



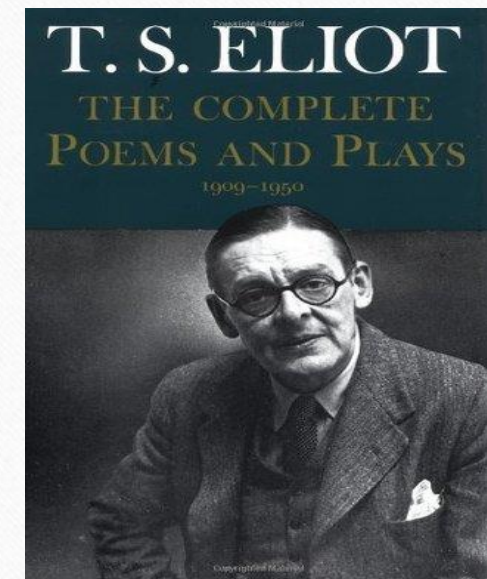
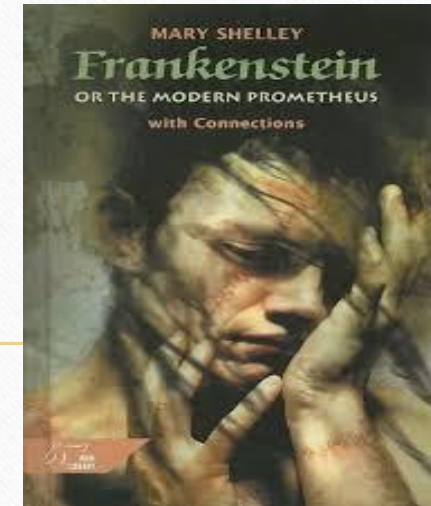
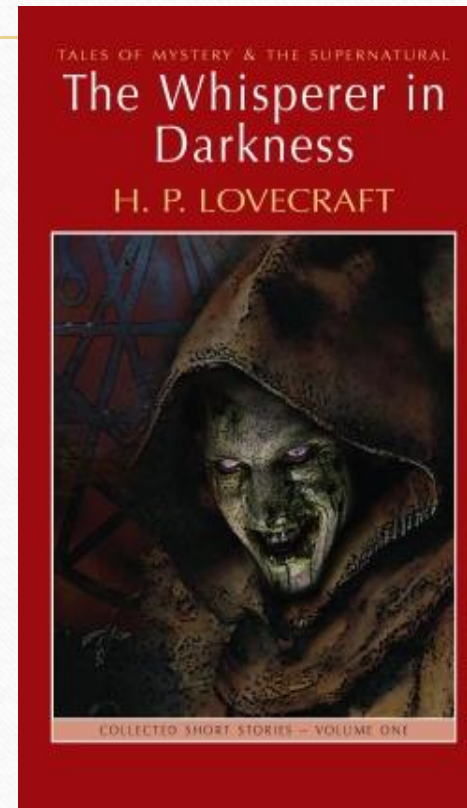
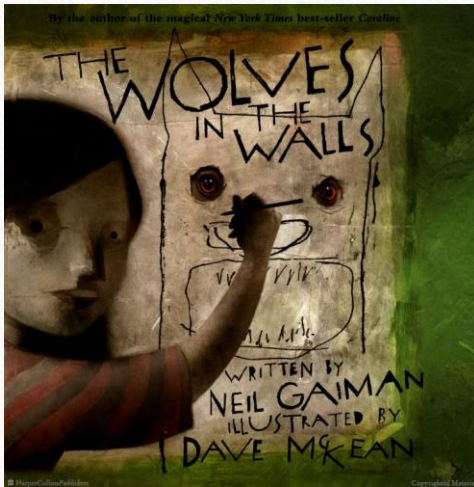
English at Pickhurst



9:10 – 9:40: How is English taught at
Pickhurst?

