

# HIAS English Team

## Step Up to Catch Up English Curriculum

### Year 3

**A 12-week plan to support schools  
(post COVID-19 lockdown)**

**Principles and guidance for planning once children return to school**

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Final version

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# HIAS English Team

## Step Up to Catch Up English Curriculum

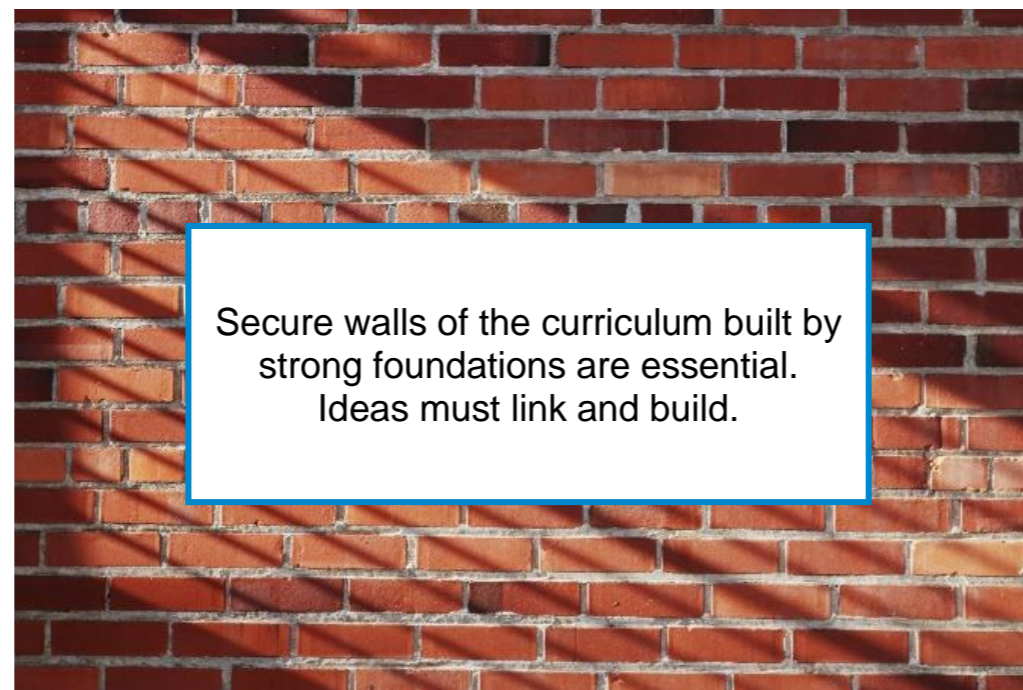
### Introduction

Before schools return to 'normal' there needs to be clear pedagogical thinking about how learning will be planned for in the autumn. Even if schools return at some point/ in some format during the summer term, children will potentially have significant gaps when starting their new year group in the autumn – whenever that may be. This document aims to support teachers in the thinking and preparation that can be explored in advance, giving teachers the confidence to plan and teach effectively after such unprecedented circumstances.

It is important that all children achieve sufficiently secure foundations to their understanding and that Covid-19 does not leave a legacy of 'gaps' for years to come. However, the good news is, the English curriculum is both cumulative and recursive. Every time we read and write we draw on the same set of skills. As fluency increases in the basic skills we introduce nuances and explore the impact of these. The National Curriculum identifies a clear progression in skills so teachers just need to 'notice' where they are not yet embedded from the previous year and enable opportunity to do so in a rich and engaging environment.

#### Questions to consider:

- What attitudes to learning and habits for learning will have been lost / gained and therefore may impact length of tasks, types of tasks children can access?
- Which children / groups will have continued to make progress at home, which will have made little / no progress?
- Which children will not be ready to learn initially on return to school and which children will be desperate to learn again and want to be challenged?
- What can you assume, what do you know and what do you not know about the answers to the questions above?
- What will your level of expectations be on day one, week one, week 4?
- What stimulus will hook children into wanting to write (again)?

