



# English at Pickhurst

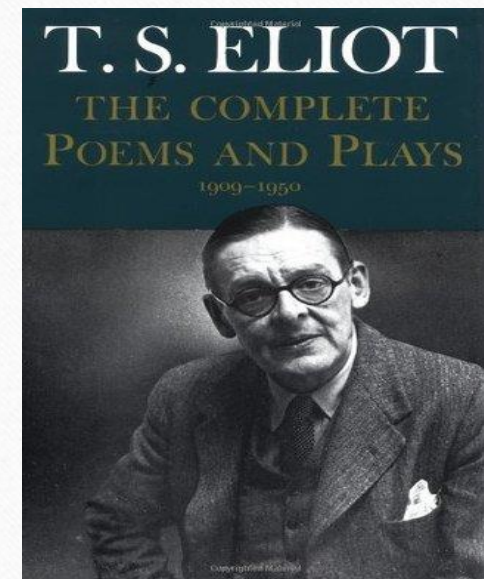
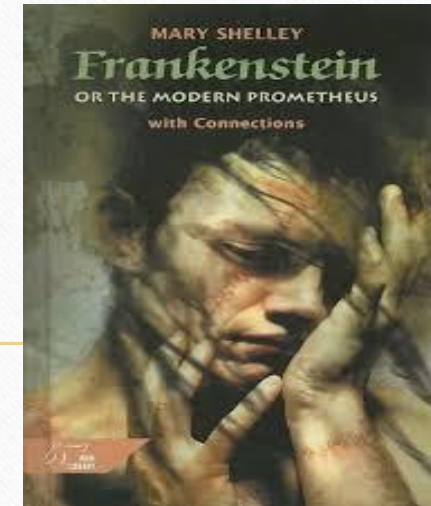
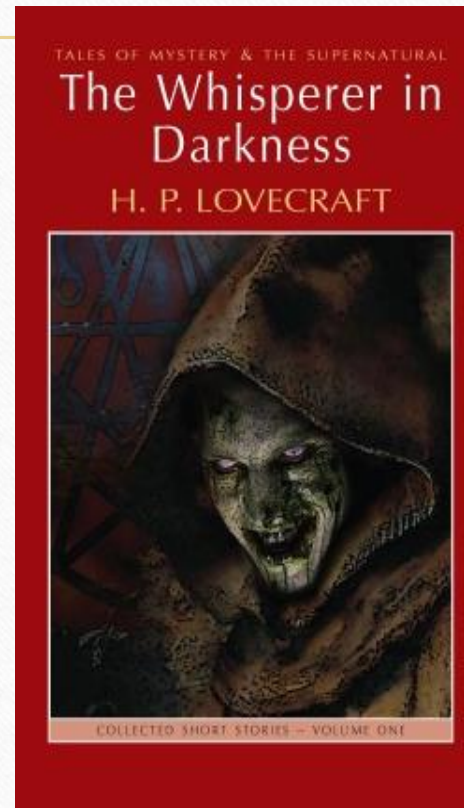
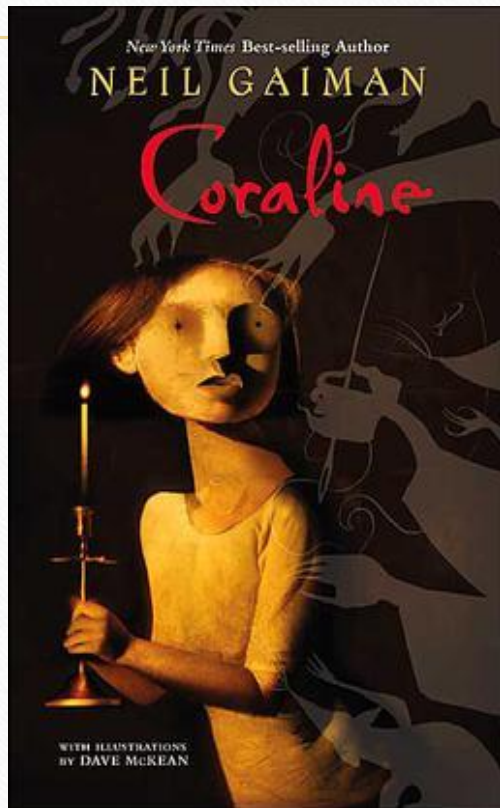
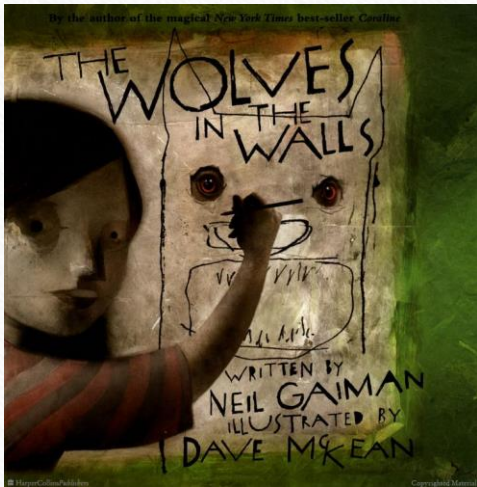