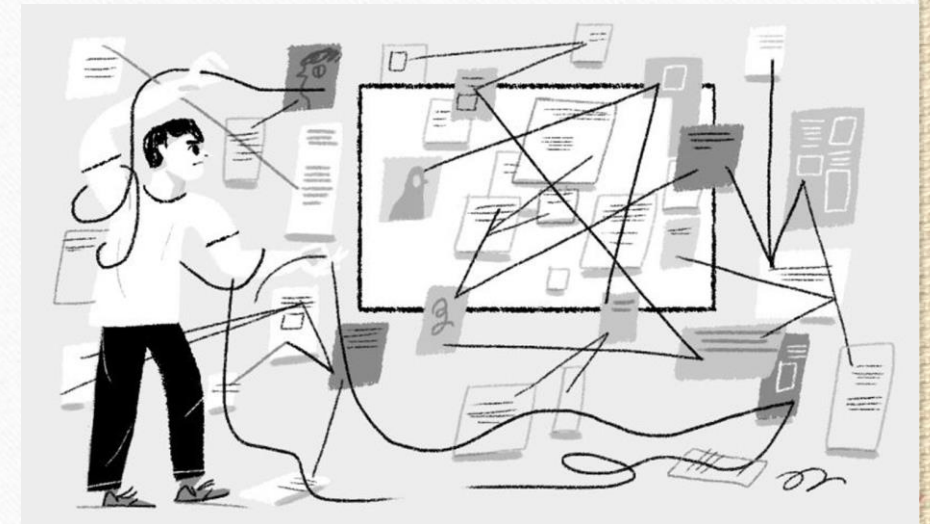
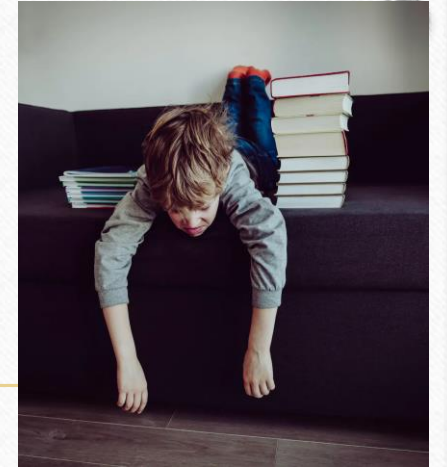
9:40-10:10: Classroom Visits

My relationship with Reading...



My journey as a Reader...

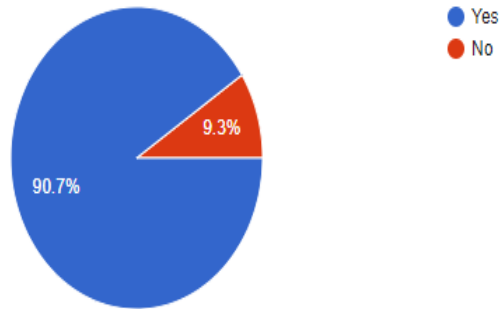
- 'Reluctant reader'
- Enjoyed a limited selection of books as a child
- Preferred writing stories to reading them
- Distraught at the thought of having to read out-loud in class
- Took inspiration from my teachers in secondary
- Prefer to read for meaning rather than read for pleasure



English Survey

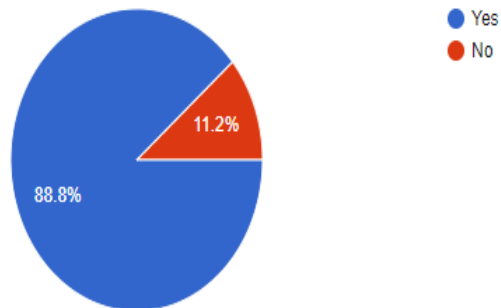
1). Do you enjoy reading at school?

454 responses



2). Do you enjoy writing at school?

454 responses



What do our children think about English?

I enjoy just falling into a book

I enjoy reading because I get transported to a magical world.

I enjoy that when I read I feel calm, when I read I feel that I can write my own special books and I love to read because I like to picture what is going on inside of my head.

- What do our children want help with?

Tricky words

Things I find difficult are trying to read the difficult words trying to guess the words you don't know yet.

Some words I might not no

I find some words tricky

Sometimes I don't understand the spelling meaning and sometimes I don't understand what's happening.

Some of the words are hard to read

Some of the words I struggle with

Understanding the words in the book

Mostly the words they can be muddled upped sometimes

- How are we helping them with this?



