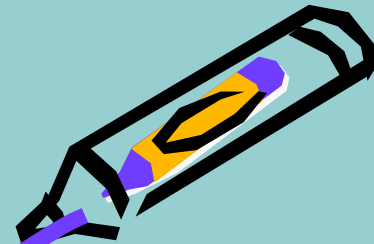


# KS2 Literacy

Braywood C. of E. First School  
Mrs Farley and Mrs Walker



# Reading

- Importance of hearing your child read every night; even if your child is a fluent reader share a book.

Literacy expert Pie Corbett says, 'Unsurprisingly, the best writers in any class are always readers. Reading influences writing.'

Discuss the story together:

- what do you think is going to happen next?
- look at the punctuation used
- encourage them to read with expression
- if tired, take it in turns to read

- Ebooks scheme - Bug Club



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# KS2 Literacy Curriculum

## Non-fiction

- Reports and article writing
- Instructions
- Explanation and information texts
- Persuasive writing: adverts, flyers
- Letters written for a range of purposes to recount, explain, enquire, congratulate and complain
- Use of thesauruses and dictionaries

## Fiction and poetry

- Myths and legends
- Poems based on common themes e.g. seasons, animals, families, feelings, viewpoints
- Classic and modern poetry including poems from different cultures and times
- Range of poetry in different forms e.g. haiku, couplets, monologues, prayers

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# Assessment - sentence progression

- Use conjunctions to join compound sentences
- Use question marks, exclamation marks and commas in a list with accuracy
- Use interesting vocabulary varying the use of verbs for effect, keeping the tense consistent.



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# Sentence progression

- Use a range of adjectives, adverbs, verbs and nouns/noun phrases in writing and consider the impact on the reader.

Use adjectives and adverbs to create variety and add interest for the reader.

- Compose a complex sentence, using a subordinate clause (two verbs)  
e.g. The girl, who was standing by the door, had red hair.



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# Sentence progression

- Begin to use commas to separate phrases and clauses in sentences. E.g. As I let myself in through the front door, I could hear the dog barking in the garden.
- Use dialogue, layout and punctuation with increased accuracy.
- Use different sentence types, including simple and complex sentences in writing.
- Can use subordinate clauses to add detail to complex sentences
- Understand how to make effective use of a variety of sentence and phrase lengths to ensure impact (ie complex sentences of description; short sentences to create tension).



# Phonic fun!

- Year 3 and 4 – two ability groups in each class
  - timetabled before literacy lesson
- Working on nationally recognised Ruth Miskin 'Read Write Inc' scheme
  - Group 1 - Reading/phonic work/editing a sentence
  - Group 2 - More spelling rules/phonic work/dictation
  - Use 'Get Spelling' book
    - Focus each week on different sound group
    - Eg ee: 'ee', 'ea', 'e' and 'y'



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# Phonic fun!

Children work out which words belong to which sound:

- 'ee' -- agreee, disagreee, nineteeen,
- 'ea' -- speak, leave, please, beautiful
- 'e' -- hee, shee, wee, mee
- 'y' -- happyy, uglyy, bodyy
- Children asked to come up with their own words to add to each list
- Spellings to learn are taken from that week's sound
- Use mnemonics to remember some red words
  - E.g. said - **S**anta **a**rrives in **D**ecember
- Weekly spelling test to focus on that week's sound plus high frequency words and red words.



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# Phonic fun!

- Use 'Fred Talk'
  - Encourage your child to 'sound out' a word that they cannot read using 'Fred fingers'
  - again = a-g-ai-n
- Red words
  - Non-phonetic words that cannot be sounded out and just need to be learnt
  - E.g. said, great, laugh, bought, thought
  - Repetition important - keep saying 'spell said' or 'spell went' to help your child



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# Explanation text writing (using Pie Corbett 'Talk for writing' method)