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9:10 – 9:40: How is English taught at  
Pickhurst?

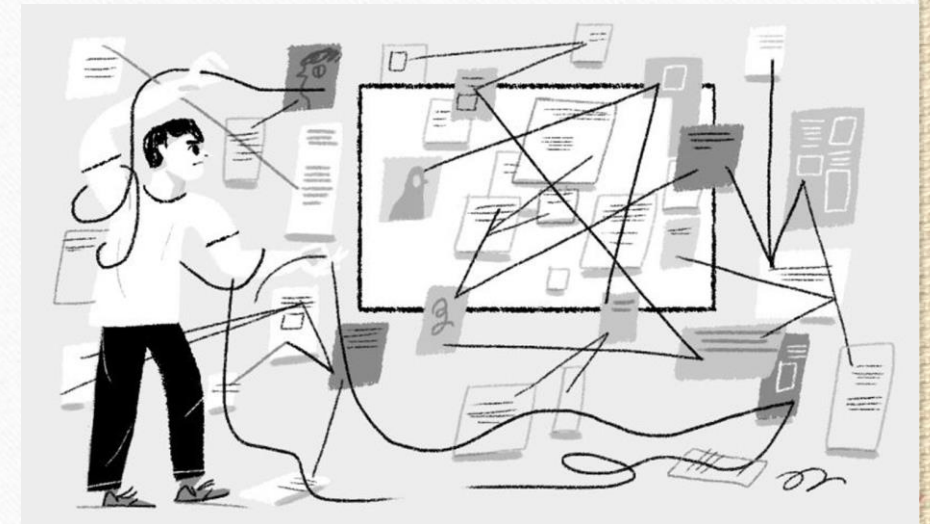
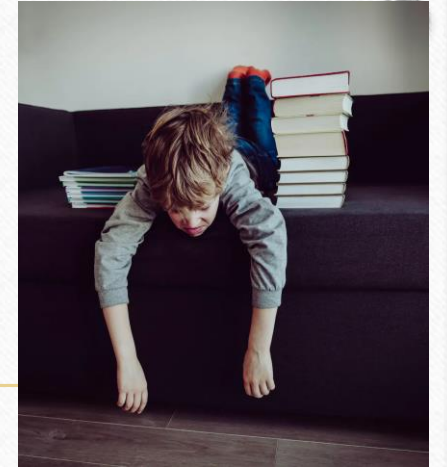
9:40-10:10: Classroom Visits

# My relationship with Reading...



# My journey as a Reader...

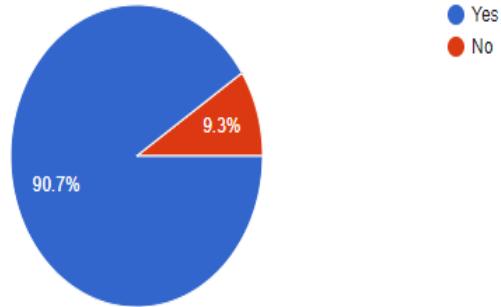
- 'Reluctant reader'
- Enjoyed a limited selection of books as a child
- Preferred writing stories to reading them
- Distraught at the thought of having to read out-loud in class
- Took inspiration from my teachers in secondary
- Prefer to read for meaning rather than read for pleasure



