



Teaching English at Hatch Warren Junior School

2019

What are our aims in English?

- ▶ Celebrating the efforts and achievements of the children
- ▶ Offering a wide variety of opportunities to write and read extensively
- ▶ Developing a love of writing and taking pride in what they produce
- ▶ Developing their ability to write in a technically accurate way to suit their audience which demonstrates their own style
- ▶ Developing a love of reading which is maintained throughout their lives
- ▶ Developing the children's understanding of grammatical rules and spelling
- ▶ Develop fluent handwriting

What do we have to cover?

Year 3		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell words that are often misspelt (English Appendix 1) Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Writing is clear in purpose Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar When planning, discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> Organise writing into logical chunks and write a coherent series of linked sentences for each Select nouns and pronouns to provide clarity for the reader Use simple organisational devices, e.g. headings and subheadings 	<ul style="list-style-type: none"> Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types (statement/ command/ question/ exclamation) 	<ul style="list-style-type: none"> Use conjunctions to express time, place and cause Use adverbs and prepositions to express time, place and cause Use inverted commas to punctuate direct speech Know when to use 'a' and 'an' Proof-read for spelling and punctuation errors Use irregular simple past-tense verbs e.g. awake / awoke 	
	<ul style="list-style-type: none"> Form nouns using prefixes e.g. super, anti, auto Spell further homophones and understand their meanings 		<ul style="list-style-type: none"> In narratives, creates settings, characters and plot Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' 	<ul style="list-style-type: none"> Organise paragraphs around a theme Vary nouns and pronouns to avoid repetition 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) 	<ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play Indicate possession by using the possessive apostrophe with plural nouns Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	
	<ul style="list-style-type: none"> Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		<ul style="list-style-type: none"> Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation 	<ul style="list-style-type: none"> Uses varied nouns and pronouns for cohesion 		<ul style="list-style-type: none"> Use fronted adverbials Use commas after fronted adverbials Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma 	

Where can I access this information?

School website

- ▶ Curriculum / English / year teams – for the objectives that we cover
- ▶ Curriculum / English / National curriculum – find spelling lists for years 3 and 4 /years 5 and 6

How do we deliver English in school?

Start with a hook into the work that they are doing

- ▶ A book, a film extract, a poem or set of poems, a piece of non fiction, a picture, a letter, a diary and so on
- ▶ Plan what our intended outcome is going to be including our audience and purpose for writing.
- ▶ We could be writing to a parent, teacher or someone outside of school

Example of a hook into a unit

<https://www.literacyshed.com/the-picture-book-shed.html#>



TUESDAY

Examples of pupils' work – year 3

How do we develop the writing process in school?

- ▶ Immerse the children in lots of examples of the genre to identify text structure, sentence types, vocabulary choices
- ▶ Carry out shared writing with the children in which we model a WAGOLL – What A Good One Looks Like and talk through the writing process. As we are writing we are modelling reasons for our choices.

How do we develop the writing process in school?

- ▶ Carry out a writing task called the “Apprentice piece” which is a practise in preparation for the final piece of writing towards the end of the unit.
- ▶ Following this, the teachers identify what your child needs as a focus group which will be taught as a small group in the next lesson.
- ▶ For instance, do they need further work on vocabulary choices or using a range of sentence types.
- ▶ The groups are flexible and responsive to the needs of each child as identified through the writing process

How do we develop the writing process in school?

- ▶ The final piece or “Master piece” of writing is completed. Teachers can still help/support/ question children during this process.
- ▶ Children can then use editing ‘flaps’ to improve selected parts of their writing
- ▶ Children are encouraged to talk about choices they are making in their writing and what the intended impact is on the reader. This can be recorded as text marking:

Monday 18th March

WALT analysing and justifying writer's choices.

Verb opener - starting with some action

Show Alma's actions - she's eager and excited.

Group

Descriptive adverb - ~~or~~ searching rapidly ✓

Rhetorical question - showing Alma's thoughts

Repetition - more description.