Key Vocabulary: recommendations, list poem, editing

Maths

Topic: Addition and Subtraction

Lesson 1: To use column method to add two 2-digit numbers.

Lesson 2: To use column method to subtract two 2-digit numbers.

Lesson 3: To solve problems involving addition and subtraction.

Lesson 4: To use my preferred method to add and subtract 2 and 3

Useful Links:

- <https://www.bbc.co.uk/iplayer/episode/m000xb0s/sign/bite-maths-116-addition-and-subtraction?seriesId=p089a1ay>

Key Vocabulary: column, reasoning, method

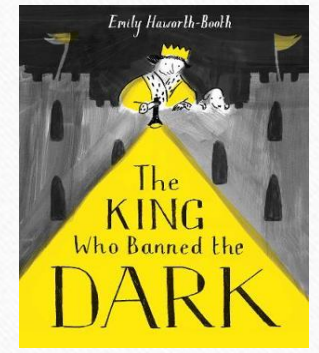
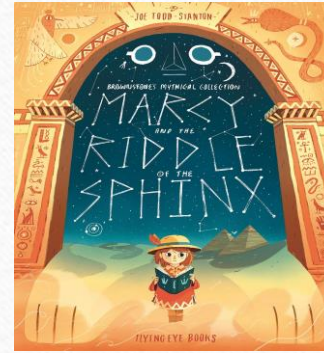
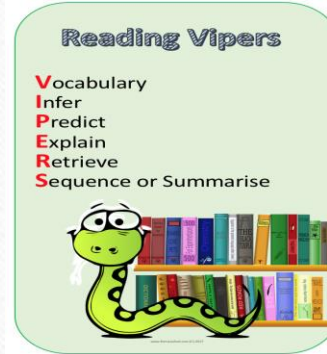
Key vocabulary

Can you create definitions for these words as you learn about the Maya civilisation?

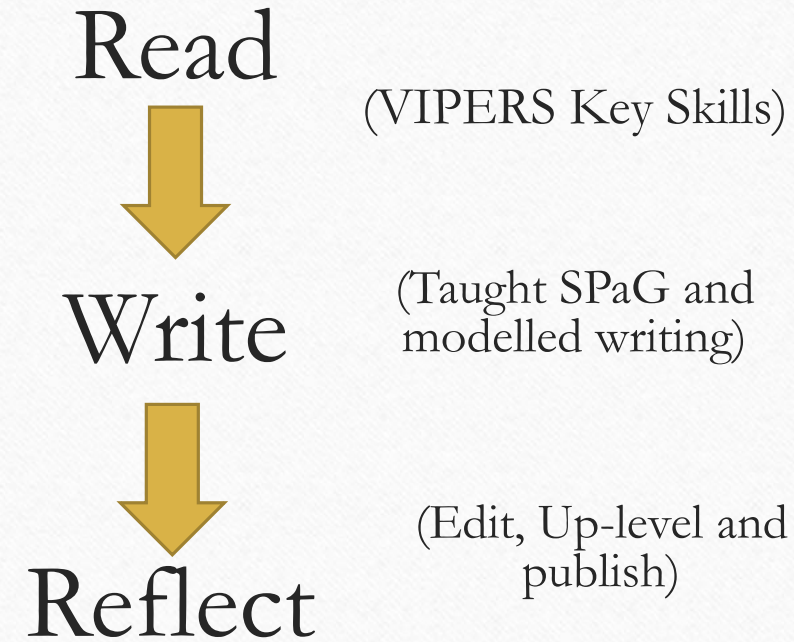
Word	Definition
Reconstruction	the act of reconstructing, rebuilding, or reassembling
Archaeology	the study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
City state	a city that with its surrounding territory forms an independent state
Pyramid	a monumental structure with a square or triangular base and sloping sides that taper to a point at the top
Temple	a building devoted to the worship of a god or gods
Sacrifice	an act of slaughtering an animal or person or surrendering a possession as an offering to a deity
Meso-America	a region in Central America and the Caribbean
Nobles	relating to, or belonging to the highest social class



English in Lower Key Stage 2



- English in Lower School taught four times a week for one hour and fifteen minutes.
- Within a week, there will be new taught Reading and Writing Skills