## English Survey

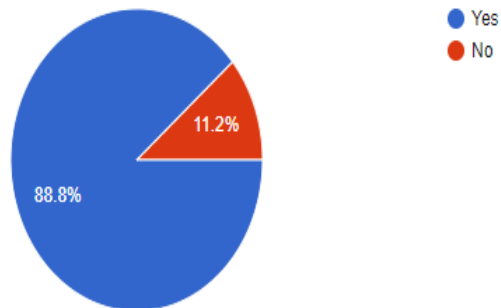
1). Do you enjoy reading at school?

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

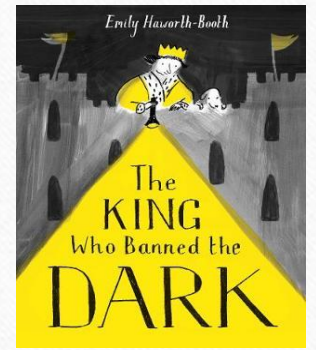
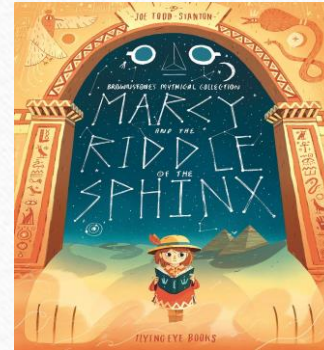
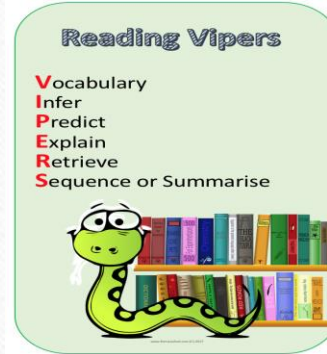
### Key vocabulary

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

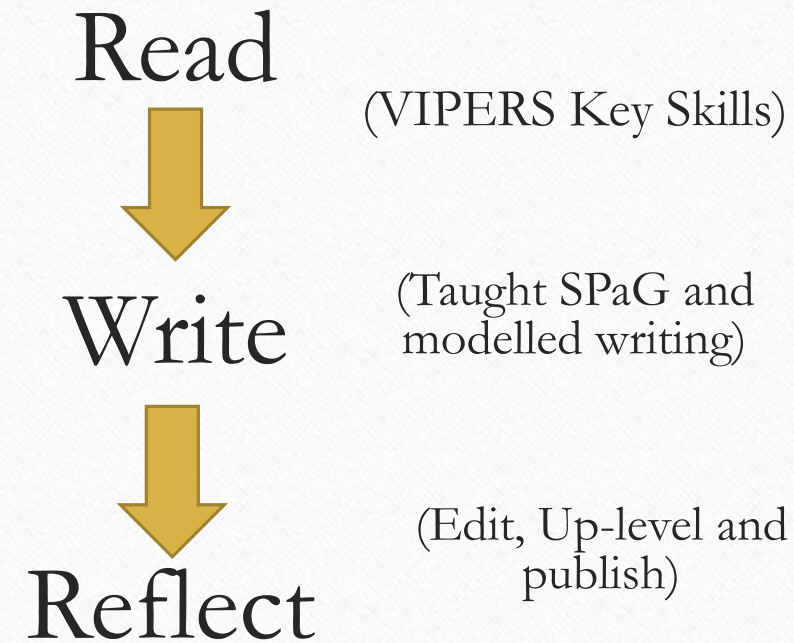
Word	Definition
Reconstruction	the act of reconstructing, rebuilding, or reassembling
Archaeology	the study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
City state	a city that with its surrounding territory forms an independent 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 Upper 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 5 – Autumn 2 Curriculum Map

## The Highwayman by Alfred Noyes

Autumn 2- Narrative poem (fiction)



