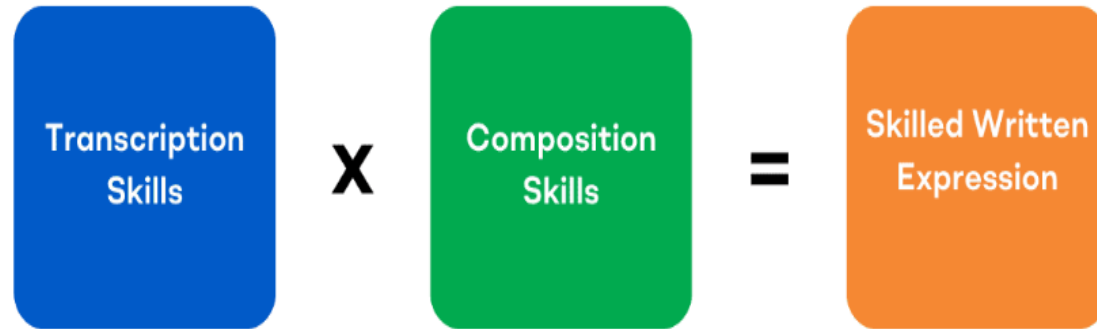


The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central area is white, providing a clean space for the text.

Writing in Upper Key Stage 2

Writing



Transcription- Spelling

- ▶ As a school we follow the Twinkl spelling scheme for the majority of children.
- ▶ Each Friday children will be sent home with 10 spellings which address the National Curriculum objectives that children need to be taught for spelling in Years 5 and 6 and include the statutory words that children need to be able to spell in these year groups.
- ▶ Children have one week to learn the spellings and will be tested on them the following Friday.

Punctuation and Grammar

- ▶ Spelling, punctuation and grammar skills are taught explicitly each week, as well as being woven into the writing lessons, in order to ensure that the children are applying their SPAG skills appropriately. Punctuation and grammar skills are taught in a logical, progressive sequence within each year group.

Composition

- ▶ Writing composition is taught through the use of high quality texts in each year group.

<p>English Year 5</p>	<p> The Man Who Walked Between the Towers Mordchai Gerstein</p> <p>15 sessions, 3 weeks</p> <p>Biographies/autobiographies Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches</p> <p> Robot Girl Malorie Blackman</p> <p>15 sessions, 3 weeks</p> <p>Science-fiction narratives Discussions, debates, dialogue, character comparisons, reviews</p>	<p> The Tempest William Shakespeare</p> <p>17+ sessions, 3+ weeks</p> <p>Playscripts Setting descriptions, character descriptions, diaries, dialogue</p> <p> The Odyssey Gillian Cross</p> <p>20 sessions, 4 weeks</p> <p>Epic stories Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts</p>	<p> The Lost Thing Shaun Tan</p> <p>16 sessions, 3+ weeks</p> <p>Own version narratives Diaries, formal letters, adverts, character and setting descriptions, reports</p> <p> The Lizzie and Belle Mysteries J.T. Williams</p> <p>20 sessions, 4 weeks</p> <p>Biographies Posters, diary entries, case notes, letters, character descriptions, fact files, persuasive speeches</p>	<p> The Sleeper and the Spindle Neil Gaiman and Chris Riddell</p> <p>17 sessions, 3+ weeks</p> <p>Fairy tale reworkings Warning posters, diaries, dialogue, estate agent's descriptions, character descriptions, missing narratives</p> <p> OR The Lost Happy Endings Carol Ann Duffy</p> <p>15 sessions, 3 weeks</p> <p>Alternative perspective prequels Letter, poetry, passage of direct speech, diary entry, story ending</p>	<p> Kaspar, Prince of Cats Michael Morpurgo</p> <p>15 sessions, 3 weeks</p> <p>Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports</p> <p> Alte Zachen Ziggy Hanaor</p> <p>15 sessions, 3 weeks</p> <p>Analytical essay Character descriptions, flashbacks, diary entries in role, short autobiographies</p>	<p> High Rise Mystery Sharna Jackson</p> <p>15 sessions, 3 weeks</p> <p>Extended stories Character & setting descriptions, police & newspaper report, dialogue, persuasive letters</p> <p> Curiosity Markus Motum</p> <p>15 sessions, 3 weeks</p> <p>Expanded explanations NASA Proposals, information labels, short explanations, NASA logs, news reports</p>
<p>English Year 5/6</p>	<p> The Three Little Pigs Project The Guardian</p> <p>11 sessions, 2+ weeks</p> <p>Discussion texts News reports, persuasive speeches, interview scripts, diaries, debates, narratives</p> <p> OR The Island Armin Greder</p> <p>15 sessions, 3+ weeks</p> <p>Sequel Welcome guide, description, letter of advice, diary entry in role, imagined conversation</p>	<p> Dain Player David Waniewski</p> <p>15 sessions, 3 weeks</p> <p>Analytical essays about The Maya Instructions, posters, missing scenes, diaries, newspapers, debates</p> <p> OR Percy Jackson Rick Riordan</p> <p>20 sessions, 4 weeks</p> <p>Mythical narratives Odes, soliloquies, setting descriptions, additional chapters, reports</p>	<p> Stonewall David & Jarney Christoph</p> <p>15 sessions, 3 weeks</p> <p>A visitor's guide National Historic Landmark adverts, short news reports, protest banners, writing in role</p> <p> OR Freedom Bird Jerdine Nolen</p> <p>15 sessions, 3 weeks</p> <p>Biographies Non-narrative poems, explanations, dialogue, postcards, letters of advice, descriptions, recounts, narrative poems</p>	<p> OR Beowulf Michael Morpurgo</p> <p>15 sessions, 3 weeks</p> <p>Own version legends Letters of advice, diaries, Grimm Tales for Young and Old Phillip Pullman</p> <p>15 sessions, 3 weeks</p> <p>Own version traditional tales Retellings, character studies, monologues, character comparisons</p>	<p> OR Children of the Benin Kingdom Dina Orji</p> <p>15 sessions, 3 weeks</p> <p>Non-chronological reports Informal letters, diaries</p> <p> OR Anne Frank Josephine Poole</p> <p>10+ sessions, 2+ weeks</p> <p>Newspaper articles Retellings, short descriptions, extended diary entries, obituaries, opinion pieces</p>	<p> OR The Strange Case of Origami Yoda Tom Angleberger</p> <p>15 sessions, 3 weeks</p> <p>Discussion texts Instructions, persuasion, OR The Whale Ethian and Villa Murrow</p> <p>15 sessions, 3 weeks</p> <p>Film pitches Reported speeches, speech and thought bubbles, descriptions, recounts in role, letters to a newspaper editor</p>

