

English - One Voice

Our school aims for Reading:

Department of Education - National Curriculum

The overarching aim for Reading in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

- The national curriculum for Reading aims to ensure that all pupils:
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

Our school aims for Writing:

Department of Education - National Curriculum

The overarching aim for writing in the national curriculum is to promote high standards of the written word by equipping pupils with a strong command of the spoken and written language, to develop pupils' writing in all subjects to support their acquisition of knowledge.

- The national curriculum for writing aims to ensure that all pupils:
- develop the stamina and skills to write at length, with accurate spelling and punctuation.
- develop as writers by teaching them to enhance the effectiveness of what they write.
- build on what they have been taught to expand the range of their writing and the variety of the grammar they use.
- beginning to understand how writing can be different from speech.
- Joined handwriting should be the normal.

"Schools that take the business of reading for pleasure seriously, where teachers read, talk with enthusiasm and recommend books, and where provision for reading is planned carefully, are more likely to succeed with their pupils' reading." (Ofsted)

At Cheadle Catholic Junior School, we believe that reading should be a pleasurable and inspirational experience. As part of our vision and values, we want our children to be enthused by books and grow into adults who will actively *choose* to read and who will pass their love of books onto future generations. We believe that children who read for pleasure deepen their understanding of the world around them and develop their compassion towards others. A book can transport you through time, take you to exotic destinations and allow you to be inspired by brave, heroic deeds. All of our children have access to books and we want the thrill of reading to encourage them to aspire to achieve their dreams.

Curriculum

Our 'Reading Spine' is one element of the approach we take to foster a love for reading in our children. The spine is a core of books that create a living library inside our children's minds. It is a store of classics and essential reads that help our children engage at a deeper level and enter the world of the story. We have produced our very own 'Reading Spine' for every year group; giving children access to these high-quality texts.

Autumn 1 – The Explorer



Reading age	9 – 11 years
Text type	Fiction - adventure
Key concept links:	Rainforests – South America - resilience - adventure

Year
6

Reading Spine

Cheadle Catholic Junior School



Spring 1&2 – Letters from the Lighthouse



Lexile Count	700L
Text type	Mystery
Key concept links:	Wartime, emotional attachment

Autumn 2 Wonder / A Christmas Carol



Lexile Count	790L
Text type	Realistic Fiction
Key concept links:	adolescent issues disabilities

Lexile Count	N/A
Text type	Picture book
Key concept links:	Rhyme

Summer – Floodlands



Lexile Count	530
Text type	Fantasy fiction
Key concept links:	Global warming

Planning

- Each Year Group's reading spine for the academic year is ordered to show progression in difficulty of the text, or where appropriate, progression in the genre of writing opportunities from the text.
- The writing opportunities are then selected, cross referencing the 'Assessment for Writing document' to record the writing opportunity across the top and annotated to show the objectives covered with each piece.
- The grammar, punctuation and spelling requirements needed for the children to achieve these writes are then built into the planning.

Planning

Year 6 - Autumn 1 - The Explorer

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1 PI-49	Examine the book cover, explain structural choices, answer questions	Read Chapter 2	Read Chapter 3	Read Chapter 4 Grammar recap - figurative language, adjectives.	Edit and improve plan
	Read Chapter 1 answer VIPER Q	Expanded noun phrases. Recap on adjectives.	Figurative language - hyperbole, similes and metaphors.	Plan a setting description. Use scaffold and success criteria	Write up the setting description.
2 PSO-138	Read Chapters 5+6	Key features of a survival guide. Red Chapter 7	Read Chapter 8+9 Look at modelled examples of double page spreads. Discuss best ideas.	Edit and improve writing, correct key spellings, include modal verbs and adverbs of possibility.	Read Chapter 10+11
	Modal verbs. Adverbs of possibility	Plan a survival guide. Create sub heading in book and set out page.	Write survival guide	Complete survival guide.	Reading comprehension Rising Stars.
3 PI40-185	Read Chapter 12	Read Chapter 13	Read Chapter 14	Read Chapter 15	Discuss key features of a character description.
	Complete inside/outside template for Con.	Relative Clauses Relative Pronouns	Blackout poetry	As a group, create a mind map A3 about The Explorer. Share model character descriptions.	Write character description of The Explorer.

The English curriculum is centred around the class text.

It builds in grammar, reading and writing opportunities using the progression of skills documents for each year group.

How are knowledge and skills of reading built upon through the school?

Clear progression in each year group for Word Reading and Comprehension

Teachers have a clear understanding of which objectives from the National Curriculum are to be taught during the academic year. This includes the ability to look at what has been taught in previous years to ensure retention and a seamless progression.

YEAR 5 - Reading Monitoring Sheet	Group Targets:	COMPREHENSION: Response to text, comprehension, opinion, reference to text (inference)
WORD READING: Strategies, expression, fluency.		<u>Vocabulary and understanding</u>
<u>High frequency word recognition & phonic knowledge</u>		1. Predict what might happen from details stated and implied.
<ol style="list-style-type: none"> 1. Applies knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of the new words they make. 2. Check that the text makes sense to them as they read and correcting inaccurate reading. 3. Solve and self-correct most unfamiliar words on the run, re-reading at times to pull information together or alter phrasing. 4. Move through the text attending to meaning, print and sentence structure flexibly. 		<ol style="list-style-type: none"> 2. Identify and discuss themes and conventions in a wide range of books. 3. Make comparisons within and across books. 4. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. 5. Infer meaning from the text based on what is being said or done. 6. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. 7. Asking questions to improve their understanding of text. 8. Use dictionaries to check the meaning of words they have read. 9. Distinguish between statements of fact and opinion. 10. Retrieve, record and present information from non-fiction.
<u>Pace and fluency/reading aloud</u>		<u>Discussion and explanation</u>
<ol style="list-style-type: none"> 5. Reads fluently with attention to a range of punctuation and text layout to read dialogue, plays and simple non-fiction text appropriately. 6. Establishes meaning when reading texts aloud using appropriate intonation and expression. 7. Adapt to fiction, non-fiction or poetic language with growing flexibility, adjusting reading pace to the text type. 8. Makes more conscious use of reading, to extend speaking vocabulary. 9. Shows awareness of the listener through use of pauses, emphasis and pace to entertain and maintain interest. 10. Tackles unfamiliar and challenging texts with confidence. 11. Tackles challenging texts rapidly, accurately and with increasing confidence. 		<ol style="list-style-type: none"> 11. Expresses increasing confident opinions, referring to specific elements liked and disliked in response to the events and ideas in poems, stories and non-fiction. 12. Comments spontaneously on perceived links with own life experience or other experiences, e.g. films, books. 13. Identifies key words and passages when responding to questions, as well as drawing main ideas from more than one paragraph and summarising these. 14. Comments on interesting or enjoyable aspects of books. 15. Uses appropriate terminology when discussing different types of text. 16. Responds in increasing detail when answering questions. 17. Quotes textual details as part of evaluation. 18. In scaffolded discussion, recognises simple cause and effect and other relations of elements within texts. 19. Discuss information, characters and reasons for events in the text and offer opinions on the effectiveness of the book. 20. Identifies how language, structure and presentation contribute to meaning. 21. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 22. Expresses understanding in own words rather than just repeating. 23. Participates in discussion, taking turns and listening to what others say. 24. Provide reasoned justifications for their views. 25. Explain & discuss understanding of what they have read maintaining a focus on the topic & using notes where necessary

The sequencing documents show previous skills, knowledge and understanding within KS2. This is from the year 5 sequencing document for reading.

How are knowledge and skills of reading built upon through the school?

Year 3 Summer 2



Fluent in Five

Used by Year 3 children either whole-class or as a targeted intervention to help develop fluency and practice a range of comprehension questions.



Cracking Comprehension

A whiteboard modelling teaching tool using a range of resources that support children in developing and improving their reading comprehension skills across a range of text types and genres.

