	<p>Watch videos of explanations of children describing, e.g. How Christmas is celebrated in England, A normal day in a British school or How a model works.</p>	<p>Examine different examples of explanation texts, in written and video format, and answer questions about one, e.g. Does it start with a question (e.g. how or why?), What does the first statement tell you? Does it use labeled diagrams, pictures or flow charts? Does it have sub-headings? Make a list of words that are special for the topic. Is there a contents/index page? Participate in a guided writing activity which compares your answers with other examples to make a set of success criteria for explanation texts.</p>
<p>Participate in shared and guided writing to create simple explanation texts, e.g. a water cycle poster or a diary observing the growth of a plant in science featuring:</p>	<p>Use texts and video clips to highlight the features of explanation texts: a title that tells about the topic, an opening statement, chunks of information broken down into logical steps/sections, a glossary, diagrams and illustrations to help with the explanation.</p>	<p>Participate in dramatizing a process, e.g. the circulatory system, sequence photos of the process and write an explanation using the photos as prompts for each part of the process.</p>
<ul style="list-style-type: none"> <li>• A title</li> <li>• Labelled diagram/ pictures with captions.</li> <li>• Simple sentences using the present simple tense and time connectives</li> </ul>	<p>Read an explanation text and transfer the information to picture format onto a flow diagram.</p>	<p>Create a glossary of technical words needed for the theme, e.g. the digestive system by writing own definitions and include them at the end of a written text or as part of an oral presentation.</p>
	<p>Work in groups to come up with an explanation for questions posed, e.g. Why do people live in houses? Why do we wear shoes? Why do houses have windows? Why do we need to sleep? How do we celebrate Christmas in Spain? How does my favorite toy work? Then use one of these topics to develop a short explanatory text.</p>	<p>Brainstorm ways of presenting explanation texts: Leaflets or booklets, flow charts, posters, concertina books, multi-media presentations, as part of a class book, a series of photographs with captions and labels, a model with an oral explanation.</p>
	<p>Begin to link cause and effect in teacher led guided reading, e.g. trees do not have leaves in winter because...</p>	<p>Talk about cause and effect, e.g. what happens when you exercise/don't exercise and be able to recognise the links between them.</p>
	<p>Work in groups to find more information about the chosen topic using books, leaflets with illustrations, the Internet and then rearrange the information so that they can create a text that explains.</p>	<p>Participate in a team to complete a writing frame/prompt sheet, to plan a presentation to explain e.g. how a model has been made, what plants were used for medicinal purposes in Tudor times, what</p>
	<p>Use ICT to create flow diagrams and to find pictures and illustrations to help with the explanation.</p>	
	<p>Present their texts to other groups, using posters or Power</p>	

	<p>Point, or exchange with children from their partner school in England to understand British and Spanish culture.</p> <p>Use a checklist to assess other groups' presentations looking/listening for: title, opening statement, logical steps, use of time and cause connectives, diagrams and illustrations to support the explanation.</p> <p>Self assessment: use a checklist to assess their own performance.</p>	<p>they have found out during a science topic. This should include: what the presentation is about, the order things happen, what causes them to happen and what effect they have.</p> <p>Create visual aids to help their presentation, e.g. diagrams, charts, pictures, flow charts etc.</p> <p>Practice a presentation before presenting it to the class.</p> <p>Produce a written explanation, e.g. of how a machine works or how an electric circuit works.</p> <p>Assess peers' explanations against agreed success criteria.</p>
<p><b>1<sup>st</sup> Cycle</b></p> <p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Extract information by reading captions, pictures and diagrams on wall displays and in simple books that explain a process.</p> <p>Punctuate a simple sentence with a capital letter at the beginning and a full stop at the end.</p> <p>Form simple sentences in the present tense to explain a process illustrated by a series of photos or pictures</p> <p>Use time connectives: first, then, after that, finally.</p> <p>Use simple causal connectives: because.</p> <p>Produce a simple text or labelled diagram to record a process and draw pictures to illustrate it, e.g. a zigzag book about the life-cycle of a butterfly</p>	<p><b>2<sup>nd</sup> Cycle</b></p> <p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Structure an explanation text using:</p> <ul style="list-style-type: none"> <li>• A question as a title, e.g. Why do we need to sleep after a long day at school? Do you know why bees have a proboscis? Why do Spanish children leave their shoes under the Christmas tree on the 5<sup>th</sup> of January? Why do houses have windows?</li> <li>• An opening statement to briefly answer the question. e.g. Windows help to keep our houses healthy and good places to live in.</li> <li>• Paragraphs which give us more details, written in logical steps when describing a process. E.g. Windows for light, windows to observe, windows for letting in air, windows for decoration, a short history of windows.</li> <li>• Time and causal connectives: then, next, after, finally, because, this results in...</li> <li>• A concluding paragraph.</li> <li>• Diagrams and illustrations arranged in a logical order to help the explanation.</li> </ul> <p>Write in the third person</p> <p>Write in the present tense.</p> <p>Write questions in the present tense.</p> <p>Write concluding statements.</p>	<p><b>3<sup>rd</sup> Cycle</b></p> <p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Structure texts to include:</p> <ul style="list-style-type: none"> <li>• title or heading which tells people what is being explained</li> <li>• general opening statement to state objectives</li> <li>• sub-headings, e.g. to explain about a dishwasher: <i>where</i> it's used, <i>what</i> it's used for, <i>how</i> and <i>why</i> it works</li> <li>• step by step explanations</li> <li>• diagrams, photos or illustrations</li> <li>• link from the ending back to the opening statement, e.g. "and that is how .... works"</li> </ul> <p>Give explanatory language structures such as, <i>this happens... leading to.... this ...which causes</i></p> <p>Use specific language :</p> <ul style="list-style-type: none"> <li>• Verbs in the present tense and in the third person</li> <li>• Technical vocabulary</li> <li>• Time connectives and phrases, e.g. At first, then, later, after that, finally</li> <li>• Expressing cause and effect, e.g. because, then, so, if, the reason that, this causes, this results in, therefore, this happens because...</li> <li>• Impersonal language, e.g. water freezes at 0°</li> </ul>

	<p>Create glossaries of technical language.</p>	<ul style="list-style-type: none"> <li>• Give explanations using language structures such as <i>this happens... leading to... this</i></li> </ul> <p>Make the text interesting by:</p> <ul style="list-style-type: none"> <li>• Adding extra information e.g. not many people know that ...</li> <li>• Adapting the text to the age of the audience</li> <li>• Including a glossary to explain specific vocabulary</li> <li>• Using ICT to include illustrations, graphs, charts, photographs, and produce video, oral presentations and Power Point</li> </ul> <p>Self and peer assess explanations to check for clarity and understanding</p>
<p><i>Develop listening and speaking skills:</i></p> <p>Explain a process orally using diagram/pictures and gestures as support, after participating in shared reading, class discussion or dramatisation of the same process.</p> <p>Read simple explanation texts with adequate intonation and expression to convey meaning.</p> <p>Create questions about a process in a shared reading or class discussion time, e.g. How do butterflies get out of the cocoon?</p>	<p><i>Develop listening and speaking skills:</i></p> <p>Speak clearly in a loud voice and look at audience when giving oral presentations.</p> <p>Select and use visual aids to help the explanation.</p>	<p><i>Develop listening and speaking skills:</i></p> <p>Make use of gestures, props and clear, logical language when giving oral explanations.</p> <p>Use props, diagrams and illustrations effectively, e.g. by ensuring everyone can see them and pointing out specific aspects to support what they say.</p>

## 5. Instructional texts

<b>1<sup>st</sup> Cycle</b>	<b>2<sup>nd</sup> Cycle</b>	<b>3<sup>rd</sup> Cycle</b>
<p><b>Pupils should be given the opportunity to:</b></p> <p>Access a range of instructional texts in the class: games with instructions, recipe books for children, art and craft books, and instructional diagrams</p> <p>Follow simple oral and illustrated written instructions to play a game</p>	<p><b>Pupils should be given the opportunity to:</b></p> <p>Watch extracts from <i>How to...</i> television programmes and videos, listen to visiting speakers, e.g. a parent explaining a regional recipe, read a selection of instruction texts from books, instruction cards, magazines and Internet: recipes, model toys, card games like <i>Snap</i> and <i>Happy</i></p>	<p><b>Pupils should be given the opportunity to:</b></p> <p>Brainstorm examples of where and when we need instructional texts, e.g. experiments, instructions for games and sports, recipes, manual for electronic devices, crafts, giving and receiving directions</p> <p>Work in groups to complete a matching activity to classify</p>

Participate in shared and guided reading activities to follow instructions for activities related to work being done in class, e.g. a recipe to make a pancake on Shrove Tuesday, how to make a boat for a floating and sinking experiment, how to play a game read about in a story

Listen to and follow instructions given by teachers/other adults playing TPR games and listen-and-do activities

Participate in following instructions as a whole class activity and use this as a model to practice giving instructions to partners changing small items: draw a simple picture, move in a certain way/direction or make something.

In groups or pairs, use sequence cards to order actions, practice using connectives to say what they are doing and then create diagrams that show the chronological sequence.

Participate in shared and guided writing activities to create simple instructional texts that may include:

- A title: the goal of the instructions, eg. How to build a snowman
- A list of things needed, eg. Ingredients, equipment or materials
- A step-by-step chronological sequence
- Simple clear sentences using the imperative form, e.g. Spread the jam on a slice of bread; Make a circle for the head. Some connectors; First, second, then, next, after that, finally. (e.g. First, draw a circle for the head. Then cut it and glue it to the body.

Read instructions written in shared writing and create illustrations to go with each step.

Work with a partner to change one or two of the instructions, e.g. colour it blue instead of red; pick up a square instead of a triangle; jump two times instead of three times, and read the new instructional texts

*Families*, and children's table games such as. *Ludo* and *Snakes and Ladders*

Discuss the intention of an instructional text: An instruction text tells us 'how to do something'.

Identify and discuss features of an instructional text in small groups and as a whole class: title, list of materials/equipment, steps on how to do something.

Create simple rules or success criteria for giving instructions to use in other learning activities. These could include speaking and listening skills e.g. speak slowly, only say one thing at a time, listen to the whole instruction before doing it.

Make a collection of verbs used in examples watched or listened to and create a class wall display. Create actions that mime these verbs, photograph and display and use these actions when listening to instructions

Use these verbs to give new instructions, e.g. key verbs for making a pastry recipe such as *pour, mix, tip, roll* may be applied to instructions to make a salt dough model

Participate in shared writing to transfer oral instructions from a video or visiting speaker into written form. Use mime actions for verbs and practice placing cards with time connectives in appropriate positions. (First, second, next, after...finally)

Work with a partner to sequence photographs of a process, e.g. how to make a Roman type clay pot, order time connective cards and create a set of instructions to give to others to follow

Practice giving and following oral instructions to complete a task, e.g. how to make an object from recycled materials, designed by the child, how to make a Roman style necklace design from clay

Assess self and peers using previously agreed success criteria, e.g. by allocating a child the role of an observer to tick verbs used and another to comment on presentation skills.

different instructional texts according to their format: posters, recipes, games leaflets/booklets, big books, step by step instructions with diagrams, flow charts with numbered steps and diagrams, internet videos and clips, DVDs and audio sources. Collect different examples of instructional texts from home and school..

Talk about who the instructions are for: experts, learners, adults, children

Work in groups to brainstorm what they learned about instructions in previous years, then use the examples previously collected to identify and label examples of: title, lead-in comments, finishing comments, list of materials, use of diagrams or illustrations, numbered steps etc.

Work with a partner or independently to read and follow a set of instructions without the help of an adult. Assess the ease of doing this and think about what made it easy/difficult.

Write a set of success criteria for writing easy to follow instructions.

Read an account of somebody making/doing something and transfer this into a set of instructions.

Create a personal word bank of key language used in instructions :

- use of time connectives, e.g. *first, next, then, after that, finally*
- imperatives, e.g. mix, take, cover, turn, cut, glue, brush, knead
- warnings e.g. sharp or hot objects, adult help needed, this is the tricky bit
- final comment, e.g. Bon Appetite! Have Fun! Now try it out!

Use a given model to write a set of instructions for something related to work in class, e.g. Write a recipe for something the Enormous Crocodile could

<p>aloud in class and ask other students to follow those.</p>	<p>Take notes whilst watching and listening to a set of oral instructions to complete a writing frame in teacher led guided writing</p> <p>Rewrite independently the same piece of writing using connectives, first, then etc.</p> <p>Brainstorm some ideas to work on, e.g. Nutrition and how to keep healthy in science: How to brush your teeth, how to wash your hands thoroughly, a recipe for jam/jelly, a recipe for a fruit salad and in preparation for eating together, how to make an origami table ornament.</p>	<p>eat so that he will not eat children.</p> <p>Write an instruction text with a partner telling others how to do an activity they have done in class. This could be presented in a class book or in video format.</p> <p>Present their instruction text to whole class and/or in groups who then use success criteria to identify good parts and make suggestions for improvement.</p> <p>Improve text using suggestions from group feedback.</p> <p>Video their own instructional texts, prepare a Power Point presentation or make a class big book of everybody's work with a title page, an index, glossary and page numbers.</p> <p>Discuss and decide criteria for being a good listener: listening carefully, asking questions to clarify doubts.</p> <p>Discuss and decide criteria for giving clear oral instructions: setting clear goals, e.g. we are going to make..., speaking clearly and audibly, use of body language and gestures to help understanding, step by step progression, thinking carefully about the audience.</p> <p>Work in groups of three to give and receive instructions. Each person should have an assigned role: instructor/speaker, listener/actor and observer. The observer uses previously agreed success criteria on a tick sheet to look/listen for specific language or communication skills.</p>
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1 <sup>st</sup> Cycle	2 <sup>nd</sup> Cycle	3 <sup>rd</sup> Cycle
<p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Read instructional texts with appropriate intonation and clear diction, and follow the instructions described.</p> <p>Write lists, e.g. Of materials or ingredients required.</p> <p>Link key verbs with an action.</p> <p>Use action verbs to describe what to do.</p> <p>Write simple sentences using imperatives.</p> <p>Punctuate a simple sentence with a capital letter at the beginning and a full stop at the end.</p> <p>Use connectives: First, second, next, then, after that, finally.</p> <p>Complete a diagram to show a sequence.</p> <p>Use numbers to show the chronological order of the actions.</p>	<p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Recognise verbs used in instructions and be able to do what they say.</p> <p>Pay attention to details when reading/following instructions:</p> <p>Read and take note of adverbs that tell us how to do something, e.g. fold tightly, brush quickly, cut diagonally and so on.</p> <p>Use correct terms for measuring quantity, size, temperature and weight.</p> <p>Give and write instructions using:</p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Present simple tense</li> <li>• Time connectives</li> <li>• Illustrations or demonstration where appropriate</li> </ul> <p>Use success criteria when self and peer assessing written or oral instructions.</p> <p>Present instructions in a clear sequence with a title, list of materials needed, numbered steps and illustrations.</p>	<p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Organise and structure instructional texts by:</p> <ul style="list-style-type: none"> <li>• Stating the goal in the form of a title</li> <li>• Listing the materials or ingredients needed</li> <li>• Using a lead-in statement to engage the reader’s or listener’s attention</li> <li>• Giving instructions using bullet points, numbered steps or connectives to sequence the steps</li> <li>• Giving a closing comment</li> <li>• Use specific language:</li> <li>• The imperative</li> <li>• Short, clear sentences</li> <li>• Vocabulary appropriate to the type of instructions: cookery, science experiments, crafts, sports, magic tricks</li> <li>• Time connectives, e.g. <i>first, next, then, when you have ..., after that, finally</i> to sequence the activity</li> </ul> <p>Use of “you” rather than “I”, e.g. <i>when you have cut the tomatoes</i> or the passive, e.g. <i>after the tomatoes have been cut</i></p> <p>Appropriate to the age and experience of the audience</p> <p>Use adverbs where necessary, e.g. carefully, slowly, gently, rapidly</p> <p>Use factual adjectives, e.g. a heaped teaspoon, a wooden spoon, a straight line and so on</p> <p>Make use of ICT: Power Point Presentation, Word Processing, photographs, videos, posters and other visual aids and publish where appropriate</p>

<p><i>Develop listening and speaking skills:</i></p> <p>Follow everyday classroom instructions in daily routines, to complete an art and craft project, to play a game or to carry out a science experiment.</p> <p>Ask for instructions to be repeated when needed.</p> <p>Effectively use the skills of a good listener: look at the person speaking, think about what they are saying, respond, ask questions, and an effective speaker: speak clearly and slowly, look at audience, respond to questions.</p> <p>Listen to and follow instructional texts created by other students in the class.</p> <p>Read simple instructional texts with adequate intonation and expression to convey meaning, and give peers time to follow the instructions.</p> <p>Describe the steps to complete a task, sequencing in a chronological order.</p>	<p><i>Develop Listening and speaking skills</i></p> <p>Speak clearly</p> <p>Give one instruction at a time and wait for response</p> <p>Keep language precise and in small steps</p> <p>Observe others giving and receiving instructions to assess and give constructive feedback based on specific success criteria</p> <p>Ask questions or ask for instructions to be repeated if not understood</p>	<p><i>Develop listening and speaking skills:</i></p> <p>Give instructions to peers</p> <p>Receive instructions from teacher, peers or other</p> <p>Ask questions to aid understanding</p>
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## 6. Chronological reports / recounts

<p><b>1<sup>st</sup> Cycle</b></p> <p><b>Pupils should be given the opportunity to:</b></p> <p>Talk regularly in whole class assembly or teacher led group discussion about their personal experiences, e.g. what they did at the weekend, what exercise they do to keep healthy etc.</p> <p>Look at, read, listen to and talk about simple recounts in shared and guided reading, listening and speaking activities, e.g. a visit/activity they have participated in, a simple biography of an artist's life, a short recount of interest from a children's television programme</p> <p>Participate in shared reading to identify key features of a recount: Title, written in the past, connectives used to link events chronologically, and label these on a sample recount</p> <p>Sequence photographs and pictures of events that they are</p>	<p><b>2<sup>nd</sup> Cycle</b></p> <p><b>Pupils should be given the opportunity to:</b></p> <p>Read different types of recounts and chronological texts independently and in shared, guided reading: recount of activities in a letter, email, postcard or diary entry, recount of an incident in a newspaper or news report, recount of a person's life in a biography or autobiography</p> <p>Analyse two different types of recount to identify the similarities and difference and record in a graphic organiser, e.g. a Venn diagram</p> <p>Participate in shared reading to develop knowledge and understanding in science, geography, history and art, e.g. a day in the life of a Roman soldier, a biography of a famous artist, a science investigation report or a newspaper report about a volcano erupting</p>	<p><b>3<sup>rd</sup> Cycle</b></p> <p><b>Pupils should be given the opportunity to:</b></p> <p>Read a chronological report such as a news report about a natural disaster or a sporting event and work in pairs or small groups, using a prompt sheet, to identify key features of recount texts: title, chronological order in which things happened, use of past tense, setting the scene (opening with who, what, where and when an event took place), a closing statement (to conclude or express personal opinion)</p> <p>Brainstorm examples of the types of recounts we encounter, e.g. postcards, letters, diary entries, travel journals, school trips, science reports, a visitor to school, a news report oral presentations, biographies, autobiographies, historical</p>
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<p>familiar with or have participated in and then match sentences to the pictures to form a simple recount</p> <p>Use a simple writing frame to organize their ideas before writing a recount</p> <p>Participate in shared and guided writing to create simple recounts of, e.g. a school trip to an art museum or a personal diary account featuring:</p> <ul style="list-style-type: none"> <li>• A title</li> <li>• First /third person pronouns</li> <li>• Simple sentences in the past tense</li> <li>• Time connectives to indicate the chronological sequence of events: First, then, later, after that, finally</li> </ul> <p>Read aloud work they have written to the class or group.</p>	<p>Talk to partners on a regular basis about specific events on the news and activities they have participated in.</p> <p>Share with the class funny incidents and anecdotes which might be incorporated into a diary entry, a holiday postcard or a letter.</p> <p>Use writing frames to individually write recounts of events, e.g. in a diary, sports reports, news sheet, school web site...)</p> <p>Discuss the meaning of chronological order and work in groups to sequence pictures and short captions into a time line, e.g. Christopher Columbus' explorations.</p> <p>Brainstorm temporal connectives to use in a chronological piece of writing: when, after, before, while, now, at the same time, at last. Write these on a class word bank or wall display and use them to place in appropriate positions in a sequence of pictures.</p> <p>Practice writing introductions to recounts to include <i>how, what why, when</i> and <i>who</i>.</p> <p>Add adjectives and feelings to personal recounts to add interest. e.g. I went to a fantastic circus. I was very happy.</p> <p>Sequence pictures and use these to write a recount which includes an introduction, time connectives and ordered paragraphs and closing comment.</p> <p>Read contrasting recounts and use information to complete a graphic organiser to compare and contrast information, e.g. the daily life of a pupil in the UK and a pupil in Spain.</p> <p>Transfer information from one text type into another, e.g. read information about life as a child in Roman times and transfer that into a diary entry recounting a typical day</p> <p>Prepare a simple, colourful PowerPoint Presentation with a partner that</p> <ol style="list-style-type: none"> <li>a) states the features of a specific type of chronological report and</li> <li>b) incorporates use of headings and bullet points</li> </ol>	<p>events as seen through the eyes of participants, and create a spider chart to display in class.</p> <p>As a class make a collection of questions that could be asked about news events. Role play reporters and witnesses using prepared questions and role guides prepared by teacher.</p> <p>Talk in pairs or small groups on a regular basis to retell special events and news. This could be personal, local or worldwide, from experience, newspapers, television. Partners ask questions to clarify and to ask for more detail.</p> <p>Work in groups to read and talk about specific recounts, e.g. Decide who the recounts are written for, e.g. parents, children, the general public, personal use and the purpose for writing. Discuss reasons for starting new paragraphs, e.g. to signal a change of time, new action or setting. Elect a spokesperson to feedback conclusions to class or write a summary of conclusions.</p> <p>Participate in shared writing activities to practise writing different stages of a recount e.g. My Christmas Holiday:</p> <p>An introductory paragraph: what the event was (a week at my grandmother's), when it happened, who was there, where it happened.</p> <p>A paragraph to give details of one part (maybe an anecdote)</p> <p>A closing statement or comment: how you felt about it, or what you discovered.</p> <p>Explore the best ways of planning recounts with flow charts, spider diagrams, time lines etc. Work independently, choose one type of plan to organise ideas, to retell events in chronological order and then transfer the information into a finished article.</p> <p>Talk in groups to assess own or others' recounts identifying good examples of:</p>
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	<p>Read peers' recounts and comment on them, identifying parts they liked and making suggestions to improve</p> <p>Edit work for grammatical content, using guidelines provided by teacher</p>	<ul style="list-style-type: none"> <li>• catchy headline, factual or imaginative title, diary entries</li> <li>• introductory paragraphs including who, where, what, when, why, how?</li> <li>• time connectives: at first, in the morning, next, meanwhile, then, after that, finally, later that day, soon afterwards to sequence events</li> <li>• correct use of the past tense</li> <li>• first or third person: I had a fantastic holiday, we visited the museum</li> <li>• descriptive language and adjectives, e.g. interesting, amazing, historic, ancient, tedious, frightening, exceptional, peculiar</li> <li>• extending and developing ideas with detail, e.g. including what they saw, smelt, heard, felt</li> <li>• concluding comments like: all in all, in the end, I think, we felt, overall, although</li> </ul> <p>Make suggestions for improvement in one or more of these areas.</p> <p>Use Power Point or photographs, prepare a recount to present orally about an experience during an event. Work in groups of three with assigned roles: speaker (to present the recount), listener (who also asks questions to clarify), note-taker (who retells the speaker's experience back to the whole group) to present and assess presentations.</p>
<p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Read aloud in a slow, clear voice.</p> <p>Use context clues, e.g. pictures, to understand new vocabulary.</p> <p>Identify key features of recounts: Title, past tense, time connectives</p> <p>Form simple sentences using the past tense.</p>	<p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Structure a chronological text or recount using:</p> <ul style="list-style-type: none"> <li>• Past tense</li> <li>• Chronological order</li> <li>• First and third person</li> <li>• Time connectives</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p><i>Develop skills in reading and writing:</i></p> <p>Identify key sections used in recounts :</p> <ul style="list-style-type: none"> <li>• title or heading,</li> <li>• introduction to set the scene</li> <li>• sub-headings for newspapers and magazines</li> </ul>

<p>Punctuate a simple sentence with a capital letter at the beginning and a full stop at the end.</p> <p>Write a few sentences to form a short recount using a writing frame to help organizing ideas.</p> <p>Recognise that a sentence is not the same as a line of writing.</p> <p>Begin to use time connectives; first, second, later, then, after that, finally.</p> <p><i>Develop listening and speaking skills:</i></p> <p>Use given structures to explain past events orally to other students</p> <p>Ask simple questions after listening to others' experiences</p> <p>Read simple recounts with adequate intonation and expression to convey meaning</p> <p>Look at others when listening and respond appropriately, e.g. by nodding head or adding a comment like, <i>I went there too</i></p>	<ul style="list-style-type: none"> <li>• Anecdotes and funny incidents</li> <li>• A title for the text</li> <li>• A brief introduction</li> <li>• A conclusion</li> <li>• Accurate punctuation including the use of speech marks to quote someone and exclamation marks for emphasis</li> </ul> <p>Assess own and peers' work for content and accuracy.</p> <p>Include more detail when recounting an event by breaking it down into smaller time scales. e.g. a day at the beach (start, before morning break, after break, lunch, after lunch, the journey home).</p> <p><i>Develop Listening and speaking skills</i></p> <p>Present 'news' orally in a clear ordered sequence.</p> <p>Listen to others and ask questions about the content.</p>	<ul style="list-style-type: none"> <li>• chronological order of events</li> <li>• concluding comment</li> <li>• use of photos or illustrations</li> <li>• use of paragraphs to show when time changes, something new happens, new places or people</li> </ul> <p>Use specific language :</p> <ul style="list-style-type: none"> <li>• Verbs in the past in the first and third person</li> <li>• Appropriate adjectives and adverbs to make writing more interesting</li> <li>• Time words and phrases, e.g. <i>first, next, then, when we got there..., after that, in the end, after all that, in his final years</i> to sequence the event</li> </ul> <p>Make the text interesting by:</p> <ul style="list-style-type: none"> <li>• including incidents that will amuse, interest or are significant e.g. funny or interesting anecdotes</li> <li>• using specific names of people, places and objects</li> <li>• including details to add interest:</li> <li>• adapting the text to the age and experience of the audience</li> </ul> <p><i>Develop listening and speaking skills:</i></p> <p>Make use of ICT (Power Point Presentation, Word Processing, photographs, videos, posters, voice recorders, other visual aids) to publish and record recounts</p> <p>Peer assess presentations of recounts against given success criteria</p> <p>Present oral texts in a clear and sequenced format.</p>
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## 7. Information texts / Non-chronological report

1 <sup>st</sup> Cycle	2 <sup>nd</sup> Cycle	3 <sup>rd</sup> Cycle
<p><b>Pupils should be given the opportunity to:</b></p> <p>Look at and read attractive, simple information books in the class book corner.</p> <p>Participate in shared reading using simple information books and short texts relating to themes in other curricular areas.</p> <p>Find the contents page in an information book and use it in shared and guided reading activities.</p> <p>Use simple pictorial glossaries and play active definition games, e.g. Find a partner with the definition to your word</p> <p>Complete simple labelled diagrams</p> <p>Read a simple report in shared reading and label the main structural features together: Title, introductory sentences, theme of each short paragraph, final comment</p> <p>Find the verbs in a simple report, e.g. about penguins, highlight them in teacher led guided reading and together create a word bank of verbs to use in their own writing</p> <p>Participate in shared and guided writing to create a simple report, e.g. a shared report about the birds in the playground, a class big book about mammals where each child writes about a specific animal, featuring</p> <ul style="list-style-type: none"> <li>▪ A title</li> <li>▪ Simple sentences in the present tense about the place, person, animal or object</li> <li>▪ An image: photos, illustrations or a simple labelled diagram</li> </ul> <p>Use pictures or visual aids and language structures practiced in class to give simple presentations of information learnt in science or art for example.</p>	<p><b>Pupils should be given the opportunity to:</b></p> <p>Read non-chronological reports in shared reading to access information related to a theme they are studying in science, history or geography.</p> <p>Participate in shared writing to produce a brief summary of a non-chronological report or present key information in a graphic organiser such as a spider chart or grid</p> <p>Work in small groups to agree a summary made up of three sentences of one sub-headed section of a report</p> <p>Use a selection of themed information books e.g. <i>The Hermit Crab</i> and play games, carry out matching exercises and investigation tasks to increase their ability to use contents and index pages and the glossary effectively.</p> <p>Read real texts or other children's work and match content with sub headings, e.g. a text on an animal might include: physical features, habitat, eating habits, and match these headings with the appropriate paragraphs</p> <p>Look at different formats in which reports can be presented: leaflets, posters, power point presentation, audio recording, video clips</p> <p>Use examples from books in guided reading as models to revise the features of a non-chronological report including the title, introduction, paragraphs with sub headings, diagrams and closing comment, and with the teacher, create an overall structure on which to model own report.</p> <p>Work in pairs, using simple planning grids or questions created by the class to collect basic facts/information from different sources such as books, the Internet, other adults and their own environment to prepare and present a written or oral report</p>	<p><b>Pupils should be given the opportunity to:</b></p> <p>Read and refer to non-chronological reports, articles, books and Internet individually and in pairs to research information, using contents and index pages and search engines effectively.</p> <p>Work individually and in pairs to use a variety of methods to gather information: highlighting, note taking, completing grids, answering questions, summarising</p> <p>Tell others what information they have found during their research</p> <p>Work in small groups to review a selection of non-chronological reports and identify different formats e.g. by sorting into categories: leaflets, pamphlets, flyers, posters, excerpts from information books... and then begin to identify similarities and differences.</p> <p>In groups or pairs, using one type of non-chronological report each e.g. an art exhibition leaflet, a fact file about bears and an information book on the solar system</p> <ul style="list-style-type: none"> <li>• identify key features (not in time order and to inform) and using given vocabulary (title, diagrams, illustrations, glossary, fact-file, introduction, headings, subheadings, chunks of information)</li> <li>• indicate where they are on their example.</li> <li>• present findings to class either orally or by using post it notes to label parts.</li> </ul> <p>Agree as a class the criteria necessary for a good report. Talk in pairs or small groups to evaluate reports provided by teacher and/or written by peers, identifying what has been done well and making suggestions for improvement.</p>

	<p>Organise information from different sources into a table or planning sheet to aid writing the final report.</p> <p>Use checklists to evaluate own and peers work making sure that all the features of a non-chronological report have been included.</p> <p>Use, complete and create labelled diagrams and multi-modal texts such as spider diagrams, clouds and bubbles.</p> <p>Present reports orally using posters, PowerPoint, photographs as aids.</p> <p>Edit draft reports for content, layout and accuracy using success criteria after self-assessing or receiving feedback from a class mate, e.g. in the form of a checklist.</p> <p>Look at magazines for children like the <i>National Geographic Kids</i> or to interviews that have been adapted by the teacher in order to identify the features of an interview. e.g. to someone who works for ADENA or WWF, a teacher, a scientist...</p> <p>Work in groups of four to decide on who they would like to interview out of a list of people, e.g. famous children's authors, people in the school or local community, then plan the questions together using starters of possible questions provided by the teacher as an aid e.g. What is... What was... Where do you... What do you.. What did you... When do you... When did you</p> <p>Write a report of an interview, e.g. of the head teacher using</p> <ol style="list-style-type: none"> <li>an introductory paragraph that gives information about the person who is being interviewed and the location of the interview</li> <li>simple and straightforward questions in the present and past tenses and</li> <li>concise responses of the interviewee</li> </ol>	<p>Practice creating catchy headings (Using powerful adjectives, alliteration, questions...) for text extracts, share ideas with the class and vote on the best ones.</p> <p>Work collaboratively to create a coherent report in the form of:</p> <ul style="list-style-type: none"> <li>• <i>A leaflet/pamphlet</i> e.g. History: life in a specific time period, Art and Design: about a specific artist, school art exhibition</li> <li>• <i>Short Information Book (or section of book)</i>, e.g. Science: A book about Minerals, Geography: A book about Ecosystems</li> <li>• <i>Power Point presentation</i> by:             <ul style="list-style-type: none"> <li>• discussing information needed for a particular type of report.</li> <li>• researching information needed by using internet, books, own knowledge, interviews.</li> <li>• taking notes and transferring these into finished product.</li> <li>• editing and evaluating work.</li> <li>• presenting finished result.</li> </ul> </li> <li>• Using ICT such as Power Point to prepare posters and other visual aids to make oral reports.</li> </ul> <p>Present written reports using criteria agreed by class.</p>
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### 1<sup>st</sup> Cycle

**Pupils should be taught to:**

*Develop skills in reading and writing:*

Locate and use the contents page in simple information books.

