

The English Curriculum at Princess Frederica

Mr Larke - 6 Russia and English lead

Today's session:

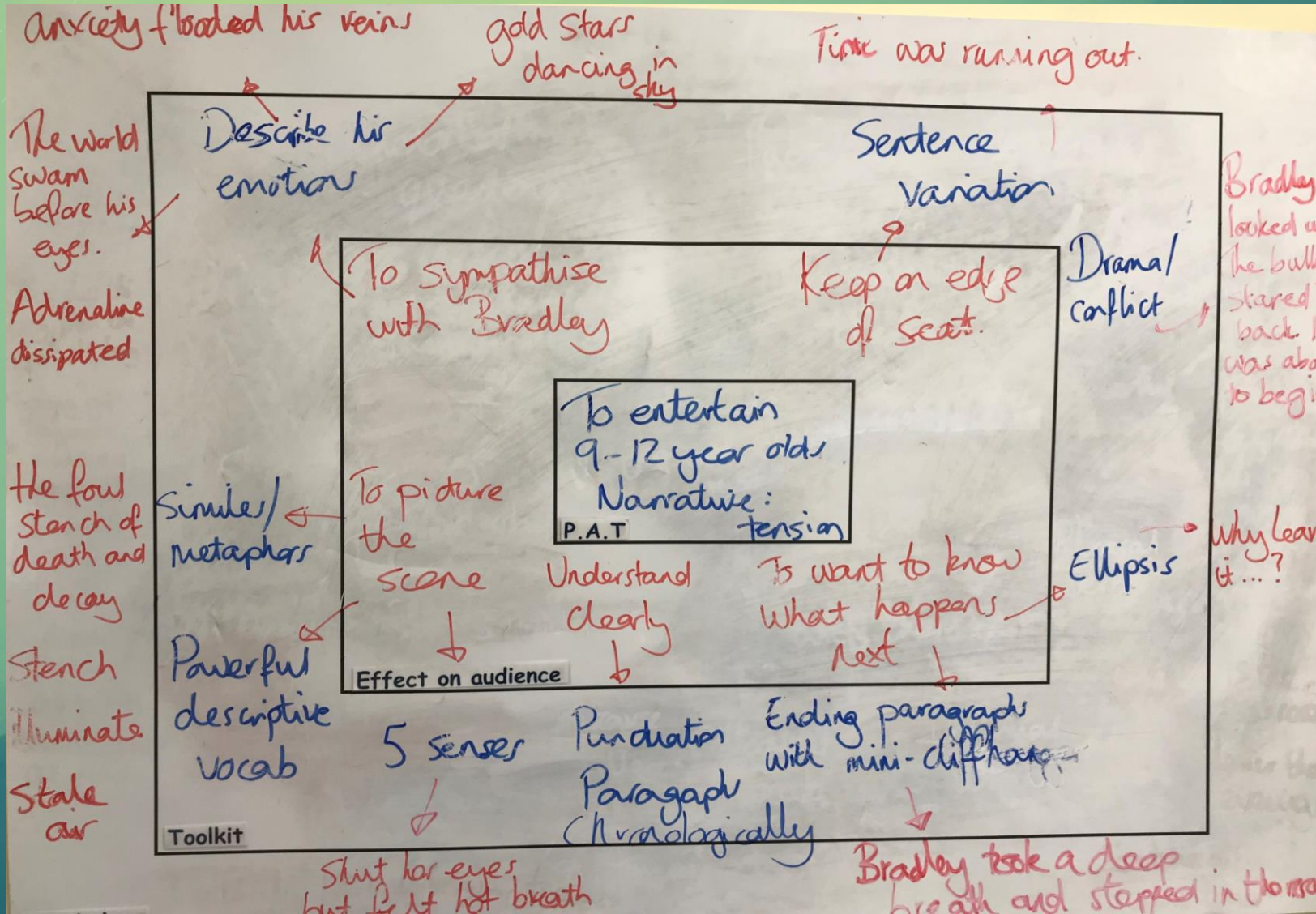
1. Writing curriculum:
 - teaching and learning
 - spelling
 - handwriting
 - punctuation and grammar
2. Reading
 - 'whole-class' guided reading
 - reading for pleasure

Writing: Teaching and Learning

An audience and purpose approach to writing underpinned with:

- high quality texts to demonstrate good practice and act as stimuli
- 2-to-3-week units of work working to a single extended piece
- modelled/shared/collaborative/independent writing
- developing proof-reading and editing skills
- building stamina and discipline
- role play/talk for writing
- P.A.T boxed success criteria

Writing: Teaching and Learning



Writing: Teaching and Learning

Vocabulary

Toolkit

Effect on audience

P.A.T. (Purpose, Audience, Text type)

Adverbs - quickly, quietly,

Characters + feelings
↳ good and bad.

To feel excited

To make them keep reading

To entertain
For children
Rebelling of 'Frog prince'
Traditional Tales

To make children happy

To surprise and intrigue

Themes

- Magic
- Love
- Talking animals
- Good vs Bad
- Happy ending
- Power of 3

Settings

- magical kingdom
- Forest / woods
- Castle
- A land far, far away

Golden, Shiny ball

darkness of the deep, deep well.

green, Spotty, Slimy frog.

Sentence variation

motionless

'PLOP'

astonished

green, luscious grass

Pretty princess

extremely

accidentally

magnificent

Cinderella

Goldilocks

Beauty + the beast

3 little pigs

Once upon a time...

In a faraway kingdom

Sorrow

A long, long time ago...

Writing: Spelling

Spelling Shed – an online approach

- beginning the first week after half term
- taught a spelling pattern on Fridays
- weekly assignments (differentiated levels and individualised where necessary) then a test in school on following Friday
- ongoing games
- collect trophies/medals/achievements
- class/house/school league tables
- anonymous aliases
- consolidating previous years

Writing: Handwriting

PenPals handwriting scheme:

Reception to Year 3: regular practice following scheme

Years 4 to 6: intervention-based support as required

Aims:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.

Writing: Punctuation and Grammar

- introduced according to the National Curriculum
- new concepts introduced with standalone lessons
- previous years' knowledge consolidated throughout school with starters and games
- healthy approach to the subject. Teaching the children to understand *why* a particular grammatical construction is purposeful and how to use them to make their work more creative.

He walked to the shops alone, he was angry that his sister wasn't coming with him, when he got there, the shop was closed, this made him even more angry, he walked home in a rage.

Reading: 'Whole-Class' Guided Reading

- introduces high quality extracts of fiction, non-fiction and poetry: excellent models and inspiration for their own reading.
- allows teacher input to every lesson:
modelled/shared/collaborative/independent
- teaches the skills required to successfully interact with a text:
 - retrieval
 - inference
 - decoding
 - vocabulary
 - working memory

Reading for pleasure

- every class has timetabled sessions for class book.
- library sessions
- book week

Helping at home

- checking reading records and encouraging regular reading
- questioning your child on what they have read:
How do you know...?
Which words tell us...?
Summarise the last chapter.
- enabling a culture of reading