Timetabling the English Curriculum

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45am	Registration & Maths Gym	Registration & Maths Gym	Registration & Maths Gym	Registration & Maths Gym	Registration & Maths Gym
9.00 – 9.30am	English	English	PE (inside)	English	Spelling Practice
9.30 – 10.15am					English

Within each week, there must be a curriculum focus on these areas:

- Reading Skill (VIPERS)
- Spelling Skill (From National Curriculum)
- SPaG Focus (Direct speech, adverbials, etc)
- Writing Skill (Writing to entertain, inform / advise, discuss, persuade) – short burst and extended pieces of writing

These four curriculum areas are linked, wherever possible, to the Core Text



Year 3 – Autumn 2 Curriculum

Map

Into the Forest Autumn 2 - Traditional Fairy Tales (fiction)



Reading Objectives: I will be able to...	C	T
V - Discuss words and phrases that capture readers' interest and imagination		
I - make and justify inferences with evidence from the text		
P - Predict what might happen from details stated and implied		
E - Explain how language, structure and presentation contribute to meaning		
R - I can use quotes from the text to give evidence for my answer (verbal)		
S - summarise information from across a text		

Writing Objectives: I can...	C	T
Plan my writing by discussing and recording ideas using what I have read to help me		
Draft and write by composing and rehearsing sentences orally		
Draft and write to entertain my reader		
Give feedback on mine and others' work to improve it.		
Proof-read for punctuation errors, including the use of inverted commas, commas and question marks.		

Spelling objectives: I can ...	C	T
Spell words with the long /ai/ sound spelt with <u>ei</u>		
Spell words with the long /ai/ sound spelt with <u>ey</u>		
Spell words with the long /ai/ sound spelt with <u>ai</u>		
Spell words with the /ur/ sound spelt with <u>ear</u>		
Join a prefix ending in a vowel to a root word beginning with a vowel.		
Spell homophones & near homophones		

Punctuation and grammar objectives: I can...	C	T
Use full stops, capital letters, question marks, exclamation marks correctly		
Use subordinating conjunctions in my sentences		
Use coordinating conjunctions in my sentences		
Use adverbials of time, place, manner and frequency		
Link ideas across paragraphs using adverbials		

Year 4 – Autumn 2 Curriculum

Map

Leon and the Place Between Autumn 2 - Adventure Story (fiction)



Reading Objectives: I will be able to...	C	T
V - Find the meaning of new words using the context of the sentence to help me.		
I - begin to understand the author's use of setting to influence the mood of a text.		
P - use relevant prior knowledge as well as details from the text to form predictions and to justify them		
E - Recognise how the author's use of language affects the readers understanding of characters.		
R - I can skim and scan texts to record details, using relevant quotes to support answers to questions.		
S - write a brief summary of main points, identifying and using important information.		

Writing Objectives: I can...	C	T
Plan my writing by using similar characters, settings and moods using what I have read to help me		
Draft and write by using speech to advance the plot		
Draft and write to entertain my reader		
Give feedback on mine and others' work to improve it.		
Proof-read for correct use of full stops, capital letters, question marks and commas.		

Spelling objectives: I can ...	C	T
Spell words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')		
Spell words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')		
Spell words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)		
Spell words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')		
Spell words with 'ough' to make a long /o/, /oo/ or /or/ sound		

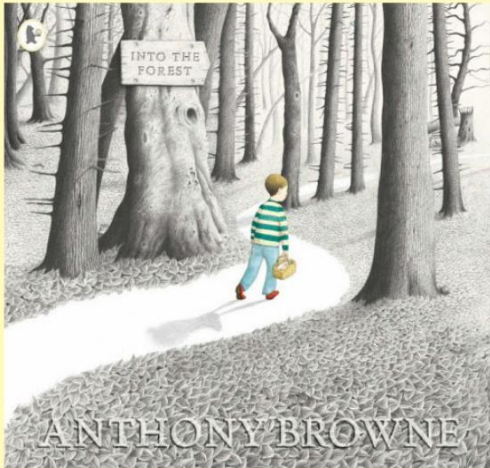
Punctuation and grammar objectives: I can...	C	T
Punctuate direct speech correctly		
Use direct speech to show the reader information about a character's personality		
Use prepositions		
Move onto new paragraphs at appropriate points		
Use adverbials to link ideas across paragraphs		

What do English lessons look like at Pickhurst?