- Builds suspense

Brackets - extra info

Repetition - ~~or~~ exaggeration

Expanded noun phrase ✓

Remembering why she had entered, Alma sprung back up from the floor to try to take the doll, only to find that it had disappeared... again. Alma gasped and began to search the shelves frantically with her eyes. *How is this doll moving?* she speculated, as she was sure that she was alone. Alma searched the floor. She searched the walls. She spun and spun and searched all around. Until suddenly, she saw it - right at the top of the highest shelf.

Ellipses... build up suspense ✓

Alma felt a wave of relief surge through her body. She could not explain what was happening, but knew that she just *had* to have that doll. Climbing on the nearest obstacle in front of her (an old, withered sofa), Alma began to reach up towards the doll, tearing her mitten off with her teeth as she did so to give herself more grip. She stretched and she stretched, standing tall on her tiptoes, gripping on to the shelf below with her other hand, causing other dolls to tragically tumble down on to the floor.

Metaphore - gives the reader a picture.

Nearly... oh... not quite... (T)

Finally, her finger touched the tip of the identical doll's small button nose, when...

WHOOOOOSH!

Alma felt her entire body melt away, as though devoured by an unknown black abyss. Each one of her limbs bent and curled and snapped and shrank. It was a feeling like no other - indescribably painful and completely out of her control.

Ellipses... build up suspense

Then, silence. Still.

Alma knew that she was still alive. However, as she wrestled with her eyes to drag them open, she found herself gazing down from the top shelf of the dolls' shop through a pair of still, shiny eyes. All she could hear was her muffled, desperate breaths. She could not move. She could not speak. She could not even scream.

She was trapped.

The young girl, with not a care in the world, was no longer a girl. She was a doll...

What effect did the text have? It engages the reader

I feel the author is effective because I feel emotions and picture the setting.

✓ (S)

Wednesday 15th May

WALTI: always text drives.

King Kong

Title so you know what the story is called.

gives the actors a list of what's happening

Olivia
Henry

The characters names are down the side so they know when to speak.

colours separates the name from the speech

stage directions tell the actors what to do.

speech to keep the story interesting.

ellipsis shows that you need a dramatic pause.

shows the character's excited.

tells the character how to say it ^{the} speech.

This is a stage direction for a verbal speech.

because it helps set the scene and slightly cues up what's going to happen in the scene.

Scene 1

They walk across a beach and find a deserted village. ^{the} drumming gets loud

(Barely concealing his excitement)

They must be having some sort of ceremony!

(wailing chant)

Kong kong

Listen... Then calling for Kong. You all stay here I'll go on ahead and see what's happening

walks ahead of the group

(Back in a flash)

(whispered)

Everyone keep quiet get the cameras rolling follow me

(All creep forward)

(Dancing and chanting)

Kong kong

NARRATOR

Scene 2
The stone steps led up to a huge gate when a beautiful girl wearing a necklace of glowers was held down.

Narrator gives more info and helps sets the scene.

B brackets give extra information.

Stage directions

Speech

Character

Sound

Character

Character

NARRATOR

Monday 13th May 2019

WAIT: Justify our choices as a writer.

I have used this sentence because ~~it~~ if it is read in the right way, it will come across as boastful because if the crew members find Ann, ^{he} they will be praised, and if Lucky, Carl's favorite so they can ^{get} have more money.

This sentence I've used is to give the effect that Jack really cares about Anne because, he is even shouting at the man ~~who~~ who is going to pay him his money, this shows that Jack really, cares about Ann.

I have used this sentence to make the reader realise how much Jack cares for Ann and her situation. ?

Friday 10th May 2019

WAIT: Edit a playscript.



Crew Hey, look, I've found a footprint big enough to be Kings.

Crew Hey, I've found one too.

Jack I think we all know, ^{for} God's sake, you don't have to be a scientist to work it out I mean, Dave is your goat that big?