WCR

Featuring extracts from 3 texts. Daily vocabulary work, retrieval practice, a range of KS2 reading comprehension skills based on reading content domains.



CRACKING COMPREHENSION
Year 6 Unit 1

Read Question zap Text search Crack it Practice text ? -Text+

The Railway Children by E. Nesbit

Peter had a birthday - his tenth. Among his presents was a model engine more perfect than you could ever have dreamed of. The other presents were full of charm, but the Engine was fuller of charm than any of the others were.

Its charm lasted in its full perfection for exactly three days. Then, owing either to Peter's inexperience or Phyllis's good intentions, which had been rather pressing, or to some other cause, the Engine suddenly went off with a bang.

James was so frightened that he went out and did not come back all day. All the Noah's Ark people who were in the tender were broken to bits, but nothing else was hurt except the poor little engine and the feelings of Peter.

Listening questions

What did James do when he heard the bang? Who do you think James is?

Why were Peter's feelings hurt?

How would you know that this story wasn't written in the 21st century?

Listen

0:00 / 3:21

How are knowledge and skills of reading built upon through the school?

School Reading Scheme

In our reading scheme, each book band corresponds to a specific reading level and comprehension ability, providing children with appropriate materials that nurture their confidence and independence, ensuring they never feel overwhelmed by the task at hand. It categorises books based on their difficulty, allowing teachers to match children with appropriate reading materials that align with their skills and comprehension.

BOOK BANDS

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Red							
Pink							
Orange							
Yellow							
Blue							
Green							
Orange							
Turquoise							
Purple							
Gold							
White							
Light Green							
Brown							
Grey							
Blue (K1)							
Red (K1)							

School Library




The school reading scheme is designed to support reading until they become confident, independent, fluent readers. At this stage (Level 14-15), children will progress into the library, where they select their own books each week.

How are knowledge and skills of writing built upon through the school?

Clear progression in each year group for Writing

Teachers have a clear understanding of which objectives from the National Curriculum are to be taught during the academic year. This includes the ability to look at what has been taught in previous years to ensure retention and a seamless progression.

Assessment for Writing - Year 6			Setting description	How To - guide	C description	Diaries	Assessment	Character analysis	Monologue	The Call	Assessment	Narrative - Scrooge
AUTUMN TERM	Texts: The Explorer by Katherine Rundell Wonder by R.J. Palacio A Christmas Carol by Tony Mitton											
Working towards the expected standard												
<ul style="list-style-type: none"> Write for a range of purposes Use paragraphs to organise ideas In narrative, describe settings and characters In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. heading, subheadings, bullet points) Using capital letters, full stops, question marks, commas for lists, and apostrophes for contraction mostly correctly Spelling most words correctly (Years 3 and 4) Spelling some words correctly (Years 5 and 6) Write legibly 												
Working at the expected standard												
<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. <i>the use of the first person in a diary; direct address in instructions and persuasive writing</i>) In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action. 												
<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. 	<ul style="list-style-type: none"> using contracted forms in dialogues in narrative using passive verbs to affect how information is presented using modal verbs to suggest 											



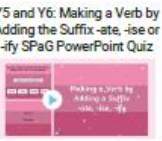
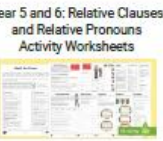

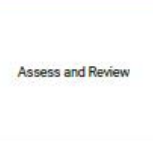
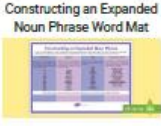









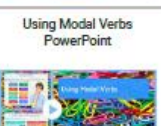
Working at greater depth within the expected standard																				
<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) 																				
<ul style="list-style-type: none"> Distinguish between the language of speech and writing and choose the appropriate register Exercise and assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this 																				
<ul style="list-style-type: none"> Using the full range of punctuation taught at key stage 2 correctly (e.g. semi colons, dashes, colons, hypens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. 																				

The sequencing documents show previous skills, knowledge and understanding within KS2. This is from the year 6 sequencing document for writing.

How are knowledge and skills of SPaG built upon through the school?

Clear progression in each year group for SPaG

Teachers have a clear understanding of which objectives from the National Curriculum are to be taught during the academic year. This includes the ability to look at what has been taught in previous years to ensure retention and a seamless progression.

Autumn 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
National Curriculum Focus	Noun Phrases	Modal Verbs and Subjunctive Mood	Suffixes - Nouns and Adjectives to Verbs	Relative Clauses	Commas	Assess and Review
Teaching, Revision & Consolidation Resources	Identifying an Expanded Noun Phrase in a Sentence SPaG Grammar PowerPoint Quiz 	What is the Subjunctive Form? PowerPoint 	Y5 and Y6: Making a Verb by Adding the Suffix -ate, -ise or -ify SPaG PowerPoint Quiz 	Year 5 and 6: Relative Clauses and Relative Pronouns Activity Worksheets 	KS2 Using Commas PowerPoint 	Assess and Review 
	Constructing an Expanded Noun Phrase Word Mat 	Modal Verbs Display Poster 	Prefix and Suffix Display Posters 	Relative Pronouns Display Poster 	Commas Punctuation Poster 	
	Expanded Noun Phrases Activity Sheets 	Model Verbs KS2 PowerPoint 	KS2 -ate, -ise, -ify and -en Suffix Bingo Game 	Relative and Embedded Clauses - What's the Difference? PowerPoint 		
	KS2 SPaG Knowledge Organiser: Expanded Noun Phrases 	Using Modal Verbs PowerPoint 				

This document shows the grammar and punctuation objectives to be covered in year 6

How are knowledge and skills of spelling built upon through the school?

Clear progression in each year group for spelling

Teachers have a clear understanding of which spelling patterns from the National Curriculum are to be taught during the academic year. This includes the ability to look at what has been taught in previous years to ensure retention and a seamless progression. Also, reinforcing the 100/200 HF words.

Week 1 Words with endings that sound like /shuhs/ spelt with -cious	Week 2 Words with endings that sound like /shuhs/ spelt with -tious or -ious	Week 3 Words with the short vowel sound /i/ spelt with y	Week 4 Words with the long vowel sound /i/ spelt with y	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones	Week 7 Review Week
vicious	ambitious	symbol	apply	past	farther	Within this assess & review week, use the provided Year 5 Autumn Term 1 Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
gradious	cautious	mystery	supply	passed	father	
spacious	fictitious	lyrics	identify	proceed	guessed	
malicious	infectious	oxygen	occupy	precede	guest	
precious	nutritious	symptom	multiply	aisle	heard	
conscious	contentious	physical	rhyme	isle	herd	
delicious	superstitious	system	cycle	aloud	led	
suspicious	pretentious	typical	python	allowed	lead	
atrocious	anxious	crystal	hygiene	affect	mourning	
ferocious	obnoxious	rhythm	hyphen	effect	morning	

Objectives in pink, are a Y5/Y6 statutory requirement from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.

Examples of letter formation and joins

KS2

Suggested Lessons On Joining Letters Contd

6 ej nj ky kl mk
ok

ej nj ky kl mk ok

7 ll lw cl al mb
mp

ll lw cl al mb mp

8 om im mf ms
ng nt

om im mf ms ng nt

9 un wn or od
vo ho

un wn or od vo ho

10 op rp qu nq
oq rl

op rp qu nq oq rl

11 rs vr tr vs fs
ns

rs vr tr vs fs ns

b p k

r r n h m

b p k r

v w w w v w

v i v l w n w r

u u u o y u y

qu nq us os

ll it lit cu up

er nr wo we

vy zi ze iz

la l l l c l a

co c o c c o

ac a a r a c

ng n n r n c n g

eq e e r e c e q

us u u r u s u s

Pedagogy

The EEF guidance for Improving Literacy at KS2 emphasises the importance of speaking and listening

Evidence shows that oracy:

- improves academic outcomes
- underpins literacy and vocabulary acquisition
- supports well-being and confidence
- enables young people to access employment and thrive in life beyond school
- develops citizenship and agency. (Oracy APPG)

Oracy is central to our pedagogy. For example:

Whole class reading is embedded across the school, which puts talk at the heart of the reading process. Children learn oral stories by heart, explore stories through drama and role play and when writing are encouraged to articulate their ideas and sentences before writing with their peers.

