Writing in Upper Key Stage 2

- Writing is mostly taught through the use of high-quality texts, which are chosen by class teachers, taking into consideration the history and geography topic and the class teacher's own reading interests.
- Opportunities are planned in for children to develop their writing skills across the curriculum to ensure that writing tasks are engaging and purposeful.
- We hope that by providing the children with a real context and purpose to their writing, it will enable us to foster the children's interest in writing.
- We expose the children to a range of text types across a unit of work to allow them to study texts that are written for a range of audiences and purposes.
- The teaching of spelling, punctuation and grammar skills is woven into the writing lessons, in order to ensure that the children are applying their SPaG skills appropriately.
- Teachers plan in opportunities for the children to edit and improve their writing, taking into consideration the SPaG element that is being taught that week.

Dane Royd Writing Journey 2021 2022

Hook

Introduction to the 'unit' through an engaging hook.

(Humanities lessons/class book/other text/drama/speaking and listening activities etc.)

Genre

Introduction to the text type - Identify word, sentence and text level features.

Task

Introduction to the writing task.

Shared Writing.

Modelled Writing.

Planning

Vocabulary level

Sentence level

Planning grid

Drafting

First draft into English books. Allow children time to write freely as these are initial ideas.

Mini plenaries to address misconceptions when spotted.

More shared/modelled writing if needed.

Editing

Teaching of SPaG objective

Allow children time to edit what they have written so far with a focus on this week's SPaG element.

Final Draft

Children to complete final draft in English book – this could just be 'purple polishing' some sections and re-drafting other sections (this should not just be copying out their first draft).

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.

Writing Framework

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.[1]

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.[2]

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing[3] and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]

		Year 5 Writing Assessment							
Term:		**Assessed against objectives taught as:**							
Name:		**Taught**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Notes**
Composition									
Plan my writing appropriately using the features of the genre adding detail									
Draft appropriately for the piece of writing									
Edit and redraft my writing making improvements									
Use the correct tense consistently									
Use the correct subject verb agreement consistently									
Vocabulary, Grammar & Punctuation									
Use known, imaginative and ambitious vocabulary appropriately									
Use multi-clause sentences using a range of clause structures sometimes varying their position in a sentence									
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun									
Begin to vary sentence length and word order for effect									
Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)									
Use literary devices to create effect (alliteration, onomatopoeia, similes, figurative language & personification)									
Using mostly correctly	Inverted commas								
	Commas for clarity								
	Commas to mark clauses								
	Brackets, dashes or commas for parenthesis								
Making some correct use of	Dashes								
	Semi-colons								
	Colons								
Use a dictionary to check spelling and meaning of new words									
Spell some words with silent letters (knight, solemn)									
Use my knowledge of prefixes, suffixes and root words in my spellings									
Spell homophones and words which are often confused									
Use the thesaurus with confidence									
Handwriting									
Write neatly, legibly and accurately in a flowing, joining style									

Reading in Upper Key Stage 2

Reading in UKS2

- There are 8 reading strands in the KS2 curriculum:
- 2a - Decode: give/explain the meaning of words in context.
- 2b - Retrieve: retrieve and record information/identify key features from fiction and non-fiction.
- 2c - Summarise: summarise main ideas from more than one paragraph.
- 2d - Infer: make inferences from the text/explain and justify inferences with evidence from the text.
- 2e - Predict: predict what might happen from details stated and implied.
- 2f - Meaning: Identify/explain how information/narrative content is related and contributes to meaning as a whole.
- 2g - Language: Identify/explain how a meaning is enhanced through choice of words and phrases.
- 2h - Compare: Make comparisons within the text.