Dave No Jack

Jack ~~Exactly~~ ~~Exactly~~ ^{Exactly} ^{precisely} now back to the point, we ~~waited~~ ^{waited} two minutes of saving ~~the~~ ^{the} ~~monster~~ ^{monster} arguing, no more time wasting!

Denham Who said you were in charge? (Smugly)

Jack I did, I know you're only here for the gilm Denham, don't think I don't know, now, I'm here for Ann is your with me or not

Denham Yes Jack (Head lolling in shame)

Jack Now back to work (Smugly)

Everyone Yes Boss

Jack Good

① Good justification of key sentences
⇒ How have you moved the story on?
By someone making clear that they want to be the leader and carry on what they came here to do instead of arguing.

This sentence I have put in, ~~to~~ to make the reader see Jack honestly really cares for Ann because he is being really rude to all the crew just because it seems he doesn't care about their feelings.

This ^{is} ~~is~~ ^{sentence} ~~sentence~~ is read in the right way, is to show that Dave won't take offence to Jack and, will ^{solemnly} answer any questions he has in mind, or anything he asks.

I used this stage direction to make it show it is obvious that Carl does not care for Ann and only the fact that he is supposed to be in charge.

I have used this action because it shows that Carl honestly only cares about the gilm and his game, which in my opinion, is very selfish, it also shows that he is truthful, because he didn't lie and laugh and shake it off as if it is no big deal he was ~~seemed~~ ^{seemed} out.

Examples of pupils' work – year 6

What do children have to help them in class?

Support

- ▶ Working wall – as the unit progresses, more information is added to the working wall which will help children
- ▶ Small focus group work that addresses the needs of particular pupils

Challenge

- ▶ Children may be challenged by being asked to change the form, purpose or audience. For example they may be asked to write from an opposing viewpoint

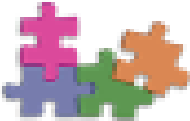




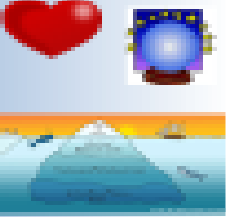
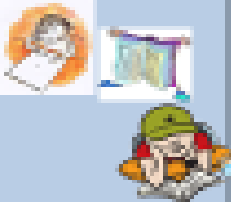

How do we develop children's understanding of reading?

- ▶ Ensure they have the necessary understanding of phonics in year three building on the work done at the infant school
- ▶ Question them about what they have read and get them to justify their understanding through referring back to the text for their answers

Reading domains: Hampshire assessment model

Making meaning is the guide and the goal






Higher cognitive demand, but it is possible to train these thinking muscles at all ages






Word reading	Comprehension (knowledge and experience of the world brought to bear alongside strategies)				Inference	Language for effect	Themes and conventions
Cracking the codes: piecing together the cues to make a word make sense in context	Clarify	Monitor and summarise	Select and retrieve	Respond and explain	Empathise Predict See layers of meaning	How part relates to whole: writer's choices in relation to intention	Categorisation: similarities and differences between like texts/ other texts I have read
	Noticing the bits that don't make sense	Developing a mental map of the text	Seeking the specific...	What you think and feel			
							

How do we develop the reading process in school?

- ▶ We have invested in new guided reading books this year
- ▶ Each year group has sets of books which are suitable for different reading abilities
- ▶ We have adapted our approach to guided reading to ensure the children access good quality texts
- ▶ The approach is based on teacher modelling followed by independent/group application






What does a week look like in terms of guided reading?