Use pictorial glossaries to find the definition of specific vocabulary relating to a specific theme.

Interpret information from simple labelled diagrams.

Using a range of cues to attempt unknown words and work out their meaning.

Form simple sentences using the present simple, third person in singular and plural form.

Form plural forms of nouns.

Punctuate sentences using a capital letter at the beginning and a full stop at the end.

Create a few sentences to form a short text about a person, an animal, a place or object, give it a simple title and add an illustration or diagram.

### 2<sup>nd</sup> Cycle

**Pupils should be taught to:**

*Develop skills in reading and writing:*

Read for understanding; identify and highlight main points in a text.

Begin to use indexes, contents pages, glossaries, headings and sub-headings and search engines to find information quickly.

Create a glossary of new vocabulary.

Plan note taking so that information gathered is relevant and necessary, e.g. under headings, on a spider chart.

Structure a report using:

- a succinct, simple title that gives clear idea of the topic they are dealing with.
- an introductory statement.
- catchy sub headings.
- paragraphs that give information relating to the sub heading made up of sentences that are linked with connectives.
- a concluding statement
- images and labelled diagrams

Write in the third person.

Write in the present tense, e.g. in a report about polar bears and in the past tense if it is a historical report, e.g. about how the Vikings lived.

Write summarising statements.

Identify and use relevant (technical) language for the topic they are studying.

Structure an interview report using  
 a) an introductory paragraph that gives information about the person who is being interviewed and the location of the interview  
 b) simple and straightforward questions in the present and past tenses and  
 c) concise responses of the interviewee

### 3<sup>rd</sup> Cycle

**Pupils should be taught to:**

*Develop skills in reading and writing:*

Read for understanding: use dictionaries, context clues, questions, underline key words/phrases, extract the gist...

Interpret and transfer information into different formats, e.g. from texts to charts and from diagrams into paragraphs, from video extract to grid to then create leaflet

Organise information by:

- Creating an attractive title page/ heading
- Beginning the text with a general introduction
- Creating and using catchy sub-headings to arrange contents
- Writing in logically organised paragraphs
- Including bullet points to list key facts
- Completing the text with a summarising statement
- Incorporating images and labelled diagrams
- Featuring Contents page, index and glossary in information books

Write or speak in the third person

Write or speak in the present tense for a report on a geographical region, animal or event

Write or speak in the past tense for a historical report

Use and create glossaries, writing own definitions of words.

Use technical language relating to the subject

Publish with ICT

Use key words to write notes when researching information

		<p>Prepare for information gathering by selecting and using tools such as: grids, spider diagrams, preparing questions to answer</p> <p>Use information gathered to create a full report</p> <p>Use internet search engines efficiently and responsibly.</p>
<p><i>Develop Listening and Speaking skills:</i></p> <p>Participate in simple class discussions using basic structures, e.g. I think / I don't think</p> <p>Present information in a simple way using key language structures, e.g. This is / It has / There is/ There are</p> <p>Make simple oral presentations of reports in groups using visual and written aids.</p>	<p><i>Develop Listening and Speaking skills:</i></p> <p>Watch video clips and listen to recorded texts to identify specific information (e.g. What does it eat? Where does it live?)</p> <p>Use given language structures to participate in group activities.</p> <p>Learn and practise a text for an oral presentation.</p> <p>Speak clearly when giving oral presentations.</p> <p>Use visual aids and short written headings in oral presentations.</p>	<p><i>Develop Listening and Speaking skills:</i></p> <p>Complete information gathering grids by listening to a recorded text.</p> <p>Prepare and present information orally, using Power Point, posters and charts.</p> <p>Present information orally: using clear voices with correct intonation, looking at audience.</p> <p>Participate in group work using key language structures and social skills for group discussion.</p>





# Scaffolding Language

Children often need support to write and speak in English, especially when we expect them to extend their linguistic abilities and/or to work independently or in groups without the teacher. The following list is intended to show a possible progression across the cycle groups. It should help teachers plan progression in the children's use of language rather than repeating year after year the same vocabulary and structures. The list is written with the text types, referred to in the targets and progress charts, in mind. It is impossible to put a definitive list as teachers will need different vocabulary and structures to complete different topics and projects. This is **not a statutory** vocabulary list and should not be used as such.

After several years of hearing English, children will have developed a vast passive vocabulary bank and understand a great deal. They should be encouraged to actively use this vocabulary in their own spoken and written work, but will often need reminding of the structures they may use, or alternatives to the most common verbs or adjectives. These structures and word choices can be provided by the teacher to scaffold the children's learning. They act as reminders for the children in guided activities and in some cases are taught as new structures, in order for the children to complete a specific task. They enable the children to be able to function in group work, rather than resorting to using Spanish because the English is thought to be too difficult. The words and structures should be written on prompt cards, on the blackboard or put on class walls and the children should be expected to use them. They can often be included in the success criteria for a lesson. As the children become more familiar and practised the written prompts can be removed but should always be available for children who are less secure.

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle	3 <sup>rd</sup> cycle
<b>FICTION and NON-FICTION BOOKS</b>	<p>The title is... The author is... The illustrator is... It's about... The main characters are... The story is...(in a forest/sea/mountain/ house)</p>	<p>This book is called... It is written by... The illustrations are by... The book/story/text is about... The main characters/protagonists are... The setting is...</p>	<p>It is written for... The cover makes me think about... The main events are... It's a horror /love/adventure... story The main characters /protagonists are... but there are also... The story takes place in/ is set in...</p>
<b>DESCRIBING CHARACTERS AND PLACES</b>	<p>(Little Red Riding Hood) is beautiful ... She/He has got... Her/His hair/eyes is/are.... long/short, black/brown/blond hair, Brown/green/blue eyes... She is beautiful. It is an ugly monster. He is tall. He is fantastic/timid/afraid I/He/She could see... I/He/She could hear... I/He/She could smell... I/He/She felt (nervous, afraid)</p>	<p>(The forest) was huge. He/She/It was tall, fantastic, timid, afraid... The wolf is/was really/very/ extremely nasty and horrible. (The dragon) is/was stronger than (the knight). (Aladdin) was the most intelligent... She was the most beautiful... The ugliest monster.../ The prettiest princess... Descriptions using adjectives and alliteration: the fierce, fire-breathing dragon.. Characteristics: mean, kind, nasty, brave I/He/She could see... I/He/She could hear... I/He/She could smell... I/He/She felt (nervous, afraid)</p>	<p>The most horrible creature you have ever seen, the highest mountain in the world... She was weird, perverse, He had a spotty nose and crooked teeth. Powerful adjectives: His scaly, wrinkled nose Negative descriptions: he had no jacket, no shoes, no umbrella and no sense Using Similes: His knees shook like the autumn leaves Clothes: scruffy jumper, torn trousers, flowery skirt</p>
<b>VERBS</b>	<p>write, play, sing, dance, run e.g. Cinderella dances at the ball. For crafts: fold, glue, cut, draw, paste, colour, paint. Games: throw, jump, kick, pass, hop, touch. Stop! Go! Run! Recipes: add, mix, spread, taste, smell, clean. Drink, eat Recounts: had, was, drank, went, watched, saw, played, read, ran, said... Persuasive texts: Imperatives (positive and negative form): Switch off the lights/Don't run! You can/can't You must/mustn't Can you ... please? Be careful!</p>	<p>she/he said, explained, screamed, asked... Verbs in the past: he/she said, walked, looked at, ran, strolled, dragged. Experiments: Fill, take, heat, dig, use, press, bend, observe. Games: skip, catch, shake the dice, move (5 squares) Recipes: stir, heat, roll, whisk, knead... Recounts studied, owned, built, lived, used to, woke up, collected, met, worked with (historical reports) walked to, got on the bus, arrived, played, visited, listened to (school trips/visits) Persuasive texts Save our planet! Clean up our streets! Eat</p>	<p>said, built, exclaimed, screamed, cried, roared, strolled, hid, fancied Experiments: test, connect, join, grease, measure, compare. To play cards: shuffle, deal. Recipes: sieve, weigh, pour, boil, sprinkle. Games: turn over, pass. Recounts caused, attacked, ruled, defended, defeated, (historical reports) investigated, observed, recorded, experimented (scientific reports) argued, complained, discussed, protested, disagreed, debate Persuasive texts imperative verbs to suit topic You must /mustn't/</p>

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle	3 <sup>rd</sup> cycle
		healthy food! Play sport! Visit museums. Have a good time. Relax in our parks. Don't throw rubbish. Do not use felt tip pens. Silence!	you've got to / you have to You should eat / try to eat fruit every day.... Never drink and drive
<b>GIVING OPINION</b>	I like the story because... The story was good/bad/funny... I like the fairy because she is nice, good, pretty It was a good weekend/visit/film/game I think it is... I like /don't like this (book) because (it is interesting/boring) I think it is easy/ difficult to understand. It has got/hasn't got (photos/pictures/ diagrams)	I think the story is... I enjoyed the story because... I didn't enjoy the story because... The book made me feel... It was easy / difficult to read... I would / wouldn't recommend it to... The story was funny/boring/sad I knew this story That was interesting, useful because... I didn't know that... but I knew... I like/love the illustrations, images, drawings, photos in this book because they are/have... The captions are very informative. I have learnt a lot about...	I liked/didn't like when... ...captured my interest... It is a good book/story for... In my opinion... Personally I think... From my point of view...I think (the story was good) but maybe/perhaps (too long)... In my opinion there should be (another character). The story was rather dull, funny. The wolf is the villain in the story The pigs are the victims The (prince) is the hero because... I think Cinderella should have... It wasn't fair that... I think this leaflet is well presented because it has ... a contents page / an index, an attractive layout ...
<b>AGREEING AND DISAGREEING</b>	Of course! Yes, No Yes, I do/ No, I don't	I agree with... I disagree with... Yes, I agree. So do I. I don't agree with you because...	I think that....I think the same as.. Maybe / perhaps (that's true) but... That's right but... You are quite right! I wouldn't do that. I would... I'm not sure about that I agree/don't agree because...
<b>ASKING FOR AN EXPLANATION or for REPETITION</b>	Can you repeat please? I don't understand What is (papel de seda) in English?	Can you repeat that, please? Say it again please. I'm not sure. Can you explain...	What does... mean? Could you say that again?; Do you mean...?; I don't understand why... Why is that? Can you explain why... Could you tell me how/when...?
<b>ASKING FOR and OFFERING HELP</b>	I need... Can I have (a pencil) please? Can I help you? Can you help me please? tidy up, wash, clean... I can tidy up.	May I help you? May I...? May I wash the paintbrushes? Can I have...? Can I have more paper please? Could we...? Could we tidy up the class library?	What can I do for you today? Has anybody got...? Could I, please? Would you like some help? Would you like me to / shall I clear, wipe...

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle	3 <sup>rd</sup> cycle
		Are you looking for something? Do you need some help? I'm not sure about that... I'll read it again. Yes, It's clear. I have understood but I need more information. What does...mean? I don't understand that bit/part... Can you explain that again, please?	I hope you will be able to help me... (e.g. in a letter)
<b>EXCLAMATIONS</b>	Very good! Excellent! Hooray! Great! Oh! Oh no! Oh dear! Wow! Lovely! Super! Easy peasy! Merry Christmas! Happy Birthday!	Marvellous! Wonderful! Well Done! Bravo! What a surprise! Congratulations! What a pity! That's great! It's fantastic! See you later / tomorrow! Have a nice weekend!	What a great victory! How sweet! How lovely! What a (great) idea! What a shame! That's a pity! What nonsense! That's disgusting! How absurd! At long last! Finally! Just what you've been waiting for! You can do it! Don't be silly! Cool! Stop it!
<b>LIKES, DISLIKES AND EXPRESSING PREFERENCE</b>	I like (something) because... I like the teddy because it's soft I like (doing something) because... I like playing football because it's fun I don't like... I prefer...	I love...(dancing / spaghetti) because... I enjoy (camping / football)... I hate homework / doing homework... I like... but I prefer... I like this idea. I don't think so. Yes, you're right because... No, that's wrong because... Yes, we must do this/that	This is not my favourite because... I don't mind... I can't stand... I prefer... to....rather than... I'd like to... I wouldn't like to... I'd prefer to / I'd rather... I think it's awful / terrible /horrible...
<b>EXPRESSING ABILITY</b>	I can / can't...	I could / I couldn't... I have learnt...	I am able to / I'm good at.... / I'm not very good at (maths) I know how to I have learned (what killer whales eat) but I would still like to know (how much they weigh) I find.... easy / difficult
<b>EXPRESSING WISHES</b>	I would like... I want to go to the toilet / play... Can I have a....	I wish I were...	I wish I could... If I .... I would/could... I'd like / love to go to... I want to be a....
<b>EXPRESSIONS</b>			It was an amazing day, horrible day

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle	3 <sup>rd</sup> cycle
<b>EXPRESSING CAUSE AND EFFECT</b>	because	When...When we put the flowers in pink water, the petals turned pink.	because, then, so, if, the reason that, this causes, this results in, therefore, this happens because
<b>PLAYING GAMES</b>	It's my/your turn... Roll the dice Throw the dice Can we play...?	We've won! We've lost! Well done! You are the winner. Let's play a game! Let's play again! It's your/my turn, Good luck! That's bad luck,	Who has the dice? Whose turn is it? Why don't we play again? May I?; We are the winners; You won; We lost; You have finished; Congratulations! You are the winner./ You won. You're cheating! That's not fair!
<b>ADVERBS</b>	Now, quickly! Slowly, carefully I'm very well thank you.	Fast! Quietly  Are you well? Well done! often, sometimes, always, never	Gently, immediately, however, nevertheless, so, moreover, similarly, therefore  rarely, frequently, mostly, usually
<b>PREDICTIONS</b>	The witch will, the wolf will...  The (orange) will float/sink.	I think it will... He's/We're going to... I think (Romans ate/played/fought...) They probably were/studied/owned/ built... If/When/While we do this..., ... will happen. After that...(will...) and... but...	I think it will...I don't think it will... It probably won't... probably... It's highly probable that... It might / may..... Maybe...
<b>OPENINGS/ CONNECTIVES (STORIES/PARAGRPHS /SENTENCES)</b>	Once upon a time, first, then  This is a... (poster/invitation/letter/story/horse/animal/tree...) Present simple tense This ... is... (This goat is big. This poster is pretty.) This (book/text/ encyclopaedia) is/gives information about... It/He/She has/hasn't (got)... This is... These are... There is/are...  ← Talking about texts: This is a (book/text) to explain how...  Connectives: first, then, next, finally. and because	first, then, next, after that, before, later, finally. and... but In the morning, in the afternoon, in time, at last I'm going to talk about... I/We think/don't think... You must/can/could... Talking about texts: This book is about... It has an index, bibliography and a glossary. This is an information text/book because it has everything on/ about... This text is on... We can read.... We can see-observe-follow the explanation and-but... Then I must read...this-that.... First it says... Then it explains about.... Finally,	First, then, next, after that, before, during, eventually, finally, later, meanwhile, next, subsequently, previously, however, moreover, furthermore, nevertheless, now, finally, If... then... When you have...Time words and phrases at first, then, later, after a while, before this happens, eventually.. That day, early in the morning, not long ago, Sometime (later, before), The next (year, day, moment), A long time (later, ago, after) I woke up to find that...; I met the most amazing...; I couldn't believe what I saw; I realised...; I enjoyed...; I should have

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle	3 <sup>rd</sup> cycle
		<p>it says....                      The text speaks about.....explains....tells how something works/happens....                      Chapter one tells us.....                      There are labels.....                      This caption says.....                      The captions are... give us specific information about this picture- image-diagram, graph etc.                      Mammals are vertebrate animals...                      Why are whales mammals? They are mammals because...                      Tropical rainforests can be found in...                      The weather there is.....                      The Hermit Crab is a crustacean.</p>	<p>done this instead of that; maybe if I had...I wouldn't feel like...                      This experiment aims to                      Not many people know that ...                      Perhaps the most important thing to remember is ...                      Always be careful to ...                      Although the ...                      And that is how .... works                      Impersonal language / the present tense / third person : water freezes at 0° / rivers flow to the sea                      Talking about texts:                      This type of text (advert, poem, paragraph, poster, song...) is about...                      It is aimed at...                      it gives us information about...                      It tells us about...                      It explains...                      It uses... (bullet points, rhymes, eye catching illustrations...)                      It includes (a contents page, instructions for)                      This (advert) wants you to...                      The argument is (for/against) ...                      It (persuades you to..., expresses..., instructs..., explains tells you about...) how/why...                      It grabs your attention by/because...                      It shows... (pros and cons/advantages...)                      The diagram/ illustrations/tables help you to understand...                      The introduction explains/tells you...                      The end is a summary of...                      ...key points...                      There is (a glossary/index/a diagram...) to explain...                      It is suitable for...                      I think this leaflet is well presented because it has ... a contents page / an index, an attractive layout ...</p>

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle	3 <sup>rd</sup> cycle
			<p>It includes photos / illustrations,                      It also has clear, labelled diagrams. The flow charts are important because they help you understand how...                      The heading / the sub-headings capture your interest ...                      The captions make it easier to understand                      It starts with a question..                      The first statement tells you ....                      The opening statement explains what... the aims are / the experiment hopes to achieve                      According to...                      Some/Many/A few people think/say...                      I am writing to complain about..., to say..., to express...                      ...is one of the most... /biggest/best .... in the...                      It also has...                      Most/Some/A few/Many ... have/are/had/were...                      (Tigers) are generally...</p>
<b>QUESTIONS AND ANSWERS</b>	<p>What is this...?                      Can I go to the toilet please?                      Can I have..?                      (Pencil/scissors/glue)                      Do I ...?                      write/colour/draw                      Because...</p>	<p>Where did you find that out?                      How and Wh questions to ask for information:                      Where do bees live?                      How do bees make honey? How long does a bee live?                      Where can I find more information about...?                      How do you know that?                      Because it says in chapter 2 that.... We did an experiment... I read in...I heard...I saw on TV.....</p>	<p>Recounts                      Writing questions for newspaper reporters:                      What did you like about...?                      Why was he famous...?                      When did.....happen...?                      How did this happen...?                      Who was with you..?                      What do you like about...?</p>
<b>MAKING SUGGESTIONS</b>		<p>We can/could...</p>	<p>I think you should...                      Why don't you..? Shall we....?                      Perhaps he could...                      If I/he/she/it/they were...                      I/he/she/it/they would...                      I'm sure you will agree that...                      If you                      (look/go/concentrate)                      you will...</p>

	1 <sup>st</sup> cycle	2 <sup>nd</sup> cycle	3 <sup>rd</sup> cycle
<b>EXPRESSING FEELINGS</b>	I am: happy/sad/angry/ frightened	I am/was: happy/unhappy/sorry/ fed up/ excited/ frightened/ angry/ annoyed/ lonely/ surprised	...feel(s)/felt sad/miserable, unhappy, depressed, content, cheerful, thrilled, pleased, delighted, sorry, jealous, terrified, lonely, shy, embarrassed, puzzled, confused, proud, confident, astonished
<b>WORKING IN GROUPS</b>		I'm going to look for information on... I'll do the title, index, glossary. You do..... We can do... and... but... Let's write about... because... Let's look for information on...and... Let's look up..... and write about....because....	Shall we....? Let's.... Why don'twe....? What do you think about.... Come on...! Hurry up! Be quiet! Let's..... I think we should.... / shouldn't we...?





# Targets

## 1. Year 1

### **Text Level**

#### ***Reading and Comprehension***

#### **Pupils demonstrate that they can:**

Read aloud to teacher or partner simple stories and short texts made up of decodable and high frequency words.

Use phonic knowledge to attempt unknown words.

Recognise on sight and begin to write correctly high frequency/commonly used words that do not follow phonic rules e.g. come, he, she, the, do, are...

Read captions around the class and in books to find information or identify things.

Point to specific things in pictures to demonstrate understanding of what has been read.

In shared reading, find answers to questions from text.

Draw a picture after reading a simple sentence - The red house has four windows, The butterfly lays eggs.

Begin to understand the differences between fiction and non-fiction.

### ***Texts to Entertain***

#### **Pupils demonstrate that they can:**

Listen to stories (fantasy and traditional) and participate in telling parts of a story with the teacher in shared reading.

Retell specific parts of story using repetitive language.

Say who the main characters in a story are.

Use repetitive language from a story in new situations by substituting different words in the phrase, e.g. Who's been sitting on my chair? to Who's been using my pencil?

Act out small parts of a story to portray a character's actions and dialogue, e.g. Goldilocks trying out the chairs, through role play or dolls and puppets.

Understand the story structure by sequencing illustrations and matching simple sentences.

Predict what is going to happen next in a story by responding to simple questions like, "Who do you think is at the door?"

### ***Texts to Express***

#### **Pupils demonstrate that they can:**

Express feelings through physical response. (e.g. placing hand on chin when they are singing 'this dolly is sick...', placing hand on hips when the teacher asks 'what is angry?')

Understand the mood of a poem by responding to questions (e.g. *Is it a sad poem or a happy poem?*).

Learn and recite a simple poem individually or in group using aids e.g. Two Little Dickey Birds (pictures, sounds and/or gestures).

Identify rhyming words from a known poem or story by sorting them into groups.

Complete the missing words in a short poem using rhyming word banks.

Place main parts of a letter in the right order (Dear..., address & date, main text, Love from).

Write a simple letter (e.g. a thank-you letter) to a friend by filling gaps with words from a word bank.

### ***Persuasive Texts***

#### **Pupils demonstrate that they can:**

Differentiate between two different types of persuasive texts: a party invitation and a poster, by naming them.

Understand the message from a simple persuasive poster through their response to questions.

Create a poster which features an image and a short persuasive sentence.

Understand the main message of a simple invitation by responding to questions, e.g. *Is the party on Tuesday or is it on Sunday?*

### ***Texts to Explain***

#### **Pupils demonstrate that they can:**

Understand the different steps in a process by sequencing given pictures in the right order.

Answer simple questions about a process using *because* to express the reason why (e.g. Why can't the caterpillar fly? Because it hasn't got wings).

Retell a simple process using visual aids and/or gestures and repetitive language structures.

Create a simple diagram (e.g. a wheel diagram with arrows) which features pictures and short sentences to explain a process (e.g. Frogs lay eggs Eggs hatch into tadpoles Tadpoles grow into frogs).

### ***Instructional Texts***

#### **Pupils demonstrate that they can:**

Listen to and follow instructions when doing an activity in class e.g. put the water in the small pot (for an experiment), cut along the red line (for a craft activity).

Read a short instruction using familiar vocabulary as part of a group/class activity.

Give an instruction to peers using a given phrase and changing a word (colour it *red*, jump *six* times).

With the help of the teacher, write a short instructional text (e.g. steps to follow in a craft done in class) using some connectors (e.g. first, second, next, finally).

Complete a diagram by using given phrases and drawing pictures to show a sequence of steps in an activity.

### ***Texts to Recount***

#### **Pupils demonstrate that they can:**

Use simple familiar sentences to say what they did at the weekend (I went to..., I saw... I played with...)

Listen to their peers by nodding heads, making comments (sometimes in Spanish), looking at them.

Write a diary regularly using structures and word banks/photos used in oral activities.

Read their diary to the group or class.

With teacher's help, write a simple sequence of events (e.g. what they did on a trip) using basic connectors (first, later, finally).

### ***Texts to Inform***

#### **Pupils demonstrate that they can:**

Understand specific vocabulary by matching pictures and definitions.

Open and point to the contents page in simple information books.

Read an information text and respond to closed questions about it. (e.g. Is it about trees? Is it in New York?)

Complete simple diagrams by adding labels using words from word banks.

Write a simple information text (e.g. A page in a class book) about an animal or a person featuring a picture and short sentences (This is a...It has ... legs. It has/doesn't have wings. It lives... It eats... It is....)

Use prepared and practised sentences to tell the class about an animal/type of plant/person in simple oral presentation using models and or pictures to demonstrate. (This is Cindy. She is a doll. She is pretty. She has green eyes. She has black hair. ...)

## **Sentence Level**

### **Pupils demonstrate that they can:**

#### **Punctuation**

Recognise full stops and capital letters when reading, and name them correctly.

Use a capital letter at the beginning of a sentence and a full stop to mark the end of a sentence when copying and participating in guided writing.

Recognise that a line of writing is not necessarily the same as a sentence by reading one sentence in shared reading or pointing to where the sentence starts and finishes in a text.

Recognise exclamation and question marks and say that it is a question.

With teacher guidance begin to recognise apostrophes for contraction for it's, I'm, I've got, isn't, can't and be able to choose which two words they make up from a choice given by the teacher.

#### **Nouns and pronouns**

With prompting, recognising proper nouns (people's names) from stories and class notices/labels and in guided writing, write them using a capital letter.

Use the personal pronoun "I" when speaking or writing.

Use the possessive adjective "my". (e.g. This is my pencil / I wash my face.)

Follow given structure to use the pronoun "this" to present information (e.g. This is...)

In shared reading, say who the pronoun is referring to in a story. He was happy (Jack). She is making a potion (The witch).

Select 3<sup>rd</sup> person pronouns from given alternatives in guided talking or writing, e.g. *He* is big. *She* likes green. *It* has wings.

#### **Adjectives and adverbs**

Start using adjectives to describe people, animals and objects in terms of colour, appearance and size (big, small, beautiful...). In shared and guided activities, use adjectives to express feelings, emotions and opinions e.g I am happy, He was sad. The farmer is angry. It is a good story.

Use adjectives to express opinions (e.g. This is good)

Use language structures with time adverbs to talk about routines, the weather, school activities etc. (*yesterday, today*)

Use some adverbs of manner to answer simple questions about stories or daily routines, e.g. Did he go quickly or slowly? How do you cut your paper? (carefully)

### Verbs

Use singular forms of the verb to be (am / is) in speaking and writing activities and begin to use independently for commenting in more informal occasions, e.g. He is...(may use gestures here for what other children are doing). I am happy (today).

Use “have got” to express possession. With teacher's help in science for example, begin to use “has got” for third person singular (e.g. The elephant has got a long trunk.)

Use “can” to express ability.

Construct simple sentences in guided writing using high frequency verbs in present (play, eat, sing, dance, cut, draw...), first person singular (e.g. I like apples.)

Start using the negative form “don't” to talk about oneself. (I don't run very fast.)

Start using the imperative form using verbs from word banks for instructions, posters etc..

### Questions

With teacher's help, start asking questions using “can”. (e.g. Can you dance?)

Begin repeating questions that appear in stories read in class. (e.g. Who has been eating my porridge? / Whose nose? / Where's the teddy bear?)

Start asking questions that may help students around the class (e.g. Can I use your rubber? / May I drink some water? Can I go to the toilet please?)

### Connectives

In guided activities, start using time connectives to express chronological order or different steps (First, then, finally)

Use *because* to express the reason why when responding to questions.

Sentence openings.

Start a story with the formula “Once upon a time”.

Start sentences using “The” / “I” / “My”.

### Word order

Start a sentence using a subject (a person/animal/thing or a pronoun).

## Word Level

### PHONICS

Children demonstrate that they can:

#### Knowledge

a. Confidently recognise and say the sounds introduced at the **infant stage**:

sa t p i n

md g o c k

ck e u r

hb f, ff l, llss

j v w x

y z, zzqu

chshthng

**aieeighoao**  
**ar or urer**  
**ow(cow)oi**  
**ear air ure**

b. Confidently recognise and say the sound associated to the following graphemes:

**Ay, ou, ie, ea, oy, ir, ue, oe, ey**

Day, out, tie, sea, toy, bird, blue, toe, monkey

**Aw, ph, ow, wh**

Saw, Elephant, grow, who

c. Begin to recognise the sounds associated to different split digraphs:

**a-e**

**e-e**

**i-e**

**o-e**

**u-e**

Snake, these, like, home, rule

d. Recognise alternative spellings for the same phoneme:

**/ai/**

**/ee/**

**/igh/**

Day, came, field, key, sea, these, tie, my, like

**/oa/**

**/oo/**

**/air/**

Grow, toe, home, blue, rule, there, pear, care

**/i/**

**/f/**

**/ch/**

Happy, donkey, fox, elephant, chin, catch

**/k/**

Cat, kite, school

Skills

- Recognise and confidently say the sound associated with all letters and combination of letters taught.
- Blend and read words with adjacent consonants.
- Read phonically decodable two-syllable and three-syllable words.
- Classify words with the same long vowel sound but alternative spellings to create word charts (e.g. /ai/ snail, day, snake, April).
- Read words with split digraphs and classify by long vowel sound.
- Use developing knowledge and skills to support text and sentence level work.
- Form each letter correctly.

