







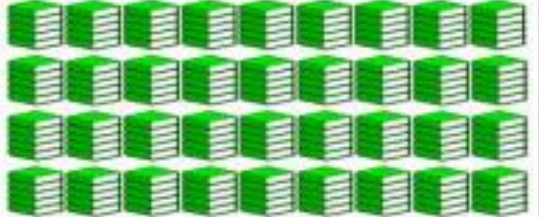



Key Stage 2

English Workshop

Why is it important to read at home?

- Hearing your child read every day helps them with their decoding skills.
- Reading stories to your children can help develop their love of reading and increases their vocabulary significantly.

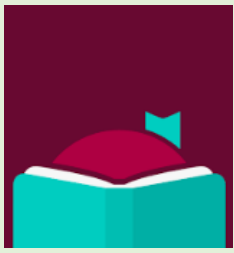


Child A reads for 20 minutes per night, 5 times a week 	Child B reads for 4 minutes per night...or not at all 
In one week: 100 minutes of reading 	In one week: 20 minutes of reading 
In one month: 400 minutes of reading 	In one month: 80 minutes of reading 
In one school year (9 months): 3,600 minutes of reading 	In one school year (9 months): 720 minutes of reading 
By the end of year 6: 28,800 minutes of reading (80 school days) 	By the end of year 6: 5,760 minutes of reading (16 school days) 



Reading regularly will also:

- Build confidence
- Build a wider range of vocabulary
- Help with spelling
- Build a rich imagination



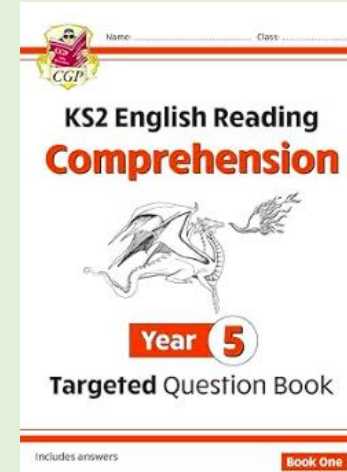
Libby App- Through local library

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/>

<https://gllibraries.overdrive.com/library/kids>



<https://www.audible.co.uk/>



<https://www.lovereadng4kids.co.uk/>









<https://www.booksfortopics.com/>



Book Band	Emerging	Expected	Confident Exceeding	Super Confident Exceeding
Lilac (Level 0)	Reception			
Pink (Level 1)		Reception		
Red (Level 2)	Year 1	Reception		
Yellow (Level 3)	Year 1	Reception		
Blue (Level 4)		Year 1	Reception	
Green (Level 5)	<u>Year 2</u>	Year 1	Reception	
Orange (Level 6)	Year 2	Year 1		
Turquoise (Level 7)		Year 2	Year 1	
Purple (Level 8)		Year 2	Year 1	
Gold (Level 9)		Year 2	Year 1	
White (Level 10)	Year 3	Year 2	Year 2	
Lime (Level 11)	Year 3, Year 4		Year 2	
Brown (Level 12)	Year 4, Year 5	Year 3	Year 2	
Grey (Level 13)	Year 5, Year 6	Year 4	Year 3	Year 2
Dark Blue (Level 14)	Year 6	Year 5	Year 4	Year 3
Dark Red (Level 15)		Year 6	Year 5	Year 4
Black (Level 16)			Year 6	Year 5

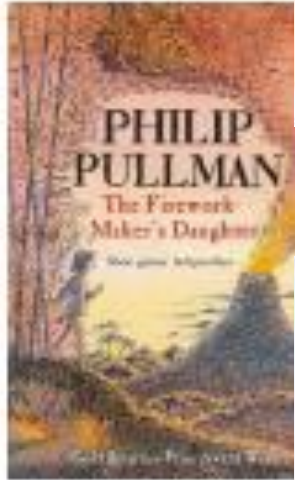
VIPERS - key skills for readers!



<p>Vocabulary</p> <p>Find and explain the meaning of words in context.</p> 	<p>Infer</p> <p>Make and justify inferences using evidence from the text.</p> 	<p>Predict</p> <p>Predict what will happen based from the details given or implied.</p> 	<p>Explain</p> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p>Retrieve</p> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise</p> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that.....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Whole Class Reading