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

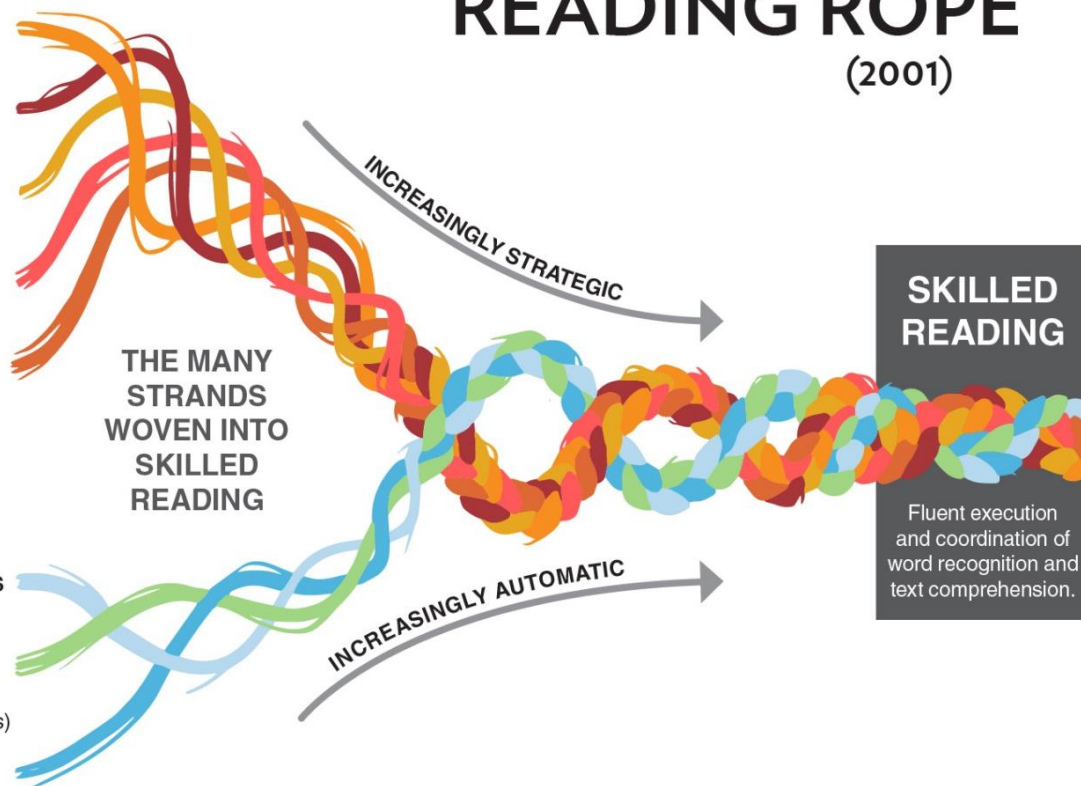
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



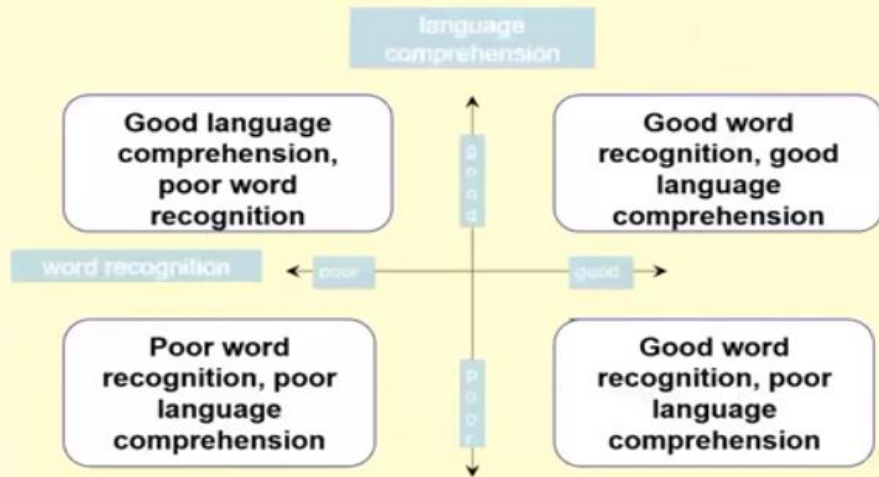
The Rope Model (pictured below) unravels the skills involved in becoming a proficient reader and can be used to identify ways that we can assist our children as they learn to read. The rope is shown as an intertwining of 2 braided cords; both braided cords (Language Comprehension and Word Recognition) are made up of several individual strands. The Scarborough's rope is important because it provides a framework for understanding the different skills that are necessary for reading comprehension. It also highlights the importance of teaching these skills concurrently, rather than in a sequential order.

*“Fluency is the bridge between phonics and comprehension.”
Tim Rasinski*

Scarborough's Reading Rope

The Scarborough Rope strands correspond to the two parts of the Simple View of Reading (below), but each strand is also woven of multiple threads. Using the Fluency Rubric and the Simple View of Reading, helps us to identify what areas of reading we need to develop with children, so they can become fluent readers.

The Simple View of Reading



FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Pedagogy: Teaching and Learning Strategy

Our Teaching and Learning Strategy outlines the 7 lenses of our approach to pedagogy. These lenses are present in English lessons, and are embedded in our reading, writing and SPAG. These can be found on page 2 of our policy and are **sequencing, modelling, scaffolding, questioning, practice/review/retrieve, DEAL strategies and vocabulary.**