Reading Objectives* I will be able to...	C	T
V - to 'read around the word' and explore its meaning in the broader context of a section or paragraph.		
I - infer characters' feelings, thoughts and motives, giving evidence to support the point.		
P - make predictions based on details stated and implied, justifying them in detail with evidence from the text.		
E - explain how content is related and contributes to the meaning as a whole.		
R - confidently skim and scan, and use the skill of reading before and after to retrieve information.		
S - begin to make connections between information across the text.		
Prepare poems to read aloud and to perform, showing intonation, tone and volume		

Spelling objectives* I can ...	C	T
Spell words with silent letters		
Spell modal verbs		
Spell words ending in -ment		
Spell adverbs of possibility and frequency		
Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary		

Writing Objectives* I can...	C	T
Plan my writing by using similar writing (poems) as models for my own		
Draft and write by selecting appropriate grammar and vocabulary to enhance meaning		
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, apostrophes, question marks and commas.		

Punctuation and grammar objectives* I can use...	C	T
Relative clauses- including punctuation to indicate this		
Parenthesis (brackets, dashes and commas)		
Modal verbs		
Adverbs of possibility and frequency		
Apostrophes for possession and contraction		
A range of clause structures in various positions within sentences		

# Year 6 – Autumn 2 Curriculum Map

## The Explorer by Katherine Rundell

Autumn 2 - Narrative Chapter Book (fiction)




Reading Objectives* I will be able to...	C	T
V - explain the meaning of new words in the text, using what I have already read to help		
I - infer characters' feelings to discuss how they change and develop throughout the text		
P - confirm and modify my own predictions as I read on		
E - figurative language and how it is used for effect		
R - confidently skim and scan, and use the skill of reading before and after the word to retrieve information.		
S - summarise information from across a text		

Spelling objectives* I can ...	C	T
Spell words ending in -ably		
Spell words ending in -ibly		
Spell words based on common words		
Spell words using the prefixes micro- and mini		
Join a prefix ending in a vowel to a root word beginning with a vowel.		
Use dictionaries and thesauruses to check the spelling and meaning of words		

Writing Objectives* I can...	C	T
Plan my own settings and characters using what I have read to help me		
Draft and write by describing settings, characters and atmosphere		
Draft and write by including dialogue to convey character and advance the action		
Give feedback on mine and others' work to improve it.		
Proof-read for punctuation errors, including the use of inverted commas, commas, question marks and semicolons.		

Punctuation and grammar objectives* I can...	C	T
Use organisational devices to guide the reader		
Identify and use different sentence types: simple, compound, complex		
Use semicolons to separate main clauses		
Use direct speech to show character interaction		
Use commas to create clarity		
Link ideas across paragraphs using adverbials		

## Pickhurst - Year 6 English Curriculum Map

YEAR 6 Autumn 1 Curse of the Maya / Rain Player 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Learning Intention:</b> Linked to Learning Aims for English	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Identifying how language, structure and presentation contribute to meaning  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Retrieving, record and present information from non-fiction	To compose a narrative written from another character's point of view  Increase familiarity with a range of books
<b>Taught Reading Skill</b>  Children will understand what they've read by:	Vocabulary focus:  Children to 'read around the word' and explore its meaning in the broader context of a section or paragraph. They are also able to draw on the understanding of the morphology and etymology of language to support their understanding.	Inference focus:  Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They can independently draw evidence from more than one place across a text.	Prediction focus:  To make predictions supported by relevant evidence from the text.  Children confirm and modify predictions as they read on	Explain focus:  To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	Retrieval focus:  Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.	Summary focus:  To draw out key information and to summarise the main ideas in a <u>text</u> .
<b>Speaking and Listening</b>	Listen and respond appropriately to adults and peers Ask relevant questions to extend their understanding and knowledge	Use relevant strategies to build their vocabulary  Articulate and justify answers, arguments and opinions	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  Speak audibly and fluently with an increasing command of Standard English	Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listener(s)	Consider and evaluate different viewpoints, attending to and building on the contributions of others  Select and use appropriate registers for effective communication