## **Pupils demonstrate that they can:**

### **Word Banks/Dictionary Skills**

#### DICTIONARY SKILLS - YEAR 1

Contribute to creating a class topic picture dictionary by illustrating a key word.

Refer to a picture dictionary in a shared reading context to support understanding of a text or topic.

### **Building Vocabulary**

Children demonstrate they can:

Listen to key verbs to carry out a process, e.g. to make a greetings card or to bake a cake, and respond by miming the action.

Listen to and follow a wide range of classroom instructions that incorporate new key vocabulary.

Classify words into different categories, e.g. transports: car, train, bus, jobs: teacher, doctor, firefighter.

Match pictures to written key words relating to a story or class topic.

Say the correct word when shown a picture relating to a topic.

Contribute to creating class word banks, e.g. of adjectives describing a main character in a story and use some of these words when speaking and writing.

Make small collections of key words relating to a topic or story to support their understanding and use of new vocabulary, e.g. by creating mini word books, labels for displays, word walls and class key word box.

## 2. Year 2

### **Text Level**

#### ***Reading and Comprehension***

##### **Pupils demonstrate that they can:**

Use phonic knowledge and sight vocabulary to read graded texts aloud to teacher or partner.

Use phonic knowledge to attempt unknown words.

Recognise on sight and write correctly a wider number of high frequency/commonly used words that do not follow phonic rules e.g. my, said, were, be, find, read, could...

Read with intonation and expression for questions and exclamations.

Sequence sentences from a text that has been read in class (fiction or non-fiction).

Say what a text is about or give a piece of information from it. e.g. The dog likes meat.

Say why some things happen e.g. The plant died because it did not have water.

Find specific information or words in a text.

Complete a simple index card which includes title, author, illustrator and what the book is about.

#### ***Text to Entertain***

##### **Pupils demonstrate that they can:**

Listen to fantasy or traditional stories and participate in telling them with the teacher in shared reading.

Participate in shared reading by reading aloud a dialogue from a text.

Retell the main points of a story using simple language structures provided by the teacher.

Begin to use language from familiar situations to create short dialogues between characters from a class story, e.g. When Little Red Riding Hood meets the wolf, what do they say to each other?

Understand the story structure by sequencing given sentences and drawing illustrations to match.

Predict what is going to happen next in a story by responding to simple questions and beginning to give a reason for their response using simple familiar language structures.

Describe the setting in a story by choosing from alternatives given by teacher.

Work with a partner to re-write a story using vocabulary from a word bank and own vocabulary.

### ***Texts to Express***

#### **Pupils demonstrate that they can:**

Recite a short poem from memory using actions to aid understanding and performance.

Use the term verse to refer to a line or groups of lines in a poem.

Say which words rhyme or repeat in a poem.

Listen.

Express what they feel about a poem (It makes me feel happy, It makes me bored, It makes me sad...)

Read to the class or group parts they like or dislike in a poem (I like this part... I don't like this part...).

Write a short poem from a model (e.g. by substituting different words in the verses or by adding words to a given beginning).

Know and use 'Dear...!' to begin an informal letter and 'love from' to close it.

Read paragraphs of a letter and place them in the correct order.

Write a simple letter or email to a friend in guided writing.

### ***Persuasive Texts***

#### **Pupils demonstrate that they can:**

Sort different types of simple persuasion texts: poster/ advert, invitation, letter and say what they are.

Match simple persuasion texts with purpose: to persuade reader to do/not do something, to invite or to ask persuasively for something.

Underline or circle key features in simple examples of persuasion: use of capital letters and exclamation marks, key words like *please* or *now*

Write a simple letter to ask persuasively for something, e.g. *a letter to Santa*, in guided writing.

Write a simple invitation, e.g. to invite parents to visit the class.

### ***Texts to Explain***

#### **Pupils demonstrate that they can:**

Understand the different steps in a process (e.g. the water cycle) by sequencing given sentences in the right order.

Point to key features of simple explanation texts in response to teacher questions: can you show me where it tells us how? Which word tells us where to start?

Retell the main steps in a process using simple language structures provided by the teacher.

Create a simple book to explain a process or to record observations as part of a practical activity (e.g. growing beans)

### ***Instructional Texts***

#### **Pupils demonstrate that they can:**

Read and follow a series of instructions given in class (e.g. to play a game)

Give a series of instructions to a partner orally (e.g. one student dictates a drawing to a partner)

Ask questions when the instruction isn't clear (Can you say it again please? What do we do next?)

Put sentences of an instructional text (e.g. the steps on an experiment done in class) in the correct order using some connectors (first, second, next, after that, finally).

Give an instructional text a title. (How to plant a pumpkin seed)

Draw a series of pictures and write sentences that show the steps to do something, using verbs and connectors from a word bank.

### ***Texts to Recount***

#### **Pupils demonstrate that they can:**

Talk about what they did (in the holidays), linking two or three things with time connectives. (I went to my grandmother's. First I had a sandwich, then I played with my cousin and finally I went home).

Listen to peers by asking a question (Was it good? Where was it? What did you play?). Some teacher help may be needed with the grammar of the questions.

Listen to a recount (maybe one of peers) and place photographs of it in the correct order. (shops, cinema, restaurant, park, Grandmother's,...)

Complete a simple diagram with pictures and short sentences to help organise ideas in order to write a short recount (e.g. to report on the school play)

Use a writing frame to write a simple recount using some connectors (first, later, after that, finally).

### ***Texts to Inform (Non-Chronological Reports)***

#### **Pupils demonstrate that they can:**

Use the contents page to look for specific information by responding to questions (e.g. What page is the information about mammals on?)

Use simple picture glossaries to understand specific vocabulary.

Create a diagram with labels showing different parts of a vehicle for example.

Look for key words in short information texts to complete cloze texts. (The house is made of ... The roof is ... The windows are...)

Use a given model to write a simple report relating to a theme studied (e.g. a mini book about planets or colours...)

Use language structures practised in class to present information learnt in a class topic.

### **Sentence Level**

#### **Pupils demonstrate that they can:**

##### **Punctuation**

Independently use a capital letter at the beginning of a sentence and a full stop at the end in guided writing.

Write a sequence of sentences in paragraph format and not starting a new line for each sentence.

With teacher prompting, use commas to separate items in a list and after the greeting and the closing of letters.

With teacher's help, use question marks to punctuate an interrogative sentence.

Put exclamation marks after 'orders' (imperatives) and words to be emphasised in shared and guided writing activities.

Recognise in reading the use of speech marks to indicate what the characters are saying.

Show some understanding that the apostrophe in a contraction means that there is a letter(s) missing. By matching the contraction with the two original words. (The apostrophe has 'eaten' the letter) don't, she's, he's, it's, you're, can't.

##### **Nouns and Pronouns**

Write proper nouns with capital letter correctly most of the time, but with some reminding. (people's names, days of the week, months of the year).

Explain the use of singular personal pronouns (I/you/he/she/it e.g. He is a boy, It is a thing...) with growing confidence and start using them in own texts to avoid repetition.

Recognise and use the plural pronouns "we" and "they".

With teacher's guidance, begin to use third person singular possessives (his/her) in own speech and writing.

### **Adjectives and Adverbs**

In guided activities and with the support of word banks, use a wider range of adjectives to: describe people/animals and objects (tall/short/long/enormous/tiny...); express feelings and opinions (scared/surprised/fantastic/terrible/great).

Use time adverbs in given language structures to talk about routines, the weather, school activities etc. (*yesterday, today, tomorrow, on Saturday, Monday...*)

Use a wider range of adverbs of manner to answer to simple *how* questions e.g. How are you today? *not well/well* How do we work when we are writing? quietly/silently

### **Verbs**

Use singular forms of the verb to be in positive and negative form (am / am not / is / is not...) and begin to use “are” and “aren't” in shared and guided writing.

In guided speaking and writing use was, e.g. Yesterday I was sick. On Saturday I was in France. There was a big cat on the chair.

Use has/have got, hasn't/haven't got, can/can't with growing confidence, e.g. when talking or writing about pictures, characters, animals, plants...

Use “There is” / “There are” to talk about quantity, e.g. There is one circle. There are three children.

Use language structures with “-s” or “-es” (third person singular) in shared and guided activities. (e.g. My cat sleeps all day. Carmen works in the office.)

Start using “doesn't” to make negative sentences about the third person singular. (She doesn't like bees).

With teacher's support and using language structures for news or stories, start recognising and using some high frequency verbs in the past, e.g. I went...(to the party). I saw ...(Naomi in the park.) Jack threw the bean on the ground. His mum was ...(angry/happy/nervous)

Write instructions using words from a word bank in the imperative form.

In shared and guided speaking and writing, use the present continuous to talk about what we are doing now, or what characters are doing in pictures. (e.g. I am reading. She is playing with the ball.)

Use language structure with ‘going to’ to talk about the summer holidays.

### **Questions**

With teacher's help, ask simple questions to get more information (e.g. Do you like apples? / Was it good?)

Use questions to ask for repetition or instructions (e.g. How do you say... in English?, Is this correct? Can you help me, please?)

In shared and guided tasks start using question words in sentences (Where? / Who? / When? / Why? / What?)

### **Connectives**

With teacher's help, use connectors to express chronological order of different steps in a process (First, then, after that, finally).

Start using “because” to join sentences in explanations.

## Openings

Start a story using “Once upon a time” or “One day”.

Start sentences using a name, pronoun, object, time (Yesterday..., On Saturday...) place (London is..., The village is...)

## Word order

Order a sentence placing the subject at the beginning, followed by a verb.

With teacher's help, begin placing the adjective before a noun. (e.g. The red cat is running.)

## Word Level

### PHONICS

**Children demonstrate that they can:**

#### **Knowledge**

Confidently recognise and say the sound associated to the following graphemes:

**Ui, ew, ew, ue, aw, au, our, al, ey, ie**

Fruit, blew, few, rescue, straw, August, four, talk, they, field

**Ere, eer, are, ear, u, oul**

Here, deer, hare, bear, pull, could

Recognise silent consonants in consonant digraphs:

**Kn, gn, wr, mb, sc, st**

Knee, gnome, wrist, lamb, science, castle

Recognise alternative spellings for the same phoneme:

**/(y)oo/, /oo/, /air/**

Rescue, cube, few, blue, rule, blew, there, pear, care

**/oo/**

**/or/**

**/ear/**

Could, put, four, talk, autumn, straw, here, deer, ear

**/j/**

Giraffe, bridge

Recognise alternative pronunciations for graphemes:

**a, l, o, u, ea, ou, ie**

hat, what, acorn, tin, find, hot, cold, but, put, eat, bread, out, shoulder, could, you, tie, field

**Ow, er, y, c, g, ch**

cow, low, farmer, her, yes, by, very, cat, cinema, garden, giant, garden, giant

#### **Skills**

Recognise and confidently say the sound associated with all letters and combination of letters taught.

Recognise patterns of pronunciation to read unfamiliar words that are not completely decodable (e.g. using words they already know to read a new one : could; would, should/ find, blind, kind)

Recognise alternative spellings for the same phoneme (e.g. classifying words to create rhyming word banks: /ai/: train, Spain, rain-bake, make, take-day, play, say- they, grey)

Refer to phonic charts to write words containing sounds with alternative spellings accurately (e.g. glue, rude, grew)

Read and write words containing split digraphs with growing confidence.

Begin to recognise common spelling patterns (e.g. s for plurals, -ed past tense and -ing present tense endings)

Create and use spelling lists in different classroom activities.

Identify letter names.

### **Word Banks / Dictionary Skills**

Identify letter names and learn alphabetical order.

Locate words by initial letter in simple dictionaries and glossaries.

Match words with simple definitions.

Use simple dictionaries and glossaries to support writing and speaking. Understanding?

Copy and illustrate new words in a personal word bank and use in own writing.

Contribute and use class word banks by writing new words from teacher and dictionaries and illustrating for wall displays and word collections.

In guided activities, identify key words in information texts (usually written in bold) and use the glossary to understand them.

### **Building Vocabulary - Year 2**

Children demonstrate they can

Learn new vocabulary by using actions, pictures and mnemonics provided by the teacher.

Identify and group words with the same or similar meanings as high frequency words (e.g. good-great-fantastic-excellent)

Make word charts to describe things, animals and topic related items.

## **3. Year 3**

### **Text Level**

#### **Reading and Comprehension**

#### **Pupils demonstrate that they can:**

##### **Year 3**

#### **Pupils demonstrate that they can:**

With teacher's help, participate in shared reading by reading new texts aloud, in a clear voice adding intonation for questions and exclamations and changing tone when reading speech of a character.

Find the answer to a question from the text. e.g. Where is the boy going? What does the ... eat?

Begin to associate things in texts with own experience – both fiction and non-fiction texts. e.g. My friend has a hamster. He likes to eat everything.

Read a familiar text to a partner.

Sequence chunks of a familiar text in the correct order.

Use phonic knowledge to pronounce new words correctly.

Predict meaning of new vocabulary by pointing to possibilities in images and with teacher help substituting alternative words to fit context.

Complete a simple index card or book review with the main features of a book – title, author, what the book is about.

Begin to connect books by the same author.

Find the page number for a specific chapter using the contents page.

Read labels around the classroom and other environments in school and out: for instructions/rules e.g. Please speak quietly when everybody is working, Keep the books in the correct order...; captions for photos/art work e.g. Class three visited the city museum. We saw many examples of fossils.

### ***Texts to Entertain***

#### **Pupils demonstrate that they can:**

Read a variety of stories e.g. comics, adventure stories, science fiction, and fables as whole class and answer simple questions about the setting, the plot, the characters and the story ending. Where were the children? Who lost the key? Where were mum and dad? Who finally found the key?- other example, not Oxford reading tree

Predict what is going to happen next in a story by choosing from a variety of possibilities given by teacher and justifying their choice by connecting parts of the story so far. He is going to meet a hen because he wants an egg.

Match characters with phrases that are spoken by them in a story.

Use and adapt phrases used by characters in a class story to create a different story. e.g. I'll blow your house down – I'll cut your tree down.

Describe the pictures in a story using the appropriate language structures: I can see, At the back is..., Next to the tree there are..., At the front there is ...

Order paragraphs to sequence a story and draw illustrations that support the text in each paragraph.

Retell a story verbally or in writing using own sentences to match with illustrations taken from the book.

Take on the role of one of the characters, with the help of peers and/or teacher prepare what they might say in a small part of the story and perform it.

### ***Texts to Express***

#### **Pupils demonstrate that they can:**

Select a favourite poem to contribute to creating a class Big Book.

Read poems in different simple forms: haikus, calligrams, kenning...

Give opinions and show feelings about poems. I liked it/didn't like it because... It made me think about... It is a happy poem because...

Sort sets of words into groups that rhyme

Highlight phrases that repeat in a poem.

Use the terms verse, rhyme, repeats, to talk about a poem and be able to select examples. e.g. hat and cat rhyme. 'Can you see me' repeats every two lines.

With teacher or peer's help change a poem into a new one by substituting alternative words. (different rhymes from a word bank, different adjectives to describe)

Create a simple picture with a word. e.g. t  
ria  
ngle

Choose vocabulary from a given list and begin to write a poem that follows a simple rhyming pattern. It has a hat

It is big

It is very fat

It eats a pig (A monster)

Read poems with different timbre to reflect the content. (slowly for a sad poem, happily/bouncy if it is about a nice topic)

Listen to poems written by peers and give opinions about them. e.g. It's very funny. I liked it because it has rhymes

Recite a short poem from memory, using invented actions to aid understanding and performance.

Say how they feel today and connect it with why. e.g. I am very happy today because it is my birthday. I feel nervous because we have an exam.

Keep a diary of important events in the class/school showing emotions. We went to the theatre. Before I felt excited, but then I was bored because it wasn't good.

Write a letter to a friend about a class trip and tell them opinions. When we went on the bus it was good because... We saw a picture. I didn't like it. The man fell over the ball. I thought it was funny.

### ***Persuasive Texts***

#### **Pupils demonstrate that they can:**

Read parts of a simple persuasive text in shared reading.

Say what the text wants. It wants us to give money, it wants us to put paper in the bin. It wants us to come to the book fair...

Identify the heading (Save our Wildlife/Planet); Sub headings (These animals are in danger of extinction); Captions (A Panda bear in its natural habitat/in captivity) and labels (a Panda bear) by placing post-its on a leaflet or poster.

Respond to questions about what makes you look at the text. Does it have a good title? Do you like the pictures? And use because to begin to explain why.

Use ICT or different medium (felt tip pens, crayons paints) to create different fonts and letter sizes for headings and texts.

Make at least one suggestion to a group about what should be included in a poster about road safety, making a choice from a selection of ideas provided by the teacher and saying e.g. 'I think this is good because it has bright colours' 'I think this is good because it says STOP!'

Make a selection from a given bank of words, phrases and images to include on a poster.

Contribute to make a group poster.

Adapt given phrases to ask for something in a mini role play. Please can I have... I will...(be very good, help you) I need it because...(I can have more exercise, I can practise playing)

### ***Texts to Explain***

#### **Pupils demonstrate that they can:**

Respond to questions from the teacher during pauses while watching a video explaining an event. Did the children have the presents at night? Why did they leave a plate with carrots out when they went to bed? What did they eat for lunch? Can you explain what they did with these (crackers)?

Say what the event was and explain one thing people did.

Give simple explanations (orally or written) as answers to questions such as: Why do we wear shoes? To protect our feet. To look good. To keep our feet dry. Because we like them...

Read a text that explains the parts of a bicycle for example and what the function of each part is. Transfer the information onto a simple diagram with sentences such as: These are the pedals. We put our feet on the pedals and push them around. These are the handlebars. We use the handlebars to direct/steer the bike...

Organise given pictures, simple captions and directional arrows into a flow chart to show the different stages when explaining a process. e.g. the water cycle

Using words from the diagram, write a paragraph for each part of the process to explain it in more detail.

Prepare a short presentation to explain the results of an experiment. We made our aeroplane out of tissue. It did not fly well. We measured 5cm.

Listen to other children when they give their explanations and complete a chart with the results.

### ***Instructional Texts***

#### **Pupils demonstrate that they can:**

Say that instructions are to tell us how to do something.

Participate in a small group to read instructions and decide what they are for.

Watch video clips from 'how to videos.....' TV programmes and order given sentences correctly. Copy the sentences and write suitable connectives between them. (First, next, then, after, finally)

In shared reading, read an instruction from a familiar text: a simple recipe and respond with a mime of how to do it.

Point to: the heading, list of materials, bullet points and connectives when asked by teacher and say what they are for.

Use a given model to write an instructional text with diagrams or images for an activity done in class. (How to make a mother's day card)

State the 'rules' for giving instructions – speak clearly, say one thing at a time, wait for the person to be ready for the next instruction.

Give simple instructions to a partner, e.g. to make a plasticine model, using written instructions as a prompt and following 'rules'.

Follow instructions given by teacher and compare results with a partner.

Use 'rules' on a check list to assess self and peers.

Ask questions when the instruction isn't clear (Can you say it again please? What do we do next?)

### ***Texts to Recount***

#### **Pupils demonstrate that they can:**

Use practised and given language structures to tell their talking partner about their weekend.

Listen to others and ask questions about the content using given structures from a class bank or wall display: What happened next? What happened to...(your mum)? What happened in the end? Did you play tennis? Did you eat pizza? Did you see a ship?

Share with the class funny incidents and anecdotes in past tense: I fell off my bicycle. I jumped into the river. The speaker was very funny. The experiment didn't work out well. We had a great day because.....

Show they understand the meaning of chronological order by sequence pictures and short captions into a time line (the life of a famous person) or event (possibly a school trip, theatre visit, visiting speaker).

Use temporal connectives from a personal or class word bank to place in correct positions of a short text or sequence of pictures: when, after, before, while, now, at the same time, at last..

Use a writing frame to write about a special event e.g. a birthday party, a local festival.

Participate in a group by making at least one comment about another classmates recount, identifying a part they liked why. e.g. I liked the part where they had dinner because I like spaghetti. I liked the part where they saw a circus because it was funny.

Write an introduction for a recount about a special event including three or four facts. e.g. On Saturday, people in Zaragoza went to Pilar Square to celebrate the Virgin. Real Madrid played Barcelona on Saturday at Camp Neu.

Help to write a recount in guided writing by selecting words and phrases previously worked on in other activities and suggesting the next step (an experiment, plant growth, life cycle of a butterfly, an event written in past tense).

With teacher prompts, e.g. Do all your sentences start with a capital letter? Did you write go or went? Is it play or played? begin to edit work for grammatical content.

Self and peer assess work identifying two positive things e.g. You have written a lot today. I remembered to use went, saw and played. And one area for improvement e.g. Tell me what game you played. Tell me how you went...

### ***Texts to Inform (Non-Chronological Reports)***

#### **Pupils demonstrate that they can:**

Read a book or a text to a partner about something being studied in science or other curriculum area. Work with a partner to find answers to questions about the content. e.g. When studying plants for food; the class could decide the information they want to know – Do they grow on a tree, on a plant or in the ground? When do they grow? What does the seed look like? What colour is the flower? And each pair could read about a different vegetable or fruit.

Tell the class the answers to questions they have researched.

Read short paragraphs about something they have studied and write suitable sub-headings : e.g. the frog goes to the pond, the matching with the male, tadpoles; frog lets, frogs..

With guidance from the teacher, transfer information from a text into a labelled diagram e.g. Spain: climate, population, folklore.

Sort opening sentences and closing paragraphs and begin to use these terms.

Begin to write simple reports under sub-headings provided by the teacher. e.g. Lions: what they look like, where they live, what they eat, why they should be protected.

Find appropriate pictures to present the report e.g. to make a poster, a booklet a multi-modal text in clouds, bubbles or boxes.

Work in a small group to make a presentation of their report to their peers.

Listen to peer's presentations and ask simple questions: Where does it live? What does it eat?

### **Sentence Level**

#### **Pupils demonstrate that they can:**

##### **Punctuation**

Use capital letters for proper names, days of the week, months of the year, towns and cities, countries etc. with some accuracy when writing.

Notice the different use of capital letters in poetry and write poems with a capital letter at the start of each new line.

Use exclamation marks in own writing with frequent accuracy to show surprise and also for commands. Stop! Don't run! Oh dear!

With teacher help and guidance, read sentences and make a little pause when there is a comma.

Begin to punctuate simple sentences with commas. (e.g. "My dog is brown," said Tom.)

Use commas to write lists, e.g. a shopping list: John bought a teddy bear, a pencil, a rubber and a notebook.

Know, when reading, the two words that make up the most common contractions: I'm, you're, can't, don't, doesn't, there's, he's, she's, it's.

Know that the apostrophe for possession is the English alternative for 'the house of Peter' or the 'pen of my sister' and use the correct form when speaking.

Collect examples (from reading) of sentences using question marks, exclamation marks and full stops, name them correctly and explain why they are there.

Recognise speech marks when reading and be able to add speech marks in own writing when transferring direct speech into prose e.g. "Stop!" said the man. or "Ho, ho, ho" cried Father Christmas.

### **Pronouns**

Be aware that a sentence in English needs a personal pronoun to identify who carries out the action.

Know that in English there is a pronoun for things with unknown gender 'it' and use the word with some accuracy in own writing/speaking.

Understand the need of grammatical agreement in speech and writing matching pronouns and nouns to verbs correctly: I am, you are, He is, It is- I/we do He/She/It does and that in English it is important to include the pronoun.

Learn chunks of language and begin to substitute nouns for object pronouns: me, you: Give the book to me please. Give it to me please. Jenny went to the park. She went to the park.

In guided activities, use possessive adjectives my and your for: appearance, body parts, toys, personal belongings.

Be aware of the overuse of the definite article in place of possessive adjectives. e.g.: *the homework* instead of *my homework*. Avoid using the definite article (the) in place of possessive adjectives: *the nose* instead of *my nose*.

### **Adjectives and adverbs**

In shared and guided speaking and writing, use strings of adjectives to describe people, places and things, placing the adjectives in the correct order: size, shape, colour.

With little help from the teacher, respond to questions about feelings and opinions using known vocabulary or word banks for recently learnt vocabulary, e.g. How are you today? I am happy because it is my birthday. What do you think? I think it is horrible.

Identify and use some adverbs in guided activities, e.g. How did he do it? (quickly, quietly, slowly, well,) but not necessarily the term 'adverb'.

Use language structures to make comparisons in science tasks. It is ...This one is ... (bigger/smaller longer/shorter fatter/thinner).

### **Verbs**

Notice that sentences cannot make sense without a verb. How will they do this?

In shared and guided reading, identify present tense and past tense familiar verbs. e.g.: be, have, come, go, eat, drink..

Write stories and news/diaries using common verbs collected on a class word bank, in the past (was, were, had, went, read, wrote, went, came, watched, played)

Know and begin to use all forms of the present and past tense of the verbs 'to be' and present tense 'to have' in shared, guided and independent activities. (With teacher help/guidance: past 'to have' and positive and negative statements and questions).

Use verbs in present tense when explaining a process or when talking about daily routines.

Use 3<sup>rd</sup> person 's' when talking about animals, characters, places and science related descriptions.

### **Questions**

Understand how the word order in a sentence with the verb 'to be' alters when writing questions: Am I? Are you? Is he? Is she?

In guided activities use do/does and is/are when constructing questions with and without 'wh' words.: Do you...? Does she/he/it... When does he... Why is it...?

Answer questions in complete sentences wherever possible.

### **Negative statements**

Understand how the grammar of a sentence alters when a positive statement is made into a negative statement.

Write negative statements with the verb to be with increasing accuracy. I am not He/She is not/isn't, We/They are not/aren't. I/She/He was not/wasn't. We/They are not/aren't.

### **Connectives**

Say that connectives are used to join sentences.

Use the connective '*and*' to join a second part of a sentence with the first part. e.g. Susan can sing and she can dance. Birds collect twigs and then they build their nests.

Identify *but and because* as connectives and in guided speaking and/or writing construct sentences with them, e.g. Did Cinderella go to the ball? Did she want to? Cinderella didn't go to the ball but she wanted to. Why didn't she go to the ball. She didn't go to the ball because she had an old dress.

In guided activities, use *first, then, next, after and finally* to sequence different types of paragraphs. e.g. a process, instructions, recounts, explanation texts.

Use *because* to answer questions beginning with *why* and not for other question types like *do you...?*

### **Sentence Openings**

Notice that sentences can begin with different types of words: Nouns, pronouns, verbs, adverbs, prepositions, connectives and make a collection of these on a wall display. e.g. Sarah went..., It has a ..., Running quickly..., Quietly they..., On the table there...

In guided work, begin to use connectives to open a sentence when writing recounts: During the evening, Before that day, After the summer...

With teacher guidance, begin a description of a place with a preposition: Behind the bushes there was...

Start sentences with the -ing form of a verb when generalizing: Walking is a good exercise.

Investigate different paragraph openers that make stories more interesting: description of a character, description of a setting, action that begins with an adverb eg. Suddenly...

## **Word order**

Be aware that in English nouns follow adjectives and use them in accordance when constructing sentences. Understand that word order is needed to make meaningful sentences, and practice putting word cards in correct order to construct positive and negative statements and questions.

Turn statements into questions noticing how word order changes with verb to be and can.

In shared activities, experiment with deleting and/or substituting words and noticing the effect on meaning.

Experiment with adding words to a sentence: e.g. one more adjective, one more noun, a connective...

## **Word Level**

### WORD BANK/DICTIONARY SKILLS

Order words alphabetically using the first two letters.

Find words in a simple dictionary using the first two letters

Begin to recognise verbs when reading and add them to a class wall display.

Collect words ending in 'ing', compare with their base words and use them to describe actions that are done in the class, e.g. writing, listening, talking, gluing, typing, drawing, colouring, studying.

Keep lists of topic words given by teacher and from reading and use these to make meaningful sentences to be read out in class.

Match words from topic with simple definitions.

Use laminated card word banks of common verbs in the past tense and use them to create recounts e.g.: about the weekend, a school trip.

### BUILDING VOCABULARY

Begin to understand the terms 'verb' (doing word) 'adjective' (describing word) and 'noun' (thing or person)

Learn actions to help remember new verbs: make, mix, fold, stir, cut and use these verbs to write a recipe or report an experiment.

Recognize the suffix -er and use it to generate words relating to occupations as in teach teacher, drive driver, farm farmer...

Use the personal pronouns he, she, it, they accurately when talking about other children or characters from a book.

Use the possessive pronouns his/her accurately when talking about children or characters' appearance and belongings

Collect and learn good and bad adjectives and their antonyms (good/bad, beautiful/ugly, fantastic/terrible, kind/mean...) and begin to use them in independent/group writing.

Draw pictures to illustrate new nouns found in reading or to be used in a topic.

Learn lists of topic-related vocabulary provided by the teacher and begin to use them when participating in talking and writing activities.

Know how words change their meaning to “more” when the suffix-er is added as in big bigger, quick quicker, late later.

#### SPELLING AND PUNCTUATION

Understand how the pronunciation of a word changes when we change a vowel as in cat-cut, cap-cup.

Write word chains from a base word changing a letter each time as in: cat, cut, cup, cop, mop and pronounce them correctly when reading.

Change base verbs to verbs in the past by adding –ed and with teacher help recognise the pronunciation differences.

Identify common irregular past tense verbs (went, saw, was, were, had, said, made) in books and with help of peer or teacher match them with their infinitive.

Generate plural nouns from their base word and write them onto a chart under the headings –s (as in book, books) –es (as in box, boxes) -ies (as in body bodies)

Participate in class or group to investigate and create basic rules for changing the spelling of nouns when -s is added. Box boxes, sandwich sandwiches, desk desks, window windows.

Learn common irregular plurals e.g.: man, men, child, children.

Identify the two words used to make a compound word eg. playground, airport, football, weekend, ... and participate in a pulmanism game to match pairs.

Correct misspelt words in notebooks.

Begin to identify misspelt words in peer’s notebooks and correct them together.

Break down words into syllables (clap, count and write) and spell and write down the letters for the phonemes? Is this always helpful?

Write the common spelling patterns for each of the long vowel phonemes and pronounce them correctly when reading aloud in class.

Recognize and use the digraphs –th, -ch, -sh and pronounce them correctly in daily practice in the classroom.

Keep a list of misspelt words from their own writing and learn to spell them correctly using the “look, say, cover, write, check” strategy.

Spell wh words like what, where, when, who and how correctly and use them to ask questions about the characters in a book.

How the spelling of verbs alter when- ing is added in typical words like help helping, ask asking, see seeing, do doing... Words ending in e hope hoping, take taking, write writing, come coming.