Guided Reading Blended approach – Model and apply. “I and why”				Live marking linked to objectives Week 1 Whole class (Model phase)			Year 3 Phase1						
 Inference Are detectives – use inference.	WALT: predict what might happen from details stated and implied	 Comprehension – clarify Monitor meaning – check things make sense.	WALT: ask questions to improve their understanding of a text	 Comprehension – clarify Monitor meaning – check things make sense.	WALT: use a range of known strategies appropriately to establish meaning in books that can be read independently	 Language for Effect Build meaning by piecing it all together.	WALT: discuss the effect of specific language on the reader	 Comprehension – respond and explain Identify important words, phrases and ideas.	WALT: discuss words and phrases that capture the reader’s interest and imagination				
Predict what might happen based on what you have read		“Talk to the hand,” what questions would you ask based on what you have read: <u>Who, what, why, where, when, how</u>		“Ring a Word” from the text you have read, highlight words that you found difficult to read. Make a list of them in your journal and find out the meanings.		Explain how key words or phrases add to emotion (TA) <table border="1"> <tr> <td>Emotion</td> <td>Evidence</td> </tr> <tr> <td>Worried</td> <td></td> </tr> </table>		Emotion	Evidence	Worried		Find evidence to prove the following statement true or false:	
Emotion	Evidence												
Worried													

Guided Reading Blended approach – Model and apply. “I and why”				Live marking linked to objectives Week 2 group activities (Apply phase) “The Hundred Mile an Hour Dog”			Year 3 Phase1						
 Inference Are detectives – use inference.	WALT: predict what might happen from details stated and implied	 Comprehension – clarify Monitor meaning – check things make sense.	WALT: ask questions to improve their understanding of a text	 Comprehension – clarify Monitor meaning – check things make sense.	WALT: use a range of known strategies appropriately to establish meaning in books that can be read independently	 Language for Effect Build meaning by piecing it all together.	WALT: discuss the effect of specific language on the reader	 Comprehension – respond and explain Identify important words, phrases and ideas.	WALT: discuss words and phrases that capture the reader’s interest and imagination				
Predict what might happen based on what you have read		Read chapter 1 (T at start) “Talk to the hand,” what questions would you ask based on what you have read: <u>Who, what, why, where, when, how</u>		Read chapter 2 “Ring a Word” from the text you have read, highlight words that you found difficult to read. Make a list of them in your journal and find out the meanings.		Explain how key words or phrases add to emotion (TA) <table border="1"> <tr> <td>Emotion</td> <td>Evidence</td> </tr> <tr> <td>Worried</td> <td></td> </tr> </table>		Emotion	Evidence	Worried		Find evidence to prove the following statement true or false:	
Emotion	Evidence												
Worried													

What do the books look like?

Spring 2019 - Monday 7th January 2019

Guided Reading		Live marking linked to objectives		Year Phase	
Blended approach - Model and apply. "I and why"		Week 1 Whole class (Model phase)			
 Visualise - draw a picture!	WALT draw inferences to help us visualise a story setting.	 Are detectives - use inference.	WALT draw inferences to help us understand a characters feelings.	 Are detectives - use inference.	WALT draw inferences to help us understand a characters feelings.
 Are detectives - use inference.	WALT use inferences about a character to describe their emotions.	 Understand how language contributes to meaning.	WALT understand how language contributes to meaning.		
Read text up to "England" Underline key phrases that infer things about the setting. Draw a picture using phrases as labels.	Re-read the text up to "I won't be there". Complete a role on the wall with key words and phrases round the outside that infer how the plump sixteen year old was feeling. Inside the character write words to describe her emotions.	Read to the end of the text. How is Susie feeling? Write a list of key words that tell you about Susie's emotions.	Write a letter from Susie to her mum explaining how she is feeling about the boat journey.	Teacher investigates the word "murmured". Children investigate the word "gazed" and "unconvincingly" and "vacantly"	

'Do they have movies in England?' 4

'Sure they do!' said the boy in the beige suit. He was sitting cross-legged on the cabin floor, attempting to draw a liner on a sketch-pad. 1

A small girl was curled up on the bottom bunk nearest him.

'Films,' she interrupted. 'They call 'em films.'

On the third bunk above, a plump sixteen-year-old girl 2 was lying on her back. She gave a deep sigh. 'I wish we 5 coulda come back a few months later,' she murmured.