## Pickhurst - Year 6 English Curriculum Map

YEAR 6 Autumn 1 - Curse of the Maya / Rain Player 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Writing Skills:</b>  <u>SPaG</u> Focus	Fronted adverbials (time, place and manner)  Modal Verbs, Subjunctive Mood	Noun phrases, verbs choices  Direct speech	Verb tenses (including simple, progressive and perfect)	Organising ideas into headings	Relative Clauses	Parenthesis
<b>Spelling Focus:</b>	Cious / tious word endings (suffixes)	Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy	Adjectives ending in -ant into nouns ending in -ance/-ancy	Adjectives ending in -ent into nouns ending in -ence/-ency	Words ending in -able	Words ending in -ible
<b>Writing Outcomes</b>	Setting descriptions  Instruction writing	Diary entry  Character description	Non-chronological / Newspaper report	Non-chronological / Newspaper report	Debate / Discussion text (plan and begin writing)	Debate / Discussion text (re-draft, edit and publish)

# Developments from LKS2 to UKS2

- Deeper engrossed focus on Key Reading skills
- Whole Class Reading Opportunities

## Reading Vipers

**V**ocabulary

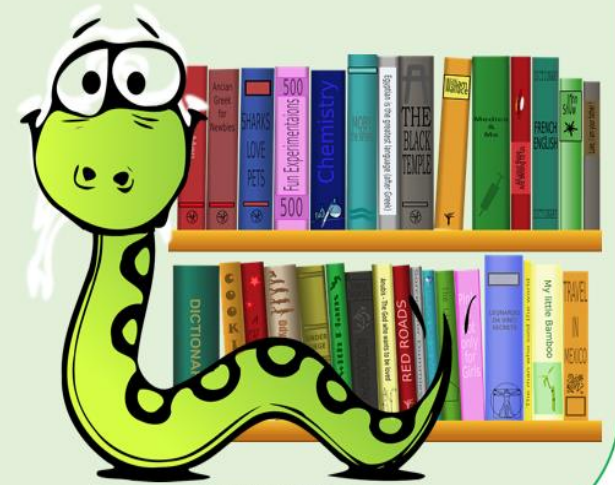
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**R**etrieve

**S**equence or Summarise



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# Reading Skills VIPERS

- Key skills can be taught with stylistic 'SATs' style questions at a pictorial / visual level at Lower KS2. This progresses to text level as they progress up the school.
- What does it look like?

## Reading Vipers

**V**ocabulary

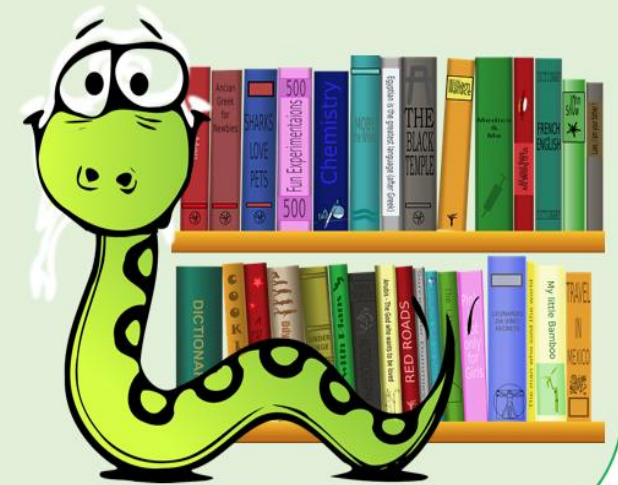
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**S**equence or Summarise



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What three questions do you have about this image?

Mr Barrett says that this 'creature' looks pleased. Do you agree or disagree?



Introduce the image / gather initial ideas



Questions about words surrounding the image.