Investigate and learn to use the spelling pattern 'le' as in little, table, uncle, circle, bicycle and pronounce these words correctly.

To use the apostrophe to spell shortened forms of words: I’m, you’re, he’s she’s we’re, they’re, I’ve, you’ve, he’s she’s, we’ve, they’ve. (are not) aren’t, (was not) wasn’t, (do not), don’t, (cannot) can’t, (does not) doesn’t, (is not) isn’t, haven’t hasn’t and incorporate them to their own speech and writing.

With teacher prompting and guidance, use –s for the third person verbs in the present tense when talking or writing about someone.

Write sentences dictated by the teacher and self/peer assess for accuracy.

#### 4. Year 4

##### **Text Level**

##### ***Reading and Comprehension***

##### **Pupils demonstrate that they can**

With teacher guidance use illustrations, context, semantic clues (synonyms) and glossaries to understand new vocabulary.

Predict what the next part of the text might be by applying own knowledge and/or using knowledge of what is happening so far. e.g. the sub-heading says 'the deep', the book is about plants so I imagine the next part will be about plants living in the sea.

After reading silently to prepare, read a part of a new text aloud, in a clear voice using punctuation to guide intonation and expression.

Use phonic knowledge, compound words and word families to pronounce unknown words correctly.

Read a text aloud to a partner and together work out the gist.

Read a text written by a peer and comment on it constructively – I like the description of the lion. You have all your verbs in the past. Could you tell me what happens to the cocoon after the butterfly has flown?

Highlight key words or phrases in a text to prepare a summary of it.

Name other books read in class by the same author.

Find the page number for a specific enquiry using the contents and /or index page.

Read illustrated texts (provided by teacher and/or chosen from school/class library) independently, in class and at home, and comment on them.

Identify the main features of a variety of texts both fiction and non-fiction e.g. blurb, cover, author, illustrator, contents page, publisher, index, glossary, captions, headlines, sub-headings and begin to use them independently when doing research and creating own texts.

With teacher help scan texts quickly for key words and answers to questions.

Transfer content of texts to different formats e.g. time-lines, flow diagrams, grids etc.

##### ***Texts to Entertain***

##### **Pupils demonstrate that they can:**

Read a variety of comics, adventure stories, science fiction stories and fables.

Read and listen to others read parts of a story in shared reading, using phonic knowledge to pronounce unknown words and offer help to peers when they need it.

With teacher guidance find clues in pictures and text to understand unknown words.

Read stories to younger children in school in book week, speaking slowly, pointing to words and with some expression.

Learn a role from a script to participate in a performance of a known story for other children and parents.

Perfect a performance by watching videos and self/peer assess things that are done well and those that could be better. (Two stars and a wish or checklists).

Listen to a story, ask and answer questions to help understand it. e.g. Why was the wolf hiding behind the tree? Why did he want a new dad? Can you tell me how he ...

If you were the teacher what question would you ask the class?

Contribute to a class discussion about a story with at least one comment identifying the setting, characters plot or story ending.

Read simpler texts individually at home and answer simple questions about the plot.

Predict what is going to happen next in a story using future tense. (He is going to... I think they are going to...)

Complete fact files about stories read in class and at home that include subheadings for title, author, setting, plot, characters and story ending and give a personal opinion about the story saying why.

Use vocabulary word banks created by class and given models to write new settings to familiar stories. Contribute to making mind maps to create new characters for known stories and use ideas from them to complete a writing frame for how the story might change.

Use a given planning sheet to write a different ending to a known story e.g.: The boy who cried wolf.

Take on a role of a character from a known story and work in a group with children playing other characters to write what each says as a play script. e.g. the big bad pig and the...

Transfer part of a story into cartoon form using speech bubbles and captions.

Self and peer evaluate writing using criteria decided by the group.

Complete a story plan which includes vocabulary banks and use it to write a story with a beginning, middle and end.

### ***Texts to Express***

#### **Pupils demonstrate that they can:**

Participate in a group to read aloud a part of a poem with intonation, rhythm and expression adequate to the content.

Say what a poem is about and choose phrases or words to illustrate feelings it provokes. e.g. This poem is about rain. When it says 'splish in the puddles' I feel happy because I like to do this.

Draw an illustration after listening to a poem.

Recite a short poem from memory.

Tell the features of simple poetry forms: Haikus, calligrams, acrostic poems, repetitive phrases.

Use the terms rhyme, verse, line, repeats, onomatopoeia to talk about a poem and select examples to illustrate their understanding of the terms. This poem has five lines. 'I am...' repeats every line. 'Splash!' is an onomatopoeia. 'blue' and 'shoe' rhyme.

Identify rhyming patterns in a poem by responding to questions – Where are the rhymes? The rhymes are on the second and fourth line.

Create personal glossaries that include rhyming words and forceful adjectives that can be used when writing own poems.

Contribute a word/idea to a class poem about a topic studied in science or other curriculum area e.g. endangered animals, Halloween, Christmas, homes, pollution.

Follow the pattern of a given model to write a similar poem.

Create a calligram using words or phrases.

Assess poems written by peers by putting a star against correct features (rhymes alliteration, powerful adjectives) and making a suggestion for improvement.

Say how they feel today and connect it with why. e.g. I am very happy today because it is my birthday. I feel nervous because we have an exam.

Keep a diary of important events in the class/school showing emotions. We went to the theatre. Before I felt excited, but then I was bored because it wasn't good.

Write a letter to a friend about a class trip and tell them opinions. When we went on the bus it was good because... We saw a picture. I didn't like it. The man fell over the ball. I thought it was funny.

### ***Persuasive Texts***

#### **Pupils demonstrate that they can:**

Say that a persuasive text is to convince and/or persuade people.

Use comparatives and superlatives.

Read a leaflet (about using sun screen for example) and transfer the arguments/points it makes into a title (what we should do) and numbered bullet points saying why.

Use positive adjectives to change a simple sentence to make it more persuasive. Use this powder – use this marvellous, magical powder. Superlatives: amazing, fantastic, marvellous, exciting, adventurous and catchy phrases like 'You'll love this place'. 'You must come here'. etc., to use in own projects. *Put in progress charts.*

Using agreed criteria to produce an advertisement (for something (TOY) you have invented)

Make a poster about the PROS and CONS of using plastics, recycling, using bikes ...Including a persuasive sentence/phrase to encourage the audience to do what you want.

Use adjectives to describe an object to make it more "appealing" or the make is "less desirable".

Tell you the main features of a persuasive text: layout, heading, sub-headings and what makes them convince you.

Research content in groups using internet and information texts. Is *this more information texts?*

Following a given model, participate in a group oral presentation of a persuasive text to tell an audience about the features it uses to convince you. *It has bright colours because it wants you to look. The pictures are funny for children. Super, fantastic and brilliant are all adjectives that make us think it is very good.*

Work with a partner to prepare and perform a mini role play: Mummy, can I have an Ipod? I'll study harder, I'll empty the dishwasher. No, You cannot because... But if you.... etc.,

After discussion with a group or class, choose and state one argument for or against a determined topic (wearing school uniforms, taking toys to school). We must wear school uniforms because... When children wear school uniforms..., We must not bring toys to school because, if we bring toys to school....

Use a video recording of peer's role play, to complete a check list for assessment of the content.

Peer group assessment: Were you convinced? Would you go there? Do you want this toy?

### ***Texts to Explain***

#### **Pupils demonstrate that they can:**

Read a text about a celebration in another country. Complete a mind map of how the people celebrate it: What they eat, How they dress, What/If they decorate...

Make notes about the features of a machine from watching a video.

Use notes to write a leaflet about the features of the machine.

Create glossaries of technical language that can help explain a process.

Use a heading, paragraphs for each stage of the process and a concluding paragraph when explaining a natural process.

Use a given structure to present the results of an art project or experiment, explaining what they did and the results.

Listen to other children's presentations to ask them questions afterwards.

Speak loudly and clearly when giving a presentation.

### ***Instructional Texts***

#### **Pupils demonstrate that they can:**

Read at least one instruction in shared reading of an unfamiliar instructional text and demonstrate that they understand it by carrying it out or miming it.

Remember from year 3 that an instructional text tells us 'how to do something'.

Participate in a group to use a spider diagram to brainstorm the features of an instruction text: Title, list of materials/ingredients/equipment and body of instruction text with time connectives.

Look for and read instructional texts online from a given list: Look for a recipe, an origami figure, board games rules.

Watch video clips from 'how to videos..... TV programmes and take notes of verbs and connectives used.

Match short explanations with correct term for main features of a short and simple instructional text: Heading, lists of materials and step by step instructions with bullet points and/or a chunk of text/paragraphs with connectives.

In guided writing, work with a partner or in small groups to take notes from a sequence of oral instructions from videos or teacher's examples. Use these notes to complete a writing frame.

Rewrite independently the same piece of writing using connectives: first, then, after that, when, until, etc.

Use previously agreed rules to assess self and peers. This could be done by pupils taking in turns the role of observer to tick verbs used, logical sequencing of instructions or comment on clear voice.

Give simple instructions to a partner, e.g. to make a plasticine model, using written instructions as a prompt and following 'rules'.

Follow instructions given by teacher and compare results with a partner.

Listen to a visiting speaker: a parent or another teacher explaining a traditional recipe in English and learn new vocabulary taken from it.

Write a dialogue/mini script for a cooking programme based on what the visiting speaker has demonstrated.

Use the mini scrip as a base to adapt for a role play for an invented recipe. e.g. a magic recipe to change you into...

Join in the role play following the instructions and ask questions, when they are not clear.

Watch a video of their role play and use it to complete a check list to self/peer assess: list of ingredients, use of structures. Sequencing of instructions with connectives.

### ***Texts to Recount***

#### **Pupils demonstrate that they can:**

Use a check-list decided by class to confirm that specific details have been included in the recount. e.g. for a personal visit, include at least five things you did in the order you did them, for each thing give two or three details: On Saturday I went skiing. (1.) My mum and dad and brother and I went in the car. It was a boring journey because there were a lot of cars. (2.) When we got there we went to the shop to hire skis. I had red ones. They were new and I liked them. (3.) etc.

Tell a talk partner about an event/visit they have seen or participated in (news) and use given structures to include personal views and opinions.

Listen to a talk partner and empathise with his/her recount by using phrases like: I did that too and it was fun. I went there too and I saw.... I didn't like it very much. It was awful, scary, interesting etc. Ask questions for more information: Where was it? Did you go with your family?

Play the role of 'observer' by listening to talk partners and making notes on what the event was, opinions given and response of listener.

Share with the class a funny incident or anecdotes either true or invented.

Read a short text and transfer the events onto a time line. e.g. the life of a famous artist/author.

Brainstorm temporal connectives to use in a chronological piece of writing: when, after, before, while, now, at the same time, at last. Make a personal word bank of temporal connectives.

With teacher guidance complete a same/different chart to compare a formal recount and informal. Looking at 1st/3<sup>rd</sup> person changes, facts, personal opinions.

Write an introduction for a formal recount to include: How, What, Why, Where, When, Who.

Use personal word banks for connectives and themed vocabulary and a given model to write with a partner a formal recount related to a theme studied (a newspaper article, biography, sports match).

Read recounts and use information to fill in a Flow Chart (or two parallel) to compare and contrast information. For example the daily life of a pupil in the UK and a pupil in Spain, compare life cycles of birds and mammals etc.

Change a text type. For example write a recount after following instructions for an experiment or from weekly notes on plant growth.

In pairs prepare a simple, colourful PPT which shows the features of chronological report with headings and bullet points.

Read peers recounts and comment on them. Identifying parts they liked and making suggestions to improve.

Edit work for grammatical content, using personal targets and specific criteria agreed by class. e.g. write in the past tense – look for 'go' and change for 'went'. Look for 'is' and change for 'was'...

Self and peer assess work with encouraging language. You can/could improve your work if you use(d) full stops etc. I think, It would be better if you wrote in the past.

Use language to praise individual and group efforts: That was great! Excellent! Well done!

### ***Texts to Inform (Non-Chronological Reports)***

#### **Pupils demonstrate that they can:**

Extract information from a text on a theme being studied and transfer it onto a given fact file.

Participate in a group to prepare a simple Power Point using facts from fact file.

Present the PowerPoint to the class using comments to address the audience. e.g. you wouldn't believe it, it must be really helpful...

Listen to other children's reports respectfully and make a comment for feedback: I didn't know that..., It was very clear. I learnt that... I didn't get this. Could you repeat that?

Answer questions (written or orally) after watching a video about a theme being studied.

Work with a partner to collect information from different sources (books, internet, video, pictures...) for one section of a class theme. e.g. When studying history: What did they eat?

Use information collected to write a paragraph which includes pictures with captions.

Contribute to a class big book (using paragraphs written in pairs) by producing a front cover, contents page, introduction, blurb, index (in alphabetical order).

Assess own and peer contributions for the big book to aid classes decision as to which to include.

Use given facts to write a non-chronological report which includes an introductory paragraph and sub headings.

Present report in published format to display in class.

## **Sentence Level**

### **Pupils demonstrate that they can:**

#### **Punctuation**

Punctuate sentences using capital letters, full stops, commas, question marks or exclamation marks with increasing accuracy.

Understand the need for punctuation as an aid to the reader. e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list.

Use capital letters in other situations, e.g. for emphasis of words, for poetry, for titles.

Investigate how the consistency of a paragraph is altered in the absence of punctuation.

From reading, understand how dialogue is set out, e.g. on separate lines for alternate speakers.

Begin to use speech marks correctly in own writing, noting the difference between writing speech in Spanish and English.

Recognise how commas, connectives and full stops are used to join and separate clauses.

Use the apostrophe for possession and contractions (doesn't, didn't, weren't) in own writing.

#### **Nouns and Pronouns**

Learn all pronouns with verb 'to be' in the present and past tense (I am sad today. He is a giant. She was explaining the castle. We are in class 3. They were happy in the end). with other verbs in the present tense. I do, He/She/It does We/They do.

Substitute nouns for object pronouns: me, you, him, her, us, them, it.

Use given language structures to describe characters using all forms of personal and possessive pronouns, e.g. Her hair is green and spiky. She likes bananas because they are yellow. The black cat is hers but doesn't like to live with her.

Know collective nouns don't take a definite article: (The) Cats are mammals and be aware that this is different in Spanish. Use collective nouns in written and spoken work. (a non-chronological report)

Answer questions in complete sentences, substituting proper names for personal pronouns wherever possible, e.g. Where is Juan? He is in the toilet. Is the book on the table? No it isn't.

## **Adjectives**

Use strings of adjectives when describing characters, places, science observations...

In guided speaking and writing use powerful adjectives for feelings and opinions, moods, landscapes, appearance: e.g. fluffy, narrow, thoughtful, peaceful.

Construct sentences in shared and guided activities using comparative and superlative adjectives: This is bigger than, warmer than, better than. This one is the biggest, the warmest, the best.

Include adverbs from word banks in own texts, e.g. for instructions: slowly pour the water...; put the lid on carefully; and in stories: he ran quickly to his house.

## **Verbs**

Use the term verb appropriately; identify verbs in a sentence and highlight how they change (3<sup>rd</sup> person, past, gerund). With teacher guidance explain why. Compare sentences from narrative (past tense) and information texts(present) and predictions (future).

Learn and use with increasing independence and accuracy present and past tenses of the verbs: be, have, can.

In guided speaking and writing, use a variety of regular and irregular common verbs in the correct form (past, present 1<sup>st</sup> /3<sup>rd</sup> person...): play, eat, do, make, go.

With teacher/peer support begin to understand how verbs change for a different context/person: present and past, 1<sup>st</sup> and 3<sup>rd</sup> person, positive and negative, statements and questions.

Use do/don't, did/didn't, does/doesn't when constructing and answering questions.

Identify from reading the use of some powerful verbs and begin to use them in their own writing: e.g. went, walked, ran, followed, marched, rushed, said, asked, answered, screamed, shouted.

Be aware that the imperative is not preceded by a pronoun and begin to use it correctly when giving commands, writing instructions or for rules: e.g. speak slowly, wash your hands, stir gently.

Understand that will and going to are used when we talk about future events.

Begin to use the future tense when talking or writing about plans for the weekend, summer, after school and making predictions in science or reading.

## **Questions**

Know how the word order alters when a statement with the verb 'to be' is made into a question and begin to apply this knowledge in independent texts/speaking. Am I? Are you/they? Is she/he? And also in the past tense: Was I/she/he? Were you/they?

Construct questions using question words (What, Who, When, Where, Why, How) and model verbs (do/is/are, did/was/were) in guided activities and begin to use them correctly when writing or speaking independently.

Identify mistakes in own and peers work with sentence construction for questions.

## **Negative statements**

Write negative statements correctly; in the present (He isn't coming, they're not green, she doesn't eat apples) and past (They were not there. We didn't know..., It didn't

have...) using 'not' and the auxiliary verb 'do' with common verbs: go, come, have, eat, drink.....

### **Connectives**

Explain that you can use connectives to extend sentences and make them more interesting.

Make more interesting sentences when editing own work by using the conjunctions 'but': e.g. I don't like eating meat but I love vegetables and 'because' e.g. He went into the house because he wanted to see the ghost.

Use the sequencing connectives *next, then, first, second, third, finally, after, before* confidently when writing recounts or with imperative verbs to write instructions.

Begin to use *then, when, but, so* to vary sentence types in texts.

### **Sentence openings**

With teacher guidance, begin to use the qualifying connective *if* to write hypothetical statements: e.g. If I were a bird I would...

Begin to use different sentence openings in their own writing: name of a character (Peter was a small boy), description of a setting (Beautiful orange trees were...), an action or a dialogue (They danced all night. or "Stop" shouted the policeman.)

### **Word order**

Use adjectives before nouns with increasing accuracy and frequency in own texts and understand their non-pluralisation (the red chairs ...)

Unscramble and order words to form correct sentences.

Understand that word order can be changed and still create correct sentences. e.g. On Tuesday I went... or I went... on Tuesday and be able to write alternatives with given word cards.

Find examples of statements, commands, questions and exclamations using word order as a guide. Begin to identify errors in word order in their own writing and also in peers 'work and suggest alternative constructions.

## **Word Level**

### WORD BANKS / DICTIONARY SKILLS

#### **Pupils demonstrate that they can:**

Look for words in a dictionary to check spelling.

Use guide words (words at top corner of page) in a dictionary to find a word quickly when looking for the meaning of a new word.

Begin to categorise words into parts of speech and use the terms 'verb' 'adjective' 'noun'.

Match given definitions with words.

Contribute to a class word bank by taking a new word from reading/listening, looking up its meaning or asking the teacher and then drawing a picture or writing a sentence and putting it on the wall display or class book for others to use.

Use word banks for specific topics or parts of speech when writing or planning an oral presentation. e.g. a diagram with parts of a motorcycle labelled or a list of adjectives describing a location

Keep personal lists of misspelled words, practice these by writing sentences with them in.

At the end of a topic, order key words learnt alphabetically to the 3<sup>rd</sup> and 4<sup>th</sup> letter and create a personal glossary by writing own definitions for them. Compare definitions with a peer.

#### BUILDING VOCABULARY

##### **Pupils demonstrate that they can:**

With teacher guidance, (What can you see in the picture?, Is it going to be a thing or a person? Is it a describing word?) infer possible meanings of unknown words from context.

Create simple crosswords or word searches with clues using new topic-related words to swap with peers.

Learn new verbs by creating and practicing actions for them.

Learn and use adverbs such as never, sometimes, always, often.

Learn and use high frequency superlatives the best, worst, biggest, dirtiest.

Collect from reading synonyms for adjectives and experiment by using them in own writing. (e.g. beautiful – lovely, pretty, attractive, scenic).

With teacher help, use pictures, actions, mnemonics to learn and consolidate new words and use them when talking or writing.

Understand that a prefix or a suffix is a group of letters that changes the meaning or purpose of a word and that prefixes go at the beginning and suffixes at the end of base words.

Learn common prefixes un (not), re (again), dis (opposite) and place these in front of given root words to generate new words, especially antonyms e.g. happy- unhappy, like – dislike, try – retry and with teacher help explain what they each mean.

Understand that the suffix –less gives a word its opposite meaning as in power-powerless, harm-harmless, end-endless.

Add the suffixes -ful to change nouns into adjectives as in colour-colourful, power-powerful, beauty-beautiful.

Collect and begin to use alternatives to said: replied, asked, whispered, shouted.

Use verbs as root words to create a list of occupations adding the suffixes –er/-or/-ist as in: write-writer, decorate-decorator, cycle-cyclist.

Create compound words by combining two words and recognise nonsensical ones by classifying them into two sets. Check unknown answers with a dictionary.

#### SPELLING AND PRONUNCIATION

##### **Pupils demonstrate that they can:**

Sort cards with words that rhyme and learn spellings. Bright, fight, light night, horrible, terrible, responsible...

Highlight silent letters and pronounce the words properly: silent k as in knock, silent w as in sword, silent b as in lamb, silent h as in ghost, silent g as in gnome, silent c as in muscle.

Use knowledge of compound words in spelling. e.g. bedroom, football.

Spell words containing each of the long vowel phonemes and remember their pronunciation.

Begin to identify misspelled common words in their own writing.

Learn new spellings of words using the “look, say, cover, write, check” strategy.

Collect and sort words with different spelling patterns for pluralisation: to spell the regular -s -ing and -ed forms of verbs correctly as in stop-stops-stopping-stopped (double consonant), turn-turns-turning-turned, hope-hopes-hoping-hoped (it drops the e).

Spell the plural forms of words ending in -f e.g. calf calves, leave leaves, scarf scarves...

Use the terms singular and plural appropriately and be able to use the different plural endings.

Learn and use rules for creating plural forms (- add s. -add es. Words ending in y – add s if the final letter is preceded by a vowel. If not, change the y to i and add es.): cat-cats, box-boxes, donkey-donkeys, party-parties.

Learn and use useful plural words that don't add the suffix -s or -es when the is formed: e.g. man-men, woman-women, child-children, mouse-mice.

Distinguish 'its' possessive from 'it's' and understand that they mean “belonging to it” and 'it is'

Spell words with the common ending -ight as in light, fight night, bright.

Learn and use common irregular past tense verbs: go/went, can/could, see/saw.

Write short paragraphs dictated by the teacher and self/peer assess for accuracy.

## 5. Year 5

### **Text Level**

#### ***Reading and Comprehension***

#### **Pupils demonstrate that they can:**

Read a variety of stories individually, or in pairs, or at home, and answer questions, identify characters/settings and/or write reviews to demonstrate understanding.

Use phonic/ spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge when reading unfamiliar words in texts.

Listen to stories/parts of stories taken from authentic fiction texts read by the teacher or pre-recorded and identify specific words/phrases asked for by the teacher (e.g. what adjectives did you hear? What was his name? How many...etc.).

Make connections with character's actions and infer their personality. (She kicked the boy and then hit the dog so I think she is cruel)

Practice perfect pronunciation in order to record simple stories (e.g. phonic books) for younger children to listen to either in class or at home.

Begin to use punctuation as a guide to intonation and expression when reading aloud.

Know and with teacher or peer collaboration use features of books both when looking for information and when creating their own books (blurb, cover, author, illustrator, contents page, (chapters) publisher, year of publication, index (alphabetical order, glossary, labelled diagrams, captions).

Identify and use some features of newspapers: headlines, sub-headings, photographs with captions.

Demonstrate, in shared reading and individual reading to teacher, that they can use title, cover, photographs/illustrations, captions, headlines, sub-headings, previous content, to predict the next part of the text.

Suggest who the texts are suitable for when writing book reviews.

Start to scan texts for key words and /or specific information.

Re-read texts carefully for difficult sections/structures/vocabulary.

With teacher guidance, locate relevant information by highlighting/underlining.

Deduce meaning of new vocabulary from context and picture clues.

Read information texts and summarise the main points.

Find information by using search engines in English and with teacher support begin to select appropriate key words for search.

Read short beginnings of texts found in search engines and select the most likely one to be of use.

### ***Texts to Entertain***

#### **Pupils demonstrate that they can:**

Listen to story extracts read by the teacher or recorded and show their understanding of the gist with a short summary.

Contribute to a group book review by writing one part e.g. the setting, the characters, group's opinion of the story, the plot, who they would recommend it to.

Act out parts of a story / play using actions, gestures and voice following stage directions.

Transfer part of a story text into play format writing speech and actions for the characters and a narrator.

Learn a role from a script and participate in a performance of the play, either in class or more formally for parents or other classes.

Use a story map to identify the main characters, setting and gist of plot of a story read in class.

Participate in a group discussion, using prompts from the teacher, to begin to make inferences about a character using clues from the picture and text. e.g. She is smiling but she looks like a cheeky monkey; I think she is naughty. Maybe he took the money because they are poor and need to buy food.

Use a prompt sheet, word banks and quotes from a text to complete a character profile including a description of the characters personality. E.g. He is very responsible and creative because he invented stories to get his sister to eat.

Write a story opening using a setting description, prompted by a photograph or video clip.

State the different ways a story can begin e.g. with a character, a setting, a question, a dialogue, an action, a statement.

Use a story, read in class and write it into a small book for infant children, using simple language and illustrations.

Use graphic organisers (photo boards, flow diagrams, grids) to plan a story.

Follow a story plan to develop into prose writing a suitable opening, paragraphs in a logical order with 'super sentences' to aid visualisation and understanding, and finally a concluding paragraph.

### ***Texts to Express***

#### **Pupils demonstrate that they can:**

Make a comment about a poem they have listened to using knowledge about poetry features they have studied in class and reference to personal feelings.. e.g. 'It is about a boy in the forest. It made me feel cold (because...) It has a lot of rhymes. I liked the rhythm, it was like a rap.

Perform a poem from memory, use speed, volume, tone of voice and silence to begin to evoke some emotion in the audience. e.g. make them laugh, feel sad, surprised...

Draw an illustration after listening to a poem.

Sort examples of similes, metaphors, alliteration and homophones into groups and say what they are.

Say which features a poem uses or doesn't use and select examples from it to illustrate. (verses, end-rhymes, repetition, rhythm, personification, homophones, alliteration).

Say how poems differ from prose in layout and explain why layout of some poems is as important as the words. e.g. a calligram is a poem that creates a visual effect with words.

Use the structure and features of a poem as a model to write a similar one.

Make a personal glossary of 'powerful' words to use in poetry under headings such as 'joy' 'hope' 'beauty'.

Contribute a suggestion for a powerful word to include in a class poem about an emotive issue.

Publish their own poems using ICT, PPP, or different forms of calligraphy to display.

Peer assesses poems using agreed success criteria, which not only cover the use of features but the emotions the poem evokes.

Write a post-card to a friend or family member using correct layout (address on right, informal greeting/ending, short phrases) and expressing opinions and feelings of things written about.

Write an informal letter comparing layout with a postcard including address, opening, ending, paragraphs and punctuation.

Read diary entries and watch video diaries which express emotion e.g. The Diary of Ann Frank.

Keep a diary of important events in the class/school showing emotions. We went to the theatre. Before I felt excited, but then I was bored because it wasn't good.

### ***Persuasive Texts***

#### **Pupils demonstrate that they can:**

Place an example of a persuasive text e.g. a letter, leaflet, poster, article or advert on a class wall display under the correct heading.

Listen to a jingle and make notes of the words or phrases it uses that help persuade.

Identify from a given list positive facts (benefits) that might be used to convince you to... and use these to write short paragraphs for a leaflet.

Read an article or advert and write down an example of one fact, one opinion, one pro and one con from it.

Use descriptive adjectives comparatives and superlatives in writing to make something more attractive.

Write headings that attract attention by using at least one of the following: adjectives, a question, alliteration, an order.

Structure a leaflet or article with subheadings for each benefit stated.

Use colours, pictures and text suitable for a specific audience. (young children, football lovers, fantasy enthusiasts...).

Use a graphic organiser to plan a letter to persuade the head teacher to ..., the authorities to build a zoo...

Work with a partner to prepare arguments for or against a motion. Choosing two or three facts and connecting them with opinions. Making notes of 'persuasive language'.

Use appropriate language structures to persuade members of your group. I think we should... This is best because... This is better than that. That is more powerful...

Present arguments as part of a class debate on an issue.

Peer group assessment: Were you convinced? Would you go there? Did you change your mind? What argument was the strongest? Why?

### ***Texts to Explain***

#### **Pupils demonstrate that they can:**

Read a text about a body system and complete a flow diagram to show how it works by placing pictures and writing simple explanations for each part.

Plan the stages of an explanation text using diagrams /flow charts.

Write a title/heading and opening statement which states what the explanation aims to achieve.

Create personal glossaries of technical language with own definitions.

Compile a mini-book that explains the causes and effects of for example healthy/not healthy living (exercise, eating habits, sleep...) after completing prompt sheets / writing frames provided by the teacher.

Include a contents page and/or index.

Make use of labelled diagrams, photos and illustrations.

Peer evaluate the effectiveness of an explanation text by seeing if they answer previously prepared questions about what you want to know from the text.

Participate in a small group to present the results of an art project or experiment to the class, explaining what they did, what they discovered and how they know.

Speak loudly and clearly when giving a presentation.

Watch presentations of peers explaining an art project for example and complete an assessment sheet of content (title, opening statement, why/how it was done, results – giving each section good/well done/ excellent for example).

Listen to other children's presentations and ask them a question afterwards.

### ***Instructional Texts***

#### **Pupils demonstrate that they can:**

Classify different instructional texts e.g. posters, recipes, rules for games and say what each is for.

Work with a partner to read and follow a set of instructions and carry them out with little or no help from the teacher. e.g. to play a game from Roman times.

Listen to instructions from teacher, peer or visitor to class and...

Use a supporting framework to write a set of instructions for an activity they have done in class or something they have invented. e.g. a game based on one from Roman times.

Participate in a group to look for and read instructional texts online as part of a class project e.g. to make something in art, to learn how things were done in the past. Decide if the instructions would be easy to do and why.

Watch a silent video and using a word bank of verbs write instructions for it using appropriate format (title, list of materials needed, sequenced steps).

Change a set of instructions for a different audience e.g. instructions written for adults to be suitable for children. This may include simple language with clear illustrations/diagrams.

Use bullet points when writing instructions.

Prepare and give instructions to a partner to move/do or make something, e.g. to make a plasticine model using criteria agreed with class before starting the activity.

Use previously agreed success criteria to self and peer assess instructions.

Contribute a page to a class book on 'How to...'

### ***Texts to Recount***

#### **Pupils demonstrate that they can:**

Tell a talk-partner or the class about something from a news report, putting three or four things that happened in chronological order and giving opinions on it.

Listen to a talk partner and contribute to his recount by adding other facts.

Play the role of 'observer' by listening to talk partners and making notes on what the main things that happened were.