The small girl leaned out to look at her.

'Aren't you pleased to be going back to England?' 3

'I guess,' she said unconviningly. 'It's just that Frank Sinatra's going to be at the Paramount Theater in November and I won't be there.'

- Inference
- 1 - The boy likes to draw.
 - 2 - She is quite large. She is also 16 years old.
 - 3 - The boy is from England but the others are from US.
 - 4 - They don't know much about England.
 - 5 - They don't want the girl to leave.
 - 6 - The boy tried to do a picture, he didn't do it properly.
 - 7 - She is not excited about going back and is not sure about it.

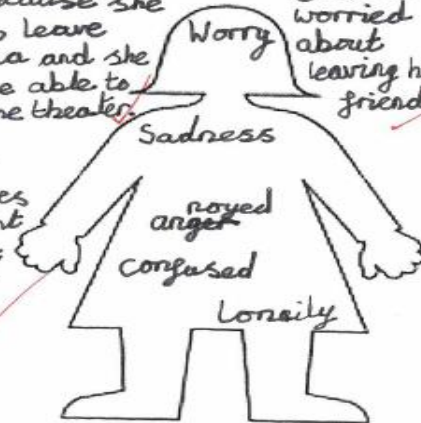
Tuesday 8th January 2019

Sad because she has to leave America and she won't be able to go to the theater.

Worry

She is worried about leaving her friend.

She does not want to be left alone.



She has to leave her best friend and she will be lonely and have no one to talk to.

She doesn't know why she has to leave when she is having lots of fun.

thing is that I got tickets to see my best singer Frank Sinatra but I will not be there to see it. Instead I gave it to someone on the ship. I hope you are having a great time without you me!

yours lonely
Susie
xxx

theatre
theatre
theatre
theatre

Emotions identified

Thursday 10th January 2019

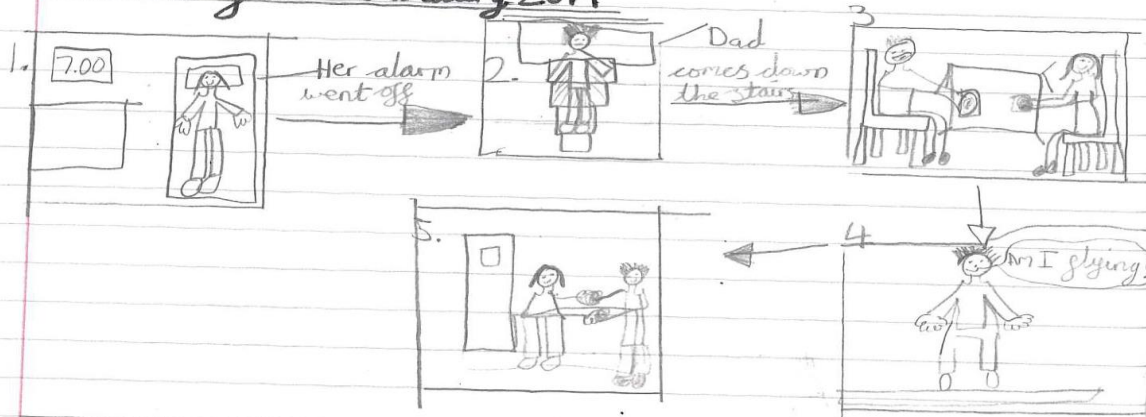
Dear Mum,
The boat is on it's way back to England. I am very excited to see you as I have not had a very good trip that I planned. First of all, no body has wanted to talk to me so I have been very lonely. As this has happened, I have stayed in my bunk for the whole week. Finally, I As a terrible thing is that I got tickets to see my best singer Frank Sinatra but I will not be there to see it. Instead I gave it to someone on the ship. I hope you are having a great time without you me!