1. What does the word 'puzzled' tell us about this image?

2. Tick which box is closest to the meaning of 'puzzled'

Joyful ☐ Perplexed ☐

Sporadically ☐ Content ☐



## Vocabulary Questions:



Questions about making conclusions about something using evidence

1. How is this 'creature' feeling? How do you know?

**I can infer that** this creature is feeling shocked **because** its eyes are wide open and its eyebrows are raised



## Inference Questions:



Questions about making using evidence to determine what could happen next

1. Where do you think this 'creature' is going?
2. What do you think happened straight after the creature looked up?

**I can predict that** this creature is going to run away **because** it looks as if it has seen something frightening.



## Prediction Questions:



# How does this develop through KS2?

- By the end of KS2, children should have a firm understanding of these key skills and be fluent in applying them to written text; much like how it will be presented in the Year 6 SATs.

## Reading Vipers

**V**ocabulary

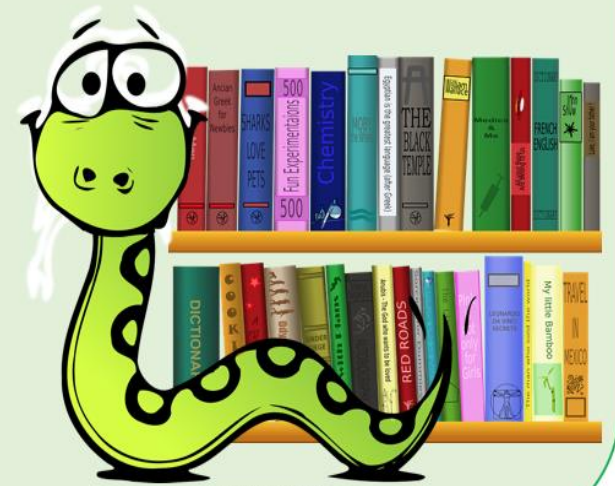
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**R**etrieve

**S**equence or Summarise



## Writing to entertain (LKS2)

### Text Types

- Stories
- Descriptions
- Poetry
- Characters/settings

### Text Features

- Detailed description
- Use paragraphs to organize in time sequence

### Other Style Ideas

- Opportunities for comparing different forms of past tense (progressive and simple)

### Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,  
*Without a sound... After a moment...*
- Use **expanded noun phrases** to add detail & description  
*...the dark gloomy cupboard under the stairs...*
- Use **subordinate clauses** to add detail or context  
*Although Theseus was scared, he prepared to enter the maze.*
- Use **nouns & pronouns** for clarity and cohesion  
*They crept into Minos's great labyrinth. Inside the maze...*

### Adverbials

Soon Meanwhile As...  
The next day... Later...  
Carefully Without a thought...

### Conjunctions

if when because while  
as until whenever once

### Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**,  
*Mum asked, "Will you be home for tea?"*
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis



## Writing to entertain (UKS2)

### Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

### Text Features

- Detailed description
- Use paragraphs to organise in time sequence

### Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

### Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.  
*Although Theseus was scared, he prepared to enter the maze.*  
*Theseus, although he was scared, prepared to enter the maze.*
- Use **relative clauses** to add detail or context,  
*Amy grabbed the torch, which she'd strapped to her belt, quickly.*
- Use a wide range of sentence structures to add interest

### Adverbials

Meanwhile Later that day Silently  
Within moments All night Nearby  
Under the treetops Never before  
-ing openers -ed openers

### Conjunctions

if when because while  
as until whenever once  
since although unless rather

### Punctuation Content

- Use **brackets** for incidentals,  
*Amy saw Katie (her best friend) standing outside.*
- Use **dashes** to emphasise additional information,  
*The girl was distraught - she cried for hours.*
- Use **colons** to add further detail in a new clause,  
*The girl was distraught: she cried for hours.*
- Use **semi-colons** to join related clauses,  
*Some think this is awful; others disagree.*