Prepare questions about a news event – based on the title (who, what, where, when, how) and watch a short video clip to find the answers.

Read different recounts (e.g. one formal from a newspaper, one informal in a letter) of the same event and use information to fill in a Venn diagram to compare and contrast information – similarities and differences.

Categorise different types of recounts (news/science report, biography, post-cards/letters...) into formal and informal and say what is different about them.

In role-play, take on the role of reporter, prepare questions to ask and during play ask further questions to clarify and expand knowledge.

In role-play, take on the role of witness by reading a description of an event. Prepare first by thinking of adjectives to describe feelings during the event e.g. at first I was surprised and very nervous. Later I was calmer, but very shocked by it. Also prepare notes about where you were, what the time was, did you see it all... When participating in the role-play improvise to answer questions not anticipated or prepared for.

Use information expressed from a given time-line to write a short report. e.g. a journey of an explorer. In guided writing, write an informal letter from a first person point of view. Imagine details that are not given to fill out the report (using knowledge of the period being studied for example).

Highlight the key features and layout of a recount (title, chronological order, past tense, concluding statement) by placing captions on a text. Put on a class display with other examples of different types of recount.

Follow models to layout parts of postcards, informal letters, envelopes and e-mails (address, greetings, introduction, events in order, closure, signature) correctly.

Plan collaboratively a recount using flow charts, spider diagrams, time lines ...

Use the plan to produce a recount in pairs / small groups in chronological order.

With teacher guidance, use paragraphs to signal a change of time, new action or setting.

Use a check-list decided by class to confirm that specific details have been included in the recount.

Read peers recounts and comment on them. Identifying parts liked and making suggestions to improve.

Edit work for grammatical content, using personal targets and specific criteria agreed by class. e.g. use five different verbs from a word bank in the past tense.

Self and peer assess work with encouraging language. You can/could improve your work if you use(d) full stops etc. I think, it would be better if you wrote in the past.

### ***Texts to Inform***

#### **Pupils demonstrate that they can:**

Individually answer written questions after watching a video about a theme being studied.

Read a text independently and prepare questions to ask a partner about it. These can be questions to help clarify or to 'test' a partner.

Categorise and compare different formats and layouts of non-chronological reports (flyers, posters, excerpts from information books, leaflets ...).

Use contents pages, index and glossary in information books to find specific information requested by teacher about a theme being studied in science/history/geography.

Think of at least one thing they want to know after completing a KWL grid and work as part of a team to plan what they want to include in a text about part of a theme/topic being studied in class. (an insect, a period in history, a type of music).

Work with a partner to gather and record information from different sources (including audio and visual recordings) by highlighting key words, making notes, completing grids.

Create an attractive title, headings and sub-headings for a pamphlet about their insect/period in history/music.

Organise information into clear and logical sections (non-chronological order) by using a spider-diagram/word-wheel.

Use bullet points to list key facts.

Present the leaflet in published form to be displayed in class.

Peer assess others leaflets against a given success criteria Do they have a clear and attractive title? Are there sufficient subheadings? Do you understand all the information? Is there anything else you would like to know?

Work in a team to prepare and present a poster or Power Point presentation at the end of a theme/topic studied to highlight the main information learnt.

Participate in presenting the Power Point to the class. Listen to other children's reports ticking off key words that should have been included in order to assess the content.

## **Sentence Level**

### **Pupils demonstrate that they can:**

#### **Punctuation**

Identify and know the terms for a wider range of punctuation marks: semi-colons, colons, dashes, hyphens, quotation marks, brackets, bullet points. Are bullet points punctuation I thought they should be included?

Use punctuation effectively to give meaning to longer sentences and to reflect excitement, pauses, exclamations when reading.

Distinguish between the use of apostrophes for possession and for contraction (I'll, all negative forms of verb 'to be' and 'to have'in present and past).

Learn rules for the use of the apostrophe with singular (the girl's house) and plural nouns ending in -s (the cats' food) and extend for irregular plural nouns e.g. women's rights in own writing.

Punctuate direct speech using speech marks, commas ...

Use capital letters at the beginning of lines for poetry and commas to separate adjectives e.g. in a list poem.

Recognise the difference between direct (use of speech marks and comma: "I am going to school," he said.) and reported speech: (He said he was going to school.)

Highlight different word classes in sentences: nouns, pronouns, adjectives, verbs, prepositions in guided activities.

## **Nouns and Pronouns**

Identify different kinds of noun (common nouns, proper nouns and pronouns) in sentences.

Demonstrate an understanding that nouns/pronouns and verbs agree by substituting nouns/pronouns and changing the verb.

Know that sentences rarely start with a verb unless they are questions or orders. Compare with Spanish where pronouns are not always necessary because of the verb endings. Write sentences correctly with teacher/peer prompts.

Explain the function of personal pronouns (I, you, he, she, it, we, they) : that they are a substitute for a noun and that “you” can be singular or plural. Identify what or whom they refer to in reading and use them with increased accuracy in own texts (spoken or written).

Recognise and use possessive adjectives (my, your, his, her, its, our, their) with some accuracy.

Identify from reading and use begin to use a wider range of pronouns, and in their negative forms, e.g. everybody/anybody/somebody/all/each/every/someone/none/one/nobody/myself/yourself/herself/ ourselves/themselves.

Use impersonal sentences to explain general truths without using “the” e.g. Children love sweets. Contrast with “the” when referring to a specific group or thing: The children in my class love sweets.

## **Adjectives and Adverbs**

Form comparatives and superlatives from adjectives (+-er, -est or more/most) and use them to compare and describe things using the language structures:...er than..., the...est in the ...,

Use strings of powerful adjectives in fiction and non-fiction texts that begin to: increase understanding, create mood, provoke feelings and report accurately.

Use adverbs with some prompting from teacher to express intensity e.g. very, quite, more, most.

Use adverbs and time phrases in guided writing to indicate the passing of time (The next day, A long time later...)

## **Verbs**

Understand the term “tense” refers to time in relation to verbs.

Use verb tenses more independently and consistently and make verbs agree with subject paying special attention to the third person singular and past tense.

Understand and make necessary changes to sentences when pluralising e.g. this book is blue / these books are green.

Use the verbs, “to be” and “have/have got” accurately in present and past forms.

Be able to state 'rules' for changing regular verbs for 3<sup>rd</sup> person singular present (add 's') and past tense (add 'ed' or learn irregular) and imperative verbs (use infinitive).

Know and that verbs that follow 'to' do not change from infinitive. In guided editing, apply the rule independently to own or peers work.

Recognise and use future forms: ... going to + verb, will ... and present continuous with future meaning.

Use can/could in guided activities to suggest possibilities or abilities.

Sometimes use auxiliary verbs: have, was, will in positive and imperative sentences in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person.

Change meaning of sentences, poetry, by transforming tense, form and person (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>). e.g. a poem written using personification 'I sit in the sky.' (a star) to 3<sup>rd</sup> person 'It' It sits in the sky.'

### **Questions**

With growing independence, but some prompting from teacher/peers construct questions with question words (what, where, when, how, why, who and which) and auxiliaries/models: (is/are, do/does, did, can/could).

Change statements into questions, knowing that the word order changes and reflect this knowledge in independent writing and speaking, sometimes with some prompting from teacher/peers.

### **Negatives**

Change positive statements into negative statements.

Construct negative sentences with appropriate auxiliaries (don't, does not, did not, can't, could not, haven't, has not, mustn't, isn't, are not, am not ...).

### **Connectives**

Create more complex sentences by using a range of connectives: and, but, then, because, when, after, so, if, at first, later on, after that, finally, also, therefore, if meanwhile, while, when, with, since consequently, then, after, yet. Alternatively, use time words and phrases to sequence events e.g. in the morning, later that day, meanwhile, at the same time...

### **Sentence openers**

Collect and begin to use different ways to start sentences: Using...ly words (Sleepily he...);...ing words (Jumping for joy...); similes (She was as white as a ghost...), alliteration, (The creative creature crept ...);...ed words (Baffled she...); a connective (Meanwhile,...); a preposition (Under the rock...) Use traditional English similes e.g. as strong as a horse and invent new endings. Create new similes on a given topic (her eyes were as black as the night).

Identify and use a range of prepositions e.g. back, up, down, across, through, on, in ...

## **Word Level**

### **WORD BANK/DICTIONARY SKILLS**

#### **Pupils demonstrate that they can:**

Use dictionaries to check / record spellings and find definitions of words.

Find words in dictionaries quickly and understand that some words might be in a different form, e.g. by looking for verbs in the infinitive.

Select appropriate definitions from choices given in dictionaries or teacher for the context of text.

Create glossaries for own work which: explain technical or difficult words e.g. Evaporation – by writing own definitions, synonyms or pictures.; use graphic organisers e.g. a spider chart with words to describe characters using sub-headings of appearance, personality, habits write own definitions, synonyms or pictures for new vocabulary and record in a personal dictionary / glossary/ word bank, developing precision and accuracy in expression.

Keep an alphabetical ordered list of own miss-spelt words (with help from teacher to decide which ones), learn them and refer to the list when writing new texts.

Demonstrate understanding of the purpose and organisation of a thesaurus, by using it to find synonyms and antonyms and expand vocabulary by using these in own work.

Contribute to class collections of new words (from reading and specific vocabulary related to topics) by creating a part of a poster or wall display.

Identify Spanish/English cognates (e.g. interesting/*interesant*) and contrast and record “false friends” (e.g. exit/*éxito*, sensible/*sensible*)

Explore and record strong, ambitious vocabulary e.g. alliteration: slipping down the snowy slopes sentence?

#### BUILDING VOCABULARY

##### **Pupils demonstrate that they can:**

Explore how sentences can be made more interesting/have more impact when using alternative connectors e.g. instead of “and” use “in addition to”, “also”...

Collect, from reading and listening activities, and collate lists of imperatives e.g. to use in instructions (stir, fold, cut...).

Select from given lists of powerful or descriptive adjectives new words to use in speaking and writing e.g. for scary stories, character descriptions ...

Infer the meaning of unknown words from context, using semantic knowledge (What part of speech is it?) and surrounding text (is it a person, creature or object?) and generate a range of possible meanings.

Match new words learnt in reading or topic work to given definitions by using linguistic devices and clues eg. domino games, loop activities, collaborative crosswords ...

Learn new verbs by creating and practicing actions.

Transform nouns into adjectives e.g. beauty – beautiful, fun – funny.

Transform adjectives into adverbs e.g. gentle – gently, quick – quickly, heavy – heavily

Understand and use a wider range of adjectives of intensity, e.g. very, quite, rather, extremely.

Identify, collect and use strong action verbs e.g. bit, licked or spat rather than ate; or ambled, crawled, dashed rather than went when writing narrative and poems.

Explain differences between synonyms e.g. angry, frustrated, upset. Collaboratively order sets to identify shades of meaning and use in own texts.

Understand use of gender words and modern usage (actor/actress, fire-fighter, police officer).

Say what a prefix is and know the meaning of common examples e.g. un (not), re (again), dis (opposite) -from year 4 and de(not), pre (before) mis (wrong/false), non (not/opposite of), ex (out / outside of) and collect examples from reading.

Collect and investigate/deduce the meaning of words using other prefixes e.g. auto (self), bi (two/twice) trans (across), tele (distant), circum (round/about), anti (against), compare these with Spanish use and spell them correctly.

Say what a suffix is, contribute to building class collections of words using suffixes: -able (miserable), -ible (edible), -ive (massive), -tion (communication), -sion (confusion), -ic (horrific), -ist (specialist) and spell them correctly.

Sort nouns, adjectives and verbs into groups and highlight the suffixes that have been used to change nouns and adjectives into verbs: -ate (pollen – pollinate), -en (length – lengthen), -ify (pure – purify).

Illustrate jokes using homonyms (words which have the same spelling but different meanings). (ring, last, wave, watch, safe, flat, leaves, race, lead, train, bat, arms, dear, spot, letter, book).

Use context to choose correct definition of homonyms e.g. form (shape or document), wave (gesture, shape, or motion e.g. in the sea). Create visual displays to illustrate the different meanings e.g. ring (a piece of jewellery or a telephone call).

Divide compound words into the two (or three) whole words (usually nouns) that make them and try to explain the meaning and/or draw an illustration.

Pronounce with the stress usually on the first word element e.g. paintbrush, goalkeeper, deadline, cupboard, breakfast, clockwise, weekend...

Generate compound words e.g. by placing words before or after given base words: ball : football, basketball, handball, volleyball; grand : grandmother, grandfather, granddaughter, grandson; play: playground, playmate, playtime.

## SPELLING / PRONUNCIATION

### **Pupils demonstrate that they can:**

Spell new words from familiar words with known spelling patterns. Create word ladders changing one letter e.g. -ight (right, fight, light...).

Add -ly to adjectives to form adverbs: (carefully, slowly...). Learn common irregular adverbs: (well, fast ...).

Form comparatives and superlatives of one or two syllable adjectives by adding -er, -est: *younger/youngest*. Know that longer adjectives (2/3 syllables or more) use more / most : more interesting / most interesting.

Use -s to form the third person singular in the present simple (play – plays) and begin to use -es when the infinitive ends in : ss, sh, ch, zz, x, o (pass – passes, wish – wishes, catch – catches, buzz – buzzes, box – boxes, go – goes).

Understand and use the suffix -ing when using the continuous tenses e.g. walk – walking.

Use end rhymes in poems and rhyming narrative to aid pronunciation of new words. Collect rhyming words and learn spelling patterns. With teacher help, identify homophones (words which sound the same but are spelt differently).

Begin to use different ways of reading years (1845, 2012).

Learn and often use correctly the spelling rules+s for most nouns, +es after most nouns ending in -s, -sh, -ss, -ch, -x, -o (except for radio/radios, patio/patios). For nouns ending in “y”, change the “y” to “i” and add -es.

Learn and use a wider range of irregular plurals that don't add -s : plurals that stay the same (sheep, deer, fish v fishes), plurals that change their spelling (man/men, woman/women, child/children, mouse/mice, louse/lice, person/people, goose/geese, tooth/teeth, die/dice, antenna/antennae).

Know common nouns with no singular: trousers, scissors (a pair of / some)

Understand and use correctly non-pluralisation of adjectives e.g. red trousers (contrast with use of adjectives in Spanish)

Spell question words accurately: Who? What? Why? When? Where? How?

Spell personal pronouns (I, you, he, she, it, we, they) and possessive pronouns (my, your, his, her, its, our, their) accurately.

Recognise, read and spell correctly common silent letters (mb - lamb, sc - science, gn - design, h - hour, k - knife, t - fasten, w - wrist).

Apply the rule: when “c” comes before “e”, “i” or “y” the sound is usually soft (like the sound “s”) e.g. pencil in contrast to the more common hard “c” (like the sound “k”) e.g. catch.

Recognise how homonyms which are spelt the same can be pronounced differently and have different meanings e.g. bow (hair) v bow (bend over)

Learn and say words with common letter strings but different pronunciation e.g. -ough (drought / fought; cough / dough / through), -i.e. (field / tie / friend), -our (armour / pour / flour), -ear (dear / learn / pear / heart).

Understand how the final “e” of a word is dropped when a suffix is added e.g. response - responsible.

Change the final “y” to an “i” before a suffix is added e.g. beauty - beautiful, funny - funnier

Revise and use spelling patterns from year 4: words ending in a single consonant preceded by a short, single vowel, double the final consonant before adding a suffix e.g. + ed (hop - hopped), -ing (win - winning), -er (wet - wetter), - est (fit - fittest).

Use the apostrophe for possession eg. Sara's ruler and know the difference between English and Spanish.

Revise regular past tense endings (add -ed to the infinitive).

Sort irregular tenses into groups (ow-ew : blow / blew; ing-ang : sing / sang; ind-ound : find / found; ell - old : tell / told) where possible.

Begin to use the apostrophe for contractions in own work, know that an apostrophe represents missing letters, state what words have been joined to make the contractions and understand that contractions occur more frequently in spoken or informal language.

Edit own texts for spelling errors, using dictionaries, peer help and spell checks on computers (selecting the correct form from alternatives given).

## 6. Year 6

### **Text Level**

#### ***Reading and Comprehension***

#### **Pupils demonstrate that they can:**

Read a variety of more complex stories individually, or in pairs, or at home, and answer questions, identify characters/settings and/or write reviews to demonstrate understanding.

Listen to stories/parts of stories taken from authentic fiction texts read by the teacher and join in by making predictions, finishing sentences and asking questions.

Select parts of text (sentences, words or phrases) that infer meaning. (It says they have holes in their shoes so they are probably poor).

Read and write about famous authors.

Read stories and or non-fiction texts to younger children during 'book week'.

Repeat words with tricky pronunciation when reading aloud.

Use punctuation as a guide to intonation and expression when reading aloud.

Know and use features of books both when looking for information and when creating their own books (blurb, cover, author, illustrator, contents page (chapters) publisher, year of publication, index (alphabetical order, glossary, labelled diagrams, captions).

Understand and use main features of newspapers and magazines.

Understand newspaper headlines, sub-headings, use of columns, photographs with captions.

Understand magazines' use of colour illustrations, cover blurb (headings and photographs to entice reader), contents page.

Demonstrate, in shared reading and individual reading to teacher, that they can use title, cover, photographs/illustrations, captions, headlines, sub-headings and by-lines to predict the next part of the text.

Use knowledge of phonics and word families to aid pronunciation, intonation and rhythm when reading aloud.

Identify who the text is aimed at.

Begin to understand how to use skimming for gist of individual paragraphs / sections in a text.

Start to scan texts for key words and /or specific information.

Re-read texts carefully for difficult sections/structures/vocabulary.

Locate relevant information by highlighting/underlining to answer comprehension questions.

Deduce meaning of new vocabulary from context and familiar vocabulary with a different use.

Read information texts and summarise the main points.

#### **ICT Skills**

Find information by using search engines in English and begin to select appropriate key words for search.

Read short beginnings of texts found in search engines and select the most likely one to be of use.

### ***Texts to Entertain***

#### **Pupils demonstrate that they can:**

Read and comprehend texts by drawing pictures, writing questions for peers, answering peers' or teacher's questions, ordering summaries, writing summaries, role playing parts.

Read parts of a story selected by teacher and say what can be inferred by them e.g. there was a dead fly on the windowsill – the room was dirty, there could be poison in the room, something had killed it. Then use these ideas to put into the context of the story and choose the most likely.

Read a book independently and write a short review about it to include setting, characters, plot, recommendations and opinions.

Work with a partner to complete a prompt sheet to identify moral issues in text(s) e.g. good/evil.

Create a character description with the aid of a graphic organiser (to prompt use of adjectives, similes, actions, likes/dislikes, habits...) in order to provoke a feeling in the reader. e.g. make me very frightened or make me feel sad for the person.

Individually write a story opening using a dialogue or an action and compare with peers to 'magpie' ideas/phrases.

Use own story opening to plan the rest of the story on a flow diagram, which includes two parallel lines which come together. e.g. red riding hood goes one way slowly, the wolf another and 'prepares' the scene, they meet at Grandmother's house.

Use paragraphs appropriately to separate the events when writing a story.

Participate in a team to plan, draft, discuss and edit a text for an alternative genre (sci-fi story, myth, fable ...) including resolution of conflict or moral dilemma.

Collaborate with team members to write a part of the story in order to produce a mini book.

Learn a role from a script and participate in a performance of the play, either in class or more formally for parents or other classes.

Work individually to rewrite a text from a different point of view e.g. a play to a short story.

Contribute to a class project to plan, draft, discuss and edit a play script based on a theme studied or a known story. Write a part of the play including stage direction for actions and emotions.

Edit own and peers' writing for content and accuracy using class agreed criteria for each piece of work.

### ***Texts to Express***

#### **Pupils demonstrate that they can:**

Read poems, riddles, jokes and limericks with feeling and expression after studying models and identifying what makes one reading better than another.

Write a review of a poem including a short summary, what feelings it evokes and features it uses.

Participate in class discussion to use comprehension and inference skills to understand the story line in longer poems.

Name and define the important features (rhyme, rhythm, repetition, similes, metaphors, alliteration and homophones) of a poem (revision from previous years).

Use syllables in words to create a rhythmic pattern in a poem or song.

Understand how the use of the first person can make a poem more personal and write a poem from e.g. an animal, tree, wind, object's point of view.

Include the five senses to write a poem creating imagery e.g. a delicious food.

Use set patterns to write a poem or rap of their own e.g. a limerick with five lines, repeating the last line of a rap or song.

Publish their own poems using ICT, PPP, or different forms of calligraphy to display.

Peer assesses poems using agreed success criteria, which not only cover the use of features but the emotions or imagery the poem evokes.

Write letters, and e-mails, to friends, partner schools and pen-pals using recognised conventions, expressing feelings, opinions and preferences (to congratulate, apologise, say thank you, talk about school/home life ...).

Use a song as a model and adapt it for a different view point (changing subject, emotion or person who is singing).

Learn from memory to record and perform others' and own song adaptations.

### ***Persuasive Texts***

#### **Pupils demonstrate that they can:**

Listen to a jingle and write a summary of what it wants you to do. Use persuasive words from the jingle.

Read a letter and write the facts, and opinions, pros and cons it uses. State if it is a good argument and why.

Use sub-headings e.g. letters, leaflets, articles, adverts ...to write about the main features of persuasive texts, considering layout, titles, use of pictures, diagrams, paragraphs, audience.

Use descriptive adjectives comparatives and superlatives in writing to make something more attractive.

Produce a letter of complaint or newspaper article e.g. about rubbish in the area, the city needing more facilities for youth... and suggest what needs to be done.

Work in a pair or individually to create a short jingle/video clip which includes:

- planning for a specific audience
- utilising graphic organisers to aid planning
- using title, headings, sub-headings
- including diagrams, captions and labels
- presenting an argument with pros/cons

When working in groups use appropriate language structures to persuade members of your group. I think we should... This is best because... This is better than that. That is more powerful...

Present arguments as part of a class debate on an issue.

Peer group assessment: Were you convinced? Would you go there? Did you change your mind? What argument was the strongest? Why?

### ***Texts to Explain***

#### **Pupils demonstrate that they can:**

Read an explanation text and transfer the information from it onto a simple diagram. e.g. how a machine works.

Plan the stages of an explanation under headings e.g. What we did, What we observed, What we concluded or Parts of the machine, What each part does, What the final result is.

Write an encyclopaedia entry to explain a process, a weather system for example, making use of title and opening statement, labelled diagrams, photos, illustrations and text.

Peer evaluate the effectiveness of an explanation text by seeing if they answer previously prepared questions about what you want to know from the text.

Participate in a small group to present the results of an art project or experiment to the class, explaining what they did, what they discovered and how they know.

Peer evaluate the effectiveness of an explanation presentation by noting the good features of the content and one thing that could be included/made clearer.

Listen to other children's presentations and ask them a question afterwards.

### ***Instructional Texts***

#### **Pupils demonstrate that they can:**

Work individually to read and follow a set of instructions and carry them out with little or no help from the teacher or peers. e.g. to do a science experiment.

Listen to instructions from teacher, peer or visitor to class and...

Make a poster to remind class/group of criteria needed to write or give instructions well.

Write a set of instructions for an invented dance, game or model and give them to peers to assess by following them to see if they are clear.

Give instructions to peers orally after reading a report about how something was done. Use an introduction noting the intended outcome at the beginning, list of materials/tools needed and clear steps giving participants time to follow. Include alternative options e.g. Test to see if..., if it is, then..., if it is not then...

Use a set of pictorial instructions and put them in written format.

Use success criteria to self and peer assess instructions.

Play the role of 'observer' by watching peers give and receive instructions making notes on how clear they were, if the receiver completed the task, warnings used, verbs, etc.

Contribute to a class book giving instructions to visitors to a city on how to get to various locations from a central point. This may include walking, using public transport or car.

### ***Texts to Recount***

#### **Pupils demonstrate that they can:**

Write definitions to explain the different features of a recount (title, introductory paragraph, chronological order, past tense, concluding statement).

Tell a talk partner or the class about something from a news report, putting three or four things that happened in chronological order and giving opinions on it.

Listen to a talk partner and contribute to his recount by adding other facts.

Write different recounts (e.g. a formal for a head teacher, an informal to tell a friend) of the same event e.g. a school visit or sports match.

Understand the different types of recounts (news/science report, sporting event, autobiography, diary...)

Orally share personal and general news (about natural disasters, sporting event...)

Prepare questions about a news event – based on the title (who, what, where, when, how) and watch a short video clip to find the answers.

Use Power Point or photographs to recount orally.

Peer assess recounts against a given success criteria.

Employ the key features of recounts (title, chronological order, past tense, concluding statement) in their own written work.

Produce a time-line to express information e.g. biography, autobiography, important inventions ...

Recall the key features of recounts (title, chronological order, past tense, concluding statement).

Plan a newspaper report based on something studied in class (a historical event for example) by putting known facts onto a graphic organiser in chronological order.

Use the above plan to produce a report with all the correct features: include an introduction to describe what, when and where it happened and who was there; add details to amuse and interest; include a conclusion giving a personal opinion.

Use a check-list decided by class to confirm that specific details have been included in the recount.

Read peers recounts and comment on them; identifying parts liked and making suggestions to improve.

Edit work for grammatical content, using personal targets and specific criteria agreed by class. e.g. use five different verbs from a word bank in the past tense.

Self and peer assess work with encouraging language. You can/could improve your work if you use(d) full stops etc. I think, it would be better if you wrote in the past tense.

### ***Texts to Inform (Non-Chronological Reports)***

#### **Pupils demonstrate that they can:**

Think of at least one thing they want to know after completing a KWL grid and work as part of a team to plan what they want to include in a class book about a theme/topic being studied in class.

Watch a video, take notes and join with a partner to compare notes and write a short summary of the main content.

Read non-chronological reports and prepare and present an oral summary of the main points to the class.

Listen to oral summaries of other groups and take notes of main points.

Work with a small team to collect and combine information gathered in a variety of ways (note-taking, high-lighting, charts...) from different sources (including use of tools for Internet search engines) to plan a section of a class book.

Begin to recognise the difference between fact and opinion.

Organise information into clear and logical sections (non-chronological order) by using a graphic plan showing the layout of the page(s) and sub headings.

Create attractive title pages, headings and sub-headings, varying size of font and colour for their section of the class book.

Work collaboratively with other groups to create a contents page, index and glossary for the class book.

Use bullet points to list key facts.

Draw diagrams or charts to show facts and figures.

Organise information into clear and logical paragraphs.

Start section of book with a general introduction and finish with a summarising statement.

Publish the book using ICT.

Peer assess book sections against agreed success criteria.

Work in a team to prepare and present a poster or Power Point presentation at the end of a theme/topic studied to highlight the main information learnt.

Participate in presenting the Power Point to the class.

Listen to other children's reports ticking off key words that should have been included in order to assess the content.

## **Sentence Level**

### **Pupils demonstrate that they can:**

#### **Punctuation**

Identify and be able to define a wide range of punctuation marks: semi-colons, colons, dashes, hyphens, quotation marks, brackets, bullet points.

Use the apostrophe for contraction (including: won't, couldn't, wouldn't with some guidance and support) and possession in own writing, noting the special case of "it's" for "it is" and "its" for possession.

Apply rules for the use of the apostrophe with singular (the girl's house) and plural nouns ending in -s (the cats' food) and extend for irregular plural nouns e.g. women's rights in own writing.

Use a range of punctuation marks (full stops, commas, semi-colons, colons, dashes, hyphens, speech marks, question marks, exclamation marks, quotation marks, brackets, bullet points) in own writing and be able to punctuate others' unpunctuated sentences.

Analyse some sentences extracted from a story or play in direct speech and transform them into reported speech, noting changes in punctuation and words that have to be changed or added.

Change sentences in reported speech to direct speech.

Identify different word classes.

### **Pronouns**

Define when to use pronouns, and know that “you” can be singular or plural. Identify what or whom they refer to in reading (his bicycle = Pablo’s bicycle, the fox didn’t see them; them = farmers) and use them with accuracy in own texts (spoken or written).

Use a range of pronouns in own writing.

Know that nouns / pronouns and verbs agree and sentences rarely start with a verb unless they are questions or orders, and demonstrate this knowledge when producing own texts.

Recognise in reading and use in own texts possessive pronouns (my, your, his, her, its, our, their) and contrast with possessive adjectives (mine, yours, his, hers, ours, theirs) and their position at the end of a sentence.

### **Adjectives and Adverbs**

Devise descriptive sentences to use in fiction and non-fiction texts to increase understanding, create mood, provoke feelings and report accurately.

Collect and classify adverbs e.g. for speed, (swiftly, rapidly, sluggishly), for light (brilliantly, dimly, brightly, softly), for manner (carefully, quietly, intelligently, creatively) for volume (noisily, deafeningly, silently).

Use adverbs and time phrases to express the passing of time and frequency in fiction and non-fiction reports. e.g. A short while later..., After five minutes..., The next day... Years past..., Suddenly..., Visit your dentist regularly. Every six minutes the buzzer sounded.

### **Verbs**

Select and begin to use appropriately: past, present and future verbs, including use of auxiliary verbs (do/does/did, to be, to have/have got, shall and will) and continuous versions.

Write texts in the past with increasing accuracy including irregular tenses.

Use the present tense/third person plural for impersonal language e.g. rivers flow to the sea ; e-mails can be sent quickly and easily.

Identify and use the imperative form in instructions, demands and prohibitions (both positive and negative).

Use the first person to express emotion and for personification e.g. “I am a rock.”

Use 3<sup>rd</sup> person singular form with increasing accuracy.

## Questions

Change statements into questions, questions into orders and positive statements into negative statements highlighting changes to word order, verb tenses, additions, deletions and changes to punctuation. Begin to show this knowledge when writing or speaking independently.

Construct questions accurately, sometimes with prompting from teacher.

## Connectives

Create longer sentences by using more common connectives (and, but, so, because, then).

In guided activities, identify in reading and use in written texts a wider range of more ambitious connectives including those that express cause and effect : the reason that, this results in, this happens because, this causes, firstly, eventually, however, while, although, therefore, consequently, even though, as well as, in addition to, despite, after a while, before this happens.

## Openings

Use similes to develop expressive language.

Continue to collect and begin to use different ways to start sentences: Using -ly words (Sleepily he...);...ing words (Jumping for joy...); similes (She was as white as a ghost...), alliteration, (The creative creature crept ...);...ed words (Baffled she...); a connective (Meanwhile,...); a preposition Under the rock...).

Use must/mustn't.

Use there is, there are, there was, there were.

Begin to use: Perhaps, Maybe, If ... then, will, might, would, could; to express possibility, cause, hypothesis e.g. If you go to Paris you will probably see the Eiffel Tower; Maybe he could make a boat out of trees.