- Lots of talk/preparation to do before putting pencil to paper!
- Key steps

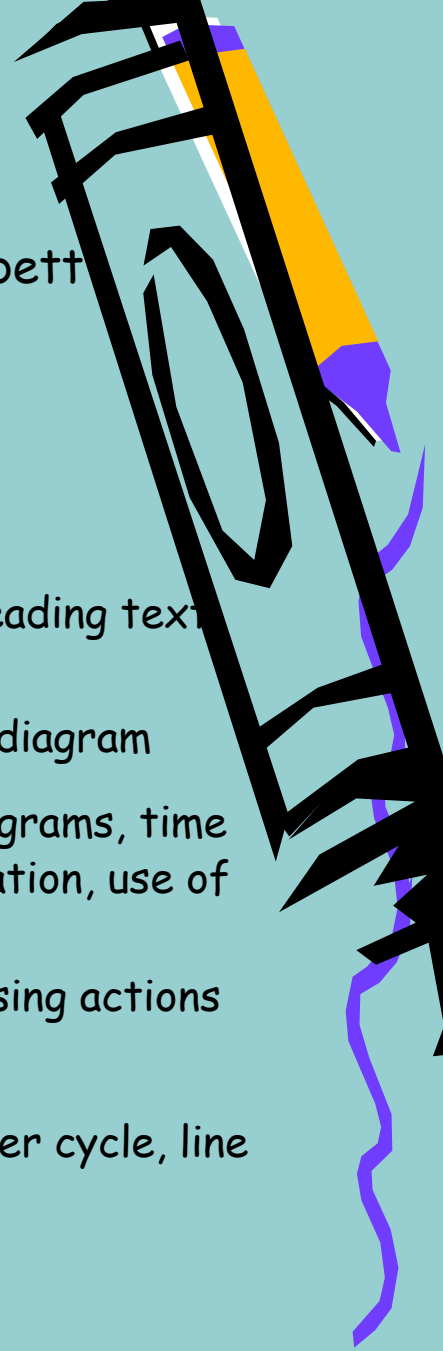
**STEP ONE** reading examples of the genre - familiarisation  
with explanation writing - comprehension about 'Water' and reading text  
about India

**STEP TWO** picking out key features of the genre - mapping diagram

e.g. writing in present tense; use of bullet points, subtitles, diagrams, time  
connectives (firstly, after that, next, lastly, finally....), punctuation, use of  
question as title etc...

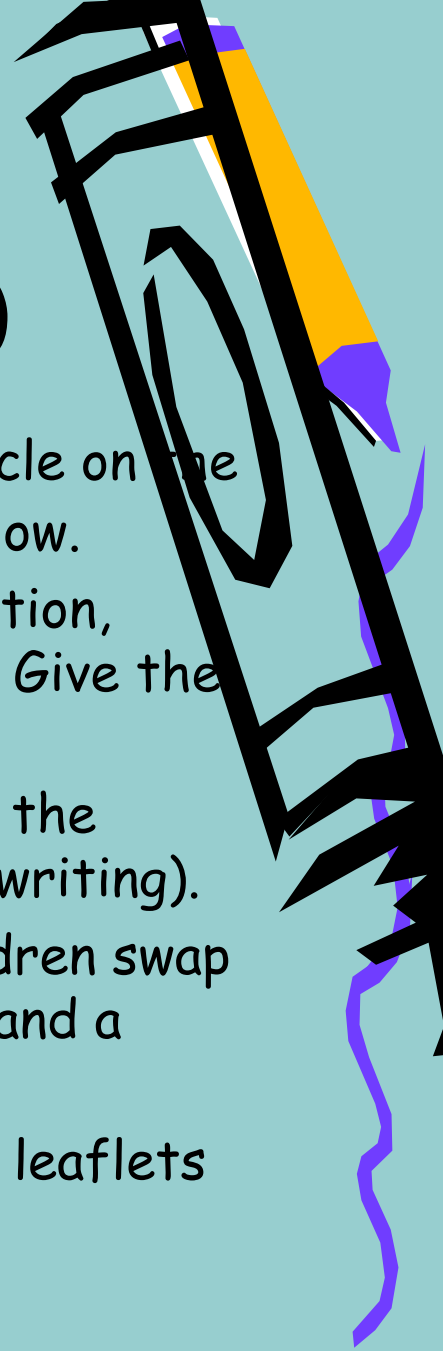
**STEP THREE** children learn the steps of the Water cycle, using actions  
to help them remember.

**STEP FOUR** Class shared explanation writing about the Water cycle, line  
by line sharing ideas.



# Explanation text writing (ctd...)

- **STEP FIVE** Box up the key steps of the water cycle on the flipchart so children have a clear structure to follow.
- Write up key words such as evaporation, condensation, precipitation and collection on the 'magpie board'. Give the children as many tools as possible to help them.
- **STEP SIX** Children write their own leaflet about the Water Cycle in writing journals (a rough book for writing).
- **STEP SEVEN** All important **editing** process - children swap work and edit each others using a coloured pencil and a checklist.
- **STEP EIGHT** Children write up their Water cycle leaflets (finished leaflets on display in classroom!)



# Examples of work

- When children are unsure of a spelling they are encouraged to '.....' underneath. This shows they are aware that it might not be correct.
- Read your child's Water Cycle leaflet at Parents' Evening!
- Once genre finished, children will read their work with expression to the class so all can enjoy.

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