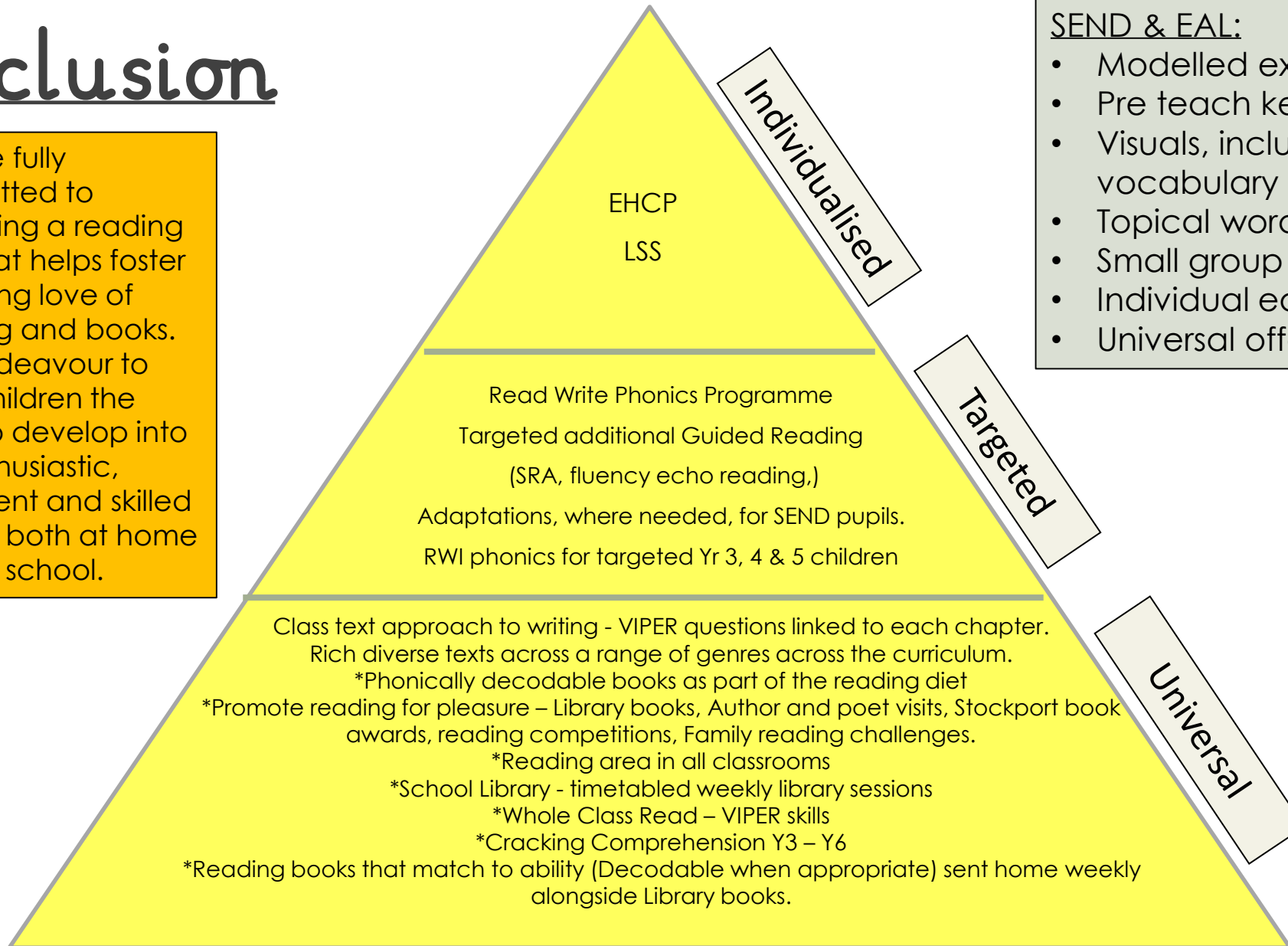
Sequencing	Our sequencing documents provide teaching staff with information that outlines what the children have learnt previously. This informs the planning and provides opportunities for retrieval practice.
Modelling	Reading is modelled daily by class teachers with the class text and WCR. Reading comprehension is modelled using 'Cracking Comprehension' interactive software. Skills such as skim and scan, summarisation, prediction and inference. Writing is also modelled regularly to ensure that children have a good understanding of the different genres.
Scaffolding	Our school uses the Adaptive Teaching model for all subjects. Our Provision Map for our universal, targeted and individualised approach to English can be found on page 21.
Questioning	Children are questioned regularly throughout the lesson with a particular focus on vocabulary and retrieval of previously learnt knowledge in SPAG. VIPERS are used to give the children the opportunity to aid the recall of the 6 reading domains.
Practice, review and retrieval	This is done through weekly spelling tests, retrieval activities for SPAG, learning new vocabulary in WCR and understanding it within the text.
DEAL strategies	DEAL strategies are used to interview different characters and investigate plots.
Vocabulary	New vocabulary is encountered each lesson within the class text and put up on the working wall display. Interesting vocabulary from WCR is also added to our class word bank for use in our writing. This vocabulary is revisited during the lesson used in modelling activities.. In upper KS2, children are encouraged to use it in the appropriate context in their writing within the lesson.

Linking learning and remembering learning:

- Vocabulary and concepts recapped regularly: Use of working walls to refer to vocabulary and key concepts on a regular basis.
- Assessment strategies:
- Sticky learning: Hot seating and other DEAL strategies.
- Revisiting and remembering more overtime:
 - Class discussions 'Yesterday we read... summarise the key points.
Last week we learnt 'ight' endings ... recall and spell 3 words.
 - Green pen time - An opportunity to recap on previous knowledge and vocabulary.
 - Retrieval grid - Recalling information from previous topics, in addition to more recent ones.

Inclusion

We are fully committed to delivering a reading diet that helps foster a lifelong love of reading and books. We endeavour to give children the tools to develop into an enthusiastic, confident and skilled reader both at home and at school.



SEND & EAL:

- Modelled examples
- Pre teach key words
- Visuals, including photos and vocabulary on display
- Topical word banks
- Small group opportunities
- Individual equipment where needed
- Universal offer

Key to success

A consistent approach across the whole school.

- Fluency of reading
- Guided Reading: WCR Y3 – Y6
- Class text read daily.
- A rich reading diet.

Adaptive Teaching - How are children challenged at CCJS?

Challenge:

- Green pen questions to extend their knowledge.
- Classroom secret challenges - often used as an extension or consolidation of knowledge. Some children may receive support in order to answer.
- The opportunity to edit writing independently starting from year 3.
- Opportunities for aspiring GDS writers.
- Use new vocabulary in sentences.
- Answering questions during WCR that require more thinking.
- Cracking Comprehension scheme used.
- Weekly spelling test.
- Knowledge organisers that show progression (see previous slide).

How to support SEND children in English

Reading:

- Consider the possibility of paired reading at home to develop confidence.
- Maintain a reading record book that monitors the pupil's miscues and records phonic errors in word families.
- Encourage the pupil to expand their reading.
- Give technical vocabulary prior to the introduction of topics.
- Consider the readability of the text.
- Ensure that key vocabulary is recorded on the board before reading a text.
- Differentiate texts. With textbooks check the length of sentences and the number of polysyllabic words.
- Draw the pupil's attention to important sources of information other than the prose, e.g. maps, diagrams and photos. (Reading skills, but used in foundation subjects)
- Simplify instructions, summaries or diagrams, which accompany written tasks.
- Teach study skills, i.e. ways of extracting information, eg 5-point plan, highlighting and word matching, spider diagrams, sequencing, highlighting and prediction. (Model how with an adult).

How to support SEND children in English

Spelling:

- Ensure that the pupil is using a multi-sensory method to learn spellings:
Read the word, say the letters aloud, cover the word, write the word saying the letters aloud, check the word.
- When learning spellings at home encourage the pupil to learn the spellings using the multi-sensory method and to check the words again 10 minutes later to ensure that the words go from the short term to the long-term memory.
- Identify high frequency words being mis-spelt and proof read for these. (Prove word list to support).
- Encourage the pupil to proof read for approximately 3 new words each week.
- Ensure that the pupil is recording own high frequency word errors.
- Use a range of ways of learning to spell words.

How to support SEND children in English

Writing

- Record the steps to complete a piece of work on the whiteboard.
- Give explicit directions for setting work out. (WAGOLL)
- Give detailed support with planning structures.
- Encourage a variety of ways of representing information to aid processing, e.g. cartoons, pictures, diagrams, use of ICT.
- Give extra time to take account of slower rate of reading and writing.

Assessment: Formative and Summative

In summary, Formative assessments are used to improve learning during a course and Summative assessments are used to evaluate learning at the end of a course.

	Formative Assessment	Summative Assessment
What is it?	Formative assessment is used in reading to monitor the pupils' learning at any stage in a teaching sequence. They give teachers the chance to address gaps in understanding, to help pupils improve their writing and SPAG as their work progresses. Teachers consider the pupil's strengths and areas for improvement, praise their strengths and guide them in mastering their skills.	The goal of summative assessment at CCJS is to provide an accurate and fair evaluation of a pupil's learning and performance. This data is then used to inform and adapt our planning.
What does it look like at CCJS?	Formative assessment strategies in place within the classroom: <ul style="list-style-type: none">• share lesson objectives and success criteria with pupils.• offer feedback (live marking) that effectively moves pupils' learning forward.• strategic with questioning to assess pupils' understanding.• Alongside, pupils:<ul style="list-style-type: none">• set personal goals based on targets and ask effective questions.• undergo self-assessment and peer assessment regularly.	Summative assessments is used to track the attainment and progress of children throughout the school. In Years 3-5, PIRA formal tests are administered twice a year. In Year 6, KS2 SATs practice tests are used throughout the year to assess progress. Year 6 pupils sit KS2 end of key stage assessment (SATs) in May each year.