Reading Skills

Focus skill: Vocabulary

Look at the front cover of our new focus text...



There are only 3 words in the title, but this vocabulary can:

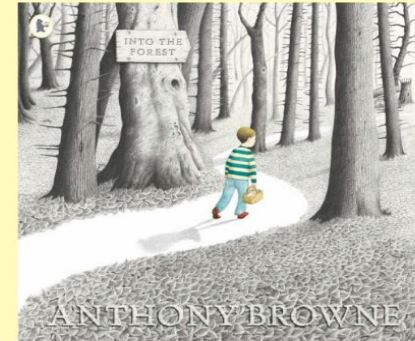
- Give us clues about the story
- Help us get a feeling for the book - how are the words in the title designed to make us feel? What do we think of?

Reading Skills

Word Family

We are going to play Word Family.

I am going to say the word 'Forest' from the title. I will point around the room and that person needs to say an example of vocabulary that they associate with that word. It could be an object, a feeling, an adjective and so on.



So for example if the word was 'beach' we might have:

beach → sand → sandcastle



What do you think might be in this basket?

What do the items tell us about what our story is going to be about?

What do English lessons look like at Pickhurst?

Monday 1st November 2021



Have you ever been to the circus or a magic show?

What did you see, smell and hear?

How did you feel before the show?

What magic tricks did you see and which one was your favourite?



Circus Acts

CT - Play music clips




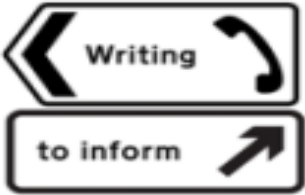


Circus Theme



Night at the Carnival



What are the different purposes of writing?

				
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Teaching English using a core-text

- What comes to your mind when you see these words?
- What images can you think of?
- Make a list of as many ideas as you can!



'The Journey'

- This is the bag which will be taken on the journey
- What do you expect to be inside?
- How long are these people going away for?



- Here is what inside the bag...



- What more do we learn about 'The Journey' now?
- Where could you go with these items?



'The Journey'

What do we learn from the first page?



'The Journey'

What do we learn from the first page?



SPREAD 1: 'I LIVE WITH MY FAMILY IN A CITY CLOSE TO THE SEA'

- What can you see?
- Would you like to be playing on this beach?
- Why might the author have made the sea so dark?
- Who do you think is telling the story?
- What do you think happens next?

'The Journey'



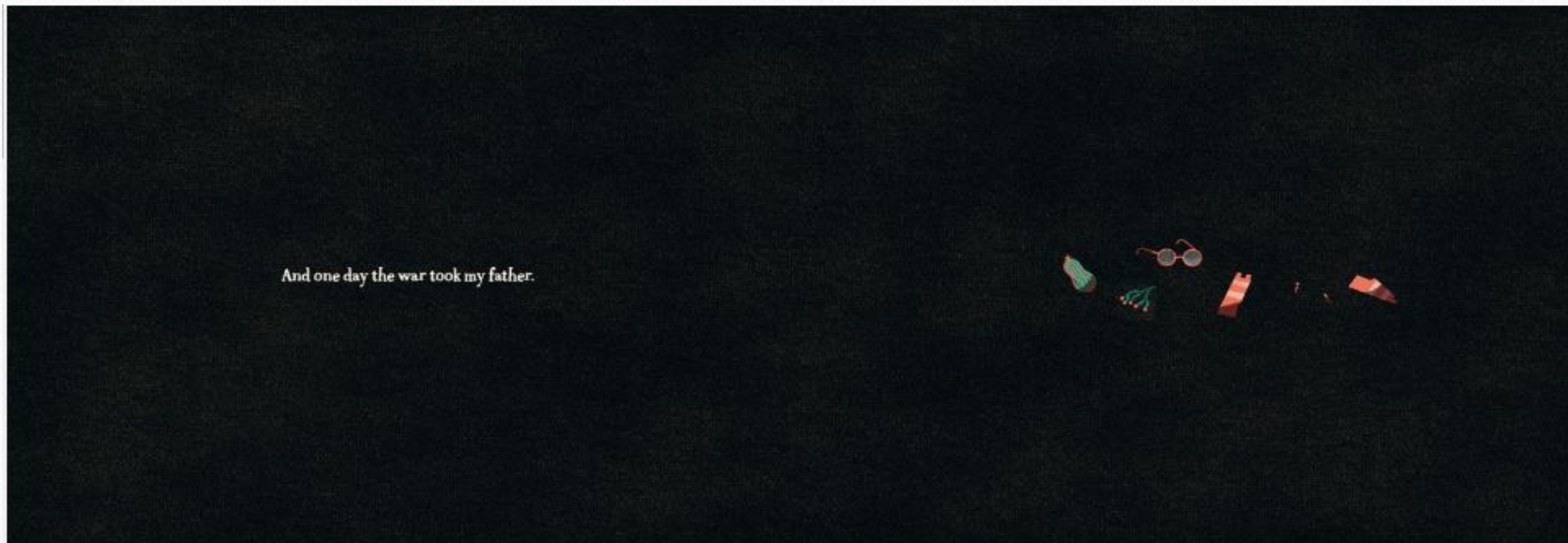
The war began. Every day bad things started happening around us and soon there was nothing but chaos.