Wednesday 16th January 2019

1. When was this story set?
2. Why did you choose a birdman?
3. Who was the story for?
4. What made you think to write this book?
5. Where was the story set?
6. How long did it take to write the book?
7. Why did the dad need help doing things?
8. How old is Lizzie?
9. What way did you set out the book?
10. Why does the dad want to be in a competition?
11. Where is the "River Tyne"?
12. Why did Lizzie tell him what to do?
13. Why did the illustrator help you?
14. When was this published?

Superb
VG

Wednesday 23rd January 2019



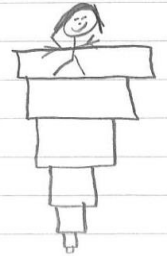
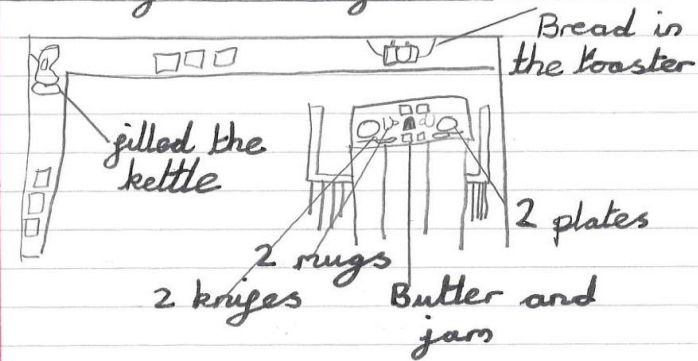
Story map VG
label No 5

Lizzie is saying goodbye because

she needs to go to school and she is also telling her dad what he has to do on that day.

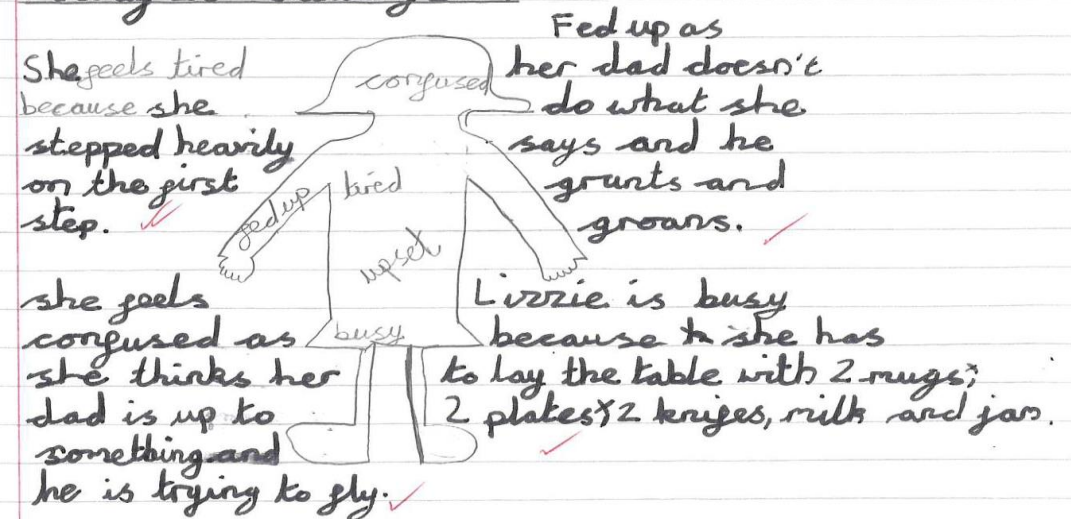
Guided Reading Blended approach – Model and apply. "1 and why"		Live marking linked to objectives Week 2 – My Dad's a Birdman (Fine) Wilson		Year Phase	
WALT Check that the text makes sense	WALT Monitor meaning – check things make sense.	WALT ask questions to improve our understanding of the text.	WALT summarise the main details from more than one paragraph.	WALT draw inferences to help us visualise a story setting.	WALT draw inferences to help us understand a characters feelings.
Look at the book cover and discuss what the book might be about and why you think that? Who is the author? Read chapter 1 and talk about the story. What has happened? What other stories does this remind you of?	Think about the story so far and make a list of questions that you would like to ask the author to help you understand the text better. Remember to use: Who? When? Where? Why? What? How?	Create a picture map of the story so far and add key words from the text to each picture.	Read p.9, 19 and 21. Draw a picture of the kitchen and label it with the words from the text which have helped you to draw the picture.	Read chapter 1. Complete a role on the wall for Lizzie using key words and phrases from the text which imply how she was feeling. Inside the body write words to describe her emotions.	






