

Remote English Ideas

Ideas for Home Learning for Reception - Y6



Introduction

This booklet has been produced as a response to the closure of most schools due the Covid 19 pandemic.

It offers a range of resources and ideas to support remote learning for your pupils.

Where possible, resources and ideas have been linked to National Curriculum and EYFS programmes of study to support different year groups. Although remote learning may not be as effective as learning from The National Curriculum at school, this is an attempt to prevent too much of a slide occurring with year group content.

A list of useful DfE approved websites have been provided with commentary and recommendations.

Writing opportunities for different year groups are linked but reflect progression in year groups. This is to help families with children in different year groups.

Please note:

Text in teal denotes statutory National Curriculum programmes of study.

Text in black denotes suggestions and guidance.

I have been conducting some remote learning with younger family members and have some understanding of the challenges you are facing. I have used some of the more successful experiences in producing this pack.

Please let me know how you get on and share your experiences.

Sarah Luty
sarah.luty@entrust-ed.co.uk

English Consultant
Entrust

Reception

Please note:

Text in teal denotes statutory National Curriculum programmes of study.

Text in black denotes suggestions and guidance.

Creating Role Play at home

Food

- Use old pots, bowls and pans and kitchen and kitchen tools to create a kitchen.
- Restaurant/café can follow on from the kitchen role play- the customers can be stuffed toys or action figures.
- Use plastic food and empty packets, food containers for food.

Cuddly or plastic animals

- Create enclosures for a zoo using upturned laundry baskets or crates and a water enclosure using ice cream containers or a washing up bowl.
- Make a farm by using bricks, stones or bits of wood/sticks (collected on a walk) to make walls or fences between fields. Boxes can be the farm buildings.
- Put green food colouring in a small paddling pool, water tray or washing up bowl to create a swamp for plastic dinosaurs.
- Animals provide a good audience and/or pupil for school role- play and performances.
- Act out stories using animals as the characters.
- Safari- tape together cardboard rolls to make binoculars to find animals.
- Create a vet's surgery.

Action figures/dolls

- Play police/detectives games by creating a simple crime scene e.g. stolen biscuit.
- Journeys involving cardboard box cars, trains and planes.
- Make a castle, lair or palace out of construction kits or boxes for the characters to live. Drape material or clothes over furniture or clothes airer to make dens or tents for adventures.
- Use figures to act out existing stories or make up their own.
- Create a gym or boot camp with different equipment and obstacles.
- Make a doctors' surgery or hospital.
- Make parachutes and test them by dropping the figure from a height (safely of course)

Cars/vehicles

- Create a route around a room with obstacles, junctions, etc.
- Make an off-road challenge for vehicles with different types of terrain to navigate.
- Decorate vehicles and have a carnival procession around the room.
- Create a drive- thru by combining with food ideas.

Outdoors

- Have a mini- Olympics for children or their toys- jumping the furthest, fastest lap, throwing balls into a goal.

- Water trays and bowls become homes for mermaids, divers and water creatures and can be used for fishing.
- Go on a real mini- safari, looking for minibeasts around the garden.
- Chalk on hard surfaces- writing, drawing or mark- making.

The Early Learning Goals

The Prime Areas

Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Audible - all children's audiobooks are available for free while schools are closed

<https://stories.audible.com/start-listen>

Recommendations for EYFS - Littlest Listeners

Beatrix Potter

Pat a Cake

ABC

The Owl and the Pussy Cat

Just so Stories

What to do with audio book

- Children listen to story or rhyme with someone at home. They may want to listen to the same story or rhyme many times until they are familiar with it.
- Ask adult and child to take it in turns retelling part of the story.
- Children and adults can learn a rhyme or song together.
- Draw pictures or make models to illustrate the story or rhyme- take a picture and send it into school to create a virtual gallery.
- Add actions into the retelling or rhyme. They may wish to video this to send into school.
- Take turns to ask questions about the story or rhyme (teacher can suggest some questions to send home).

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Using recommended stories from Audible (see above) or Literacy Shed films or Pobble 365 pictures or video or record yourself reading a story for the children.

- Children ask and answer “how “and “why” questions based on the content. They may need a video model from the teacher to show them how to do this. Get the children to send videos of themselves asking the questions.
- **Speaking:** children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
- This area of learning can be addressed through encouraging families to discuss what they have done each day.
- Children often enjoy a shared narrative with family members at the end of each day about what they did from getting up to going to bed.
- Planning each day out is important at this time and can help children feel safe. Encourage families to discuss what it is they will do each day including meal- times and play times as well as more structured learning.

Physical Development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Share indoor and outdoor writing opportunities that can take place at home using-

- Squirty bottles filled with water
- Chalks and stones
- Sticks
- Bubbles

Ask them to photograph some ideas to be shared with others.