Preparing children from the rigour of the end of KS2 assessments

- In addition to teaching the reading strands, we would also like to ensure that our teaching provides the children with the skill set needed to tackle a range of test questions.
- *Example paper*

Vocabulary

- The KS2 reading curriculum has an increased emphasis on understanding vocabulary in context. Due to this, we expose the children to a wide range of challenging texts in every year group.
- Ambitious vocabulary that the children have been exposed to in their learning throughout the week is displayed in classrooms. The children are then challenged to use that word at some point during the week (verbally or in writing).
- We teach the children to highlight words that they are unsure of the meaning of when they are reading, and record it in the back of their English books. When they have finished reading they are encouraged to try and deduce the meaning of the word by looking at the word in context/using a dictionary/asking a peer/asking an adult. This would be a good task to complete at home also!

Reading stamina

- Reading stamina is essential and is something that the children need to be practicing regularly. When giving the children a text to read, we sometimes put a timer on the board. We then ask the children to note down how long it took them to read the given text. Can they increase their stamina each week?
- Skimming and scanning to locate information quickly is a vital skill needed. This will help with speed and stamina.
- We try and incorporate skimming and scanning activities into our English lessons to help the children to develop this skill.

Using music to develop reading comprehension skills

We choose an appropriate song to play to the children.

We then ask range of questions to enable pupils to practice their comprehension skills. The bold question stems can be adapted for any songs.

- According to the text where is Adele dreaming?
- How many miles apart are they?
- Find and copy one word that means that you cannot remember something?
- What is the main message in this section?

Hello, can you hear me?

I'm in California dreaming

About who we used to be

When we were younger and free

I've forgotten how it felt

Before the world fell at our feet

There's such a difference between us

And a million miles

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, the children are taught explicit comprehension skills using a range of stimulus linked to a theme.
- 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 interventions

- Interventions, boosters and guided reading sessions are planned in accordingly.

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

- In UKS2, we teach reading through discrete whole class reading lessons, in addition to embedding reading skills into our English lessons. We continue to teach phonics using the Read Write Inc scheme as an intervention for any children in Key Stage 2 who still require support in their reading.
- Children in KS2 who are not receiving a phonics intervention, 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.

Home Reading in UKS2

- Some children in UKS2 may still require phonics teaching. In this instance, they will bring home a **Read Write Inc scheme book** to read to you. This book will only contain graphemes (the written letters representing a sound) and 'red' words (words that are read by sight and cannot be segmented) that the children have been taught and can read confidently without hesitation. They will also bring home a **'text to share'**, This is a book that the children have chosen to read from their classroom library. This book will have words that your child may not be able to read yet. It is for you to read with your child and talk about together, and for them to 'read' for enjoyment.

abundant
accommodate
accumulate
adhere
agony
allegiance
ambition
ambitious
ample
anguish
anticipate
anxious
apparel
appeal
apprehensive
arid
awe

Bedrock Vocabulary: what is it?

Bedrock Vocabulary is an online programme that helps the children learn **new vocabulary**.

It will help them learn the tricky sort of language that they might come across in text books, lessons or exams.

What do we expect from the children?

The best way for children to learn new vocabulary is to experience it frequently and in varied ways.

Each week, they need to complete a minimum of 2 Bedrock lessons. One session will be completed in school and the other session needs to be completed at home.

By completing 2 lessons a week, we can guarantee that children:

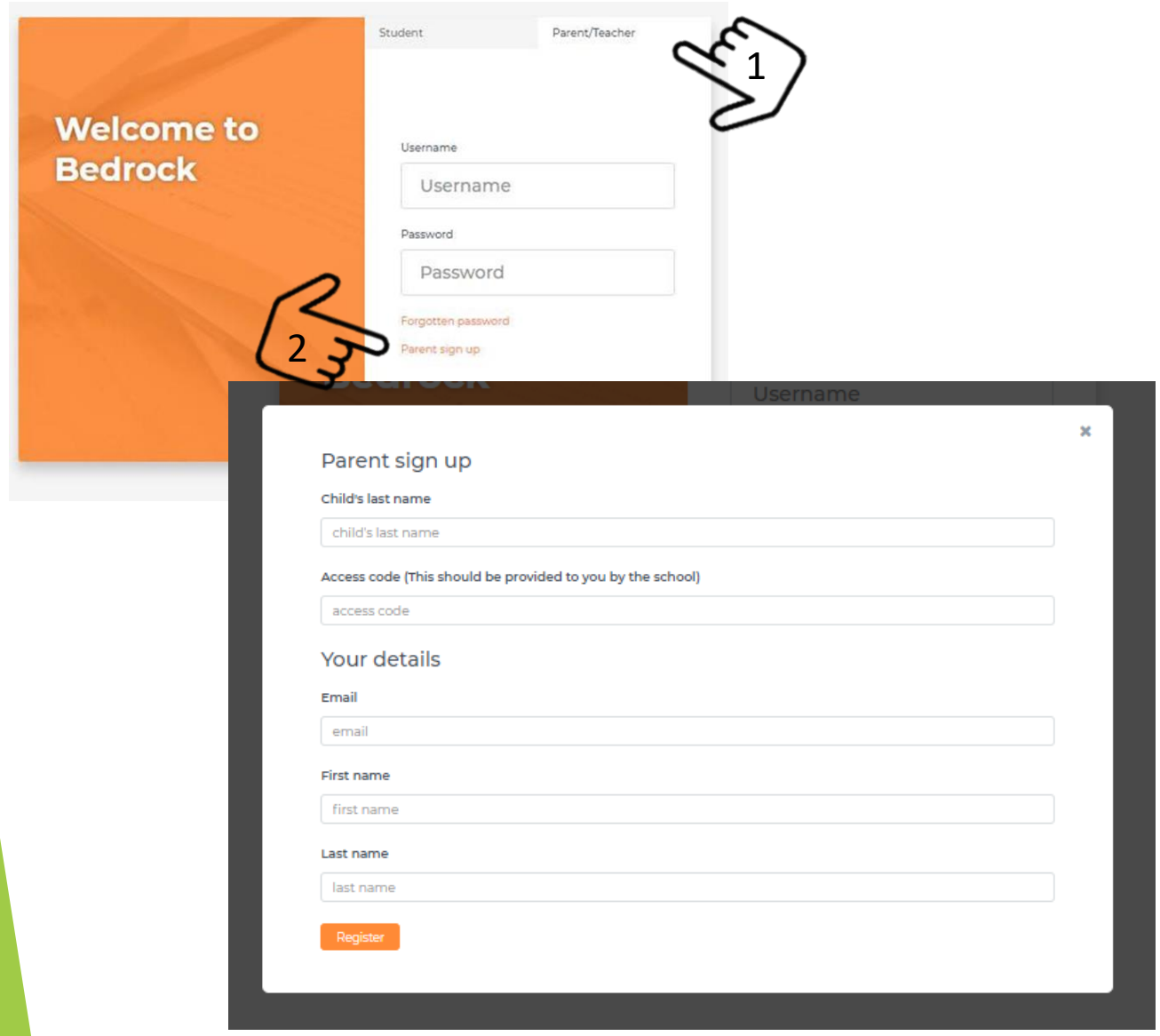
- ✓ engage with aspirational, academic language
- ✓ read high quality fiction and non-fiction every week
- ✓ practise reading comprehension every week

What do we expect from children?

Each week, teachers are are emailed a report that looks like this:

Your name	Your class	☹	-	Block 7 Topic 1: Strange Places: **83.33%** **Improvement:** 150.02%	15
Your name	Your class	☺	Block 7 Topic 2: The Sahara Desert Block 7 Lesson 10 (30 Oct 2016): **100%** Block 7 Lesson 9 (26 Oct 2016): **100%**	Block 7 Topic 1: Strange Places: **100%** **Improvement:** 11.11%	3

This means they can tell who's been improving their vocabulary and who hasn't!



Parent Sign Up

- Parent sign up is for the parents of students on Bedrock to get access to their child's progress.
- Parents can sign up to the programme in the following way:

1) Click on the Parent/Teacher tab on the sign in screen.
2) Click on 'Parent sign up'.

- The parent will then be shown the parent sign up form. Once they complete this form and click 'register' they will have access to the system.
- The access code is provided by the teacher and is obtained as shown in the previous slide.

Any Questions?.....