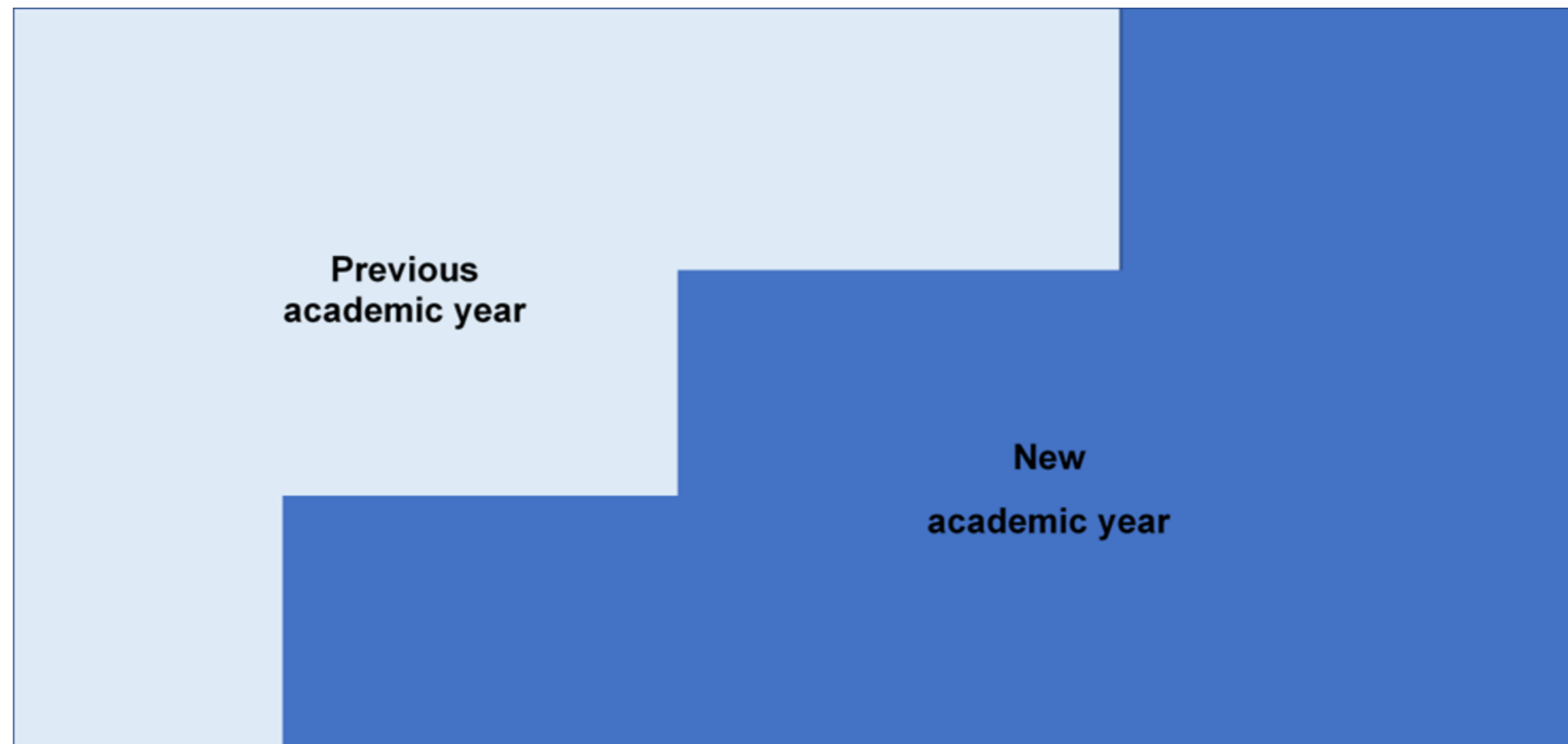


### **Guiding Principles of the HIAS Step Up to Catch Up English Curriculum:**

- To quickly establish starting points for individuals
- To revisit key learning from the previous year's curriculum
- To quickly close the most vital 'gaps' in knowledge, skills and understanding
- To focus on the more complex aspects of the previous year's curriculum which is unlikely to have been covered or sufficiently understood initially and then slowly increasing content from the new academic year as appropriate (see diagram)
- To align the revision and catch up coverage with the new year's curriculum so that it is sequential and progressive, and enables pupils to catch up fully in the academic year 2020-2021
- To identify text-drivers that will 'bridge' the gaps between year groups/key stages and enable the focused curriculum content to be delivered rapidly
- To challenge and uncover misconceptions, hesitancy of knowledge and unreliability in skills
- To remain highly receptive and adaptive to feedback from children's learning on a daily basis
- To adopt and adapt the HIAS examples in this document to meet the needs of individual schools and cohorts
- The National Curriculum statements identified from the previous year group are essential to securing progress from one year group to the next, however internal assessment and knowledge of the pupils takes precedence over suggestions in this model.

### **Establishing starting points:**

- What tasks and activities should be planned for initially so teachers can quickly assess starting points to ensure optimal progress?
- Where are the 'gaps' in knowledge, understanding and skills in writing?
- What needs to be consolidated and revised immediately?



## Year 3 Writing Specific Guidance

**Units of work in the Step Up to Catch Up Curriculum are driven by the need to support the unusual post lockdown transition, and therefore initially will not follow normal HIAS three stage learning journeys for writing. The need to fill curriculum gaps will drive tasks and outcomes in units rather than a text or specific genre, as we would normally advise.**

### **Key learning:**

For any pupils who have not yet secured their phonics knowledge into spelling, the teaching and application of phonics is of paramount importance. These pupils will require daily, age-appropriate phonics intervention to ensure they close the gap as quickly as possible.