The Specific Areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

DfE guidance on Phonics

Schools should seek advice from their phonics programme provider about resources that are available to support remote phonics learning at home. For example, Read Write Inc. (RWI) has made video content freely available online.

DfE’s validated phonics programmes are:

- [Floppy's Phonics Sounds and Letters](#)
- [Jolly Phonics](#)
- [Letterland Phonics](#)
- [Letters and Sounds](#) (supplemented by closely matched and fully decodable books)
- [Phonics Bug](#)
- [Phonics International](#)
- [Read Write Inc.](#)
- [Sound Discovery](#)
- [Sounds-Write](#)

However, some schools will use programmes not on this list.

English Hub schools are developing resources for schools that use Letters and Sounds.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Ideas to use at home for phonic application

- Write names of family members and pets.
- Listen to simple versions of stories from books or Audible, short extracts or watch film clips or share the Pobble image of the day- children can attempt to write words or sentences associated with the book.
- Send home some images from a story or rhyme and ask children to put them in the right order.
- Phonics application linked to story - words, names and sentences.
- Discuss some of the vocabulary in the story online
- Show pictures of the characters and settings from the story-children match initial phonemes to link to characters.
- Children write a sentence as a caption for a picture (printed or drawn by the child). These can be sequenced and displayed in order.
- Children write a message to their classmates- stay safe, be happy, hello

Outdoor Ideas for Literacy

- Take props and mini figures outside and encourage imaginative play based around the story using construction materials to create the contrasting environments
- Adapt outdoor role play areas – see ideas list
- Use the outdoor area at home to navigate around the different settings in the story

Year One

Please Note:

Text in teal denotes statutory National Curriculum programmes of study.

Text in black denotes suggestions and guidance.

Reading

Apply phonic knowledge and skills as the route to decode words.

DfE guidance on Phonics

Schools should seek advice from their phonics programme provider about resources that are available to support remote phonics learning at home. For example, Read Write Inc. (RWI) has made video content freely available online.

DfE's validated phonics programmes are:

- [Floppy's Phonics Sounds and Letters](#)
- [Jolly Phonics](#)
- [Letterland Phonics](#)
- [Letters and Sounds](#) (supplemented by closely matched and fully decodable books)
- [Phonics Bug](#)
- [Phonics International](#)
- [Read Write Inc.](#)
- [Sound Discovery](#)
- [Sounds-Write](#)

However, some schools will use programmes not on this list.

English Hub schools are developing resources for schools that use Letters and Sounds.

Comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Understand both the books they can already read accurately and fluently and those they listen to

- Making inferences based on what is being said and done
- Predicting what might happen based on what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

Audible - all children's audiobooks are available for free while schools are closed

<https://stories.audible.com/start-listen>

Recommendations for Y1 - Littlest Listeners

Winnie the Pooh

Beatrix Potter

The Owl and the Pussy Cat

Just so Stories

Folk and Fairy Tales

The Three Little Pigs

Anansi stories

Why Koala Has a Stumpy Tail

What to do with audio book

- Children listen to story or poem with someone at home. They may want to listen to the same story or rhyme many times until they are familiar with it.
- Ask adult and child to take it in turns retelling part of the story.
- Children can note and words or phrases they do not know and "ask" the teacher via email or video link.
- Draw pictures or make models to illustrate the story or poem- take a picture and send it into school to create a virtual gallery.
- Add actions into a retelling. They may wish to video this to send into school.
- Read and discuss some extracts from the text or share a link to a cartoon version of the story. Ask children to say what is the same and what is different.
- Plot and label the events using a story map
- Pre- teach some of the vocabulary associated with the story
- Share the title and a summary of the story opening and get them to suggest what might come next

- You might also consider recording or videoing yourself reading to make available for children at home

Name the Letters of the Alphabet and Spelling:

- Naming the letters of the alphabet in order
- Put family members' and pets' names in alphabetical order
- Create an alphabet of animals
- Using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Using the prefix *un-*
- Using *-ing*, *-ed*, *-er* and *-est* where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*, *eating*, *quicker*, *quickest*)
- There are plenty of ready-made grammar/spelling sheets for Y1. To put the learning in context- give them some root verbs that are relevant to what they will have been doing at home e.g. play, eat, make, learn, watch- ask them to add ing or ed suffixes if they can. Explain irregular verb eat/ate. Now ask them to use the past tense forms in a simple diary or to form captions for photos sent to school.
- Apply simple spelling rules and guidelines, as listed in Appendix 1
- Write from memory simple sentences dictated by the teacher
- Record or vide dictation sentences then post the correct spelling and punctuation for children to self- mark.

Composition

Writing Sentences

Pupils should be taught to:

- say out loud what they are going to write about
- compose a sentence orally before writing it
- sequence sentences to form short narratives
- re-read what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and teacher

This is a challenge with distance learning unless conducted on a one to one video call where it is highly effective as it heightens the necessity to read aloud. If this is being attempted, get the child to give themselves up to 3 ticks per sentence for- capital letter, full stop and makes sense.