Identify active and passive sentences and understand that in passive sentences the agent is not always named or important e.g. he was taken to hospital.

Recognise that poetry is not always written in full sentences.

Minimise the number of words in a line of poetry to make it more effective.

Recognise how word order changes to mark the rhythm of a poem.

Recognise formal language and contrast with informal language e.g. in letter openings / endings.

Use prepositions of time and place in chunks of language.

Explore old-fashioned words and expressions in sayings and proverbs and contrast with equivalents in L1.

## Word Level

### WORD BANKS / DICTIONARY SKILLS

Know and begin to use the abbreviations for word types used in dictionaries.

Identify unfamiliar words in reading, explore possible definitions by brainstorming with a partner or group (using context clues and word type) and use a dictionary to check.

Employ strategies for dealing with technical / difficult vocabulary in specialist texts by consulting Glossaries and/or using dictionaries.

Create own glossaries / word banks / personal dictionaries including own definitions, pictures and diagrams which include collections of strong, descriptive adjectives and their antonyms; alternatives for frequently used words e.g. said : cried, screamed, whispered ...; went : slithered, dashed, crashed ;topic related vocabulary; concluding comments like : all in all, although, overall, to use in texts.

Keep an alphabetical ordered list of own misspelt words (with help from teacher to decide which ones), learn them and refer to the list when writing new texts.

Contribute at least one word with picture/definition to a collection of words for class word banks or wall display, e.g. humorous or rhyming words.

### BUILDING VOCABULARY

Collect, record and use language related to specific topics (source, lava...).

Use alternative powerful verbs for talking and movement (as collected in year 4 and 5).

Collect and record words that express emotions and opinions to use in their own work.

Use phonic/ spelling knowledge as a clue, together with graphic, grammatical and contextual knowledge when reading unfamiliar words in texts.

Collect antonyms and synonyms and contrast their use in different contexts e.g. Short/long v short/high.

Investigate old-fashioned words and look for modern equivalents if appropriate e.g. frock v dress, petticoat, chariot ...

Review position and use of adjectives to add interest to texts and employ in their own work.

Collate adverbs with verbs to use in creative writing e.g. ate hungrily.

Distinguish between homophones (words which have the same pronunciation but different spellings and meanings) e.g. by collaboratively choosing the correct homophone in humorous texts, riddles or flash-card games e.g. I/eye, hair/hare, sea/see, right/write, sun/son, cereal/serial, flour/flower, piece/peace, night/knight, blue/blew ...

Understand and make correct choices of homophones based on their knowledge of grammar e.g. its/it's, their/there/they're, there's/theirs, to/too/two. Practice and extend homophones by inventing word games such as puns, riddles and crosswords.

Explore the use of imported words from other languages: e.g. siesta, flamenco (Spanish), pizza, confetti, spaghetti ...(Italian), bouquet, café ... (France)

Explore Latin and Greek word origins in order to build on knowledge of roots and compound words e.g. tele (far off) + vision, scope, phone, gram; kilo (thousand) + gram, metre, super (greater) + man, natural, market; extra (more than) + ordinary; bio + graphy, ology.

Brainstorm and identify word roots and spelling families to extend vocabulary and aid spelling e.g. sign. signal, significant, sign-post, signature, signify; script: description, prescription, manuscript, postscript.

Apply knowledge learnt in year 5 on prefixes: in, im, iril, (not), pro (ahead), sub (under) and suffixes: -hood (childhood), -ness (kindness), -ment (movement) to suggest a state of being in guided writing activities.

Investigate and deduce meanings for other suffixes e.g. -dom (kingdom), -like (childlike), -ish (youngish), -ology (biology)

In shared writing, deduce 'rules' for changing verbs and adjectives into nouns e.g. -tion (educate – education), -ity (able – ability), -ness (happy – happiness).

Explore and discuss the use of gender words e.g. niece / nephew, uncle/ aunt, waiter / waitress, actor / actress, Contrast with gender-neutral alternatives where possible e.g. fire-fighter, police officer.

Investigate function, position, meanings and spellings of connectives (link to sentence level work) e.g. by highlighting connectives in a text.

Contrast simple connectives (and, with, so, but, then, while, after, since, until, if, when, because..) with connective phrases or compound words (in addition to, whenever, whatever, wherever, whoever, whereas, although, even though, in spite of, therefore, however, nevertheless, meanwhile).

#### SPELLING / PRONUNCIATION

Identify misspelt words in own and peers writing, use dictionaries and ICT spell tools to correct them and use these words in personal learning targets (record on spelling journals / target cards).

Spell and pronounce words containing unstressed vowels e.g. February, vegetable, parliament, alcohol, signature and unstressed consonants e.g. Wednesday, handbag, cupboard, raspberry.

Say and use the spelling rule: “i” before “e” except after “c” e.g. piece v receipt.

Write and pronounce correctly words with silent letters.

Use the soft “c” rule from Year 5 and apply similar rule to the letter “g” which sounds hard in words like gate and soft when “g” comes before “e”, “i” or “y” e.g. giant, message, gymnast, where it sounds like the letter “j”.

Create spelling rules for prefixes e.g. ir is always followed by r : irregular; il is always followed by l e.g. illiterate: im is followed by m or p e.g. immature, impossible by sorting given words into groups and deciding with partner or small group what changes are made and if they are constant.

Find words containing given letters e.g. spelling competition based on the letters of car number-plates (0345 SGR : sugar).

Form diminutives by adding suffixes –ette : cigarette, prefixes mini- : miniskirt, minibus; micro : microchip, microphone, microscope; adjectives; small, little, tiny, low- (low-fat..) nouns : piglet, duckling, gosling ...





# Bands of attainment 1<sup>st</sup> cycle

## 1. Bands of attainment 1<sup>st</sup> cycle

### Reading

Texts from recommended pupil reading list:

BAND 1	BAND 2	BAND 3
Say the sound associated with some letters and combination of letters taught and can blend them to read one and two-syllable words.	Confidently say the sound associated with most letters and combination of letters taught.	Read independently, showing an understanding of what is read through answering teacher's questions.
Read simple sentences made up of decodable words and high frequency words that have been taught.	Blend and read words with adjacent consonants.	Recognise and use common spelling patterns (e.g.-s for present simple third person singular, -ed in the past)
Sequence a story using pictures and short sentences.	Read phonically decodable two-syllable and three-syllable words, and a wide range (50-100) of high frequency words.	Apply their phonic knowledge to attempt to read unfamiliar words with constant success.
Identify the title, author and main characters in a story.	Read words with split digraphs with growing confidence.	Use word banks, phonic walls and simple dictionaries independently to support reading and writing.

Show their comprehension of a sentence by matching it to a corresponding picture or creating an illustration.	Read and group words containing the same sound with alternative spellings (e.g. snake, snail, May, angel)	Use singular and plural personal pronouns to avoid repetition.
Indicate if they liked or didn't like a story/text (maybe with thumbs up).	Say letter names and begin to use them when spelling words out loud (listening to teacher and telling others).	Use possessive determiners accurately (my/his/her).
	Identify the title, author, illustrator, main characters and settings in a story read in class, and be able to say and/or write something about them. E.g. The fox is bad because he wants to eat the grandmother. The forest is dark and scary.	Use with some accuracy the past tense of high frequency verbs (was, were, went, saw, had) in guided writing and speaking activities.
	Read different sentences/texts based on familiar texts with appropriate intonation (statements, questions and exclamations) and use these chunks of language in role play.	Use a wider range of adjectives in descriptions and to express feelings (huge, tiny, scary, boring, interesting).
	Order sentences from a known text or story correctly and match with pictures or illustrate.	Use capital letters, full stops, commas, question marks and exclamation marks on a regular basis.
	Read a few sentences/captions(text) to search for specific information.	Make compound sentences using and, but, because and use time connectors confidently (first, then, after).
		Use 'doesn't' to make negative sentences. Recognise different text types and their purposes.
		Express their opinions related to major events in stories, poems and different text types.

## Writing

BAND 1	BAND 2	BAND 3
Sometimes write simple sentences with appropriate content independently, but not always correctly.	In guided writing write a reasonable length (half to one page for a story for example) text which uses simple sentences mostly correctly and is easy to understand.	In guided writing complete a writing frame.
Follow a set pattern to write a few sentences or short poem, changing words or phrases selected from a given list/word bank.	Recognise common spelling patterns (e.g. -s for plurals, -ing present tense endings) and sometimes use in own writing.	Use singular and plural personal pronouns to avoid repetition.
Form letters legibly and leave spaces between words.	Find words to use in own writing from class word banks and copy correctly and/or check spelling.	Use possessive determiners accurately (my/his/her).

Write decodable CVC words and some non-decodable high frequency words with some accuracy.	Write decodable and non-decodable high frequency words, taught in class, mostly correctly.	Use with some accuracy the past tense of high frequency verbs (was, were, went, saw, had) in guided writing and speaking activities.
With teacher prompt, use capital letters and full stops when writing a sentence. Use commas, question marks and exclamation marks in guided and shared activities.	Use capital letters: for proper names, days of the week, months of the year and people's names, towns and cities, countries etc. And use a capital letter at the beginning of a sentence and a full stop to mark the end.	Use a wider range of adjectives in descriptions and to express feelings (huge, tiny, scary, boring, interesting).
Transfer information from very basic charts to form true/appropriate (to the task) sentences. E.g. selecting He/She/It has/is/likes green/good/healthy football/exercise/food and sometimes lengthening these using and/because.	Use question marks and exclamation marks in shared and guided writing and begin to use them independently.	Use capital letters, full stops, commas, question marks and exclamation marks on a regular basis.
	In guided writing, complete a simple writing frame for a specific text type.	Make compound sentences using and, but, because and use time connectors confidently (first, then, after).
	Use completed writing frames to base own written texts.	Use "doesn't" to make negative sentences. Recognise different text types and their purposes.
	Use "and" to join sentences.	Express their opinions related to major events in stories, poems and different text types.
	Use time and cause connectors to join sentences in guided writing activities (first, then, after, because).	Organise their writing following a graphic/pictorial sequence and use appropriate words to sequence events.

## Speaking and Writing

BAND 1	BAND 2	BAND 3
Construct simple sentences in the present tense in guided activities.	Use present tense verbs learnt in class mostly correctly.	Use the past tense of some verbs without teacher's help.
Use a capital letter to write the pronoun "I" and use 'I' appropriately to write and talk about oneself.	Use some past tense high frequency verbs in guided speaking and writing activities. E.g. when talking/writing about what they did at the weekend.	Link ideas using connectives more independently, e.g. not only in guided activities.
Use I am..., He/she is... Mainly correctly, but with some prompts.	Use singular personal pronouns in guided activities (I/you/he/she) usually correctly and begin to use them independently.	Use singular personal pronouns (I/you/he/she) independently and usually correctly.

Use adjectives from class word banks and some known: in descriptions and to express feelings (big, small, happy, sad). These are sometimes in the wrong word order (a cat big).	Write and use the first person singular possessive “my”.	Use the form “it” in impersonal sentences (eg. It’s sunny)
	Use the form “it” in impersonal sentences (eg. It’s sunny)	Use the singular forms of the verb “to be” (am/is/are) independently and mostly correctly.
	Use the singular forms of the verb “to be” (am/is/are) often correctly.	Use “don’t” to make negative sentences.
	Use “don’t” to make negative sentences.	Use a wider range of adjectives in descriptions and to express feelings (beautiful, long, tall, short, enormous) sometimes joining two together (a string)
	Use a wider range of adjectives in descriptions and to express feelings (beautiful, long, tall, short, enormous).	Ask and answer questions with less support, using some question words.
	Use learnt question forms correctly for everyday routines (Can I go to the toilet? How are you? What is this?)	
	Begin to use the past tense and time adverbs and connectives when talking about past events.	

## Listening

BAND 1	BAND 2	BAND 3
Listen to different types of texts (stories, non-fiction texts...) and show understanding (nodding their head, yes/no answers).	Listen to different types of texts read by teacher, react physically to content (e.g. putting hand over mouth when frightened or surprised) and using short phrases answer questions about them.	Listen to different types of texts and show understanding through relevant physical responses, answering questions and sometimes asking questions about it.
Listen to and follow simple instructions (e.g. Sit down, open your book, touch your nose...)	Listen to and follow instructions, asking for clarification or help if necessary (Can you help me? Can you repeat, please?)	Listen to and follow instructions with greater independence.
Listen to the others in a conversation and with peer or teacher support attempt to interact using a few words and simple, familiar structures.	Listen to class mates in pair and group work and react to their utterances. (Correct them (It’s not...It’s ...It goes/doesn’t go there, agree/disagree,(yes/no) build upon what has been said (...and a blue one))	Listen to others comments and reply with relevant information. (That’s correct. I think we... tell me what to write)

## Speaking

Children should be trying to speak English in whole class activities and use given structures in group and paired work. Sentences may still be mixed with some Spanish when basic structures are not given and vocabulary not known.

BAND 1	BAND 2	BAND 3
Repeat or rephrase parts of a story with teacher's help.	Begin to communicate with others using simple, familiar vocabulary and structures.	Communicate their experiences, ideas and opinions to others, using familiar phrases and their increasing knowledge of English. This can be in classroom tasks and in other situations (playground, corridors, changing activities...)
Recite a short poem or rhyme using actions to support performance.	Begin to contribute to discussion within a group using simple structures to share their opinions and experiences (I think it is good. He is correct.)	Begin to use a range of different language structures and vocabulary in improvisations and less directed speaking situations, applying structures learnt to new situations.
Express feelings through one-word answers (happy, sad)	Take turns in speaking and not to interrupt others in the group.	Use the past tense of some verbs without teacher's help.
Describe an animal, person or object using simple, given structures : e.g. This is an (elephant) It is (big).	Use sentences, although not always correct to describe situations, characters and emotions with more confidence and less support, choosing relevant vocabulary from memory, word banks and class displays where appropriate.	Link ideas using connectives.
Respond to teacher's and peers' questions through one-word answers.	Retell stories using repetitive structures and vocabulary learned from them.	Retell stories using different tenses with greater accuracy.
Learn a short phrase or sentence to participate in a play or role play.	Ask and answer questions, following a model.	Use a wider variety of structures and relevant vocabulary to describe situations, characters, objects and emotions.
	Participate in simple plays by learning a short individual part or chants with a group.	Ask and answer questions with less support, using some question words independently.
	Learn and recite simple rhymes or poems.	Learn a role for a class play.
		Recite a short poem with some expression.

## 2. Bands of attainment 2nd cycle

**Reading**

BAND 1	BAND 2	BAND 3
Read a familiar text aloud with increasingly accurate (the correct) pronunciation, intonation (for questions and exclamations) and expression.	Read a variety of text types aloud with increasing fluency and accuracy, showing understanding by reading with expression and intonation when reading questions, exclamations and characters emotions.	Read a variety of text types aloud showing fluency and accuracy in decoding skills by reading with expression and mostly correct pronunciation.
Apply phonic and word family knowledge to attempt to read unfamiliar words with some degree of success.	Apply phonic and word family knowledge to decode unfamiliar words.	
With teacher guidance, establish meaning of unfamiliar words by using graphical, syntactical and contextual clues. In some cases be able to say a synonym. E.g. enormous - very big.	In shared and guided reading, establish meaning of unfamiliar words by using graphical, syntactical and contextual clues and collect some of these in personal or class word banks.	Read a text with no graphics independently (illustrations or diagrams) and be able to write or tell the gist/main points.
Show some understanding of a variety of simple text types when read independently. E.g. Say what the text is about, name characters and show you the pictures, tell you one fact they have read and show you the page. Answer questions about it.	Read independently showing an understanding of what has been read by asking and answering questions, giving a summary of main points/content and/or transferring information to complete graphic organisers.	Read independently showing an understanding of what they have read through asking and answering questions; using language for cause and effect (The man walked into the tree because he was looking at the accident.); applying previous experience/knowledge; and using knowledge from graphics.
With teacher guidance, identify three features of a given text type. E.g. What is this? - The title, Where is the text about food? - Here.	Show an understanding of a variety of text types identifying their features in guided activities. E.g. Read a recount and complete a flow diagram which shows the title, who when and where it happened and the main events.	Identify text features independently with greater confidence and accuracy.
Select simple information from graphic formats and say or write it in sentences. E.g. from a spider chart - Orange trees grow in the Mediterranean.	Use letter names to spell and write words.	
Read poems and show understanding of rhymes by selecting examples.	Use dictionaries and word banks to find definitions of new words, check spellings and in guided activities to find synonyms and antonyms.	

Can say what (why) they liked or did not like about a text, sometimes using but/because to extend their comment.	Identify the title, author, illustrator of a book, and select appropriate adjectives, verbs and adverbs to describe main characters (physically and personality) and settings (what you can see, smell, hear, feel) in a story.	Give a personal opinion about a text with reasons.
	Find specific information from texts, either fiction or non fiction in order to answer questions or complete research for a project.	

## Writing

BAND 1	BAND 2	BAND 3
Independently write simple texts that can be confusing to the reader, but show basic understanding of the task and content.		Write an imaginative and/or detailed/interesting text type independently.
Use models and/or writing frames, word banks and dictionaries to write a variety of text types. Writing will use simple sentences and very basic content.	Use features of a given text type in their own writing with the aid of writing frames and guidance from the teacher.	Use all features of text types identified from given models in shared and independent writing.
	Work in pairs/small groups to follow given models/writing frames to write a text type, making use of vocabulary and information from previous activities.	
	Use metaphor and simile in guided activities with some success.	
Write a title appropriate to the text although simple in structure and use of vocabulary.	In guided work, use a variety of title styles appropriate to the text type (questions, imperatives, alliteration...)	Independently create appropriate titles for different text types.
Use phonic and word family knowledge, dictionaries and word banks to write new words, sometimes correctly. Words when not correct are understandable.	Use spelling patterns learnt in class mainly correctly in own writing.	
	Use word banks and dictionaries to check spelling of words.	
	Create own word banks to augment and learn new vocabulary. Sometime writing own definitions or drawing pictures for these words.	Use words from class word banks, reading and own vocabulary to select appropriate and effective language to enhance their writing.

Use capital letters, full stops, commas, question marks and exclamation marks on a regular basis and regularly correctly.	Punctuate a text using main punctuation marks (full stops, question marks, exclamation marks, speech marks, commas) with increasing accuracy.	Punctuate a text with increasing accuracy using main punctuation marks and experiment with new ones, colons, speech marks.
Sometimes use paragraphs independently, although not always appropriately.	Use paragraphs and connectives (and, because, but, first, next, then, ...finally) to sequence and structure information, ideas and events.	
	Use and, but, because, first, then, after... to join sentences in own writing.	
Complete graphic organisers to plan texts with some guidance from teacher/peers and use this plan to write a text, but not always transferring all information correctly.	In guided writing, work in groups to plan a text, identifying what is needed and where help can be found (research, teacher, peers...)	Follow a text type planning grid to construct paragraphs which show sequenced cohesion.
Write a short poem following set 'rules', e.g. rhymes at the end of line three and four using words from class word banks/brainstorms.	Identify rhymes in poems and add them to class collections. Select rhyming words from these collections to include in guided poetry writing.	

## Speaking and writing

BAND 1	BAND 2	BAND 3
Use I am..., He/she is... often correctly and You are..., I have, he has..., you have... Sometimes correctly.	Use all forms of the verb 'to be' in the present and past tense with increasing accuracy.	Use all forms of the verb 'to be' in the present and past tense mostly accurately.
Begin to show an awareness of present and past tenses and use was/were, went, saw and said with some accuracy, especially in guided activities.	Use a wider range of present and past tense verbs in guided activities mostly correctly. Sometimes use these verbs more independently, but they may not be in the correct form so often.	Use the present and past tense in guided speaking and writing mostly accurately and independently often accurately.
Use I, he, she, it, they with some accuracy.	Use personal and possessive pronouns singular and plural sometimes with help and/or prompting, including the use of 'it' for non-gender...	Use personal and possessive pronouns, singular and plural with increasing accuracy.
Use independently some adjectives for descriptions and to express feelings and in guided activities, using word banks a wider range.	Use a range of adjectives (sometimes in strings) both independently and in guided activities.	Use a wider range of super adjectives (often in strings) both independently and in guided activities.
	With support, use superlatives for descriptions.	Use, superlatives and comparatives for descriptions with some degree of accuracy.

Begin to use and, but and because to join sentences.	Form more complex sentences using connectives. Use 'not' (did not/didn't, is not/isn't, was not/wasn't...) to make negative sentences.	Use connectives with confidence and correctly to lengthen and add interest to sentences. Use question forms with some independence often correctly.
With guidance, use time connectors to join sentences (first, then, after, finally)	Construct questions correctly with the support of teacher and/or peers.	

## Listening

BAND 1	BAND 2	BAND 3
Listen to stories and others speaking and show some response - nod head, answer simple questions.	Listen to a text read by teacher or audio tape and answer questions about it in sentences.	Listen to teacher or recorded texts and be able to say three or four main points and/or parts of story.
	Tell you one or two main points of a text or gist of a story after listening to it.	
Listen to instructions from the teacher or peers and attempt to do them correctly.	Listen to instructions given by teacher, peers or recorded (audio or video) and carry them out more or less correctly and/or ask for clarification or help using structures previously practiced.	Follow and give instructions for a class activity using the appropriate language structures and some connectives.
Listen when working in a group or pair and try to join in using a limited number of structures and getting help from teachers and peers.	Listen to other's suggestions and answer some questions when working in a group.	Participate in and/or lead a group using appropriate language structures to discuss, give opinions, explain or create a text.

## Speaking

Children should be attempting to speak in English in whole class and group activities. Their language may be limited in group and paired work, but they can function with the aid of given structures. They try paraphrasing with teacher help.

BAND 1	BAND 2	BAND 3
Answer simple questions asked by teacher during a class discussion.	Follow a whole class discussion, answer some questions and sometimes put points of view.	In a whole-class discussion, follow up other's points and show agreement or disagreement, using full sentences and giving reasons why.
Sometimes express points of view in a class discussion with help from group or teacher.	Speak and participate in class with some help from the teacher and peers.	Speak clearly and fluently, using sentences and phrases that are often accurate.

		Sustain a conversation beyond a simple question/statement - response, and explain and give reasons for my views or choices.
		Confidently use classroom language to express my needs, sometimes paraphrasing when vocabulary not known.
Retell a story using short sentences and visual prompts to help.	Retell a story read or heard, sequencing the main parts correctly	Tell known and improvised stories using prior knowledge and some new vocabulary. These stories are entertaining to the listener because they give a little more information than just the basic facts and some sentences use connectives to add interest.
Recite a short poem from memory.	Recite a poem from memory, and begin to use intonation and expression to depict pace and/or feelings.	Recite a poem from memory, using intonation and expression to depict pace and/or feelings.
Sometimes express feelings using basic language structures learned in class.	Describe feelings and experiences using previous knowledge, given structures and word banks/displays, using sentences that are simple but often correct without help.	Describe feelings and experiences using known language structures and verbal tenses mostly correctly. These could be from previous learning or those given for task. Sometimes attempt more ambitious constructions which could present difficulties in accuracy.
Complete a description about a picture or object using given vocabulary and language structures.	Describe pictures, places, objects, animals and people and answer questions about them, often using the correct word order and verbs in the appropriate tense.	Describe pictures, places, objects, animals and people giving a few sentences which include strings of adjectives and details which are more than just appearance. Sentences are often correct for familiar structures but mistakes are made when attempting more complicated ones. (smell/sound/feeling What it likes; the position; how he moves...)
	Work in pairs or groups using the language structures given by the teacher.	
Contribute to a short oral presentation within a group.	Give a short oral presentation which they have previously prepared using some notes to help.	Prepare using visual support and give a short oral presentation on a given topic with increasing accuracy and fluency.

	Use some classroom language to help interact with teachers and peers which are not directly related to the task being pursued. Can I borrow your...? Have you got...? Excuse me, please etc.	
Attempt to answer and ask questions when conversing with teacher and peers.	Answer questions in complete sentences with some help from teacher and peers. Begin to structure questions correctly.	Answer questions in greater detail - using because, but, so, etc. Use question forms often correctly.
Learn simple sentences from a script to act out.	Act out a given script from memory or using written support for longer roles.	Act in stories or class plays, using voices for characters.
	Improvise some short sentences based on a story read in class to act them out.	

### 3. Bands of attainment 3rd cycle

#### READING

Texts should be from the recommended reading list, for pupils or similar.

BAND 1	BAND 2	BAND 3
Read aloud with growing confidence and with teacher prompting, use knowledge of phonics and word families to tackle unknown words.	Show knowledge of phonics, word families and compound words by using these in strategies to pronounce new words.	Read aloud fluently and accurately with good expression and intonation.
Read and say what the gist of a text is with the support of visuals and graphics or teacher/peers.	Read a variety of texts/extracts with less teacher/peer/graphic support and show understanding by reading aloud with increasing fluency, accuracy, expression and intonation.	Independently read a wide variety of longer fiction texts / extracts with fewer visual clues and show understanding by completing book reviews which summarise the main plot, give descriptive paragraphs about the characters and settings, state opinions about different aspects (plot, characters, style) of the book and make recommendations for future readers.
Independently answer simple questions about a text, e.g. who? when? and where?	Complete a book review with interesting paragraphs about characters, setting(s), plot and opinions/recommendations.	Support their interpretation of a text by selecting and quoting relevant information/quotes from it.
In guided reading, use graphic clues and known vocabulary to try to understand main points/gist.	Use pictures, diagrams and context in shared and guided reading to decipher unknown (difficult) words. Ask and answer questions to and from peers and teacher to clarify understanding of the main points/gist.	

	Comprehend a range of texts in different formats literally and in shared and guided reading, infer meaning from actions, speech or descriptions	Comprehend texts expressed in a wide variety of formats and lengths literally and increasingly use inference and extrapolation skills, explaining what they have understood.
Find words in dictionaries and with support choose an appropriate definition.	Use monolingual dictionaries and thesaurus for synonyms to define new vocabulary, choosing appropriate definitions and word forms mostly correctly.	Use dictionaries when needed, finding words quickly and choosing correct form of word or definition accurately.
		Respond spontaneously and personally to texts, stating own views and reasons why. Opinions could change for different parts of the text.
Sometimes respond to texts by relating to their own experiences.	Relate to the main ideas, content or characters from texts by giving opinions, reasons and in guided reading make hypothesis about it/them.	Read in a text to conclude something about it. (The cave was full of rubbish sorted into different materials, so I imagined someone was collecting it for something.)
		Read and memorise longer poems, songs, plays with appropriate rhythm, intonation, expression and feeling.
Transfer basic information from a text to a graphic format. E.g. Read about a famous explorer and put the events of his life in a time line.	Work in pairs or small groups to transfer most of the relevant information from a text to a graphic format.	Transfer all relevant information from a text to a graphic format.
With guidance gather and record key information e.g. using bullet points.	Select relevant information from a text/texts to complete a task. E.g. find three important events in the life of ... Complete a spider chart with information about a medicinal plant (where it grows, what it looks like, what it is used for...)	Locate, retrieve and collate ideas and information from written and oral texts.
Identify some features of a poem (rhymes, repetitive phrases) and select examples from reading.	In guided reading, identify verses, end-rhymes, alliteration, rhythm and repetition in poems and be able to use these terms to explain some features of a poem read, sighting examples from it.	Independently identify verses, end-rhymes, alliteration, rhythm and repetition in poems and be able to use these terms to explain all the features of a poem read, sighting examples from it.

## Writing

BAND 1	BAND 2	BAND 3
Write texts in guided writing that are usually understandable, but are sometimes confused due to lack of structure and/or mistakes in spelling and grammar. These texts should be increasing in length: Minimum half a page for a story.	In guided writing, write a text (at least a page for a story) which is easy to understand, and appropriate for the text type and audience. It should begin to evoke feelings and interest for the reader.	In guided writing, write a text (more than a page for a story) which is easy to understand, entertaining to the reader and appropriate for the text type and audience. It should evoke feelings and interest for the reader.
Using examples from guided writing and word banks, begin to state character's feelings in their own writing.	In guided writing, express character's emotions and opinions using strong action verbs and powerful or descriptive adjectives with the aid of word banks and/or a thesaurus.	Write stories that describe character(s), setting and plot, and begin to infer character traits by writing about their actions and thoughts that justify why they acted in a certain way.
Create simple word banks with vocabulary from reading and topic work. Use a monolingual dictionary more independently to understand unknown vocabulary.	Use and create glossaries and word banks which include own definitions of words learnt from reading or shared/guided activities and use this new vocabulary in own writing. Use a dictionary to check spelling.	Use and create personal glossaries more independently to include own definitions of more ambitious, specialist vocabulary. Use a dictionary and thesaurus.
With help from teacher or peers use similes, comparatives and superlatives.	Sometimes use expressive language including similes, comparatives and superlatives in own texts.	Regularly use similes, comparatives and superlatives.
Use some appropriate features: titles, headings and labelled diagrams to record and share information e.g. for a poster, although not always everything necessary to fulfil the task.	Use most features, identified in shared and guided activities, of a text correctly: Titles, headings and subheadings should be pertinent and creative; contents pages and indexes ordered correctly; diagrams clearly labelled, glossaries with own definitions and paragraphs which are interesting to read and follow success criteria decided by the class or teacher. Write introductions and conclusions to written texts taking into account the style and type of text.	Use more independently appropriate formats and text types to express information in their own writing: Titles, headings and sub-headings should be pertinent and creative; contents pages and indexes ordered correctly; diagrams clearly labelled; glossaries with own definitions and paragraphs which are interesting to read and follow success criteria decided by the class or teacher.
Write texts using a writing frame for guidance and prompts (e.g. a word bank). Texts are simple and follow the format, but only have minimum details. Use graphic organisers e.g. photo boards, flow diagrams and grids to plan a simple text. Use this plan to write a complete text, but sometimes miss out information planned.	Work with a partner to plan a non-fiction text: noting keys facts known, deciding sub-headings and/or paragraphs before doing research. In guided writing, use a graphic organiser (photo boards, flow diagrams, grids) to plan a text which includes all the main features. Individually use this plan to write into interesting and appropriate text.	Plan non-fiction texts independently. Use a wider range of graphic organisers (photo boards, flow diagrams, grids), independently to plan and write texts.