Many other aspects of spelling are secured in Year 2, in particular suffixes, homophones and spelling patterns. Opportunities for children to complete and revisit the National Curriculum are essential and opportunities to apply across the curriculum will need to be considered and planned. To provide children with the tools to write effectively for a range of audiences, children will need to return to sentence structure and a range of sentence types need to secure fluency in the fundamentals of the KS1 curriculum for writing.

### **Text driver choices:**

Suggested text drivers for writing in the Step Up to Catch Up curriculum have been selected to provide high quality, but accessible models e.g. picture books for older readers with good quality vocabulary. Texts at the beginning of the sequence are based on alternative versions of traditional tales that the children may be familiar with and cyclical text structures. The intention is to embed an understanding of story structure. The text drivers become increasingly more complex over the twelve weeks, including different viewpoints.

### **Writing outcome choices:**

In the Step Up curriculum, the writing outcomes are initially shorter, building on to longer pieces of writing. They provide opportunities to build writing stamina and become progressively more challenging. For many of the writing outcomes the children will need to make inferences on the character's thoughts and feelings. There are opportunities for the children to build on key skills. For example, in the book 'Tidy' the children will write a setting description based on a familiar setting and for the final book, 'Meerkat Mail', the outcome is a persuasive setting based on a location in the text. Writing learning journeys are pacy and high interest, lasting between 1-2 weeks and with regular opportunities for Assessment for Learning.

### **AfL:**

The task design of initial writing outcomes are intended to motivate and engage children in writing again based on a rich hook. Short open-ended tasks will enable teachers to skilfully identify what children have retained during home schooling and offer a baseline moving forward, whilst rebuilding stamina for writing.