- A project can be for the teacher to record/ video a story telling, send a link to an audio book/story or short film and ask each child to take a segment of the story to write. They take a picture of this and send it to school. Teacher can collate the sections of the story to make a virtual book to be shared.
- As above but give each child an animal or plant to research and write a section about to make a class book.

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in Appendix 2 by:
- leave spaces between words
- join words and joining sentences using and
- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks.
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

DfE recommended online resources

Classroom Secrets

Website: <https://classroomsecrets.co.uk/free-home-learning-packs/>

Key stages: early years foundation stage to key stage 2

Description: downloadable resource packs which cover a range of subjects, including reading and writing.

Registration: not required

English Mastery

Website: <https://www.englishmastery.org/>

Key stages: key stage 1 and key stage 2

Description: downloadable resource books providing 8 weeks of activities.

Registration: not required

Purple Mash

Website: <https://2simple.com/purple-mash/>

Key stages: early years foundation stage to key stage 2

Description: free during the school closure period. Each week, a selection of daily activities is produced on different subjects, including comprehension and grammar.

Registration: is required

Suggestions for Y1 Writing Opportunities

- Retell parts of a shared story (recorded or videoed by teacher, Audible or Literacy Shed story) before writing short sections in sentences. These could form a virtual class book of the whole story. **Audience** – classmates. **Purpose**- to entertain.
- Create a virtual plants and animals book by researching and observing plants and animals around their own environment or through research. Children could also produce drawings and take pictures that can be sent to and collated by the teacher. **Audience**- classmates and people looking at school website. **Purpose**- to inform.
- Write a letter or email to a family member or friend that you are unable to see at the moment. Tell them some news about yourself and remember to ask them some questions about themselves too. **Audience**- family member or friend. **Purpose**- to entertain and inform.
- Write a thank you email or letter to key workers- e.g. NHS, care- givers, school staff, people who work in schools, emergency services, transport, refuse collectors, etc. **Audience**- people who help us. **Purpose**- to thank.
- Keep a diary to help you to remember what you have learnt in Y1 and the activities you did at home when you were not allowed to go out very much. Practise using capital I as a pronoun and past tense suffixes. **Audience**- yourself and teacher. **Purpose**- to inform/ record to remember.
- Write simple instructions or recipes for things you are playing or making at home for your classmates to follow. **Audience**- classmates **Purpose**- to inform.
- Write rules for keeping safe during the pandemic for members of your family. **Audience**- people you live with (particularly younger members) **Purpose**- inform/persuade.
- Use the Question Time! and Sick Sentences part of Pobble 365 website <https://www.pobble365.com/> as a stimulus for short pieces of writing.
- Draw and label a map showing where you go for your daily exercise. Remember to use capital letters for proper nouns- names of roads, etc.
- Use poetry writing ideas from the children's poetry archive. <https://childrens.poetryarchive.org/teach/resources/write/> List poems are particularly good for this age group. Supply a list of words and phrases around a topic or get children to generate their own lists and then arrange them in an order that sounds pleasing when read aloud.
- Write a fact-file around a child's pet or favourite toy from home allowing them to follow their own interest. This could be an action figure, dinosaur or a baby doll. **Audience and Purpose**- for their own amusement and sense of achievement.

Year Two

Text in teal denotes statutory National Curriculum programmes of study.
Text in black denotes suggestions and guidance.

Reading

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence

DfE guidance on Phonics

Schools should seek advice from their phonics programme provider about resources that are available to support remote phonics learning at home. For example, Read Write Inc. (RWI) has made video content freely available online.

DfE's validated phonics programmes are:

- [Floppy's Phonics Sounds and Letters](#)
- [Jolly Phonics](#)
- [Letterland Phonics](#)
- [Letters and Sounds](#) (supplemented by closely matched and fully decodable books)
- [Phonics Bug](#)
- [Phonics International](#)
- [Read Write Inc.](#)
- [Sound Discovery](#)
- [Sounds-Write](#)

However, some schools will use programmes not on this list.

English Hub schools are developing resources for schools that use Letters and Sounds.