With help, write sentences from information presented in different formats e.g. a food chain web (Tigers are predators. They eat smaller animals, for example...)	Independently write sentences from information presented in different formats e.g. a food chain web (Tigers are predators. They eat smaller animals, for example...)	Comprehend and transfer information expressed in a variety of formats e.g. Write a more detailed flow diagram into an explanation text.
Use paragraphs in written texts, although not always correctly (by showing a beginning, middle and end or different themes in non-fiction, e.g. where they live, how they reproduce, what they look like...)	Organise writing into paragraphs to signal a change of time, new action, setting or theme mostly correctly. In guided writing choose different ways of opening each paragraph.	Use paragraphs mainly correctly.
Use a thesaurus / dictionary with guidance to explore synonyms and antonyms.	In guided writing, add synonyms and antonyms, adjectives, adverbs and alternative verbs to own texts to increase interest and understanding.	Independently add synonyms and antonyms, adjectives, adverbs and alternative verbs to own texts to increase interest and understanding.
Use capital letters, full stops, commas, question marks, speech marks and exclamation marks on a regularly basis often correctly.	Use a range of appropriate punctuation mostly correctly (capital letters, full stops, apostrophe, speech marks, commas, exclamation, question marks).	Use a wider range of punctuation (including colons) correctly.
Occasionally identify own errors when editing.	Edit own and peers written texts with the help of teacher prompting and check lists. Highlight and comment on good examples of the success criteria and make a suggestion for improvement. Identify some mistakes in spelling and grammar and correct them.	Use success criteria and own knowledge to edit own and peers work for content and accuracy, highlighting what has been done well and making suggestions for improvement.
Use set patterns to write a poem or rap collaboratively.	Use the structure of a poem as a basis for their own writing.	Identify verses, end-rhymes, repetition, alliteration and rhythmic patterns in poems and use these, sometimes with a model for the structure, as a basis for own writing.
Use some pros/cons, fact/opinion given by peers or teacher.	In guided reading and writing, identify and use pros/cons, fact/opinion e.g. in persuasive texts like adverts and collaboratively present an argument with pros/cons and/or use facts and opinions.	In guided reading and writing, identify and use pros/cons, fact/opinion e.g. in persuasive texts like adverts and collaboratively present an argument with pros/cons and/or use facts and opinions.

## Speaking and Writing

BAND 1	BAND 2	BAND 3
Know a variety of common verbs (have say, go, eat, want, play, dance...) in the past, present and future, use them in their own writing sometimes getting the form correct.	Use independently and often correctly, verbs in the past, present and future.	Use verbs in the past, present and future, mostly correctly.

Use the verbs 'to be' and 'to have' mostly correctly (sometimes with prompting) in past and present (including 3rd person).	Use the verbs 'to be' and 'to have' correctly (occasionally with prompting) in past, present (including 3rd person) and future forms.	Use the verbs 'to be' and 'have' correctly in past, present (including 3rd person) and future forms.
Construct simple questions correctly with some support from peers and teacher.	Construct questions mainly accurately, but with some prompting from the teacher.	Construct questions mainly accurately.
Use personal pronouns I/we/he/she/it/them often correctly and possessive pronouns sometimes correctly.	Use singular, plural personal and possessive pronouns independently with some accuracy, including the use of 'it' for non-gender...	Use singular, plural personal and possessive pronouns independently and mostly accuracy, including the use of 'it' for non-gender...
Use descriptive adjectives, sometimes in strings.	Use a variety of alternative verbs and adjectives to avoid repetitions and aid interest/understanding (instead of said: shouted, whispered, Instead of big: enormous, giant).	Use alternative verbs (went: crept, said: screamed) and a range of adjectives frequently to enhance descriptions and aid the readers understanding.
Use and, but and because more frequently to join sentences.	Use connectives (and, but, because) frequently in speaking and writing and begin to include others (so, meanwhile, later, suddenly, meanwhile, if) to vary sentences.	Use a range of more ambitious connectives (so, meanwhile, since, if, however) more often and vary the length of sentences in a text.

## Listening

BAND 1	BAND 2	BAND 3
Listen to others, take turns and respond showing greater understanding.	Listen and respond to teachers and peers, taking turns and sustaining attention for longer periods.	Listen and respond appropriately to teachers and peers, taking turns and sustaining attention for longer periods.
Listen to and understand the gist of a range of oral productions eg. Video, ICT, recorded books, songs, visitors.	Listen to oral productions eg. video, ICT, recorded books, songs, visitors and be able to summarise what has been said, ask and answer questions about them.	Listen to a range of oral productions eg. video, ICT, recorded books, songs, visitors and question for deeper understanding and knowledge about the topic being discussed.
Listen to and follow basic instructions in class and for activities.	Listen to and follow instructions asking questions when not clear.	Play close attention to what others say and extend / follow up through thoughtful questioning.
		Help to move discussion forward by clarifying and summarising.

## Speaking

BAND 1	BAND 2	BAND 3
Try to use English as a means of communication when working collaboratively.	Use English as a means of communication when working collaboratively.	Use English consistently as a means of communication when working collaboratively.
Speak with growing confidence and sustain attention for longer periods when listening.	Talk with confidence and listen in a range of contexts, trying to paraphrase when vocabulary not remembered/known.	Talk with confidence adapting language by varying vocabulary, expression and tone of voice to engage the listener in a range of contexts, including formal and informal.
Begin to talk in a variety of situations with teacher or peer help.	Describe events, explain facts/ processes, convey opinions and feelings with increasing clarity.	Use spoken language effectively to persuade, explain and instruct with increasing detail and clarity.
Give a brief presentation about a familiar subject following a given structure.	Give a 3-5 minute presentation taking audience into account and respond to questions. Use visual aids and gesture to help structure talks /presentations.	Select and use visual aids and gesture effectively to structure talks / presentations. Give a confident, well-structured 5-minute presentation which has been adapted for a specific audience, e.g. peers, smaller children, visitors to school, respond to spontaneous questions and expand on the subject when asked.
Show increasing confidence when performing songs, poems, plays or reading aloud.	Recite longer poems, sing songs and perform roles, adapting pace and volume to portray the content.	Improvise, practise and self/peer assess to improve an oral performance e.g. poetry, play, song with characterisation and expression.
Recount the main parts of an event with peer/teacher support, prompting and questioning.	Retell an event orally with increasing accuracy (using familiar past tenses and connectives).	Retell and sequence an event orally with greater accuracy and detail (using a range of past tenses and connectives).
Read simple texts aloud with support as necessary.	Read extracts from authentic texts aloud with increasing confidence, expression and accuracy.	Read authentic texts aloud for longer periods with intonation, rhythm and accurate word-stress which reflect the content being read.
Give simple explanations and instructions using aids / prompts eg. photos, diagrams.	Start to use spoken language more convincingly to persuade, give longer sets of instructions and explanations.	Use spoken language more convincingly to persuade, give longer sets of instructions and explanations.
Give and ask for basic personal information using speaking frames and models.	Share information about daily routines and activities eg. "I play the piano ", "What are your hobbies?"	Give and ask for information about daily routines and activities/hobbies e.g. "I usually play football on Tuesdays" "What do you normally do after school?"
Understand and respond to simple questions about intentions and plans eg. "Are you going swimming tomorrow?"	Make simple predictions and talk about future plans using "going to" and "will".	Talk about future plans eg. summer holidays using "going to" and "will".

Use simple language to describe pictures, paintings and photographs and start to express own opinions about them.	Describe pictures, paintings and photographs using familiar structures and language and be able to give suggestions and opinions about them.	Effectively describe pictures, paintings and photographs, using them as a stimulus for further discussion.
Use questions to ask for teacher / peer support when needed e.g. "How do you say ....?" and for clarification e.g. in peer presentations.	Begin to paraphrase and use synonyms to convey ideas more effectively.	Employ strategies to overcome problems in communication e.g. paraphrasing, describing words, giving synonyms.
Use simple tools for assessment e.g. traffic lights to peer assess when listening.	Use tools for assessment e.g. 2 stars and a wish, to criticise constructively and give oral feedback.	Understand and use a variety of tools and positive language to criticise constructively and respond to criticism e.g. "I like the way you ... but I think you could improve by ..."



# Sample Units of Work

The following units of work have been written to demonstrate how a series of lessons build up to producing a particular text type. Through a combination of being taught and participating in structured activities, the children will identify, learn and practice the skills, style and content necessary for the text type being studied. These experiences will develop and accumulate over the course of the lessons to enable the children to produce their own text (written or oral).

## 1<sup>st</sup> cycle unit

### **Jack and the Beanstalk - A New Story**

This unit is written for year 2 children and is based on a traditional tale. In this case, Jack and the Beanstalk. It can easily be adapted for any story. The children will follow a series of six lessons which will scaffold their skills in order to write a text to entertain.

The children will already have previous knowledge of the story and will repeatedly read and re-tell the story as work progress. Work on phonics will be included, putting into 'real' situations work the children have previously learnt in specific phonics lessons. The children will participate in shared and guided activities to build up to writing a story.

By the end of the unit:

*all children should be able to:*

- identify and say something about the main characters in a story
- recognise the long ee sound
- match simple sentences with pictures
- complete a writing frame during a shared writing session
- write their own version of the story in a limited format
- show opinion about others' stories by using thumbs up

*most children should be able to:*

- write sentences about characters and the setting of a story
- sort words with long ee sounds into groups of different spellings
- participate in guided reading to sequence the story placing time connectives in the correct order
- complete a writing frame during a guided writing session including time connectives
- work with a partner to write their own story based on the original
- Comment on other children's stories saying if they liked or didn't like them

*some children could:*

- use a variety of adjectives and verbs in their sentences.
- Think of rhymes using the long ee sound recognising that there are various spellings
- read sentences, match with pictures and order the story correctly using time connectives
- write their own story based on the original changing characters and /or setting, using adjectives to describe people and places, a variety of different verbs and time connectives
- comment about other children's stories saying why they liked or didn't like things.

JACK AND THE BEANSTALK (First cycle – Year 2)					
	LEARNING OBJECTIVES Pupils will be able to...	LEARNING OUTCOME Pupils will...	ACTIVITIES	LANGUAGE STRUCTURES	ASSESSMENT
<b>LESSON 1</b>	Listen to different types of texts and answer to questions about them appropriately, using short phrases.  Use a wider range of adjectives in descriptions.	Write sentences to describe a character or setting using adjectives.	- Pupils listen to the story <i>Jack and the Beanstalk</i> , and answer when the teacher asks questions about the pictures in the story. - In shared reading/talking, class describes the characters that appear in the story and the setting(s) where the action takes place orally. Teacher writes a word bank of adjectives that have been used. - Working in pairs, using language structures and word bank, children describe the characters and the setting(s) from the story in written form. - Read the descriptions written and peer evaluate.	Jack is...  Jack's mother has got...  The house is...  The castle has got...	Peer assessment commenting on another's description.  Oral and written descriptions done by students.

JACK AND THE BEANSTALK (First cycle – Year 2)					
	LEARNING OBJECTIVES Pupils will be able to...	LEARNING OUTCOME Pupils will...	ACTIVITIES	LANGUAGE STRUCTURES	ASSESSMENT
<b>LESSON 2</b>	Read and group words containing the same sound with alternative spellings (e.g. Beanstalk, eat, bee...)	Create a class word bank showing different spellings for the same sound.	<ul style="list-style-type: none"> <li>- Children listen to the story and put their hand up when they hear “long e” words like in beans, see, beanstalk...</li> <li>- Children think of words that rhyme with eat, seal, peach... and write or draw them on a white board</li> <li>- In groups of four, children share the words they have found and they write down the rhyming words that go together.</li> <li>- One person per group, and group after group, children write the words on the blackboard. All children complete their own lists of words with those they don't have.</li> <li>- The teacher says some words and students need to show their traffic lights to show if they remember the words' meanings of the vocabulary seen.</li> </ul>	... rhymes with ... (eg. <b>Eat</b> rhymes with <b>meat</b> ; <b>Seal</b> rhymes with <b>peel</b> )	Group assessment  Traffic lights
<b>LESSON 3</b>	Show an understanding of what they read or hear through matching sentences with images.  Order sentences from a text or story chronologically.	Match sentences with pictures.  Sequence main events in a story.	<ul style="list-style-type: none"> <li>- Some students have pictures and others have sentences. Students need to match each picture with its sentence.</li> <li>- The students with sentences listen to a description from a child with a picture and read their sentences to see if they match.</li> <li>- In pairs, one student shows the picture to the class and the other student reads the sentence. The rest of the group needs to say if they match or not using thumbs-up.</li> <li>- As a whole group, students put all the pictures and the sentences in order.</li> <li>- Children read the story with the teacher and check if all the sentences and pictures are in the correct order.</li> </ul>	There is...  There are...  It has...  I see...	Thumbs-up  Peer and group assessment

JACK AND THE BEANSTALK (First cycle – Year 2)					
	LEARNING OBJECTIVES Pupils will be able to...	LEARNING OUTCOME Pupils will...	ACTIVITIES	LANGUAGE STRUCTURES	ASSESSMENT
<b>LESSON 4</b>	<p>Sequence a story chronologically using pictures and short sentences.</p> <p>Retell a story using repetitive structures and vocabulary learned in the tale.</p> <p>Write sentences using the past tense of high frequency verbs in guided writing activities.</p>	<p>Retell the story in group.</p> <p>With teacher's help, write the main events of the story using some verbs in the past.</p>	<ul style="list-style-type: none"> <li>- Children listen to the story again, joining in with familiar parts.</li> <li>- Children sequence the story using story flashcards/pictures.</li> <li>- Children retell the story, taking turns. If someone needs help the others can help.</li> <li>- With the teacher's help, the students write the main events on a graphic organizer.</li> <li>- The students practice saying which one is first, second, next, then...</li> </ul>	<p>Verbs in the past: went, took, was.</p> <p>Once upon a time,</p> <p>Jack took his cow and went to the market.</p> <p>He met a stranger.</p> <p>Jack took the beans.</p> <p>Jack was happy. Jack was sad. Jack's mother was angry. Jack's mother was happy.</p> <p>Jack took the harp. Jack's mother took the axe.</p>	Peer assessment
<b>LESSON 5</b>	<p>Use "and" to join sentences.</p> <p>Begin to use time and cause connectives to join sentences in guided writing activities (first, then, after).</p> <p>Listen to different stories and show understanding through different responses.</p>	Use connectives to join events in a written story.	<ul style="list-style-type: none"> <li>- Looking at the graphic organizer used the day before, children work in pairs to rewrite the story using some connectives (first, second, and, next, later, finally).</li> <li>- Each time they have retold the story they have talked about it. When they write the story, the teacher reminds the children to remember the details and explain why things happen, to describe the characters, to say why the characters do, how they felt.</li> <li>- Some pairs read their story aloud to the rest of the groups. The other students indicate with "thumbs up" to say if they understood the story.</li> </ul>	<p>(Some of these connectors may be used by students:</p> <p>First,</p> <p>Second,</p> <p>Next,</p> <p>Then,</p> <p>After,</p> <p>Verbs and phrases from previous lesson.</p>	Thumbs up

JACK AND THE BEANSTALK (First cycle – Year 2)					
	LEARNING OBJECTIVES Pupils will be able to...	LEARNING OUTCOME Pupils will...	ACTIVITIES	LANGUAGE STRUCTURES	ASSESSMENT
<b>LESSON 6</b>	Use time connectives to join sentences in guided writing activities (first, then, after...) to organise their writing and to sequence events.	Write sentences using time connectives.	<ul style="list-style-type: none"> <li>- Children listen to the story <i>Jasper's Beanstalk</i>.</li> <li>- In pairs, they fill in a graphic organizer for a new story - they invent, which is similar to the story they have read.</li> <li>- In pairs, the children read their ideas from the graphic organizer and then write some sentences to create a short story. The main events written in the graphic organizer will be in chronological order and students will use the connectives studied in the unit.</li> <li>- In groups of four each pair reads each other their stories. If the others like/understand the story they need to show their traffic lights/thumbs-up.</li> </ul>	<p>(Some of these connectors may be used by students:</p> <p>First, Second, Next, Then, After, Later, Finally,</p>	<p>Peer assessment</p> <p>Traffic light or thumbs up</p> <p>Children put smiley faces on the stories of their peers</p>

Cycle: 1 <sup>st</sup> cycle		Year: 2		Topic: Jack and the Beanstalk	
Learning Objectives				Evidence for Assessment:	
<b>WALT</b>	We are learning how to write a new story with different events in order.			Students write a story.	
<b>WILF</b>	We can use connectives correctly. We can change parts of a story to make a new one. We can use a story plan.			The story written in chronological order and using connectors.	
<b>Language structures</b>	<i>Using connectors studied in the unit to sequence a story: First, second, and, next, later, finally. Using chunks of language from story: Jack took his cow and went to market. Later, he met a stranger. The stranger gave him some magic beans...</i>				
Outline of Activities					
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	Whole class	10'	Students listen to the short story <i>Jasper's Beanstalk</i> . (This story connects Jack and the Beanstalk to the Science unit "Plants" that can be studied at the same time.)	The teacher reads the story to the students ( <i>Jasper's Beanstalk</i> )	Book
	In pairs	15'	In pairs, students fill in a graphic organizer (story plan) for a new story they invent - similar to the story that has been read. First, students think of a title for the story and write the name of the main character in that story. Students think of the things that Jasper did in the story and then invent what happens to the new character.	The teacher will help students fill in the graphic organizer providing some vocabulary taken from Jack and the Beanstalk and Jasper's Beanstalk, and from other vocabulary studied in the unit (bean, water, plant, beanstalk, tall...) The teacher puts the vocabulary learnt from previous lessons in word bank form – on the wall or as flash cards.	Graphic organizer Word banks
	In pairs	20'	In pairs, students read their ideas in the graphic organizer and write some sentences to create a short story. The main events written in the graphic organizer will be in chronological order and students will use the connectives studied in the unit.	The teacher reminds the students of the connectives they have studied, and how a story is more interesting with more details. (How the character feels, what the bean looks like...) Teacher agrees with class some success criteria for the story: e.g. Use at least three connectives, write one or more sentences for each part of the organiser. The teacher guides students as they work, going from one group to the other, reading out examples for good modelling and making suggestions for improvement.	Paper
	Whole class	10'	In groups of four each pair reads each other their stories. If the others like and understand the story they need to show their traffic lights. (or thumbs up)	The teacher goes around the class listening to stories and commenting on good features.	
<b>Assessment</b>	<i>Traffic lights or thumbs up. Peer assessment. Teacher observation during writing process. Teacher comments on finished stories (either written or oral).</i>				
<b>Evaluation</b>	The teacher goes around listening to the students. At the end she will collect the stories to read and see if students have sequenced the stories correctly and if they have used at least three connectors.				

# JACK AND THE BEANSTALK

## CHARACTERS


## SETTING (S)


# STORY MAP



TITLE:

MAIN CHARACTER:

## STORY MAP



## 2. 2<sup>nd</sup> cycle unit

### **Writing about a school trip (A Recount)**

This unit is written for year 3 children and is based on writing a report of a school trip. The children will follow a series of six lessons which will teach/revise the necessary skills in order to provide scaffolding to write a recount/chronological report.

It is assumed that the children will already have some previous knowledge of writing chronological reports and will be aware of some of the features. The children will participate in shared and guided activities to practice skills necessary and finally write their own recount.

By the end of the unit:

*all children should be able to:*

- point to some features of a chronological report
- use given time connectives when sequencing pictures and simple captions
- understand that an anecdote is a funny incident
- use given verbs in the past tense in guided writing
- show understanding of a flow diagram as a plan for writing by answering teacher's questions
- read others' recounts and use a check-list to assess if it includes the main features

*most children should be able to:*

- tell you the important features of a chronological report
- use commonly used verbs in the past tense correctly
- sequence pictures, write captions and place time connectives correctly
- participate in shared writing to write an anecdote
- write an introduction to a recount
- include personal feelings in a recount of the class trip
- complete a writing plan in the form of a flow diagram
- work in a group to write a recount including all features practised and identified in previous lessons, but not always correctly.
- read another child's recount, identify one or two corrections and use a check list to assess if all features have been included

*some children could:*

- use a variety of verbs in the past tense correctly
- write an introduction to a recount including some 'wow' adjectives
- write their own anecdote in their recount
- complete a flow diagram of their own trip
- work in a group to write a recount using all features of a recount correctly
- read and comment constructively on others' recounts

2 <sup>nd</sup> cycle unit WRITING ABOUT A SCHOOL TRIP (Recount)					
Lesson	Learning Objective/target	Learning outcome	Activities	Language structures	Assessment
1	Say one or two features of a recount and work in groups to brainstorm examples.	I can tell you some different features of a personal recount.	Children work with talk partners to try to remember features of recounts from previous learning. Brainstorm verbs in past on Whiteboards and share with whole group. Whole group correction and add verbs. Give out text. Read text in pairs. Underline verbs in past in different colours on text independently. Teacher review connectives with class. Children underline connectives in a different colour. Underline a sentence(s) that tell(s) them how the writer feels about the experience. Read text in pairs again. In pairs answer teacher prepared questions on text on whiteboards. Whole class correct answers. Write answers in exercise books. In plenary session teacher asks children to remember features looked at in lesson and asks individual children to put labels in the correct position on a recount for a class display.	Verbs in past tense. Temporal connectives: First, Then, Next, Finally. Clausal connectives: when, and.	Read children's answers on whiteboards.
2	Use practised and given language structures to tell their talking partner about their weekend.  Listen to others and ask questions about the content using given structures from a class bank or wall display.	I can tell my partner (3/5/7) things about my weekend.  I can use ... (3/5/7) different past tense verbs.  I can listen to my friend and ask questions about what he/she said.  I can explain what activities were like.	Talk about weekend in pairs/groups., using word banks for adjectives and verbs in the past tense.  Use prompt cards with 'Wh...' questions to ask questions of your partner.  Construct a sentence with your partner to tell the class what your weekend was like and why.	I went/saw/had/...  It was...because... (It was good fun because we played lots of games. It was boring because there were no other children to play with.)  What happened next? What happened to... (your mum)? What happened in the end? Did you play tennis? Did you eat pizza? Did you see a ship?	Third child working with each pair in an observer role listening for talking in English, verbs used and how many things that were talked about.

2 <sup>nd</sup> cycle unit WRITING ABOUT A SCHOOL TRIP (Recount)					
Lesson	Learning Objective/target	Learning outcome	Activities	Language structures	Assessment
3	Share with the class funny incidents and anecdotes in past tense: I fell of my bicycle. I jumped into the river. The speaker was very funny. The experiment didn't work out well. We had a great day because.....	<p>I can tell a funny story about something that happened.</p> <p>I can use the past tense.</p>	<p>Find the funny story in the model writing from lesson 1.</p> <p>Talk about why it makes the writing more interesting for the reader (personal, funny, real).</p> <p>Teacher guides one child with leading questions into tell the class about a funny incident that happened (At the weekend, On the school trip, Last holiday). e.g. My Dad fell into the sea. 'What did you do?' 'I laughed' Did your dad laugh?' 'No, he was angry and he said a bad word.'</p> <p>Teacher models this anecdote into a story in a shared writing activity on the board.</p> <p>Teacher presents class with word banks for feelings and past tense words. She also points out that the children could use 'shouted' and 'cried' instead of said.</p> <p>Class then work in pairs, following guided questions on a speaking frame to prepare orally their story (real or invented): What happened? What did you do? What did the other person say? What happened in the end?</p> <p>Pairs tell the class or other pairs their story.</p> <p>Add 'anecdote/funny story' to labels on class display.</p>	<p>Verbs in past tense.</p> <p>Adjectives for feelings (angry, sad, happy, timid, silly...)</p> <p>Said, shouted, cried.</p>	<p>Peers indicate with thumbs if it was a funny story.</p>

2 <sup>nd</sup> cycle unit WRITING ABOUT A SCHOOL TRIP (Recount)					
Lesson	Learning Objective/target	Learning outcome	Activities	Language structures	Assessment
4	<p>Show they understand the meaning of chronological order by sequence pictures and short captions into a time line (the life of a famous person) or event (possibly a school trip, theatre visit, visiting speaker).</p> <p>Use temporal connectives from a personal or class word bank to place in correct positions of a short text or sequence of pictures: when, after, before, while, now, at the same time, at last..</p>	<p>I can sequence pictures in order.</p> <p>I can use time connectives between my pictures.</p> <p>I can read captions and put them with the correct pictures.</p> <p>I can remember and write sentences correctly.</p>	<p>Read the model writing again and talk about the order of events. Revise time connectives from the writing.</p> <p>Use photographs or drawn pictures of the school trip to put in chronological order and place the appropriate connective in between.</p> <p>Chose the correct caption from a given set to go with each picture.</p> <p>Work with a partner and use whiteboards to write the captions from memory and highlight the past tense verbs that were used for each picture.</p>	<p>First, Next, Then, After that, Finally</p> <p>We...(verb)...</p>	<p>Teacher guidance and observation.</p> <p>Peer agreement.</p> <p>When finished, check with another pair to see if both are correct.</p>
5	<p>Write an introduction for a recount about a special event including three or four facts. e.g. On Saturday, people in Zaragoza went to Pilar Square to celebrate the Virgin.</p> <p>Or</p> <p>Real Madrid played Barcelona on Saturday at Camp Nou</p>	<p>I can answer questions from/about an introduction of an event.</p> <p>I can use a model to write my own introduction.</p>	<p>Whole class work with the teacher in shared reading using the model writing from lesson 1 to find answers to the following questions. Who went? How did they go? Where did they go? What did they go for?</p> <p>Class then brainstorms an imaginary event by answering the questions, and then uses this information to construct an introduction in shared writing.</p> <p>Children then work in pairs to answer the same questions and write an introduction for their own school trip.</p> <p>Add 'introduction' to labels on class display.</p>	<p>On...(Saturday) Last ... (night) Yesterday...</p> <p>action verbs in past (went, saw, played, had...)</p> <p>Were in...(the playground) Was at ... (the swimming pool)</p>	<p>Thumbs up for when children agree.</p> <p>Teacher observation and aiming of questions to ensure participation.</p> <p>The introductions are assessed by peers by completing a chart from the introduction they read.</p>

2 <sup>nd</sup> cycle unit WRITING ABOUT A SCHOOL TRIP (Recount)					
Lesson	Learning Objective/target	Learning outcome	Activities	Language structures	Assessment
6	Use a writing frame to write about a special event e.g. a birthday party, a local festival.	<p>I can remember... (1, 3, 7??) things about writing a recount.</p> <p>I can answer questions to plan my writing.</p> <p>I can write about my school trip.</p>	<p>In shared writing, revise as a class the details of the recent school trip. Write basic details on board as a flow diagram (not in sentences).</p> <p>Children copy in exercise book</p> <p>Children ask talk partners what he/she is going to write about (details, funny story...)</p> <p>Writing recount: Give out recount plan with Wh- question words and ask children to fill in independently about chosen school trip.</p> <p>Use word banks of adjectives, verbs and flow charts to aid writing.</p> <p>Work with a partner to write minimum two sentences for each event (What happened and what it was like) and illustrate it (or use photos from a selection given by teacher).</p> <p>Now put these sentences together with a title, introduction, and connectives to finish the report.</p>		Teacher observation to check which pairs remember features and if any particular features are forgotten by class in general to revise.

2 <sup>nd</sup> cycle unit WRITING ABOUT A SCHOOL TRIP (Recount)					
Lesson	Learning Objective/target	Learning outcome	Activities	Language structures	Assessment
7	<p>With teacher prompts, e.g. Do all your sentences start with a capital letter? Did you write go or went? Is it play or played? Begin to edit work for grammatical content.</p> <p>Self and peer assess work identifying two positive things e.g. You have written a lot today. I remembered to use went, saw and played. And one area for improvement e.g. Tell me what game you played. Tell me how you went...</p> <p>Participate in a group by making at least one comment about another classmates recount, identifying a part they liked why. e.g. I liked the part where they had dinner because I like spaghetti. I liked the part where they saw a circus because it was funny.</p>	<p>I can check my friends work and help them with mistakes.</p> <p>I can say what I liked about the recount.</p>	<p>Change partners and peer assess (for content and accuracy) new partner's work using criteria from the teacher.</p> <p>Tell your friend what you liked about their work.</p> <p>Help your friend find any mistakes.</p>	<p>Your work was... I liked ... You put a ... (funny, sad, interesting) story</p>	<p>Peers assess others work.</p> <p>Teacher visits pairs and encourages positive comments.</p>

Cycle: 2nd		Year: 3		Topic: Writing about our trip to a castle	
Learning Objectives				Evidence for Assessment:	
<b>WALT</b>	Identify what we need to write in a recount			Highlighted letters teacher observation	
<b>WILF</b>	You contribute to the class discussion You tell your partner your ideas You find connectives and past tense words in a text				
<b>Language structures</b>		I think this is... Underline/colour/highlight this one.			
Outline of Activities					
Lesson Management	Grouping	Timing	Pupils	Teacher/s	Materials
	Whole group (deciding answers with talking partners)	10"	<p>Typical answers might include: 'Yes we write about the weekend' 'I remember writing about my summer holidays' 'Me too.' 'To tell a story about something/experience.' 'To share things we do.' 'To write about a trip'</p> <p>It is in the past tense because you are writing about something in the past/before.</p> <p>To tell us who is writing the recount. Where it happened, when it happened.</p> <p>On Saturday morning I went to my village.</p> <p>When the story is in order we understand it better. To write from the beginning to end in order. To help sequence what has happened in the story. First, then, next, when, after that, finally. Because and but.</p> <p>Describe something with an adjective, say how they felt.  Me, a friend etc I, we, he, she, they.</p>	<p>Ask children what they remember about recounts and do they remember ever writing one.</p> <p>Ask children questions to revise features of story recounts from previous learning. Put prompt cards on the board/wall as the children remember them.</p> <p>Why do we write story recounts? Can you give some examples' (talk partners)?</p> <p>Why is a story recount in past tense?</p> <p>Why does it have an introduction? For example?</p> <p>Why are the events written in order? Why does it have connectives? What are they for?</p> <p>How can we keep the reader interested?</p> <p>Who is telling the story? What personal pronoun do you use? And if it is about you or you and your family or other people etc?</p>	Prompt cards: past tense, connectives, anecdote, feelings, title, introduction, concluding comment.
			Pairs/individual	20 "	

	Who le class	10"	Underline a sentence(s) that say how the writer feels about the experience. Read text in pairs again. Identify anecdote with partner.	Asks children to read the text again and find examples of where the reader tells you how he/she feels.  Talk about anecdotes. Try to use the children's experiences to create an example in shared writing. Ask the children to read the text again to find an anecdote of something funny that happened.	
Plenary	pairs	5"	Mini white-board In plenary session teacher asks children to remember features looked at in lesson and asks individual children to put labels in the correct position on a recount for a class display.		Labels: past tense, connectives, anecdote, feelings, title, introduction, concluding comment.  Mini whiteboards.
<b>Assessment</b>			Teacher observation throughout lesson to note participation.		
<b>Notes</b>			It is assumed that the children have had some previous experience of reading and writing recounts in other class.		

## Our Excursion to the Science Museum

On Thursday 24 April Year Three went to the Science Museum because we are learning about prehistory. We walked down to the school gate and got on the bus.