SPREAD 2 – 'THE WAR BEGAN'

- What do you think has happened?
- What is different about this page to the last one?

- What does 'chaos' mean? What do you think it means?
- Where do you think the girl is?
- What might the big black hands be?

'The Journey'



SPREAD 3 – 'AND ONE DAY THE WAR TOOK MY FATHER'

- What can you see? What can't you see?
- What do you think the black is?
- There is only one sentence. Why might that be?
- What do you think the sentence means?
- What do you think will happen next?

'The Journey'

- What text would accompany this page?
- 'Since that day...'
- How has the illustrator used his artwork?



SPREAD 4 - 'SINCE THAT DAY...'

- What can you see?
- What is different about the two pictures of the family?
- What do you think is coming through the window?
- Why might the author have drawn the big black hands?
- What might the author mean by 'everything became darker'?

'The Journey'



The other day, one of my mother's friends told her that many people are leaving. They are trying to escape to another country. A country far away with high mountains.



'The Journey'



Task: Drama

- Conscience alley with children
- Should the family leave or not?

Task: Opportunities for writing:

Writing to discuss

- Balanced argument

Task: Opportunities for writing: *Writing to inform*

Write the letter from the woman in the story to her own mother asking for advice on what to do

'The Journey'

Activity #1:

Writing a Postcard

Read till the end of page 10 where the characters are discussing the option of leaving their home to go somewhere else, unknown. Show children letter from Sara.



Hello,

My name is Sara and my family and I are in a difficult situation.

The war taken its toll and we don't know what to do.

My mother's friends told me that many people are leaving to a country far, far away.

Should we go?

I can't imagine any harm coming to my family.

I need your advice

Thank you,
Sara



Pickhurst Junior
School,
West Wickham,
Bromley,
BR4 0HL.

Children to have a debate in class about her two options: staying or going. Can split the class in two to create a 'Conscience alley' with one child acting as Sara. Children to put their own individual ideas onto speech bubble.



Task: Children to send a reply to Sara giving her guidance on the situation. Is there a way she can keep her family safe wherever they go?

Dear Sara,

Handwriting practice lines for the reply letter.

Blank box for drawing or illustration.