Jack and  
Caitlin

Headline

7. order

Caption

past  
times



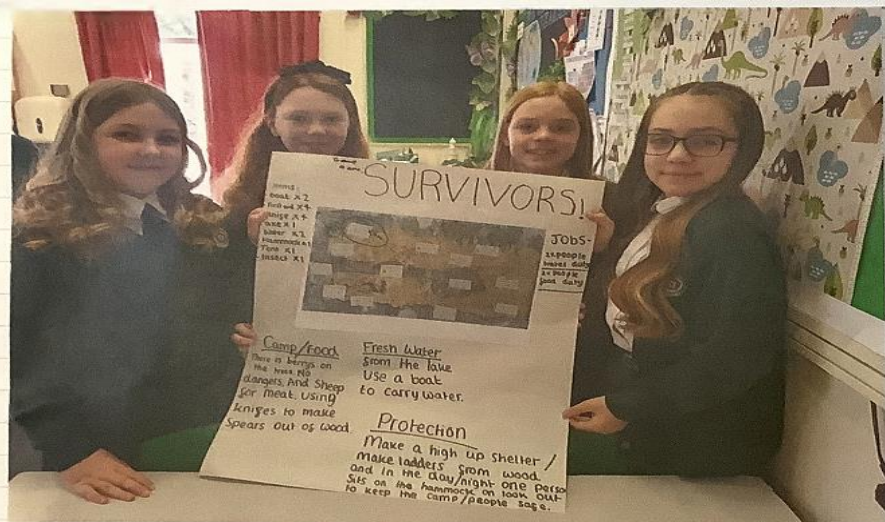
# What do English lessons look like at Pickhurst?





# What do English lessons look like at Pickhurst?





Great team work, I have no doubt that you would survive!

C/I  
ΔΔ L.O.

Thursday 11<sup>th</sup> March 2021

To write a set of survival guidelines.

Where would I set up camp?

We would set up our camp wherever is easiest to get food and water going As long as there are no bad things that could happen nearby but we would choose to set up close towards food and water because if we chose not to be close to food and water then I could get into trouble on the way and that could delay the journey and then I could starve and get extremely thirsty and then I could die, so that is why I advise for the people in the future to head towards the place that is safest to set up camp at.

What resources (things you need) are around? How will you be able to collect them?

Is, you are wanting some advice on how to survive in the Amazon you have come to the right person, the items that you are most likely to

## A GUIDE TO SURVIVAL

### Equipment:

- Pot/container
- lighter
- first aid kit
- some kind of weapon
- Fishing rod
- Rope

If you don't have any of the items listed then don't worry, you can use the materials around you.

### Where would I set up camp?

I would set up camp somewhere near a river so it is easy to collect water, I would make sure that I am surrounded with trees so I could have easy access to food and wood. Once you have found a good place for camp, make sure that only safe animals are near you who you can eat. If dangerous animals and tribes, this so you won't be eaten.

What resources (things you need) are around?

If you come prepared then GOOD if you didn't come prepared then DONT WORRY, you can always make useful things with your surroundings. To survive, you will need some sort of source to create a fire, (eg: stones sticks, grass (a lighter), a bowl, plate pan or pot to boil water of food, some kind of Medical Protection, a weapon to cut wood or to defend your self and for hunting. If you didn't come prepared then you could use leaves and wood and vines as bandages, a coconut shell as a bowl, and to make a weapon you could use wood or even an animals tooth! To get clean water you can either boil it or use a clean sock, moss, sand and grass to filter it.

### How to make a shelter.

#### Materials:

- wood
- grass
- vines
- leaves
- sticks

#### Instructions:

1. Gather the sticks and wood together, line them next to each other and tie together using vines.

2. Make a tent shape with with two of the bases made in step 1. Congratulations you have a tent.

ΔΔ

Monday 15<sup>th</sup> March 2021

## The Explorer:

### Characters!

### Fred

(age 17-18)

- Proactive → Build Shelter
- Protagonist → Leadership Qualities
- Caring

Names: Zack, Raphael, Theo, Teddy, Lina, James, Zachary, William, Scott

### Con

(age 14-15)

- 'Pessimist' character
- "I will kill you!" → Very fiesty
- Objective → matter of fact
- Trust issues

Names: Ava, Shannal, Kailey, Poppy, Iona, Henry, Matilda

### Max

(age 7/8)

- Very Scared!
- Young = Vulnerable
- Eats hair
- "Sheltered"

Names: Ella, Adriana, Joseph, Bethany, Evie, Harley, Noah, Dylan, Beckett

### Lila

(age 11-13)

- Loving/caring
- 'Optimistic' character

Names: Lavinia, Saskia, Emily, Emma, Ella

## The Explorer by Katherine Rundell



### THE GREEN DARK

Fred wondered, as he ran, if he was dead. *But*, he thought, *death would surely be quieter*. The roar of the flames and his own blood vibrated through his hands and feet.