Development and Systems For Renewal

Book Study

Each term or half term, subject leaders complete a Book Study, informed by the Bedford Study. Teachers and a member of SLT choose an area upon which to focus. Subject leads then create a line of questioning and meet with a small group of children from each year group to evaluate that area of the curriculum.

Book Flicks

Every Wednesday morning, teachers meet for a 'Book Flick', bringing a pre-decided selection of books, (for example all teachers bring books 4-8 in the register). Each week will be lead by a different subject lead and books from the correlating subject will be brought. This is a great opportunity to monitor progression, magpie ideas and assess the effectiveness of teaching and learning.

Pupil Voice

Pupil's thoughts and ideas are regularly discussed. After Book Flicks, teachers often ask for pupils to meet and discuss their work. Here, we are able to gauge children's ability to explain and recall their learning. Pupil voice activities are often undertaken in a variety of ways, for example after assemblies, book flicks, during lessons, school council meetings, etc.

Staff Voice

Focus: The teaching of English using a 'Class Text' and WCR.

Have you enjoyed teaching English using a 'Class Text'?

Yes, I have really enjoyed it. The children have got involved in the different texts and produced superb writing with a higher level of vocabulary.
Year 4 teacher

Using WCR, have you seen any changes in the children's' attitude to reading?

Read short snippets of a text has been good for engagement. Different genres have been used too. The children had experienced sequencing questions before, which do appear on the PIRA.
Year 5 teacher

Has this method supported the lowest 20% of children?

Yes, as they can draw on character information and vocab. They have a structure and purpose for their writing. It has also given able writers opportunity to write from different character perspectives.
Year 6 teacher

Yes, it has given them a deeper understanding of what they're reading. The VIPERS have given them better comprehension skills too!
Year 3 teacher

Do you think the WCR has improved vocab and spelling in writing?

Yes, through the 'Vocab Corner' section, use of a dictionary – developing these skills is crucial.
Year 6 teacher

Pupil Voice

Focus: The teaching of English using a 'Class Text' and WCR.

Have you enjoyed your 'Class Texts'?
Which was your favourite?

I have enjoyed 'Letters from the Lighthouse' more than the others because it was mysterious and it hooked me in straight away.
Year 6 pupil

How have the 'Class Texts' helped you with your writing tasks?

The class texts have helped me with lots more story ideas and have improved my vocabulary.
Year 3 pupil

Have you been inspired to read any books from the WCR?

I have been inspired to read books from 'WCR' and the book Explorer was on there and I am reading at home right now!
Year 4 pupil

Do you think the WCR has improved your vocab and spelling?

Definitely, during WCR we find out the word class of a word from the book we were reading, a synonym, antonym and dictionary definition. Then we put the word in a sentence.
Year 5 pupil

Book Flick - Autumn term

Areas of strength and next steps

Strengths

The English books were a pleasure to read. They showed a wide range of activities covering GAPS, reading and writing. Presentation was good, with pupils clearly taking pride in their work. Marking was greatly reduced, echoing the marking policy. However the verbal feedback was clear to see, providing a positive impact on editing and progression. Peer assessment had also taken place successfully in a number of books. The main focus was the writing process, which was clearly evident in all books. It included grammar lessons, modelling, scaffolds and models of the structure of the genre as a learning tool.

Next Steps

- Following on from the book look, I have created a document for each class teacher which details the build up to the piece of writing highlighted.
- To show the adaptations adopted in the classroom to achieve the writing, staff are to fill in the columns with reference to:
- Adaptations for SEN, EAL and LA children.
- Adaptations for aspiring GDS children.

Pupil Voice - Spring term

Focus: The teaching of Reading using 'Cracking Comprehension'

Can you tell me how the comprehension is structured?

Mrs Earnshaw puts the text up on the board and tells us what type of text it is. She uses the highlighter and starts with 1-mark questions. She underlines the key words and asks the children the answers. We then click the highlighted parts.

Mrs Earnshaw shows us how to answer 2-mark Q and uses the parts of the text we highlighted.

Can you tell me how the comprehension is structured?

Mrs Bird selects a child to use the computer when we are doing the Cracking Comprehension. She teaches us how to answer the questions correctly.

We use the 'drag and drop' function and then use the information we have selected to form the answers to the questions. My favourite are the 3-mark questions!

Can you tell me some of the texts you have read so far?

We have read 3 so far and I liked the Shakespeare one the most.

Can you tell me some of the texts you have read so far?

I have enjoyed the range of texts and have read one them after starting it in the lesson. My favourite was the Shakespeare text.

Pupil Voice - Spring term

Focus: The teaching of Reading using 'Cracking Comprehension'

Have you found this process helpful?

Now, I feel more equipped to answer the questions. It helps us to remember the skills we need to use.

How confident do you feel when you are given the follow-up comprehension to do on your own?

Now I feel supported because the teacher gave us advice before hand.

Does your teacher read a text to you first?

We read the question first, and then we read the text.

How do the skills your teacher modelled help you to answer the questions?

They help a lot. We know how to find keywords and how much to include for different types of questions.

Book Flick - Summer term

Focus: Range of writing opportunities.

Progression of grammar skills through Key Stage

Areas of strength

- WOW! The English books show a wide range of writing opportunities across all year groups.
- The process of writing is clearly visible in the books:
 - Grammar lessons,
 - Identifying key features of the genre,
 - Vocab banks generated
 - Planning scaffold or WAGOLs for modelling provided
 - Success criteria used and marked against.
- Grammar lessons are clearly building on prior knowledge and showing progression throughout the Key Stage.
- Presentation and handwriting are good.

Book Flick - Summer term

Areas of strength

60 second reads

It was great to see these are being used in all classes to assess the lowest 20% of readers. Teachers and TA's are using them as interventions in some classes, children are recording themselves reading in other classes, great ideas!

Another good idea shared was to follow the journey of one character in a fiction text, to eliminate other information and enable the child to focus on the story.

Whole Class Read

WCR is evident in all the books.

The children complete WCR sections frequently and less able readers are completing other activities to support their VIPER skills.

Rising Stars Comprehension

Evident in all year groups, differentiated where required (lower year group, or different style of comprehension).

Lowest 20% supported in a small group is also evident from the books.

Daily reading

Following the staff meeting, it was evident that all staff are reading to their classes several times throughout the day to provide a clear model of excellent reading.

Book Flick - Summer term

Areas of strength

Targeted Interventions

A range of targeted interventions are taking place, such as:

Year 3 phonics

Toe by Toe

Wolf Hill

60 Second reads

Daily reading

Book Flick - Summer term

Next steps

Fluency Five (In use by Year 3 already!)

- Depending on the level of your lowest 20%, consider running an intervention for those children during WCR time using the Fluency Five resources from Fred's Teaching (T:/English/ Fluency Five). The resource features a variety of fiction, non-fiction and poetry, and each extract is accompanied by a set of comprehension questions which focus on retrieval, vocabulary and inference.
- Designed to be used 3 times weekly, over a period of 6 weeks. Each session should last around 10 minutes as follows:
 - 1 minute - teacher model read.
 - 5 minutes - children read the text either to an adult or in pairs and then summarise their reading.
 - 4 minutes - answer comprehension questions (if wanted).

Children's books and outcomes:

Are there non-negotiables for the presentation of English and children's expectations?

- Date and learning objective underlined and evident in children's work.
- Consistently sized, joined handwriting.
- Presentation and outcomes consistent across year groups: Ensure all classes are presenting learning in the same format and with the same high expectations to challenge children and ensure high quality presentation.

- **Broad, rich and balanced English curriculum** - This is evident from the 'Reading Spine' in each year group.
- **SPAG** - Spelling corrections completed after each piece of work.
- **Vocabulary emphasis:** children are using vocabulary from WCR, class texts and reading for pleasure within their written work and spoken in classroom discussions. A selection is also visible to all children on the working wall.