- re-read these books to build up their fluency and confidence

Suggest to parents that they read and re-read books with children using a variety of methods

- Taking turns- I read, you read
- Choral reading- adult and child (anyone else in the household) all reading the same text at the same time
- Echo reading- the adult reads in a whisper beside the child and quietly supplies the word if the child falters
- Child reads the dialogue of one character
- Child and adult take it in turns to read to the next piece of punctuation

Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently

Audible-all children’s audiobooks are available for free while schools are closed

<https://stories.audible.com/start-listen>

Recommendations for Y2

Aladdin and other Stories

Jack and the Beanstalk

Cinderella and other stories

The Emperor’s New Clothes and other Stories

How Tiger got his Stripes

<https://childrens.poetryarchive.org>

Recommendations for Y2

Cat Rap- Grace Nichols

Pirate Pete-James Carter

The Book- by Michael Rosen

What to do with audio book or poem

- Children listen to story or poem with someone at home. They may want to listen to the same story or rhyme many times until they are familiar with it.
- Ask the child to draw and annotate a story map or some images with phrases associated with the poem
- Children can note and words or phrases they do not know and “ask” the teacher via email or video link.
- Make a book or comic strip of the story to share with classmates or family.
- Learn a poem off by heart. Children may wish to video themselves performing the poem.
- Read and discuss some extracts from a text version or share a link to a cartoon version of the story. Ask children to say what is the same and what is different.
- Pre- teach some of the vocabulary associated with the story by sending words and definitions home.

- Share the title and a summary of the story opening and get them to suggest what might come next.
- You might also consider recording or videoing yourself reading to make available for children at home
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- There are enough stories on the Audible website to make this possible- stories are grouped in collections under the same title
- Encourage children to begin to innovate- changing the characters, setting, adding in an extra event, etc.
 - being introduced to non-fiction books that are structured in different ways
- The Day Newsletter suggests different webpages and articles suited to different age groups each day e.g. using a link to museums with Titanic artefacts, I was able to simplify a text to make it suitable for a KS1 comprehension for this day in History.
 - recognising simple recurring literary language in stories and poetry
 - discussing their favourite words and phrases
- Collect favourite words and phrases to illustrate and share with teacher
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear –
- Use the websites <https://www.poetrybyheart> and <https://childrens.poetryarchive.org/>
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
- Texts can be selected and sent to children. To keep it varied, also use pictures and questions from Pobble 365, audiobooks from Audible and poems from the poetry sites recommended
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
 - An alternative to discussions can be listening to the author's interviews on <https://authorfy.com/>
 - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
 - Children can write recommendations of books they have heard and read at home for their peers. They might be able to record an audio or video recommendation to share with school.

Writing Composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- This situation gives lots of opportunities for children to record their personal experiences and those who are interested and aware of the nationwide and global situation might wish to keep a record of what is happening.
- writing poetry
- Top tips are given on the poetry website suggestions.
- writing for different purposes
- Writing opportunity ideas have audience and purpose suggestions
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar
- All the previous objectives are challenging when teaching remotely. Consider one to one video conferencing where possible for children to read their work aloud. You may need to be selective with the pupils who have the greatest need for this feedback.
- Another alternative might be proofreading dice where the child spins a dice (if one is available) and links the number on the dice to one of the following- they then check for this feature depending on what the dice shows. You can get a virtual dice- roller online!
 1. capitals
 2. full stops
 3. common exception words
 4. apostrophes for contractions
 5. ed suffixes
 6. the whole sentence makes sense

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms
- learning how to use:
- sentences with different forms: statement, question, exclamation, command
- This is quite a manageable task at home once children have grasped the 4 different types and can be applied to pictures, poems, objects around the home and everyday situations.
- expanded noun phrases to describe and specify, e.g. the blue butterfly
- This works well when linked with Science objectives around plants and animals as it is as useful in non- narrative as in stories.
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- learning the grammar in column 1 of year 2 in Appendix 2
- using some features of written Standard English

DfE recommended online resources

Classroom Secrets

Website: <https://classroomsecrets.co.uk/free-home-learning-packs/>

Key stages: early years foundation stage to key stage 2

Description: downloadable resource packs which cover a range of subjects, including reading and writing.

Registration: not required

English Mastery

Website: <https://www.englishmastery.org/>

Key stages: key stage 1 and key stage 2

Description: downloadable resource books providing 8 weeks of activities.

Registration: not required

Purple Mash

Website: <https://2simple.com/purple-mash/>

Key stages: early years foundation stage to key stage 2

Description: free during the school closure period. Each week, a selection of daily activities is produced on different subjects, including comprehension and grammar.