English Year 6



The Arrival
Shaun Tan

17 sessions, 3+ weeks

Extended own version narratives
Letters, lists of rules, character



Leila and the Blue Fox
Kiran Millwood Hargrave

20 sessions, 4 weeks

Extended blog entry
Poetry, informal messages, formal letters, short information texts, diary entries, narrative and action scenes, tweets



The Last Bear
Hannah Gold

15 sessions, 3 weeks

Newspaper article
Character profile, dialogue.



OR *The Hidden Forest*
Jeannie Baker

16 sessions, 3+ weeks

Balanced discussions
Research notes, non-chronological reports in the form of a letter to a character



Suffragette: The Battle for Equality
David Roberts

15 sessions, 3 weeks

Persuasive campaigns
Formal letters, diaries, balanced arguments, speeches, short news reports

History
Suffragettes



Paradise Sands
Levi Pinfold

15 sessions, 3 weeks

Narrative prequel Descriptive story openings, informal notes



Boy in the Tower
Polly Ho-Yen

15 sessions, 3 weeks

Own version narratives (past and present tense)
Journalistic writing, formal letters, non-chronological reports



OR *The Wind in the Wall*
Sally Gardner

15+ sessions, 3+ weeks

Extended narrative
Directs, first narrative writing



Romeo and Juliet
William Shakespeare

15+ sessions, 3+ weeks

Playscripts
Diaries, letters, character descriptions, balanced arguments



The Unforgotten Coat
Frank Cottrell Boyce

15 sessions, 3 weeks

Own version narratives
Diaries, observational text



OR *Some Places More Than Others*
Renee Watson

15 sessions, 3 weeks

The Suitcase Project
Transition project to represent children: maps, recipes, poems, photos and biography

Assessment in Writing

- ▶ Writing is assessed using evidence collected by the class teacher throughout the year.
- ▶ There is no Year 6 SATs writing test.
- ▶ Children are expected to be able to write at length.
- ▶ Writing from across the curriculum can be used to form part of the assessments.

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Reading in Upper Key Stage 2

What does the teaching of reading look like across the week in UKS2?