Children's books and outcomes:

26.6.2024	5.7.2024
Unit 8	Unit 9
1. press ✓	1. Natural ✓
2. suppress ✓	2. Occasional ✓ (10)
3. express ✓	3. actual ✓
4. compress ✓	4. accidental ✓
5. impress ✓ (10)	5. Medical ✓
6. prevent ✓ (10)	6. National ✓
7. invent ✓	7. capital ✓
8. Venture ✓	8. Vocal ✓
9. adventure ✓	9. Sensational ✓
10. eventful ✓	10. personal ✓

Year 3

Examples of:

- fluency five
- Spelling tests
- Cracking Comprehension
- Independent writing

Ken's Summer Holidays on the Isle of Mull - Day 3

1 Today we went on a sea trip. It was awesome! We were lucky that it was a calm day so Callum didn't get seasick. Yesterday it was windy and so we probably couldn't have gone on a boat, but today the weather was perfect.

5 We left from Tobermory (the main town on the island). The boat was called *Silver Swift*. It wasn't very big but we weren't sleeping on it, so it didn't matter. We even had to bring our own picnic, although you could buy hot drinks and snacks on board. Even though it was sunny and warm, Dad made us take jumpers and kagouls because he said it would be cold out on the open sea. At first, we laughed at him, but unfortunately he was right. After an hour, both Callum and I reluctantly pulled on our jumpers. It wasn't worth being cold just to prove Dad wrong! We saw lots of seals. They did look funny, bobbing up and down in the water. When they bark, they sound like dogs. We had great fun trying to spot a new seal before anyone else in the family.

17 But then someone shouted from the other side of the boat. We rushed across to see what the fuss was about and saw a whale's spout. We watched it for a while as it blew water from its blowhole, then it dived back under the water. A real live whale! We thought that was it ... but suddenly it leaped. Someone said it was a minke (say min-key) whale. They say that minke whales are small whales but I'll tell you that when it jumped, it didn't look small!!! It made a huge splash as it belly-flopped back into the water. It was so close that we all got soaked. When we left the cottage this morning, we hoped to see seals and maybe dolphins. But we saw a WHO



BEST DAY

Tuesday 9th July
FRED

Retrieval:
1) What is the subject of the email sent to Uncle Morton?
2) Who has the dragon eaten?
3) How long is Edward supposed to look after the dragon?

Vocabulary:
1) What does the word 'promised' mean?
2) What verb is used to describe what the dragon is doing while sitting on the sofa?

Inference:
1) Why does Uncle Morton need someone to look after his dragon?

- Urgent ✓
- Jemma the rabbit ✓
- A whole week ✓
- Promised means that you will do something ✓
- Licking ✓
- Uncle Morton needs someone to look after his dragon because he is not at home. ✓ he is on holiday

Tuesday 18th June
Chapter 11 and 12

Vocabulary - What does it mean if you are 'gossiping'?
Inference - Why did Mo yelp in shock?
Predict - Why do you think they had laid out bubble wrap on the sand?
Explain - Why did the author compare Maria to a vulture?
Retrieve - What message did the secret code give Mo?
Summarise - Describe Debbie in one word.

On Sunday afternoon we had just arrived at a new house on a Saturday. When we got inside I was lying around and heard something. It was a scratch.

Fortunately, I felt really worried because at this time I was home alone. I was asking myself what it was. The noise? Once a minute, I heard two down my legs because I was so stressed. Nervously, I was sitting there I couldn't see my room at all because this was no window.

Suddenly, the scratching got closer as I went up stairs. It sounded like it was coming from the attic. My heart was beating so fast every second. Never in my life before, I have experienced this at all. I was then scared what was in a while, I tried to calm myself down and not get so stressed. It didn't work. I was lying on the floor. All of a sudden, it got louder.

Success Criteria	
Introductory paragraph	✓
Write in paragraphs - How many?	5
Interesting adjectives - Give three examples	little cute fluffy ✓
Fronted adverbials - Give two examples	Suddenly ✓ All of a sudden ✓
Describe your feelings - Give two examples	worried ✓ Nervously ✓
Challenges - can you use and punctuate direct speech?	✓
Remember - new speaker means a new line!	✓

- Look at the first paragraph.
Find and copy one word that means the same as good.
awesome ✓
- Why would the family not have gone on a boat the day before?
Yesterday was a windy day ✓
- Find and copy two things that you learned about the boat they travelled on.
It was called Silver Swift and it wasn't very big. ✓
- Why were the boys reluctant to put their jumpers on?
They wanted to prove Dad wrong. ✓
- "It made a huge splash as it belly-flopped back into the water."
Ken could have said it landed. Why did he use the word "belly-flopped"?
Tick one.
It helps the reader to understand what he saw.
People splash when they do belly-flops. ✓
Belly-flops are painful, so the whale must have been hurt.
The reader needs to know the whale landed on its belly.
- Ken enjoyed the day.
Find and copy two pieces of evidence for this statement.
At the end it 'saw' best day ever and to say it was awesome. ✓
- Fill in the gaps in this sentence.
The family hoped to see seals and maybe dolphins ✓
but instead they saw a whole whale ✓
- Why does Ken use capital letters at the end of his blog?
To show that it was great and he was really happy and in shock. ✓
- Number these things to show the order in which Ken saw them.
whale jumping ✓
seals bobbing 2 ✓
Silver Swift 1 ✓
whale blowing water 3 ✓

Children's books and outcomes:

Monday 26 th February	Monday 4 th March
Spelling Test	Spelling Test
1) Children's ✓	1) Science ✓
2) Boys' ✓	2) Scent ✓
3) Teachers' ✓	3) Scissors ✓
4) Mice's ✓	4) Descent ✓
5) Babies' ✓	5) Scenery ✓
6) Women's ✓ 10/10	6) Fascinate ✓
7) Girls' ✓	7) Scientist ✓
8) People's ✓	8) Discipline ✓ 10/10
9) Men's ✓	9) Ascent ✓
10) Parents' ✓	10) Crescent ✓

Year 4

Examples of:

- WCR
- Spelling tests
- Cracking Comprehension
- Independent writing

Name: Molly Class: 4M Date: 16.11.2023

- Where was the narrator just before this story begins?
The narrator was in his bed ✓
- "I woke up when the bomb came through my roof." (paragraph 1)
Why do you think the author began the story with this sentence?
Because it's telling the reader that when they woke up what happened and the setting description.
- "It was an incendiary. A fire-bomb." (paragraph 1)
Why do you think the author added the information telling you what kind of bomb it was?
To know more about the story and to be able to know what the drama must have been.
- The Home Guard were not soldiers but they were trained to keep people in towns and cities safe.
How did being in the Home Guard help Ivan and Pud to keep the family safe?
Being with the Home Guard meant they were insured to have sand bags in every room.
- How do you think Ivan felt when he was throwing sand on the bomb?
I think Ivan felt worried that if he did it wrong then he could die. But he felt better when Pud arrived with a web bucket of water.
- Do you think it was dark outside?
Yes ✓ / No

Explain your answer using ideas from the text.
Because in the 3rd paragraph it says it was a night sky. It also says the stars.

Suggest a different word with a similar meaning that the author could have used instead of "flared".
Sparked red as the church exploded

The setting for this story is in 1940.
Find two more pieces of evidence that show that the setting is during a war.
There were bombs and aircrafts sky flying overhead. Sandbags

Do you think the narrator was an adult or a child when this event happened?
Explain your answer using ideas from the text.
A child because it says his mother was with him and I don't think he would be old.