Registration: is required

Suggestions for Y2 Writing Opportunities

- Create a simple retold version of a shared story (recorded or videoed by teacher, Audible or Literacy Shed story) These could form a virtual class book with a collection of different versions of the same story. Alternatively, listen to the begin of a story and the children write their own endings. **Audience** – classmates. **Purpose**- to entertain.
- Create a field guide (like I- Spy books) by researching and observing plants and animals around their own environment or through research. Children can illustrate them or take pictures and create a scoring system to challenge each other. **Audience**- classmates **Purpose**- to inform and entertain.
- Write a letter or email to a family member or friend that you are unable to see at the moment. Tell them some news about yourself and remember to ask them some questions about themselves too. Let them know that you are missing them and thinking about them too. **Audience**- family member or friend. **Purpose**- to entertain and inform.
- Write a thank you email or letter to a local setting- e.g. hospital, care- home, school or nursery, police, fire or ambulance station, transport depot, shop or supermarket, etc. let them know that you appreciate what they do and how they are helping everyone **Audience**- people who help us. **Purpose**- to thank and reassure
- Write a lockdown journal to help you to remember what it was like when you could not go to school and the activities you did at home when you were not allowed to go out very much. Write down how you felt as well as what you did. **Audience**- yourself in the future **Purpose**- to inform/ record to remember.
- Write simple instructions or recipes for things you are playing or making at home for your classmates to follow. **Audience**- classmates **Purpose**- to inform.
- Make an advert for keeping safe during the pandemic for members of your family and the wider audience. You might want to record it. **Audience**- people you live with and near (particularly younger children) **Purpose**- inform/persuade.
- Use the Question Time! and Sick Sentences part of Pobble 365 website <https://www.pobble365.com/> as a stimulus for short pieces of writing.
- Draw the route you take for your daily exercise using noun phrases to describe key features to look out for on the route.
- Look for ideas for poetry on the children's poetry archive. <https://childrens.poetryarchive.org/teach/resources/write/>
- Imagine you could go anywhere you wanted- write down your top five places including reasons.
- Write a simple guide to one of your hobbies to try to persuade your classmates to try it. It could be illustrated or have pictures included.

Years Three and Four

Text in teal denotes statutory National Curriculum programmes of study.

Text in black denotes suggestions and guidance.

Comprehension

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes

Audible-all children's audiobooks are available for free while schools are closed

<https://stories.audible.com/>

Recommended for Lower KS2

The Little Mermaid and other Stories by Hans Christian Anderson

Alice in Wonderland and Alice's Adventures in Wonderland

Kid Normal- Greg James

The Secret Garden

Harry Potter series

The Reluctant Dragon- Kenneth Grahame

<https://childrens.poetryarchive.org>

Recommended for Lower KS2

Please do not Feed the Animals by Robert Hull (good for rhymes/ near rhymes)

A Ballroom for St Bernards- Kit Wright (good for counting syllables and identifying and creating rhythm patterns)

Air- Michael Rosen

<https://www.poetrybyheart.org.uk/poetry-for-children/>

The mix and match section is good fun- poems suitable for this age group are hidden behind pictures

What to do with audio book or poem

- Children listen to story or poem with someone at home or independently. If it is a longer text, tell them which chapter you want them to listen to.
- Children jot down notes to remind themselves of the main plot, characters or setting
- Children can note and words or phrases they do not know and “ask” the teacher via email or video link.
- Draw illustrations to go with what they are hearing.
- Learn a poem off by heart. Children may wish to video themselves performing the poem.
- Read and discuss some extracts from a text version or share a link to a film version of the same text. Have the children making comparisons between the different versions.
- Have the children take dialogue from a section and write it using punctuation marks or as a script.
- Pre- teach some of the vocabulary associated with the story by sending words and definitions home.
- Stop at an appropriate place and get the children to predict what might happen or to summarise the story so far in a set number of words.
- You might also consider recording or videoing yourself reading to make available for children at home- some teachers are finding this is a good way to keep the bond with their class.
- Explore the structure of the text by drawing diagrams to summarise sections.
- **using dictionaries to check the meaning of words that they have read**
- This would be particularly useful for some of the older vocabulary used in some of the original texts- if child does not have a dictionary, Google the definition.
- **increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally**
- Children can learn and retell a segment of the story. They can listen to a segment of the story and retell in their own words/way
- **identifying themes and conventions in a wide range of books**
- Themes and conventions can be identified across the different books in a series e.g. Alice books or Harry Potter- what do the authors like to write about? What messages are they giving through their words?
- **preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**
- Prepare a poem from one of the recommended websites or find one of your own.
- **discussing words and phrases that capture the reader’s interest and imagination**
- Spot and collect favourite words and phrases from the online texts and non- narrative texts to create their own word bank. Children can use these words in their own writing.
- **recognising some different forms of poetry (e.g. free verse, narrative poetry)**
- Use the poems from the recommended websites to sort into different forms and use as models for own poems.

- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- 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
- Make notes in reading journal adding quotes to justify predictions and ideas about different characters.

Further comprehension support given on <https://classroomsecrets.co.uk/free-home-learning-packs/>

<https://www.englishmastery.org/our-response-to-coronavirus-covid-19/>

<https://www.literacyshedplus.com/en-gb/browse/free-resources>

- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- Look at the language used the classic literature and poetry in particular
- Explore the structure of different poems and texts
- retrieve and record information from non-fiction
- Consider using resources from <https://theday.co.uk/subscriptions/the-day-home> . By subscribing to the daily newsletter, you have access to a range of articles and secondary sources linked to current affairs, this day in history, etc.
- Use the <https://www.bbc.co.uk/newsround> website for child- friendly non- fiction reading material.
- Look at suggestions for cross- curricular websites with suitable non- narrative texts to access remotely.
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- Discussion may need to be via an online forum or a series of emails.

