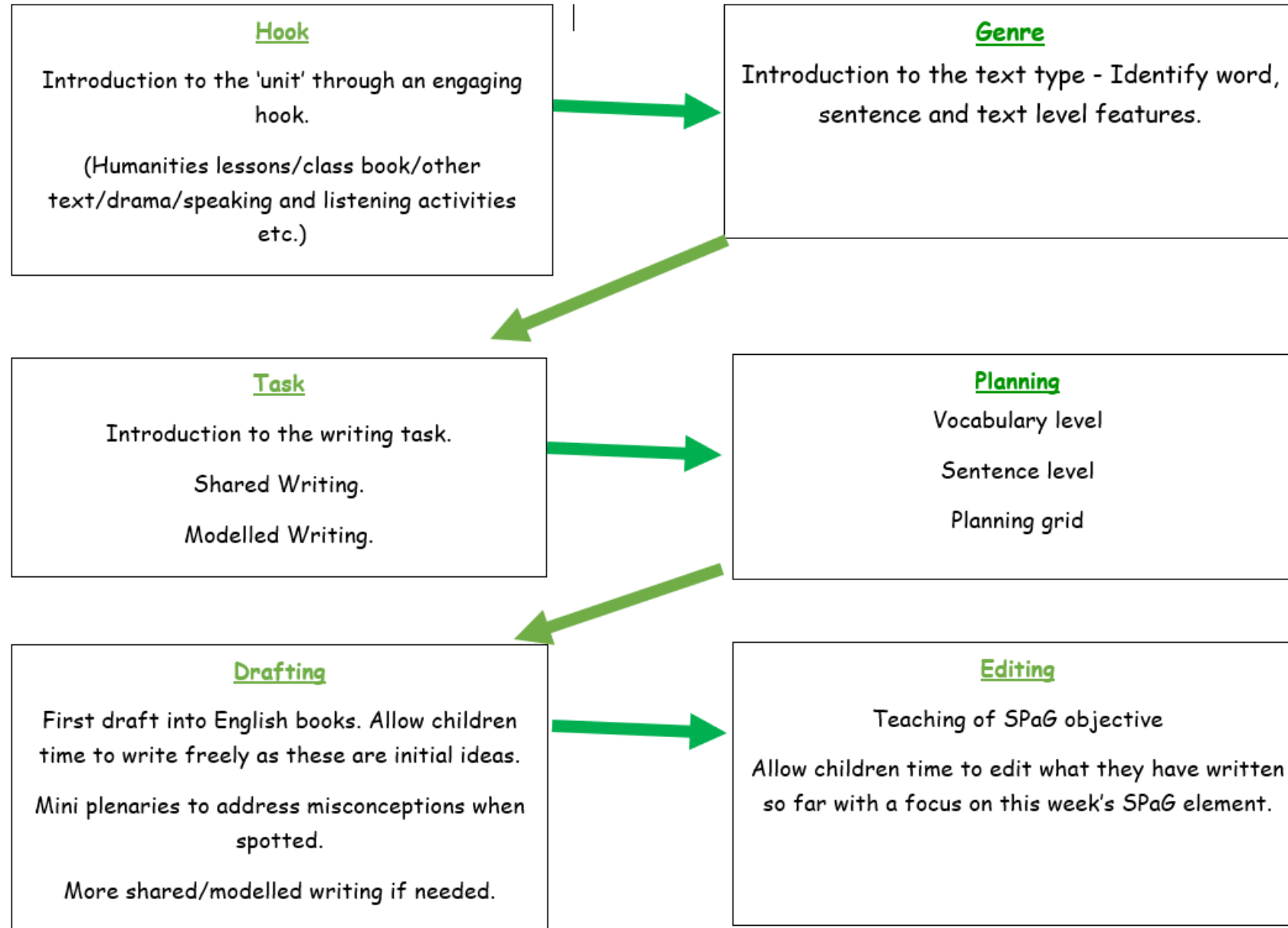


The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, creating a modern, layered effect. The central area is a plain white space where the text is located.

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



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).



Proud pieces

Children to publish the piece that they are the proudest of into their 'writing achievement' books
(one piece per half term)

Earth Heroes

'One Person, no matter how small, can make a difference'

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Biographies Roald Dahl - Boy (Entrance display work)	Biographies Roald Dahl - Boy (Entrance display work)	Biographies Earth Heroes	Biographies Earth Heroes	Biographies Earth Heroes	Description 'The Impossible'	Description 'The Impossible'
SPAG	Spotlight Questions - nouns Y4/5 Curriculum	Identify nouns in multi-clause sentences	Spotlight Questions - verbs Y4/5 Curriculum	Subject/Verb/Object	Co-ordinating conjunctions (FANBOYS)	Forming compound sentences using coordinating conjunctions	Subordinating conjunctions (A WHITE BUS)
Reading	Roald Dahl/Children's classic stories	Roald Dahl/Children's classic stories	Roald Dahl/Children's classic stories	Theme: The environment	Theme: The environment	Theme: Tsunamis	Theme: Tsunamis

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 writing³ 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	1	2	3	4	5	6	Collection	
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.
- ▶ *Example skimming and scanning activity*

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?

- ▶ On a Monday, we read the class novel (which is often linked to our history/geography topic). The majority of this session is spent recapping the events that have happened, discussing character developments and thinking about how and why events have unfolded. We spend time discussing authorial intent. These sessions are also a good opportunity to have a class debate e.g. those using *Holes* in Year 6 might set: 'If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy' - to what extent do you agree with this statement?
- ▶ In addition to this main reading session, we read the class book for enjoyment for 10-15 minutes on Tuesday and Wednesday.

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

- ▶ On Thursday and Friday we study texts linked to a topic (each topic lasts for approximately three weeks)
- ▶ E.g. if the theme for the cycle was 'The Romans', we might read a non-fiction text about Mount Vesuvius on Thursday and then look at the song lyrics Pompeii by Bastille on Friday.
- ▶ The focus of these two sessions is inference, retrieval, prediction and summary.
- ▶ We aim to listen to every child read their reading scheme book individually at least once a fortnight, although the children will be heard reading much more than this within our English lessons.

Reading interventions

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

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 Topic 1: Strange Places: 100%		
			Block 7 Lesson 10 (30 Oct 2016): 100%	Improvement: 11.11%	⬆️	3
			Block 7 Lesson 9 (26 Oct 2016): 100%			

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



Welcome to Bedrock

Student Parent/Teacher

Username
Username

Password
Password

[Forgotten password](#)

[Parent sign up](#)

Parent sign up

Child's last name
child's last name

Access code (This should be provided to you by the school)
access code

Your details

Email
email

First name
first name

Last name
last name

Register

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?.....