Thursday 1st February February
Read and write a newspaper

NEW YORK TIMES

'CAPTURED KANDINSKY'

Thursday August 13th 2018


Yesterday on the 12th August a painting was stolen whilst a smoke bomb occurred to create a diversion and a distraction. This event happened between 10:21 and 10:32 at the very famous Guggenheim Museum, 5th Avenue, New York City. Two families and several maintenance crew and Guggenheim employees witnessed this crime scene.

as thick smoke was filling up the first floor. A roll call was made as and Gabriel Garcia was missing. Fire trucks were pulling up for over a minute. Aunt Gloria was spoken to by the Fireman, he said a smoke bomb had been released on the first floor Stairwell. Everyone was cleared out to go to Central Park where it was safe. Ty Green (member of maintenance crew) received a phone call and hurried over to the Miss Museum. Right now there are many suspects but is the main one as she has the keys to the Museum.

We interviewed and asked questions to some people who told us more.


We firstly asked Aunt Gloria (who is the biggest suspect) how she felt about her favourite priceless, valuable Kandinsky painting being stolen. Aunt Gloria reported, "I am so utterly devastated, I can't believe someone would do such a terrible thing." Then we asked Gabriel (the builder) why he was missing in the roll call.

Gabriel replied, "I was just coming down from the scaffolding." he said in a tired voice. Finally, we spoke to Ty Green about what he heard on the phone call and what he thinks about the painting being stolen. Ty informed us "The phone call was just an am, a fireman telling me they would be there any minute and I am so, so upset that a painting has been stolen."



The Smoke Bomb has been set off in Guggenheim Museum

Whole class Read



Word of the Day: Trembled	Word Class: Verb	Synonym: Shake
Dictionary Definition: To shake your body in fear as you are scared.	Antonym: Brave	
Word in a sentence: I was frightened and trembled in fear after		

being face to face with a hungry bear.

Rapid Retrieval

- 1) The wolf spoke first to Greta.
- 2) On the fourth day of Greta's protest a boy came and sat next to Greta with a sign as well.
- 3) The giant's behaviour made bees and birds fly away.
- 4) The giant's didn't realise what they were doing to the forest because they were too busy working and building.

✓ Good. Thank you Miss McGrath

Children's books and outcomes:

Tuesday 11 th June	Monday 24 th June
1) Amateur ✓	1) deglate ✓
2) Ancient ✓	2) decompose ✓
3) Bangqin ✓	3) rebuild ✓
4) Muscle ✓	4) revisit ✓
5) Queue Queue ✓	5) decode ✓
6) recognise ✓	6) replace ✓
7) bluelith ✓	7) desarm ✓
8) Identity ✓	8) recycle ✓
9) develope ✓	9) rellwrite ✓
10) Harass ✓	10) deguse ✓
9/10 ✓	10/10 well done!!

Year 5

Examples of:

- WCR
- Spelling tests
- Cracking Comprehension
- Independent writing

WCR: Malala Yousafzai - Rapid Retrieval

- 1) 9th October 2012. ✓
- 2) Moniba. ✓
- 3) Khushal school ✓
- 4) Screaming ✓
- 5) Beyoncé and Selena Gomez ✓
- 6) Beyoncé ✓
- 7) Fishingers, Cupcakes and TV. ✓

EXTS) Why did they shoot her?

My friend (Who is turning thirty next week) is a huge fan of dinosaurs.

A famous Hollywood ~~Block~~ Blockbuster which is my favourite features a storyline involving dinosaurs.

Dinosaurs - which me and all my friends love - are closely related to birds

Palaeontologies (I want to be a palaeontologies) believe dinosaurs aren't fully extinct.

Some dinosaurs were carnivous - like me but wait am I? - Whereas some ate plants.

KID ATTACKS QUEEN'S GUARDS!

When did this happen? This happened on Wednesday morning after 11AM, at Buckingham Palace. This will forever be in history! Make sure to read on and find out more! About this terrifying news, all caused by an uncertain and sad girl!

(FRA) Moments later the children were spotted pushing and shoving through extreme crowd. Our first witness is Juan Oslo and he reportedly had to say that I saw a girl - Maybe around eleven years old - and I saw...

climbed over barriers and began running through crowds. Also Juan Oslo tells us he was a tourist from Spain! A photo of the child! In front of Buckingham Palace. Suddenly while the child was still running the bell chimed eleven times. Here comes our next witness, Mrs Turntable (a common headteacher) was bringing her class to a school trip while this happened. This is what Mrs Turntable tells us: "The young girl was running up to the guards grabbing their elbows, but she had something suspicious in her hand!" Well we'll leave the police to find out about the unidentified object! Was it a gun?

(FRA) Within minutes, the girl was caught by the police! let's find out what happened after that by our first witness Constable Turner, who was working undercover, reported to us that he saw helicopters glitter above the child and the hundreds of police surround the children as they started to faint. Well we asked we have found that her friend was crying next to her, this must have been very scary and devastating for the poor friend of the girls. This little girl?

Citizens, are hoping to find out more on have some questions answered like: Was it really a child? or Is the child getting arrested?

Make sure to keep a look out for more updates! Find out more so

Evenceba tells us the little girl and her as known as friend came to the palace for their Syrian refugee friend. We interviewed the and they told us all about how the refugee's Mum and Dad are still in a big country and the girl wished she could bring his family over to our...

1 "Stone prey: their joy and their delight since time began" (paragraph 3). What is "stone prey"? Something that was turned into stone.

2 Draw lines to show which item Perseus borrowed from each god.

God	Item borrowed
Hermes	mirror-shield
Hades	winged sandals
Athena	helmet of invisibility

3 a) Find and copy the word that tells you how fast Perseus flew to meet the Gorgons. Winged fast.
 b) What does the word mean? Quickly.

4 Look at paragraphs 3, 6 and 7. Find and copy three words the author uses to make the reader think the Gorgons are animals. Snarling, lair and snarling.

5 Describe how Perseus used each of the gods' belongings to kill Medusa. and take her
 a) winged sandals he used them to fly to Medusa to her lair.
 b) helmet of invisibility to help you creep up to her unseen.
 c) mirror-shield to save you from her glance.

6 Do you think Perseus was wise to trust Pegasus? Yes No

Explain your answer fully, referring to the text. Yes because he said "Pegasus Quick Perseus Jump on my back Hurry!"

7 "her story glance pierced the seagull like an arrow" (paragraph 2). Give two reasons why the author chose to use the word "story".
The author decided to use story because one thing she was wicked, second thing she was cruel to others and has no feelings.

8 Perseus is the hero of this legend.
 a) What was his heroic task? To kill Medusa.
 b) What did the gods do to help him? The gods gave him winged sandals, helmet of invisibility and mirror shield.

9 Suggest an alternative title for this legend and explain why you chose it.
"The real hero" because Perseus is the actual hero of the story instead of the Gods.

Children's books and outcomes:

28.09.23	5.10.23
1. Observant ✓	1. Innocent ✓
2. Observance ✓	2. Innocence ✓
3. Expectant ✓	3. Decent ✓
4. Expectancy ✓	4. Decency ✓
5. Hesitant ✓	5. excellent ✓
6. Hesitancy ✓	6. excellence ✓
7. Tolerant ✓	7. Confident ✓
8. Tolerance ✓	8. Confidence ✓
9. relevant ✓	9. existent ✓
10. relevance ✓	10. existence ✓

Year 6

Examples of:

- WCR
- Spelling tests
- Cracking Comprehension
- Independent writing
- SATs practice

Vocab Corner - Becoming - Michelle Obama

Word of the Day	Word Class	Synonyms
Aspirations	noun	desire
Dictionary Definition:		
Someone's desires or ambitions		
Antonyms	Ant...	
		fear

Word in a sentence:
I have my personal aspirations.

Thing Solo...