Composition

Pupils should be taught to:

- 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
 - discussing and recording ideas
- Teach children to plan their own story based on an episode from an audio book or write an article similar to one on the Newsround website.
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - using simple organisational devices such as headings and sub-headings, in non-narrative material.
- Organise notes from research into paragraphs and sections.
- Look at how audio novel organises and sequences the story into episodes which become chapters.
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- All the previous objectives are challenging when teaching remotely. Consider one to one video conferencing where possible for children to read their work aloud. You may need to be selective with the pupils who have the greatest need for this feedback.
- Another alternative might be proofreading dice where the child spins a dice (if one is available) and links the number on the dice to one of the following- they then check for this feature depending on what the dice shows. You can get a virtual dice roller online!
 1. basic sentence punctuation
 2. capitals for proper nouns
 3. spelling common exception and Y3/4 words
 4. apostrophes for contractions and possession
 5. commas are used correctly
 6. tenses and subject verb agreement are correct

Useful Website for Composition <https://authorfy.com/>- author videos and tutorials

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in Appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*
 - using the perfect form of verbs to mark relationships of time and cause
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
- Collect examples of the above features from texts and oral retelling. Learning the grammar in column 1 of year 3 and 4 in Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with singular and plural nouns
 - using and punctuating direct speech
- Use an older or more complex version of a text to simplify dialogue and edit out unnecessary/complicated dialogue.
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their reading and writing.
- Use these websites for grammar exercise.

<https://classroomsecrets.co.uk/free-home-learning-packs/>

<https://www.englishmastery.org/our-response-to-coronavirus-covid-19/>

<https://www.literacyshedplus.com/en-gb/browse/free-resources>

- However, these will have more impact if used in conjunction with some real-life writing opportunities – some ideas are listed below.

Spellings

Ideas for using the statutory spelling lists at home

- Get the children to take a set of spellings at a time and sort them, sharing the criteria they used e.g. same number of letters, same suffix, contained same letters, etc.
- Have a spelling bee- see how far through a given list you can get – can you beat your own score of correct spellings? How many spellings can you learn before going back to school?
- Take a spelling from each column and make up a silly sentence or paragraph using them.
- Choose the most difficult and find a way to remember it- share this with your teacher.
- Choose one or two spellings and include them in one of the writing opportunities below.

Suggestions for Y3 and 4 Writing Opportunities

- Create a simple story based on characters in lockdown. Create two contrasting characters and lock them down together. Mr Men and Little Miss stories might be a good starter for this. **Audience** – classmates. **Purpose**- to entertain.
- Observe changes over the days and weeks and record as a natural diary. Write up observations in an interesting way using expanded noun phrases and adverbials to bring the descriptions to life. **Audience**- classmates and self. **Purpose**- to inform and entertain.
- Write a letter or email to a family member or friend that you are unable to see at the moment. Tell them some news about yourself and remember to ask them some questions about themselves too. Let them know that you are missing them and thinking about them too. **Audience**- family member or friend. **Purpose**- to entertain and inform.
- After some research into what is happening locally, write an email or letter to a local setting- e.g. hospital, care- home, school or nursery, police, fire or ambulance station, transport depot, shop or supermarket, etc. let them know that you appreciate what they do and how they are helping everyone **Audience**- key workers. **Purpose**- to thank and reassure
- To give yourself something to look back on in years to come, write a lockdown diary, blog or journal to help you to remember what it was like when you could not go to school and the activities you did at home when you were not allowed to go out very much. Write down how you felt as well as what you did. Use the style of a favourite author to give detail or humour to your account. **Audience**- yourself in the future **Purpose**- to inform/ recount.
- Write a set of instructions or a recipe for things you are playing or making at home for your classmates to follow. Maybe you have found some top tips for playing games that you would like to share. **Audience**- classmates **Purpose**- to inform and instruct.
- Make a radio or TV advert for keeping safe during the pandemic for members of your family and the wider audience. You might want to record it. **Audience**- people you live with and near (particularly younger children) **Purpose**- inform/persuade.
- Create a script from one of the stories you have listened to online.
- Use the story starter part of Pobble 365 website <https://www.pobble365.com/> as a stimulus for story writing.
- Use the short films on Literacy Shed as a vehicle for rewriting or creating your own stories.
- Look for ideas for poetry on the children's poetry archive. <https://childrens.poetryarchive.org/teach/resources/write/>
- Imagine what it will be like when we are released from quarantine. Let your imagination run wild and devise a celebration for the family, school, town or country- write some song lyrics to go with a favourite tune or song to sing on release.
- Write a simple guide to one of your hobbies to try to persuade your classmates to try it. It could be illustrated or have pictures included.
- Write to your headteacher with suggestions for learning during lockdown or for a celebration when you return to school.