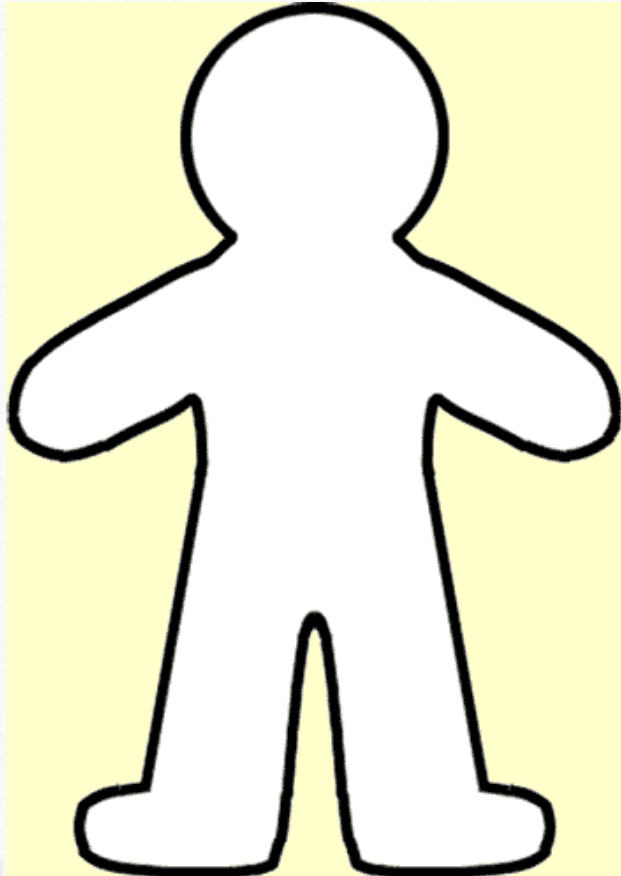
Blank box for drawing or illustration.

Blank box for signature or name.



'The Journey'

Role on the Wall



Activity #2:

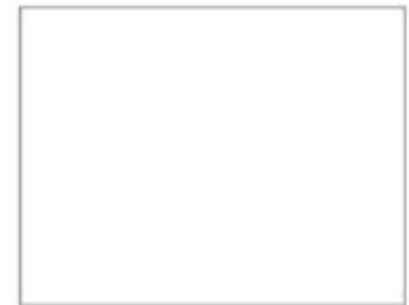
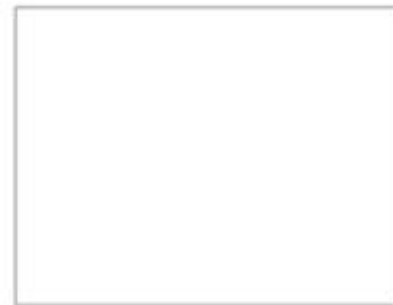
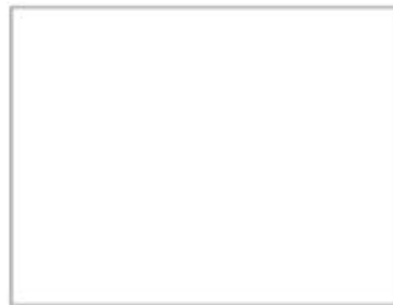
Story Board (Drama / Role Play)

Children to create story map of events within the text:

- Family are sitting by the beach when war begins
- Family begin to flee from city
- Family are stopped at the border
- Family hide in the forest
- Travel across the sea
- Travel across borders on train

Children to act in groups of six to recreate on of the scenes (can be freeze frame or acted with speech)

Teacher to film each scene on one iPad and put together in iMovie



'The Journey'

'THEY ARE MIGRATING JUST LIKE US'