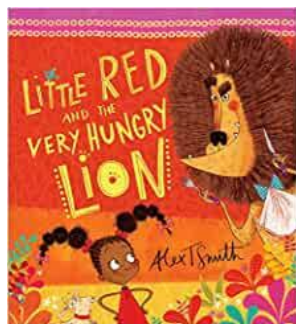
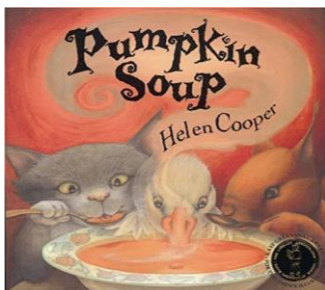
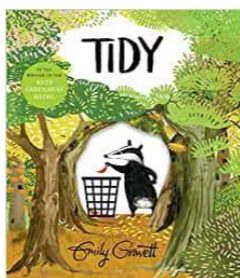
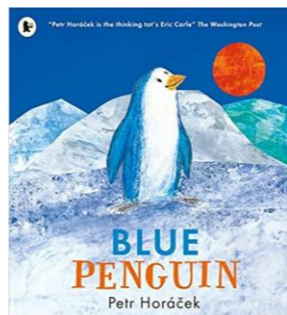

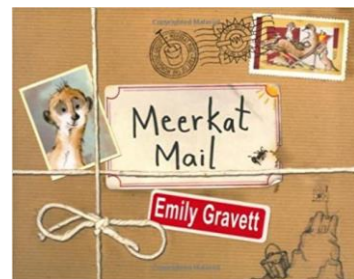
**Adopt and adapt the text choices, writing outcomes and individual National Curriculum statements to meet the needs of individual schools and cohorts**

Y2 Step Up to Catch Up planning schedule						
	Word Reading	Comprehension	Transcription	Handwriting	Writing Composition	Vocab, grammar & punctuation
Year 2	Read words containing common suffixes	Check that the text makes sense to them as they read and correcting inaccurate reading	Learn to spell more words with contracted forms	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils	Use subordinating conjunction (when/ if/ that because)
	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Use the possessive apostrophe (singular) [for example, the girl's book]	Start some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	<b>Section of relevant content shows an awareness of purpose and an emerging awareness of their audience</b>	Use co-ordinating conjunctions (or/and/ but)
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	<b>Use the context/grammar of the sentence to decipher new or unfamiliar words.</b>	Distinguishing between homophones and near-homophones		<b>Use adventurous vocabulary appropriate to task</b>	Use apostrophes to mark singular possessions in nouns
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation		Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly		Use sentences with different forms: statement, question, exclamation, command	Use apostrophes to mark where letters are missing in spelling
	Re-read these books to build up their fluency and confidence in word reading.				<b>Use a range of prepositions (behind, before, above, along)</b>	Use the present and past tenses correctly and consistently
Year 3	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	<i>Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (HAM R and E)</i>  <i>Read books that are structured in different ways and reading for a range of purposes (HAM T and C. NC comprehension)</i>  Asking questions to improve their understanding of a text	Spell words that are often misspelt (English Appendix 1)  Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Use simple organisational devices e.g. headings and sub-headings  Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  Draft and write an increasing range of sentence structures (simple and compound)	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  Choose adverbs and prepositions to express time, place and cause  Use conjunctions, adverbs and prepositions to express time and cause



				<p>Organise writing into logical chunks and write coherent series of linked sentences for each.</p> <p>In narratives, creating settings, characters and plot</p> <p>Vocabulary choices move from generic e.g. from 'dog' to 'terrier'</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p>
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Year Three - Step Up to Catch Up 12 week planning schedule