Years Three and Four Spelling

Word list – years 3 and 4

accident(ally) actual(ly)	extreme	opposite
address	famous	ordinary
answer	favourite	particular
appear	February	peculiar
arrive	forward(s)	perhaps
believe	fruit	popular
bicycle	grammar	position
breath	group	possess(ion)
breathe	guard	possible
build	guide	potatoes
busy/business	heard	pressure
calendar	heart	probably
caught	height	promise
centre	history	purpose
century	imagine	quarter
certain	increase	question
circle	important	recent
complete	interest	regular
consider	island	reign
continue	knowledge	remember
decide	learn	sentence
describe	length	separate
different	library	special
difficult	material	straight
disappear	medicine	strange
early	mention	strength
earth	minute	suppose
eight/eighth	natural	surprise
enough	naughty	therefore
exercise	notice	though/although
experience	occasion(ally)	thought
experiment	often	through
		various
		weight
		woman/women

Year Five and Six

Please note:

Text in teal denotes statutory National Curriculum programmes of study.

Text in black denotes suggestions and guidance.

Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Audible-all children's audiobooks are available for free while schools are closed

<https://stories.audible.com>

Recommended for Upper KS2

Literary Classics

The Jungle Book- 1 and 2

Elementary

Camp Red Moon- RL Stine (scary)

Zero G- Dan Wells- sci- fi

The Golden Goblet- Ancient Egypt

Tween

Cirque de Freak

White Fang

<https://www.poetrybyheart.org.uk/poetry-for-children/>

The mix and match section is good fun- poems suitable for this age group are hidden behind pictures.

The Listeners- Walter de la Mare

Travel- Edna St Vincent Millay

The Cat and the Moon WB Yeats

<https://childrens.poetryarchive.org>

Blue bottle- Judith Nicholls

Boy friends -Michael Rosen

Checking out me History- John Agard

Lady Winter's Rap- Grace Nichols

Extinct- Mandy Coe

Author interviews are worth watching and help address some of the reading objectives for KS2.

What to do with audio book or poem

- Children listen to story or poem with someone at home or independently. If it is a longer text, tell them which chapter you want them to listen to.
- Children jot down notes to remind themselves of the main plot, characters or setting. For poetry, get the children to write down the main theme/s.
- Children can note and words or phrases they do not know and “ask” the teacher via email or video link or find out for themselves.
- Create images using 2D or 3D techniques to illustrate the themes and ideas in the text.
- Learn a poem off by heart. Children may wish to video themselves performing the poem.
- Read and discuss some extracts from a text version or share a link to a film version of the same text. Have the children making comparisons between different versions and write reviews and recommendations.
- For poetry, rank from favourite to least favourite poem on a theme or by poet and justify.
- Have the children take dialogue from a section and write it using punctuation marks or as a script.
- Stop at an appropriate place and get the children to predict what might happen using evidence including quotations from the text or to summarise the story so far in a set number of words.
- You might also consider recording or videoing yourself reading to make available for children at home- some teachers are finding this is a good way to keep the bond with their class.
- **reading books that are structured in different ways and reading for a range of purposes**
- Consider how audio books are structured into chapters and how websites for poetry and cross curricular learning have been structured
- Different stories by the same author can be compared in terms of structures, openings and endings.
- In addition, there are opportunities for developing research skills through non- fiction texts (including web- based resources- see website ideas at the end of this booklet)
- **increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.**
- There are a wide range of books to order from suggestions on Book Trust. If this is not possible, there are audio books widely available on Audible from a range of genres, cultures and heritages (as on Poetry Archive website).

- Recommending books that they have read to their peers, giving reasons for their choices.
- Write recommendations for children at different schools, at their school based on what is available online.
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- There are many opportunities to explore “new” vocabulary in the challenging texts available freely. In addition, representing the story (or sections of it) in map form or diagrammatic form, or dramatising a section, will be a useful tool for learning and applying comprehension skills. Asking questions to improve their understanding – remote Q and A with teacher.
- 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
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- The teacher needs to tell the children how many sections or chapters they will read or listen to.
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. This is more manageable when looking at poetry. The author interviews on the Poetry Archive and Book Trust websites are useful for this.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction
- <https://theday.co.uk/subscriptions/the-day-home> is a useful resource as it covers UK and World News and has activities related to current stories.
- Many ideas for resources are given in the website section of the booklet- ideas for presentation could be Power Point presentation, booklet or leaflet, poster, non- chronological report for a specific audience and purpose.
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- 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
- provide reasoned justifications for their views.
- These objectives can be met through forums and emails with ongoing debates motivating children to respond.