First we went to see the dinosaurs and Mrs. James read us some information. It was a little bit boring but then we looked at all the enormous dinosaurs and they were fantastic. I felt a little bit scared of the tyrannosaurus and thought the iguanodon was funny. I was so interested in everything and wrote lots of information in my notebook.

After that we went to a little spot in the gardens and had a snack. I was hungry so I ate very quickly. Next we played some games with our teachers and my team won. We were all very excited.

Then it was time to go back to the Education Centre. A lady took us in to a special room and introduced herself. Her name was Anna. She explained all about what we were going to do. She took us to see some cavemen, women and children. Pablo went behind the teacher because he thought they were real. We all laughed. Pablo said, "I was only pretending". We all thought the exhibit was most interesting.

Later we went in the shop to buy some souvenirs. All the boys bought dinosaurs. I bought a cute little mammoth.

Finally we got back on the bus and returned to school. Our parents were waiting for us at the gates. We had a brilliant day.

**Assess another group's work.**

Group's names \_\_\_\_\_ Date \_\_\_\_\_

What to look for:

? A clear sequence of events.

- Use of capital letters and full stops.
- Use of connectives in their writing.
- Verbs in the past tense.
- It is funny, sad, interesting.....
- It has some WOW adjectives.
- Personal pronouns.

Now you write:

I like this recount because it has .....

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Now assess your friends' work by colouring in the traffic lights with red, amber or green.



Sign your names: \_\_\_\_\_

### 3. 3<sup>rd</sup> cycle unit

#### **Fantastic Mr. Fox**

##### UNIT INTRO

This unit is written for year 5/6 children and is based on a work from the story 'Fantastic Mr Fox. It can be adapted for other stories. The children will follow a series of six lessons which will scaffold their skills in order to write a report.

The children will already have previous knowledge of the story. Work on pronunciation and spelling patterns will be included. The children will participate in shared and guided activities to build up to writing a report individually.

By the end of the unit:

*all children should be able to:*

- Work in a group to identify characteristics of main characters. Write a simple description of each character.
- Role play a character using sentences from the text or with help from members of group.
- Write one or two questions with the help of peers or teacher.
- Tell you one or two features of a newspaper article.
- Identify main parts of peer's work and check them off on a simple check-sheet.
- Participate in improving work by following instructions from others in the group.

*most children should be able to:*

- Highlight parts of text that describe characters and use this information to write a character description.
- Identify similes and use them in character descriptions.
- Use information from character descriptions to role play one character, considering how they would feel in the same situation and what they would say and do.
- Write questions correctly with some support from peers and/or teacher and role play a newspaper reporter.
- Make notes from role play situations under given headings.
- State most features of an article and what is special about them (appearance/font type, content of introduction, language used...).
- Complete a spider gram planning sheet from notes taken from role play and use it to write part of a report.
- Use a check-sheet to assess a peers work and give them some constructive advice on how to improve.
- Contribute to group when improving work given by other groups.

*some children could:*

- Infer extra information about characters based on what they have read and write an entertaining description of each character.
- Use similes from text and create own.
- Write questions correctly, role play a reporter and be able to adapt or create new questions as the interview progresses.
- Know and use features of an article correctly and write a section of a report using more adventurous vocabulary (synonyms for said, similes...) in the writing.
- Help group sort notes taken from role play into paragraphs for article.
- Complete a spider gram planning sheet and use it as a base for writing a report.
- Use a check-sheet to assess a peers work and give them some constructive advice on how to improve along with help with spelling/grammar mistakes.
- Lead a team in improving work after reading comments from other groups.

Unit Framework Fantastic Mr Fox by Roald Dahl - Cycle: 3 - Year: 5					
Lesson	Learning objectives	Learning Outcome	Activities	Language Structures	Assessment
1	<p>Start to scan texts for key words and/or specific information by highlighting/underlining.</p> <p>Contribute to a group book review by writing one part e.g. the characters.</p> <p>Be able to state rules for changing regular verbs for 3<sup>rd</sup> person singular present – add 's'</p> <p>Spell and say words with the same sound but different spelling : ee / ea</p>	<p>Write a short description of the 3 farmers.</p> <p>Success criteria : description <b>must</b> include the following information</p> <ul style="list-style-type: none"> <li>* physical appearances</li> <li>* diet</li> <li>* what they farm</li> </ul> <p><b>should</b> be written in the 3<sup>rd</sup> person present (+s)</p> <p><b>could</b> use similes to describe the farmers (as ....as)</p>	<p>Teacher reads chapters 1 and 2 of Fantastic Mr Fox.</p> <p>In groups of 3 children have P/C of chapter 1 and highlight in different colours: physical appearance, character, diet, what they farm.</p> <p>Grid-filling exercise : Fill in the grid collaboratively using the highlighted information.</p> <p>NB: use only Key Words!</p> <p>Feedback to the group</p> <p>Identify and circle –ee and -ea words in the extract. Sort 8 words into 2 groups: which –ea word has a different sound? (breakfast)</p>	<p>Recall the use of similes for descriptions</p> <p>As ... as (as thin as a rake)</p> <p>3<sup>rd</sup> person present tense;</p> <p>adjectives to describe anger;</p> <p>verbs to express dislike;</p> <p>Pronunciation / spelling: ee/ea words (geese /bean)</p>	<p>Peer assess the descriptions against the given success criteria</p>
2	<p>Make connections with characters' actions and infer their personality.</p> <p>With some guidance construct questions with question words and auxiliaries/models (is/are do/does can/could)</p> <p>Be able to state rules for changing verbs into past tense.</p> <p>Use verb tenses more consistently.</p> <p>Observe and report back to the group (observers).</p> <p>Act out parts of a story/play using action, gestures and voice following stage directions.</p>	<p>Empathise with and act out a sketch from the farmers' point of view.</p> <p>Ask questions to understand the farmers.</p> <p>Report back what has been said.</p>	<p>Phase 1: Form expert groups to prepare the role-play: Reporters (prepare and scribe questions to ask the farmers).</p> <p>Observers (help the reporters formulate the questions).</p> <p>Farmers: Group of Bunces Group of Beans Group of Bogises (in character groups, explore the role and feelings of their farmer)</p> <p>Phase 2: Groups of 3 : Role-play 1 farmer, 1 reporter, 1 observer/scribe. Reporter asks questions Why...? When...? What..? Farmer answers questions and complains about the fox. Observer listens and records the problems in note form. After the sketch the observers report back to the whole group to build up a picture of the 3 farmers' feelings. Homework: read chapter 3</p>	<p>Present simple /past simple</p> <p>Questions / statements (What is the problem? Why are you so angry? What are you going to do?)</p> <p>Provide a graphic organiser to prompt questions.</p> <p>Reporting back: Bean says he is ... Yesterday the fox .... According to Bunce .... Bogis complains about the fox too .... They want to ...</p>	<p>Teacher observes groups. Observer feeds back the information to the class. Teacher observes use of verbs and question forms.</p>

Unit Framework Fantastic Mr Fox by Roald Dahl - Cycle: 3 - Year: 5					
Lesson	Learning objectives	Learning Outcome	Activities	Language Structures	Assessment
3	<p>Imagine the villagers' point of view now the farmers have dug up a large area of the wood and some ancient trees (ecological consequences). Formulate questions and record answers. With some guidance construct questions with question words and auxiliaries/models (is/are do/does can/could) Use verb tenses more consistently.</p>	<p>Plan and act out a situation from an imaginary villager's point of view. I can express feelings from other points of view. I can use powerful adjectives to express negative feelings.</p> <p>Plan questions to understand the villagers' point of view. I can ask questions about feelings. I can record information from an interview.</p>	<p>Teacher asks questions to recap first 3 chapters and then reads chapters 4-5. Rotate roles for Lesson 2 and split into a small group of reporters, and different groups of villagers (children, grandparents, joggers, woodcutters, ...) Reporters plan questions. Villagers imagine who they are, how old, what they like doing in the wood and how they feel about the hill being dug up. Graphic organiser to prompt feelings (adjectives expressing anger, frustration...) Role play: Reporters interview the villagers in mixed groups.</p>	<p>Present simple I always walk here with my dog. I love this wood because... We are very angry with the farmers ... We can't ride our bikes any more ... They have destroyed all the flowers ... (supported by a graphic organiser with sentence starters).</p>	<p>Teacher observation grid of Group interaction. Self-assessment according to shared success criteria (I can statements).</p>
4	<p>In role play, take on the role of the reporter, prepare questions to ask and during play ask further questions to clarify and expand knowledge. In role play, take on the role of witness by reading a description of an event. Prepare first by thinking of adjectives to describe feelings during the event e.g. 'At first I was surprised'. Plan collaboratively a recount using flow charts, spider diagrams, time lines.</p>	<p>Plan an article about The hill that has disappeared in the wood.</p>	<p>Recall and Observe features of an article. Plan parts of an article based on role-play situations. Use graphic organiser for different sections e.g. spider-gram what the reporters see what the farmers say, what the villagers say Think of catchy headings and sub-headings for each section and/or illustration. Think of a short concluding statement pointing to the future.</p>	<p>Headline / sub-headings Direct speech, speech marks, comma, According to ... alternatives to said.</p>	<p>Assess the planning: Does the plan have info about the different points of view? Are the headings and sub-headings short but interesting? Is there a finishing statement?</p>

Unit Framework Fantastic Mr Fox by Roald Dahl - Cycle: 3 - Year: 5					
Lesson	Learning objectives	Learning Outcome	Activities	Language Structures	Assessment
5 / 6	Use the plan to write a recount in pairs/small groups in chronological order. Use a checklist decided by the class to confirm the specific details have been included in the recount. Reorganise the difference between direct (use of speech marks) and recorded speech.	Write an article about the disappearing hill Publish the article using ICT.	In groups of 4 write the introduction collaboratively and then use the spider-gram from lesson 4 to write a first draft of a group article. Each person writes a different section : what the reporters saw, (1 pupil) what the farmers said (1 pupil), what the villagers said (2 pupils)	General introduction: What? Where? When? Who? Connectives: First we interviewed ... next..., then..., finally. Past simple (we saw ... they were digging up .... There were lots of ... According to... “ ...”, said one of the villagers angrily, another explained ...cried, “we are fed up with the fox!” shouted (Bunce) ...	Present the first draft of the articles and the group self-assess against the success criteria: Lesson 5 - clear presentation, headline, sub-headings , introduction and conclusion; Lesson 6: Peer assess evidence of connectives, direct and reported speech.
7	Edit work for grammatical content, using personal targets and specific criteria agreed by class. Self and peer assess work with encouraging language. You can/could improve your work if you used full stops. I think it would be better if you wrote in the past.	Redraft an article collaboratively following peer and teacher suggestions. Publish the articles in the school magazine or display	Present the articles orally and using ICT (interactive whiteboards if possible) in groups. Other pupils peer assess against a check-list, recording examples of evidence that meet the success criteria		Peer assess articles Respond to suggestions for improvement to redraft the article.
Possible follow-on activity	Writing a diary from the young foxes' point of view	Writing an excerpt from a diary	Adjectives for expressing, fear, hunger, tiredness, Mum / Dad says... we have to, we must/mustn't, can't stop digging ...	Dear, Writing about today ... past, Feelings (hungry, scared,) what mum / dad said	Reading the diary entries to the group

Cycle: 3 <sup>rd</sup>		Year: 5		Topic: Fantastic Mr Fox - Role-Playing, Interviewing and Reporting		
<b>Learning Objectives</b>				<b>Evidence for Assessment:</b>		
<b>WALT</b>	use questions to gather information identify with other's feelings respond to questions listen and report back information			Scribing of questions Teacher Observation of role-play Appropriate responses to questions (teacher /peer) Accurate reporting of information (teacher / peer)		
<b>WILF</b>	I can ask questions about a recent event I can role-play a character from a story I can respond to questions about a character within a role I can listen to others and then report the information					
<b>Language structures</b>		<i>Present simple: I feel... because..., we can't, I want to ... Powerful adjectives and phrases to express feelings (angry, wild with rage...) Question forms (how do you feel ....)</i>				
<b>Outline of Activities</b>						
<b>Lesson Management</b>	Grouping	Timing	<b>Pupils</b>	<b>Teacher/s</b>	<b>Materials</b>	
	Whole group	10"	Recap knowledge from lesson 1 about the farmers and the fox	Introduce WALT and share success criteria Elicit knowledge from the previous lesson about the characters	White-Board	
	Small Expert groups	15"	In their groups 1. reporters prepare and scribe questions for the farmers 2. observers help to formulate the questions 3. Farmers sub-divide into 3 groups and explore how each farmer feels.	Present the jigsaw activity then divide the class into mixed-ability groups: 1. Reporters; 2. Observers; 3. Farmers – a. Bunce, b. Boggis, c. Bean	Graphic organisers to prompt questions (for the reporters/observers) and feelings (for the farmers) Paper and pen to scribe	
	Groups of 3 or more	15	In groups of 3 (1 of the farmers, reporter, observer): Reporters ask their questions, farmers answer and the observers note down what the farmer says.	Reform groups to include a minimum of 1 reporter, 1 observer / scribe and a farmer (either Bunce, Boggis or Bean) Scribe Success Criteria: Reporters: - ask clear questions with follow-up questions when appropriate Scribes: - Note down the farmer's responses accurately Farmers: In role, give full answers to questions, justifying and expressing their feelings using powerful adjectives	Graphic organiser from previous activity and pen to scribe	
	Whole class	15"	Observers report back to the rest of the class re: the farmers' answers Listeners scribe in note-form on grid	Regroup whole class. Provide a grid to record the 3 farmers' feelings.	Grid and pen (farmers, reporters and observers when not reporting back) Observers use graphic organiser from previous activity as a prompt to report	
	Plenary	5"	Mini white-board : write an adjective for each farmer and hold up	Observe pupils' responses	Mini white-board and marker pen per child (or pair)	
<b>Assessment</b>			Most pupils will be able to identify with the farmers' feelings and fill in a grid Some pupils will be able to prepare a set of questions to interview the farmers Some pupils will be able to respond to questions and extend the information			
<b>Homework</b>			Read chapter 3 of Fantastic Mr Fox			
<b>Evaluation</b>			Observations for further planning (evaluation of your teaching)			

*Fantastic Mr Fox, Role-play. Grid for Reporters and Observers*

**Reporter's Name:**

**Observer's Name:**

Questions (NB: use the present for questions with: Why? What? When? Where?)	Farmer's Answers (answers will be in the present or past)

Feedback Grid (To be filled in by Farmers, Reporters and Observers)

Name: \_\_\_\_\_

<b>Bunce</b>	<b>Boggis</b>	<b>Bean</b>
He is _____	He is _____	He is _____
He feels _____	He feels _____	He feels _____
because _____	because _____	because _____
_____	_____	_____
He wants to _____	He wants to _____	He wants to _____
_____	_____	_____
_____	_____	_____



# Recommended Book Lists

The books in the following lists have been suggested by experienced project teachers. The books have been chosen for the suitability of reading difficulty and interest level for the age group. They can be used as a springboard for whole class study, shared and guided reading and individual reading. Some books have appropriate texts for the age group to read independently, while others can be used by selecting parts of texts and/or using illustrations in shared and guided reading sessions. This is by no means an exhaustive list and serves only as a guide.

## YEAR 1

BUTTERWORTH Nick  
and INKPEN Mike

Asper's Beanstalk

Hodder Children's Books

UMANSKY, Kaye.  
COUSINS Lucy

Pass the Jam Jim.  
Maisy Goes to Bed  
Maisy Makes Gingerbread.  
Maisy goes to Bed  
Maisy Goes to school

Random House  
Walker  
Harper Books

CARLE, Eric

The Very Busy Spider  
From Head to Toe

Puffin  
Harper

CREBBIN, June  
DALE, Penny.  
FRENCH, Vivian  
and Alison Bartlett

The Train Ride  
Ten in the Bed.  
Oliver's Vegetables.

Walker  
Walker Books  
Hodder Children's Books

HOBBERMAN, Mary Ann. McKEE David CARLE, Eric. and MARTIN, Bill	All Kinds of Families. Elmer Brown Bear, Brown Bear, What Do You See? Polar Bear, Polar Bear, What do you Hear? Panda Bear, Panda Bear, What do you See? We're Going on a Bear Hunt. My Cat Likes to Hide in Boxes. Walking in the Jungle Penguin Pass the Jam Jim. The Pig in the Pond. Owl babies	Little, Brown Young Readers, Anderson Press Puffin  Walker Books, 2001 Picture Puffin Orchard Books Walker Random House, Candlewick Walker
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## YEAR 2

ALBOROUGH Jez	Duck in the Truck Fix it Duck	Harper Collins
ARMITAGE Ronda and David. BERENSTAIN Stan and Jan	The Lighthouse Keeper's Lunch The Berenstain Bears and the Spooky Old Tree Handa's Surprise.	Scholastic Collins Walker Books
BROWNE, Eileen. BURNINGHAM, John CARLE, Eric	Mr Gumpy's Outing The Tiny seed The bad Tempered ladybird	Red Fox Puffin Puffin
COLLANDRO, Lucille.	There Was an Old Lady Who Swallowed a Bat. , There Was an Old Lady Who Swallowed a Shell. There Was an Old Lady Who Swallowed Some Leaves. There Was an Old Lady Who Swallowed Some Snow.,	Scholastic Cartwheel Books Cartwheel Books, Scholastic
DONALDSON, Julia	The Gruffalo Gruffalo's Child Where's my Mom? Monkey Puzzle	Puffin Dial Books Macmillan Children's Books
Dr SEUSS,	A Squash and a Squeeze. The Cat in the Hat, Green eggs and Ham Grow flower grow The Drop Goes Plop Are You My Mother? Eat Your Peas Titch. Not Now Bernard Peace at Last Whatever next Jack and the Beanstalk.	HarperCollins
GODWIIN, Sam EASTMAN P.D. GRAY Kes and SHARRATT Nick HUTCHINS, P. (1991). McKEE, David MURPHY, Jill		Wayland Collins Red Fox Greenwillow Books Red Fox Pan Macmillan Macmillan,
SHARRATT Nick and TUCKER, Stephen.	Cinderella Goldilocks	

WADDELL, Martin and OXENBURY, Helen	Little Red Riding Hood The three Billy Goats Gruff The Three Little Pigs Farmer Duck	Walker
<b>YEAR 3</b>		
AHLBERG, Janet and Allan.	Funnybones.	Puffin Books
BRADMAN, Tony.	Heard it in the Playground	Puffin Books
BROWN, Jeff.	The Magnificent Mummies	Egmont
CHAMBERLIN, Mary and Richard	Flat Stanley	Harper
DONALDSON, Julia.	Mama Panya's Pancakes	Barefoot Books
	The Magic Paintbrush.	Macmillan
	The Snail and the Whale.	
	The Smartest Giant in Town	
	Room on the Broom	
FEARNLEY, Jan	Mr Wolf's Pancakes	Egmont
FREEDMAN, Claire	Aliens Love Underpants!	Simon & Schuster
LOVELL, P	Stand Tall Molly Lou Melon	Scholastic
McKEE, David	Elmer	Anderson
MC NAUGHTON, Colin	The Aliens Are Coming	Walker
SENDAK, Maurice.	Where the Wild Things Are	Harper & Row
VELTHUIJS Max	Frog and the Stranger	Anderson press
<b>YEAR 4</b>		
ARMITAGE Ronda and David.	The lighthouse Keeper's Cat.	Scholastic
ARNOLT, Laurance	Picasso and the Girl With a Ponytail	Frances Lincoln
	Camille and the Sunflowers	
	Leonardo and the Flying Boy	
BINCH, Caroline	Gregory Cool	Frances Lincoln
BRIGGS, Raymond	Ug: Boy Genius of the Stone Age	Red Fox
CHILD, Lauren.	My wobbly Tooth must not ever never fall out	Puffin
COLE, Babette	Dr Dog	Red Fox
DAHL, Roald.	The Magic Finger,	Puffin
FINE, Anne.	Loudmouth Louis	Puffin
FRENCH, Fiona	Snow White in New York	Oxford University
KING-SMITH, Dick	George Speaks	Puffin
MORPURGO, Michael	The Butterfly Lion	
	This Morning I Met a Whale	Walker
ORAM Hiawyn and KITAMURA Satoshi	Angry Arthur	Red Fox
SOUHAMI Jessica	Rama and the Daemon King	Frances Lincoln
TOMLINSON Jill	The Owl Who Was Afraid of the Dark	Egmont
	Brining the Rain to the Kapity Rain	Katie Morag Books
<b>YEAR 5</b>		
BROWN, Anthony.	The Tunnel	Walker
DAHL, Roald.	Revolting Rhymes	
DAHL, Roald.	The Giraffe and the Pelly and Me	Puffin
DAHL, Roald	The Twits	

FINE	The Diary of a Killer cat	
FINE ANNE	Bill's New Frock	Egmont
KING-SMITH Dick	The Hodgeheg	Puffin
KINNEY, Jeff	Diary of a Wimpy Kid	Puffin
MURPHY, Jill	The Worst Witch, (plus 3 other books by the same author in this same series) with audio	Penguin
LEE, Tony.	Outlaw: The legend of Robin Hood.	Walker Books.
SCIESZKA Jon and SMITH Lane	The True Story of the Three Little Pigs	Puffin
STEPTOE John	Mufaro's Beautiful Daughters:	Puffin
An African tale		
WILLIS, Jeanne.	The Monster Bed.	Arrow books
SEUSS, Dr.	How the Grinch Stole Christmas.	Collins, (with audio)
WILLIAMS, Marcia.	Greek myths for Young children.	Walker books

## YEAR 6

ROWLING, JK	Harry Potter and the Philosopher's Stone	Bloomsbury
WHITE, E.B.	Charlotte's Web	Puffin
BERRY, James	A Thief in the village	Puffin
BYARS Betsy	The Midnight Fox	Faber
DAHL, Roald.	The BFG.	Puffin Books,
	Charlie and the Chocolate factory	
	Fantastic Mr Fox	
DOHERTY Berlie	The Children of Winter	Catnip Publishin
NOYES Alfred		
and KEEPING Charles	The Highwayman	Oxford
WILSON Jacqueline	The Suitcase Kid	Yearling
HOOPER Meridith	The Pebble in my Pocket	Frances Lincoln
MACDONNALD, Fiona	You Wouldn't Want to Be Married to Henry VIII	Wayland
MORPURGO, Michael & FOREMAN, Michael.	Dolphin Boy.	Anderson Press
MORPURGO, Michael.	Toro! Toro!	Collins
PILKEY, Dav	The Adventures of Captain Underpants	Scholastic
WILLIAMS, Marcia	Mr William Shakespeare's Plays	Walker Books
WILLIAMS, Marcia	Bravo Mr William Shakespeare!	Walker Books





# Glossary

assessment for learning,	On-going assessment by children and teachers to evaluate success and guide future teaching and learning.
bands of attainment,	Descriptions of what the children need to do in order to achieve that level.
barrier game,	Two children play a game with a physical division between them which means they have to talk and listen to each other to achieve the task.
bloom's taxonomy,	A categorisation of leaning objectives written by a committee lead by Benjamin Bloom.
chronological report,	A text that recounts an event/process in time order.
chunks of language,	A string of words that are commonly used together in an expression (e.g. no problem, by the way, you're welcome...)
classroom context,	The setting in the classroom taking into account physical layout, grouping of children, management of class, activities...
climax,	The part of a story which is the turning point and resolves the conflict. It is often the most dramatic or exciting part.
cloze texts,	A piece of writing with words missing. The children have to fill in the gaps.

collaborative learning,	Children work on different parts of a task and then share what they have done with others to build a complete picture.
collaborative work,	Children working together in groups to complete a task.
decodable,	Words that can be sounded out (read) using phonic knowledge.
differentiation,	Catering for all abilities of children.
digraphs,	Two letters that combined make up a new sound e.g. ph, ea, ng.
encodable,	Writing (constructing) words by using phonic knowledge.
entertainment text,	The purpose of the text is to amuse or divert a person. e.g. Stories, plays. These texts are usually fiction.
explanation Texts,	The purpose of the text is to make something clear or tell why something happens.
falling action,	The part of a story after the climax which leads to the final conclusion.
feedback grid,	A chart or grid that teachers or peers complete about a child's/group's work that gives information and comments about the level of success and how it could be improved.
feedback,	Comments given by teacher or peer about work.
fiction,	Something that is not true but made up by the author. (imaginary)
flow diagram,	A series of symbols/boxes containing steps or decisions, which are connected by arrows to show a route through a process.
grammar,	The study of the way words are used to make sentences.
grapheme,	Letters and combinations of letters that represent a sound (phoneme) e.g. 'f', 'ph', 'gh' are graphemes that represent the same phoneme.
graphic organiser,	A visual representation of information such as spider chart, map... <a href="http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf">http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf</a>
high frequency words,	The most commonly used words in reading and writing.
Instructional texts,	Text which tells us what to do in order to complete a task e.g. To make a sandwich.
Kamishibai stories,	A form of storytelling, which originated from Japan, using a series of illustrated boards as a simple form of theatre.
key word bingo,	A bingo game using the most important vocabulary from a theme or topic.
KWL chart,	A chart with three sections: I <b>know</b> , I <b>want</b> to know, I have <b>learned</b> . The children complete this before and after a theme/lesson.

learning objectives,	What the teacher plans for the children to know at the end of a lesson/theme. Objectives form a basis for assessment. Objectives should be SMART: Specific, Measurable, Achievable, Realistic and Time bound.
learning outcome,	What the pupils are expected to be able to do at the end of a lesson/theme. 'Learning outcomes are concerned with the achievements of the learner rather than the intentions of the teacher. They can take many forms and can be broad or narrow in nature.' (Adam, 2004).
literacy,	The ability to read and write and use of language  "Literacy not only involves competency in reading and writing, but goes beyond this to include the critical and effective use of these in peoples' lives, and the use of language (oral and written) for all purposes."  The Literacy Development Council of Newfoundland and Labrador.
magpie ideas,	To take good ideas from others and use them in your own work.
modelled writing,	A sample of writing that serves as an example of the type of text the children will study or produce.
non-chronological Report,	A text which provides information about something. Often written under sub-headings.
non-fiction,	Real or true.
oral presentation,	A spoken 'report' given to an audience (this could be one or more people).
pair work,	Activities which children do with a partner, working together.
parts of speech,	Categories of words according to their function in a sentence e.g. Noun, adjective, verb, adverb...
peer assessment,	A child or group of children give feedback on another child's/group's work. This could be by indication of the level (so so, good, excellent...) and/or constructive comments on how it could be improved.
personal targets / targets,	A 'goal' given to an individual which needs to be worked on. e.g. using capital letters or write at least half a page or refer to success criteria...
persuasive text,	A text that tries to convince an audience of the author's point of view or opinion.
phoneme,	The smallest unit of sound used in a language. These sounds can be represented by a single letter or combination of letters (grapheme) e.g. 'f', 'ph' or 'gh' all represent the same phoneme.
phonics,	The relationship between letters (individual and groups) and the sound they represent.
plenary,	The concluding part of a lesson where the learning is summarised and maybe applied in a slightly different context.
primary years,	From age six to twelve in Spain and five to eleven in United Kingdom.
progress chart,	A graphic representation of what has been achieved.
punctuation,	Marks and signs in writing which separate or join words and sentences and clarify meaning.
resolution,	The final part of a story which provides a conclusion of previous events.

rising action,	The build-up of a story which provides the reader with a series of events which lead to the climax.
scaffolding,	Support or assistance given to enable the learner to achieve the task.
self-assessment,	Making judgements about own work, often using success criteria as a guide.
sentence structure,	Grammatically correct order of words in a sentence.
sight words,	Commonly used words that are read instantly by looking at them without the aid of context/picture clues.
spelling,	Writing words correctly (in terms of letters not handwriting).
split digraphs,	Two letters that combine to make a sound, but have other letters in between. e.g. i.e. as in bike, lime (the e on the end of the word combines with the i to make a long vowel sound)
story board,	A sequence of pictures to represent the main parts of a story/advertisement/film..., similar to a comic strip.
story map ,	A visual organiser used as an aid to planning a story where the writer completes notes about characters, settings and main events. Story maps can also be used to review a story read.
success criteria,	Statements that indicate what a pupil needs to do to complete a task well.
super sentences,	Sentences that are more complex than the expected for the level of children. e.g. by adding an adverb, by adding a clause... models of super sentences can be given to the children before they work in order to encourage them to develop simple structures.
table/matrix,	Data that is arranged in rows and columns.
talk partners,	Two children talk together to decide an answer to a question, use given structures, tell news...
target,	Something that will be achieved after practice.
teacher assessment,	A teacher's 'grading' of a piece of work/child's participation in order to give feedback and/or plan for future needs.
text to express,	Texts that show feelings and emotions such as poetry, personal diaries...
text type,	The purpose for which the text is written.
texts to entertain,	The purpose of the text is to amuse or divert a person. e.g. Stories, plays. These texts are usually fiction.
texts to explain,	The purpose of the text is to make something clear or tell why something happens.
texts to instruct,	Text which tell us what to do in order to complete a task e.g. To make a sandwich.
thesaurus,	A book of words in alphabetical order with their synonyms.
thumbs up,	An indication of success by showing a thumb on one hand in a vertical upward position.
time line,	A horizontal line with dates in order along the top and events that happened under them. Usually used to show important events in history or people's lives.
traffic light,	Red, amber and green circles used to indicate levels of achievement, enjoyment or understanding.

tree diagram,	Often used to show family relationships, this form of diagram starts with one or two boxes at the top and branches out as it goes down showing the next generations and how the family grows.
Venn diagram,	Overlapping circles to show similarities and differences when comparing two or three things.
vocabulary,	Words used in a language.
WALT,	We Are Learning To (children's point of view).
web diagram,	A group of circles/boxes that show a relationship with others by joining with connecting lines. This often looks similar to a spider's web.
whiteboards,	Boards which can be written on and wiped clean after.
WILF,	What I'm Looking For (teacher's point of view).
word bank,	A collection of words that are used to aid children's work. These are often theme based, follow phonic/spelling rules or commonly used words. These words are written in a book, on cards or individual dictionaries.
word wall,	As above, but displayed on the wall.
word wheel,	Two circles, one bigger than the other, joined by a 'pin' through the centre. One wheel has a part of a word (e.g. at) and the other letters or parts of words (e.g. h, s, f, c...). As you turn the outer circle, different words are formed (hat, sat, fat, cat...).
WOW adjectives,	Adjectives that are not common for the age group. Often synonyms for common words.
writing frame,	Guidance to aid writing under sub-headings. These are used to help the children plan their work and refer to as they write. They can include information about characters, settings, events, useful vocabulary, facts, opinions...depending on the text type being written.