Thursday 24th January 2019



Inference VG

Friday 25th January 2019

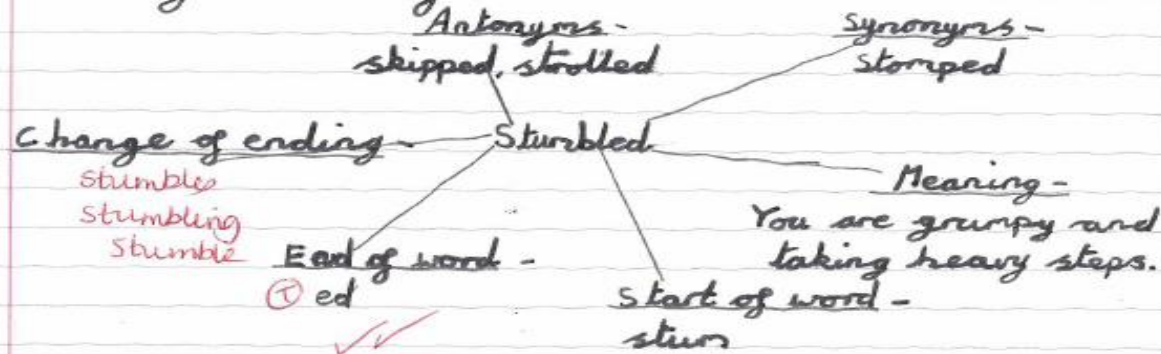


Guided Reading		Live marking linked to objectives		Year Phase	
Blended approach - Model and apply. "I and why"		Week 3 - My Dad's a Birdman (Fiona Wilson)			
 Are detectives - use inference.	WALT draw inferences to help us understand a characters feelings.	 Are detectives - use inference.	WALT use inferences about a character to describe their emotions.	 Build meaning by piecing it all together.	WALT understand how language contributes to meaning.
 Use your meaning - this helps you learn.	WALT Summarise the main details from more than one paragraph.	 Use your meaning - this helps you learn.	WALT Summarise the main details from more than one paragraph.		
Re-read chapter 1. ? How does Lizzie feel about dad? Write a list of key words that tell you about Lizzie's emotions about dad and any inferences you have made about what has happened.	Write a letter from Lizzie to the head teacher explaining why she can't come to school today.	Investigate the word "stumbled" p.11 and "crashed" p.14 and "muttered" p.15 "crawling" p.18	Re-read the story so far and then read on to the end of chapter 2. What is new since you did the story map? What else has happened since? Create a new story map of the key events so far to include the events in Chapter 2.	Recap the story so far. Write a paragraph to summarise what has happened. Use words from the text to help you.	