Text driver 1	Text driver 2	Text driver 3	Text driver 4	Text driver 5	Text driver 6
<p><b>Text:</b> Little Red and the Very Hungry Lion by Alex T Smith</p> 	<p><b>Text:</b> Pumpkin Soup by Helen Cooper</p> 	<p><b>Text:</b> Tidy by Emily Gravett</p> 	<p><b>Text:</b> Blue Penguin by Petr Horáček</p> 	<p><b>Text:</b> How Dinosaurs Really Work by Alan Snow</p> 	<p><b>Text:</b> Meerkat Mail by Emily Gravett</p> 
<p><b>Outcome:</b> Ensure the children are familiar with the story of Little Red Riding Hood. Having read the text, write Little Red's plan to stop the wolf.</p> <p><b>Outcome:</b> Write a character description of Little Red, consider the qualities and behaviours she has demonstrated.</p>	<p><b>Outcome:</b> Write a recipe for the best pumpkin soup!</p> <p><b>Outcome:</b> Consider the feelings of the animals in the book. Explore the themes of friendship and loneliness. Write a friendship charter for the animals, using commands.</p>	<p><b>Outcome:</b> Select an area of the school grounds, take photographs and write a setting description.</p> <p><b>Outcome:</b> For different areas of the school write an information guide including the wildlife that may live there, how they would use it and ideas of what the children in school can do to look after these areas.</p>	<p><b>Outcome:</b> Write a story of an animal feeling left out. Discuss the themes of friendship and loneliness. Refer to the friendship charter from Pumpkin Soup</p>	<p><b>Outcome:</b> Share information books on dinosaurs. Create your own dinosaur and write an information text in the style of the book.</p>	<p><b>Outcome:</b> Chose a setting from the book and write a persuasive description.</p> <p><b>Outcome:</b> Write a letter from one of Sunny's relatives inviting him to visit. Include parts of the persuasive description.</p>

Key Curriculum Coverage:	Key Curriculum Coverage:	Key Curriculum Coverage:	Key Curriculum Coverage:	Key Curriculum Coverage:	Key Curriculum Coverage:
<p><b>Year 2:</b></p> <p>Reading: Re-read these books to build up their fluency and confidence in word reading.</p> <p>Reading: Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Write expanded noun phrases to describe and specify.</p> <p>Use co-ordinating conjunctions (or/and/ but)</p> <p>Distinguishing between homophones and near-homophones</p> <p>Use commas to separate items in a list</p> <p>Use adventurous vocabulary appropriate to task</p> <p><b>Year 3:</b></p> <p>Reading: Asking questions to improve their understanding of a text</p> <p>In narratives, creating settings, characters and plot</p> <p>Draft and write an increasing range of sentence structures (simple and compound)</p>	<p><b>Year 2:</b></p> <p>Reading: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Reading: Use the context/grammar of the sentence to decipher new or unfamiliar words.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Section of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use adventurous vocabulary appropriate to task</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Use a range of prepositions (behind, before, above, along)</p> <p>Use subordinating conjunction (when/ if/ that because)</p> <p><b>Year 3:</b></p> <p>Use simple organisational devices e.g. headings and sub-headings</p>	<p><b>Year 2:</b></p> <p>Start some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use apostrophes to mark singular possessions in nouns</p> <p>Write expanded noun phrases to describe and specify.</p> <p>Use commas to separate items in a list</p> <p><b>Year 3:</b></p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use simple organisational devices e.g. headings and sub-headings</p>	<p><b>Year 2:</b></p> <p>Reading: Re-read these books to build up their fluency and confidence in word reading.</p> <p>Section of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use the present and past tenses correctly and consistently</p> <p>Write expanded noun phrases to describe and specify.</p> <p>Use adventurous vocabulary appropriate to task</p> <p>Use subordinating conjunction (when/ if/ that because)</p> <p><b>Year 3:</b></p> <p>Reading: Asking questions to improve their understanding of a text</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand</p>	<p><b>Year 2:</b></p> <p>Section of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use the present and past tenses correctly and consistently</p> <p><b>Year 3:</b></p> <p>Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (HAM R and E)</p> <p>Read books that are structured in different ways and reading for a range of purposes (HAM T and C. NC comprehension)</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Use simple organisational devices e.g. headings and sub-headings</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p><b>Year 2:</b></p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p><b>Year 3:</b></p> <p>Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (HAM R and E)</p> <p>Reading: Read books that are structured in different ways and reading for a range of purposes (HAM T and C. 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	<p>Choose adverbs and prepositions to express time, place and cause</p>	<p>Vocabulary choices move from generic e.g. from 'dog' to 'terrier'</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Use simple organisational devices e.g. headings and sub-headings</p>	<p>the meaning of new words they meet</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>In narratives, creating settings, characters and plot</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Draft and write an increasing range of sentence structures (simple and compound)</p>	<p>Vocabulary choices move from generic e.g. from 'dog' to 'terrier'</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Choose adverbs and prepositions to express time, place and cause</p> <p>Organise writing into logical chunks and write coherent series of linked sentences for each</p>	<p>Choose adverbs and prepositions to express time, place and cause</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p>
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## Year 3 (+4) Reading Specific Guidance