Some stepping reluctantly into public life, I've been held up as the most powerful woman in the world and taken down as an "angry black woman." I've wanted to ask my detractors which part of that phrase matters to them the most: is it "angry" or "black" or "woman"? I've smiled for photos with people who call my husband "horrible names on national television, but still want a formal handshake for their marital. I've heard about the swampy parts of the internet that question everything about me, right down to whether I'm a woman or a man. A silly US congressman has made fun of my hair. I've been hurt. I've been furious. But mostly, I've tried to laugh this stuff off.

- Do you think it's right that some people have tried to use Michelle's colour when criticising her? Explain your thoughts.
- How do you think Michelle felt when having to smile for photos with people who had been horrible about her husband?
- What do you think is the most inappropriate thing that Michelle had to face in her time as first lady?

- No because it is being racist towards her ✓
- When smiling in photos with racist people, she might have felt scared or worried that they would be racist to her. ✓
- The most inappropriate thing she faced was when a U.S. congressman made fun of her hair. ✓

Dialogue - sand sand sand

It was just before in which I lost sight of Pixie. A blur across the bay. She vanished round the corner. "Pixie!" I called nervously. Suddenly, there was a great gust of wind that whipped up the sand momentarily. I turned round to avoid it, and on the horizon I saw a figure, coming closer. I thought it was Ephraim, but I couldn't be sure, but they were making their way across the single soon, I could make out who it was. It was Olive, and by the look of it, was running. "Cliff!" she cried. "Pixie!" I then heard a pant. Then another. I then spotted Pixie in the quivering Olive had arrived now. I felt ashamed. Pixie was in a quiver, and it was all my fault. But there was still hope. My primitive mind then raced to formulate a plan.

An angry Olive stood in front of me. I hung my head down asthmatically. "Why is Pixie in the quiverland? Can't you read the sign?" Her quivering finger pointed to a rather crooked and croaky sign. But we got interrupted by Pixie's alarming bark. "Come on!" Olive shouted hurriedly, turning towards Pixie so fast the sand seemed to move by itself. "Honestly, it wasn't my fault!" I replied to her, beginning to run. The quiverland, which was rippling unpleasantly, had captured Pixie in its sandy grip. The thought of it made me tremble in fear. "Can you tell me how this happened?" questioned Olive. She turned to me. "I lost my focus to the painting of the lighthouse," I replied. "I think." Olive sighed. "I'm going in," she said. "Stay back."

Olive then made her way towards Pixie, using the groyne for support. "Nearly there Pixie, nearly there!"

I heard Olive say. Except she wasn't. I gave an astounded gasp, and it lasted like they were only three nearly steps apart. Olive then swung her legs over the groyne. I cried out in "What're you doing? you can't!" "I'm just trying a couple of steps!" Olive reassured me. One step. Her foot disappeared. Two steps. The sand reached her ankle. Another step. Her whole ankle sank beneath the sandy surface. Luckily, though, Olive was now in reach of Pixie. She slipped her perspiring, shaky hands through the bird's dog's collar. "Good girl!" Olive told Pixie. She seemed to calm down a little after that.

"PULL!" I shouted over to Olive. They seemed to be struggling, and I couldn't be sure that thought. My eyes moved frantically, I searched for something to hold onto, anything, to help them. Then I spotted a long rope, that was tied round a rock. I grabbed it, and threw it over towards Olive, as hard as I could, as quick as I could. "Ow!" Olive shouted, almost angrily. "Wrap it round your waist!" I called to her, almost hysterically. Understanding, Olive tied it round her, and I began to pull. Soon I felt my hands burning with the friction, but then, with an enormous spray of sand, Olive and Pixie were free. They then jumped to the ground, along with me. In gratitude, Pixie licked my face happily. My untidy breathing soon settled down, and I sat up, blinking fast.

The sun had now risen, and it shone across the bay. "You were terrific - the cat's bananas!" I

said excitedly. "Pixie's silly!" replied Olive. Relieved, I stood up, and Olive unwrapped the rope from her waist. But she realized that the rest of the rope ran on up over the beach, as if it were tied to something else. Olive beckoned me, while I got the worst of the sand off Pixie. Intrigued, we followed it as it disappeared in a clump of sea seaweed. And under planks of wood and pebbles, we found a sandy rusty box. "Careful, Olive!" Cliff cried. "It might be a German mine!" "It's not a mine," you great gosse!" Olive replied. "It's a suitcase," on hearing this, I made a grab for the suitcase. "Bagsy!" shouted Olive, diving down for the suitcase and spraying sand everywhere. She clutched it in her arms, and by judging the foreign labels, it looked like it had come all the way from Europe.

An exciting rescue story from start to finish! Excellent use of dialogue and character voice. 1p

Working at Greater Depth	
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 dialogue, in narrative, using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility).	✓
Distinguish between the language of speech and writing and choose the appropriate register. Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical/informality, colloquial expressions, long coordinated sentences).	✓
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 as key stage 2 correctly (e.g. semi-colons, dashes, colons, brackets) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	✓

Treasure Island

R.L. Stevenson

- When I had done breakfasting the squire gave me a note addressed to John Silver, at the sign of the Spy-glass, and told me I should easily find the place by following the line of the docks and keeping a bright lookout for a little tavern with a large brass telescope for sign. I set off, overjoyed at this opportunity to see some more of the ships and seamen, and picked my way among a great crowd of people and carts and bales, for the dock was now at its busiest, until I found the tavern in question.
- It was a bright enough little place of entertainment. The sign was newly painted; the windows had neat red curtains; the floor was cleanly sanded. There was a street on each side and an open door on both, which made the large, low room pretty clear to see in, in spite of clouds of tobacco smoke.
- The customers were mostly seafaring men, and they talked so loudly that I hung at the door, almost afraid to enter.
- As I was waiting, a man came out of a side room, and at a glance I was sure he must be Long John. His left leg was cut off close by the hip, and under the left shoulder he carried a crutch, which he managed with wonderful dexterity, hopping about upon it like a bird. He was very tall and strong, with a face as big as a ham - plain and pale, but intelligent and smiling. Indeed, he seemed in the most cheerful spirits, whistling as he moved about among the tables, with a merry word or a slap on the shoulder for the more favoured of his guests.
- I plucked up courage at once, crossed the threshold, and walked right up to the man where he stood, propped on his crutch, talking to a customer.
- "Mr Silver, sir?" I asked, holding out the note.
- "Yes, my lad," said he; "such is my name, to be sure. And who may you be?" And then as he saw the squire's letter, he seemed to me to give something almost like a start.
- "Oh!" said he, quite loud, and offering his hand. "I see. You are our new cabin-boy; pleased I am to see you

- Circle the correct option to complete each of the sentences below.
 - The narrator was delivering a note that was addressed to: the squire the Spy-glass John Silver ✓
 - To get there he had to walk through the: docks ✓ ships carts taverns
- How did the narrator know where to find John Silver?
You could easily find the place by the line of the docks and the telescope sign.
- Find and copy two words or phrases from the text that show the Spy-glass is a pleasant place.
It was bright and entertaining.
- What is the narrator's first impression of Long John Silver? Tick one.
 - cheerful cruel surly aggressive
 - Find and copy a phrase from the text to support your answer.
In the most cheerful spirits. ✓
- Find and copy two similes used to describe John Silver.
hopping about upon it like a bird and a face as big as a ham.
- Do you think the narrator knew he was going to be a cabin boy? Yes No
Use evidence from the text to support your answer.
he seemed to me to give something almost like a start
- Based on what you already know of the narrator, what does the dialogue at the end of the extract suggest might happen to the boy next?
Use evidence from the text to support your prediction.
He might introduce the boy to everyone who because it says "new cabin boy"
- Using information from the text, tick one box in each row to show whether each statement is true or false.

	True	False
The narrator was looking for a sign with a brass telescope.	✓	
There was sawdust on the floor of the tavern.		✓
It was difficult to see in the tavern because it was full of tobacco smoke.	✓	✓
John Silver had only one leg.	✓	

ways in which you would know this text was not set in the 21st century.
to said, Yes my lad said he, and he