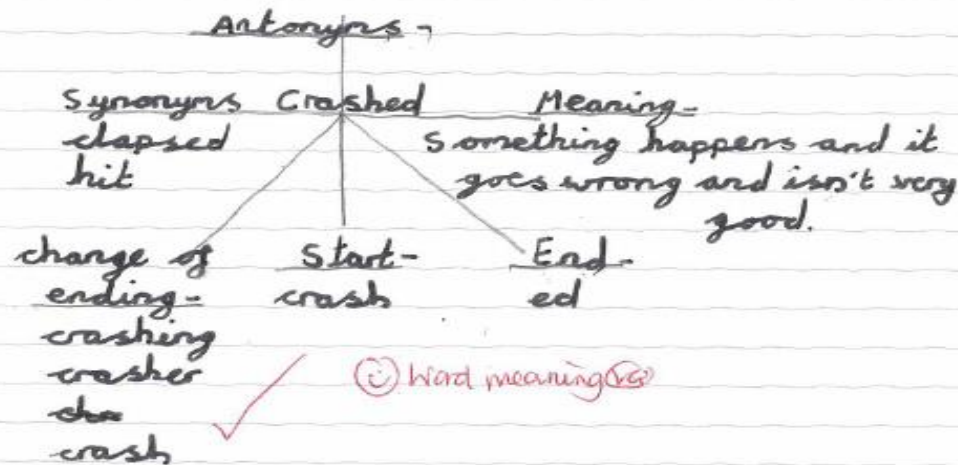
Monday 28th January 2019

Lizzie feels curious because she wants to know why he is in a weird style. ✓
 She could also feel worried as her dad wants to fly and something bad might happen. ✓
 Lizzie feels busy because she looks

Thursday 31st January 2019



after her dad lots and that is hard and she has to fit in all the things for her as well. ✓
 Crazy - "get up, get dressed, to her teeth, lay the table with 2 rugs, jam, and 2 plates" she can't stop. ✓
 Fed up - "One, two, two and a half, there was a grunt and groan upstairs" she is trying to get her dad to wake up. He is not waking up a because he is different and lazy. He has to be forced because he is dreaming. ✓✓



Tuesday 30th January 2019

Dear Mr Hunt, Dawson,
 I am very sad to say that I can't come to school today because it is too sunny and there I can't get out of bed. Instead I will stay at home and eat lots of food and play games in bed. At lunch I will watch lots of movies and have cake, chocolate and sweets. After that I will do some maths with galaxy bars. Then I will write a story about a chocolate, sweet house. I hope to be back tomorrow when the sun has gone down. ✓✓

Yours greedily
 Neve McDermott

Amazing ideas ✓
 I thought "yours greedily" will be good because in the letter it says I eat lots of food. ✓

I chose for me to have lots of good as I love it ✓
 I also chose for me to do some maths and writing as that is what you do at school ✓

What is the role of the teacher and any teaching assistants in class?

- ▶ Have a clear knowledge of where the children are up to in their learning so they can base their input on where the children's needs are
- ▶ Working with small groups during the lesson to provide them with support or challenge
- ▶ Questioning the children to push for deeper understanding of the text
- ▶ Assessing, discussing with children either individually or in small groups and marking throughout the lessons to adapt tasks to the needs of the children
- ▶ Following up the lesson by adapting tasks as necessary the following day

What can you do to help?

- ▶ Read with your child every night and talk to them / question them about what they have read and get them to think about characters and possible next events. Encourage them to give you evidence to justify their responses
- ▶ Try to encourage your child to read a wide variety of text types – both fiction and non – fiction
- ▶ Encourage them to use the school library and visit the local library
- ▶ Support your child with the written element of their homework – encouraging them to consider whether their choices of words that they have used are as effective as they might be
- ▶ Practise spelling with children and get them to complete any tasks that accompany the spellings that have been set
- ▶ Encourage the children to read the work that they have completed and see if there is any way in which they could edit it to make it better
- ▶ Come into school to look at their books and see what they have been doing and celebrate their successes

What to look for in the lessons you are about to visit

- ▶ Working walls to see what support the children might be accessing
- ▶ Small focus groups that the children may be working in and what they are being taught
- ▶ Times when your child is expected to work independently
- ▶ Any success criteria that they are working towards which guides them on how they know whether they are being successful
- ▶ **Please ensure your child is able to work with their teacher – they could be called to the carpet in order to get further instructions from the class teacher**
- ▶ What is happening this morning: - year 3 – poetry , year 4 – drama/ gathering ideas/ writing around Meerkat Mail (book) year 5 – playscripts, Year 6 – using 'The Island'- generating character feelings around the theme of prejudice