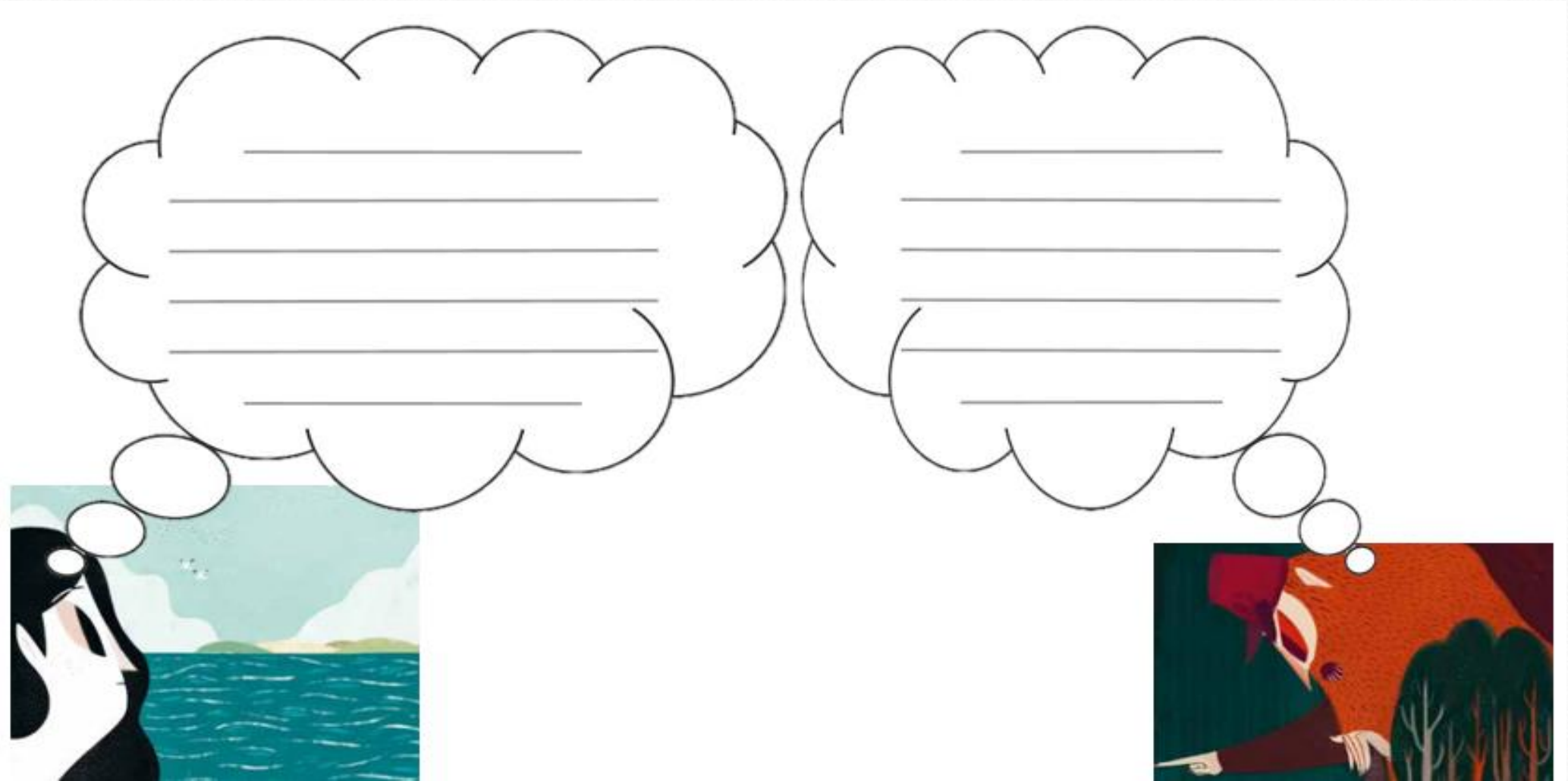
- What does migrating mean?
- The story ends without telling us if the family find a safer life. Why?
- Does this story have a happy ending? Why do you think so?
- Why has the author drawn the family riding on the neck of a bird?
- Is war ever a justified idea?
- Is it possible for war to have no negative impacts?
- Who suffers the most from war?

Challenge: Can the children design their own P4C Style question to discuss with the rest of the class? Decide on one as a class

Children to record thoughts / questions on bubble text



'The Journey'



Can you tell which of these VIPERS skills is related to these questions from SATs tests?

4 Look at page 4.

Find and copy one word which shows that Joe is angry.

5 Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.

The first one has been done for you.

A cub eats bamboo for the first time.

☐

7 What is Joe's mother thinking after she reads the letter?

Tick one thought.

I'm happy that the boys have finished their breakfast.

☐

I don't want the boys to realise how upset I am.

☐

11 Look at the sign from the story.

Who has produced the sign?

(b) Explain why the flowers that are not bee-friendly do not attract bees.

39 What impressions do you get of the relationship between Piper and Micah?

Give two impressions, supporting your answer with evidence from the text.

1. _____

2. _____

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise

At Pickhurst, we are a 'Reading for Pleasure' School



At Pickhurst, we are a 'Reading for Pleasure' School