The night was black. He tried to heave in breath to shout for help as he ran but his throat was too dry and ashy to yell. He jabbed his finger into the back of his tongue to summon up spit. 'Is anybody there? Help! Fire!' he shouted.

The fire called back in response; a tree behind him sent up a fountain of flames. There was a rumble of thunder. Nothing else replied.

A burning branch cracked, spat red, and fell in a cascade of sparks. Fred leapt away, stumbling backwards into the dark and smacking his head against something hard. The branch landed exactly where he'd been standing seconds before. He swallowed the bile that rose in his throat and began to run again, faster and wilder.

Something landed on his chin, and he ducked, smacking at his face, but it was only a raindrop.

The rain came suddenly and hard. It turned the soot and sweat on his hands to something like tar, but it began to quench the fire. Fred slowed his run to a jog, then to a stop. Gasping, choking, he looked back the way he had come.

The little aeroplane was in the trees. It was smoking, sending up clouds of white and grey into the night sky.

He stared around, dizzy and desperate, but he couldn't see or hear a single human, only the fernlike plants growing around his ankles, and the trees reaching hundreds of feet

L.O: To make and modify predictions about characters based on their actions

Today, we will be reading Chapter 7:  
'The Raft'

Key questions to consider before we read:

1. What challenge will the children have to face now?
2. Why would they build a raft?
3. Will each member of the group be helpful in this? Who would be for / against this idea?

What is our Reading Strategy?

To modify, and make changes to, initial predictions about characters and their actions as we read on in the story



L.O: To make and modify predictions  
about characters based on their actions

With the person next to you, reflect on your own experience. What could be challenging about having to build a 'raft'?

What steps would you take to solve this problem?



L.O: To make and modify predictions  
about characters based on their actions

How do you think each character would react to this  
challenge?

On your whiteboard, put one way you think each  
character could react.



Fred	Lila
Con	Max

L.O: To make and modify predictions about characters based on their actions

Task 1: In your books, write your predictions for this chapter using the questions to help you.

We will complete the two chili challenge together after we have read the chapter as a class!



Reading Focus: Prediction:

Reading Strategy: Modify predictions about character actions as we read on in the story

**Chapter 7: 'The Raft' (before reading)** 🌶️



1. What does the chapter name 'Raft' suggest about the challenge the children are going to face next?
2. Who, out of the four children, do you think will be the most helpful? Explain why.
3. Who, out of the four children, do you think will be the least helpful? Explain why.
4. Do you think the children will be able to succeed in this making a raft as a team and sailing to Manaus? Explain your reasons why.

← 10 mins

L.O: To make and modify predictions  
about characters based on their actions

Put a grid like this on your whiteboard:  
As we read the chapter together, give each character a tick every time they do or say something helpful; and a cross every time they aren't being helpful.

Fred	Lila
Con	Max



Challenge: Can you use quotes / evidence from the text as we read and add this to your whiteboard?

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.

\_\_\_\_\_

11

Look at the sign from the story.

Who has produced the sign?

\_\_\_\_\_

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

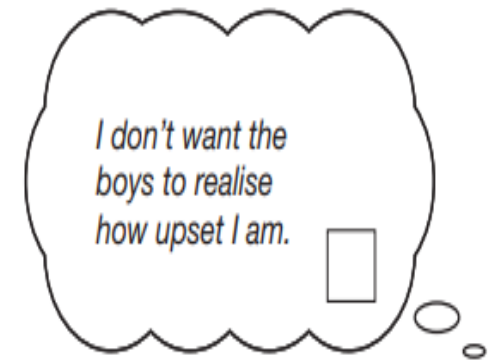
**R**etrieve

**S**equence or Summarise

7

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

Tick **one** thought.



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

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. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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.

☐

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise

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

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# Reading Environments