### Phonics

For any pupils who have not yet secured their phonics knowledge, the teaching and application of phonics is of paramount importance. These pupils will require daily, age-appropriate phonics intervention to ensure that they close the reading gap as quickly as possible.

### Fluency

Pupils should have the opportunity to read aloud and receive feedback on elements of fluency. This could be done using resources such as the multi-dimensional fluency scale. Parents and carers should be encouraged to hear pupils read aloud, even when they are able to decode well.

### Vocabulary

The planned introduction and clarification of vocabulary will be especially important at this time. Consider using the tiered approach to vocabulary when teaching. Focus on useful tier two and tier three words that support pupils to access the text they are studying while adding to their 'word hoard'. Ensure that pupils are familiar with strategies to clarify vocabulary, such as looking inside a word using clues from morphology, and outside a word for clues from context.

### Guided Reading

Guided reading should maintain a balance between the development of comprehension, vocabulary and fluency. It is essential that guided reading lessons (whether whole class or small group) provide enough opportunities for pupils to have significant 'eyes on print' time as well as hearing teacher-read sections of text. Reading strategies, such as scanning and visualisation, should be explicitly modelled to pupils and tasks should allow pupils to apply these strategies.

### Reading to Pupils and Reading for Pleasure

Pupils should regularly hear fiction, poetry and non-fiction for pleasure. Timetabled time should allow pupils to read for pleasure. Consider enriching the texts chosen for English learning journeys with parallel texts that deepen pupils' understanding and develop their knowledge of vocabulary and concepts. A selection of ideas for parallel texts is given below.

#### POSSIBLE PARALLEL TEXTS FOR READING

Text: <i>Little Red and the Very Hungry Lion</i> by Alex T Smith	Text: <i>Pumpkin Soup</i> by Helen Cooper	Text: <i>Tidy</i> by Emily Gravett	Text: <i>Blue Penguin</i> by Petr Horáček	Text: <i>How Dinosaurs Really Work</i> by Alan Snow	Text: <i>Meerkat Mail</i> by Emily Gravett
					
<p><b>Possible parallel texts:</b> <i>Little Red</i> by Bethan Woollvin</p>	<p><b>Possible parallel texts:</b> <i>A Pipkin of Pepper</i> by Helen Cooper</p>	<p><b>Possible parallel texts:</b> The poem <i>Litter Lout</i> by Sue Cowling (in <i>The Works 2</i>) <i>The Flower</i> by John Light</p>	<p><b>Possible parallel texts:</b> <i>The Penguin Who Wanted to Find Out</i> by Jill Tomlinson</p>	<p><b>Possible parallel texts:</b> The text could be used alongside websites, such as the Natural History Museum's <i>Dino Directory</i> <i>Nibbles: The Dinosaur Guide</i> by Emma Yarlett</p>	<p><b>Possible parallel texts:</b> <i>Dear Greenpeace</i> by Simon James tells a story using letters and could provide an interesting comparison</p>

## HIAS English Team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

For further details referring to English, please contact Emma Tarrant: [emma.tarrant@hants.gov.uk](mailto:emma.tarrant@hants.gov.uk)

For further details on the full range of services available please contact us using the following details:

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