Year 3



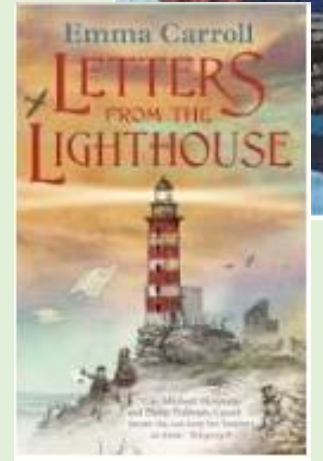
Year 4



Year 5



Year 6

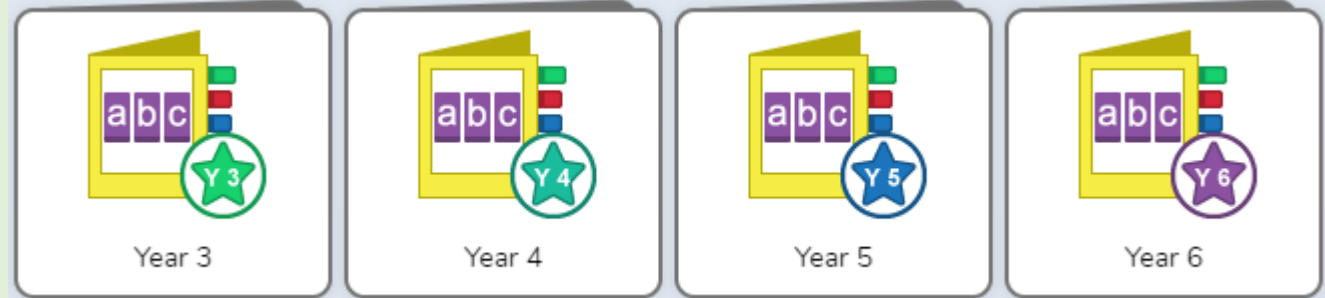


Writing

How can I support my child with basic writing skills at home?

RM Unify™

Username and
password needed





St Mary's CE Primary School

Writing overview 2023-2024

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 (8 weeks)	<u>Beegu by Alexis Deacon</u> <u>Non-fiction</u> Lost poster- labels (1 week)	<u>Grandads Island by Benji Davies</u> <u>Narrative</u> Setting description (2 week)	<u>Fantastic Mr Fox by Roald Dahl</u> <u>Narrative</u> Character description (Wanted poster) (1 week)	<u>Rumblestar</u> <u>Narrative</u> Setting description (2 week)	<u>Treason by Berlie Doherty</u> <u>Narrative</u> Setting and character description (2 week)	<u>Boy at the back of the Class</u> <u>Non-fiction</u> Information text (2 week)
	<u>Non-fiction</u> Persuasive letter (2 week)	<u>Narrative</u> Letter to Grandad (2 week)	<u>Non-fiction</u> Newspaper report (3 week)	<u>Non-fiction</u> Information text (2 week)	<u>Narrative</u> Diary entry- writing in role (2 week)	<u>Narrative</u> View point (Writing in role) (2 weeks)
	<u>The deep dark wood by Algy Craig-Hall</u> <u>Narrative</u> Setting description (2 week)	<u>The Snowflake by Benji Davies</u> <u>Narrative</u> Retell (2 week)	<u>Narrative</u> Badgers diary (2 week)	<u>Narrative</u> Write a rescue story (3 week)	<u>Narrative</u> Story opening- alternative viewpoint (2 week)	<u>Non-fiction</u> Formal letter (2 weeks)
	<u>Narrative</u> Character description (monster) (2 week)	<u>Poetry</u> <u>Changes</u> Diamantes (2 week)	<u>Poetry</u> <u>Neil Armstrong</u> Clerihews poem (1 week)	<u>Poetry</u> <u>Wind's dance</u> Tetractys poem (1 week)	<u>Poetry</u> <u>Leave and Mud pie</u> Haiku/ senryus (2 weeks)	<u>Poetry</u> <u>Tiger</u> Ottava Rima poem (2 weeks)



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2 (7 weeks)	Ivy and the lonely rain cloud by Katie Harnett <u>Narrative</u> Retell (2 weeks)	Mog's Christmas by Judith Kerr <u>Non-fiction</u> Persuasive (2 weeks)	The Firework makers daughter by Phillip Pullman <u>Narrative</u> Informal letter (2 weeks)	The Ice Palace by Robert Swindells <u>Narrative</u> Writing in role (1 week)	Harry Potter and the philosophers stone <u>Narrative</u> Write a new chapter (2 week)	The Titanic Detective Agency by Lindsay Littleson <u>Non-fiction</u> Persuasive advertisement (2 week)
	<u>Narrative</u> Character description (2 week)	<u>Narrative</u> Write own Mog adventure (4 weeks)	<u>Narrative</u> Descriptive setting/character (2 weeks)	<u>Narrative</u> Retell (alternative perspective) (3 weeks)	<u>Narrative</u> Setting description (2 week)	<u>Narrative</u> Diary entry (2 weeks)
	<u>Narrative</u> Writing an ending (1 st person) (2 week)		<u>Narrative</u> Write a missing chapter (2 weeks)	<u>Non-fiction</u> Newspaper report (3 weeks)	<u>Narrative</u> Retell from different perspective (2 week)	<u>Narrative</u> Descriptive soundscape (1 week)
	<u>Poetry</u> Autumn Acrostic (1 week)	<u>Poetry</u> Spring Haiku (1 week)			<u>Non-fiction</u> Job advertisement (2 week)	<u>Non-fiction</u> Explanation detailing a crime (2 weeks)