- ▶ In KS2, discrete whole class reading lessons will be taught three times a week, in addition to embedding reading skills into our English lessons. During the reading lessons, we unpick the text and a high quality discussion takes place to deepen the children's understanding of the text.
- ▶ Ambitious vocabulary is displayed in the classrooms and in the corridors.
- ▶ We have also adopted the 'Bedrock Vocabulary' program in Key Stage 2, which assists in teaching children 'tricky' words explicitly within the context of aspirational fictional and non-fiction texts.

Reading for Pleasure

- ▶ Dedicated time for reading for pleasure happens daily. During this time, an adult reads aloud a story for the children to enjoy. The children then have the opportunity to read a text of their choice and talk to each other about the books that they are reading.
- ▶ In KS2, each class has a 'book talk' display to encourage informal discussions around their class text.
- ▶ At Dane Royd we celebrate reading and this can be seen in our learning environment. Every classroom has a display celebrating the current class read and an inviting, sociable reading area.
- ▶ Corridor libraries - topic books.
- ▶ We strongly believe that reading is the bedrock for learning, and that the 'will' to read influences skill. Due to this we strive to ensure that our pupils enjoying books and are intrinsically rewarded by reading.
- ▶ We strive to understand the individual reader identities of our pupils, and we use this knowledge to ensure that the books on our shelves cater for their reading preferences, to enable us to keep their reading lights switched on.

Home Reading in UKS2

- ▶ Children in KS2 should have the necessary skills needed to read an age appropriate book of their choice. Therefore, the reading book that they bring home will be a book from their classroom library.
- ▶ Class teachers will provide guidance to support the children in choosing a book within their reading abilities.
- ▶ It is expected that the children read this book at home to develop their reading fluency and comprehension skills as well as simply reading for enjoyment.
- ▶ *The will influences the skill.*

Home Reading in UKS2

- ▶ Children in Year 5 and Year 6 will record their reading in their '**Reading Journal**'. We ask for the children to keep these journals up to date as part of their reading homework. They will also be provided with time in the school week to add to their journals.
- ▶ It is important for parents and teachers to work together to give children the best support when developing their reading skills. Reading together with your child every night is one of the most effective ways to support their reading progress. Children of all ages should be encouraged to read independently as well as with an adult to support their progression and for reading to become a pleasurable experience.
- ▶ Fluency bookmarks.

Phrasing - I can read with fluency. I put my words together into phrase chunks so that my reading sounds right and makes sense. This means that I am paying attention to my phrasing.		Expression - I read with expression that matches the meaning. I vary my volume, intonation and tone. I read with confidence. My reading is natural sounding.	
Ph1	I read word-by-word or one word at a time, like a robot. I don't attempt to read phrases in chunks.	E1	I read with minimal or no expression. I read in a monotone voice and because of this my reading sounds boring.
Ph2	Sometimes I read 2 or 3 words at a time. Sometimes I read word-by-word, like a robot. My reading sometimes sounds choppy.	E2	I am trying to read with expression, but sometimes it doesn't match the meaning. I focus on decoding to read the words correctly rather than how I say the words.
Ph3	I usually read phrase by phrase although on occasion my reading sounds choppy.	E3	I read with expression most of the time. My reading sounds natural and interesting most of the time.
Ph4	I put the words together the way the author wrote them (in phrases and sentences). I put the words together so that it makes sense.	E4	I always read with expression so it always sounds natural, interesting and exciting. I read with confidence.
Rate - I can read words automatically and effortlessly. I can read at the correct rate. Not too quickly and not too slowly. My reading sounds right and makes sense.		Punctuation - I use the punctuation to help me know how to read the story so that it sounds right and makes sense. My reading sounds smooth-sounding with flow.	
R1	I read really slow and have to stop to figure out each word on the page, I read so slowly that it really does not make sense.	P1	I don't pay attention to full stops, commas, exclamation marks or question marks when I read. My reading doesn't sound right or make sense.
R2	I can be slow because I have to read word-by-word when I don't know the words. I take breaks, pause too much and repeat words when I read.	P2	Sometimes I use the punctuation but I might use it the wrong way.
R3	I read most words automatically and effortlessly. I try to read like I talk. Sometimes I go too fast or too slow. I might slow down when I am trying to figure out a tricky word. Sometimes I pause or stop when it doesn't make sense.	P3	I usually pay attention to the punctuation. I may make a mistake every once in a while.
R4	I read words automatically and effortlessly. I read like I talk. I only slow down, stop or repeat words when it makes sense to or sounds right.	P4	I always pay attention to the punctuation. My reading sounds right and makes sense.

Any Questions?.....