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Writing overview 2023-2024

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1 (5 weeks)	The squirrels who squabbled by Rachel Bright <u>Fiction</u> Setting/ character descriptions (3 weeks)	Be More Bernard by Simon Philip <u>Fiction</u> Character description (1 week)	The Last Bear by Hannah Gold <u>Fiction</u> Describing a scene from the text. Action. (1 week)	Arthur and the golden rope by Joe Todd Stanton <u>Fiction</u> Narrative- short story (2 weeks)	Who let the gods out? By Maz Evans <u>Fiction</u> Descriptive setting- mood/atmosphere Suspense. (2 weeks)	Letters from the lighthouse by Emma Carroll <u>Non-fiction</u> Missing person report (1 week)
		<u>Fiction</u> Planning a story Writing in role- Diary (2 weeks)	The Last Bear by Hannah Gold <u>Poetry</u> Stanza (2 weeks)	<u>Non-Fiction</u> Write a persuasive letter (2 weeks)	<u>Fiction</u> Re-write a chapter. Dialogue and action. (2 weeks)	<u>Fiction</u> Diary entries in different viewpoints Drawing on inferences and motives. (3 week)
	Tell Me A Dragon by Jackie Morris <u>Non-fiction</u> Explanation text (2 weeks)	<u>Non-fiction</u> Non-chronological reports Fact files- animals (2 weeks) (Blue Cross visitor)	<u>Fiction</u> Narrative in first person. (2 weeks)	Teacher <u>Poetry</u> Kennings (1 week)	Breeze <u>Poetry</u> Renga (1 week)	A summer ottava rime <u>Poetry</u> Ottava rima (1 week)



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2 (5weeks)	Rainbow <u>Poetry</u> Calligram (1 week)	Spring <u>Poetry</u> Haiku (1 week)	The Last Bear by Hannah Gold <u>Non-fiction</u> Formal letter- climate change (2 weeks)	Flotsam by David Wiesner <u>Fiction</u> Narrative- story from the characters perspective. (3 weeks)	Malamander by Thomas Taylor <u>Non-Fiction</u> Write an inventory. (1 week)	Letters from the lighthouse by Emma Carroll <u>Fiction</u> Write a speech in role of a character. (1 week)
	Prince Cinders by Babette Cole <u>Fiction</u> Narrative- Character description and story retell (4 weeks)	Lila and the Secret of Rain by David Conway <u>Fiction</u> Setting description (expanded noun phrases) (1 week)	<u>Non-fiction</u> informal letter- To Hannah Gold (2 weeks)	<u>Non-fiction</u> Synopsis of the story. (2 weeks)	<u>Non-Fiction</u> Write a thank you letter. (1 week)	<u>Non-Fiction</u> Write a newspaper report (1 week)
		<u>Fiction</u> Narrative- Alternative version of the story. (2 weeks)			<u>Non-Fiction</u> Write a new chapter for the book. (3 weeks)	<u>Non-Fiction</u> Persuasive writing. Radio broadcast. (2 weeks)
Film: A Cloudy Lesson <u>Non-fiction</u> Instructions (1 week)	<u>Non-fiction</u> Writing a book review (1 week)	<u>Non-Fiction</u> Write an official report to MoD. (1 week)				

- Look at a rich model text
- Hook and examine the genre
- Focus on key vocabulary and planning
- Shared write (teacher and class)
- Independent write



St Mary's
C of E Primary School
Learning to Live Life in all its Fullness



Kinetic Letters

Making Handwriting Easy for Everyone

Kinetic Letters

	i	l	t	u
i	ii	il	it	iu
l	li	ll	lt	lu
t	ti	tl	tt	tu
u	ui	ul	ut	uu

chart 1

Williamson and David Wilson 2013

Kinetic Letters

	h	m	n	b	p	r
i	ih	im	in	ib	ip	ir
l	lh	lm	ln	lb	lp	lr
t	th	tm	tn	tb	tp	tr
u	uh	um	un	ub	up	ur

chart 2

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