Spelling (see Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidelines for adding them
- spell some words with 'silent' letters, e.g. *knight, psalm, solemn*
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling using a dictionary
- Use a thesaurus
- Spelling practice is provided on many websites. See suggestions for statutory word lists.

Composition

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Audience and purpose suggestions that are pertinent to the current situation can be found in the writing opportunities section.
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed
- See the poet and author interviews on suggested websites. .
- Draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Look at good examples from texts and use these as models.
- précising longer passages
- This could be for the purpose of conveying the story to a younger audience or to create a teaser trailer for the book or production. (Or just making the more complex chapters and episodes more accessible to all!)
- using a wide range of devices to build cohesion within and across paragraph
- using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

- Use non- narrative texts including web pages to explore different options and evaluate their effectiveness before applying to own written outcomes.
- Evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-reading for spelling and punctuation errors
- performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- All the previous objectives are challenging when teaching remotely. Consider one to one video conferencing where possible for children to read their work aloud. You may need to be selective with the pupils who have the greatest need for this feedback.
- Another alternative might be proofreading dice where the child spins a dice (if one is available) and links the number on the dice to one of the following- they then check for this feature depending on what the dice shows. You can get a virtual dice roller online!
 1. basic sentence punctuation and capitals for proper nouns
 2. spelling common exception, Y3/4 words
 3. spelling Y5/6 words
 4. apostrophes for contractions and possession
 5. tenses and subject verb agreement are correct
 6. punctuation is used for clarity and to avoid ambiguity

Useful Website for Composition <https://authorfy.com/> -author videos and tutorials

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar in column 1 of year 1 in Appendix 2

- Indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between main clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
 - use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.
- Use these websites for grammar exercises.

DfE recommended online resources

Classroom Secrets

Website: <https://classroomsecrets.co.uk/free-home-learning-packs/>

Key stages: early years foundation stage to key stage 2

Description: downloadable resource packs which cover a range of subjects, including reading and writing.

Registration: not required

English Mastery

Website: <https://www.englishmastery.org/>

Key stages: key stage 1 and key stage 2

Description: downloadable resource books providing 8 weeks of activities.

Registration: not required

Purple Mash

Website: <https://2simple.com/purple-mash/>

Key stages: early years foundation stage to key stage 2

Description: free during the school closure period. Each week, a selection of daily activities is produced on different subjects, including comprehension and grammar.

Registration: is required

- However, these will have more impact if used in conjunction with some real- life writing opportunities – some ideas are listed below.

Ideas for using the statutory spelling lists at home

- Get the children to take a set of spellings at a time and sort them, sharing the criteria they used e.g. same number of letters, same suffix, contained same letters, etc.
- Have a spelling bee- see how far through a given list you can get – can you beat your own score of correct spellings? How many spellings can you learn before going back to school?
- Take a spelling from each column and make up a silly sentence or paragraph using them.
- Choose the most difficult and find a way to remember it- share this with your teacher.
- Choose one or two spellings and include them in one of the writing opportunities below.

Suggestions for Y5 and Y6 Writing Opportunities

- Create a short story based on characters in lockdown. Create two contrasting characters and lock them down together. Choose a genre that interests you. **Audience** – classmates. **Purpose**- to entertain.
- Keep a journal of the changes in nature from your window or during your daily exercise. Research any plants, animals or weather phenomena you are interested in and combine this with photos, drawings and well- described observations **Audience**- classmates and self. **Purpose**- to inform and entertain.
- Write a letter or email to a family member or friend that you are unable to see at the moment. Tell them some news about yourself and remember to ask them some questions about themselves too. Let them know that you are missing them and thinking about them too. You might like to include extracts of your story, nature journal or a poem **Audience**- family member or friend. **Purpose**- to entertain and inform.
- After some research into what is happening locally, write a formal email or letter to an MP, local paper or councillors with congratulations and/or suggestions for making the current situation better. **Audience**- those in power **Purpose**- to thank and/or persuade
- We are part of history; to give yourself something to look back on in years to come, write a lockdown diary, blog or journal to help you to remember what it was like when you could not go to school and the activities you did at home when you were not allowed to go out very much. Write down how you felt as well as what you did. Read some extracts from Anne frank's Diary- how did she record history in the making? **Audience**- yourself in the future/ historians in the future. **Purpose**- to inform/ recount.
- Create a script for a vlog. It could include instructions or a recipe for things you are playing or making at home for your classmates to follow. Maybe you have found some top tips for playing games that you would like to share or ideas for surviving lockdown. You may want to record your vlog. **Audience**- classmates **Purpose**- to inform and instruct.
- Make a radio or TV advert for keeping safe during the pandemic for members of your family and the wider audience. You might want to record it. **Audience**- people you live with and near (particularly younger children) **Purpose**- inform/persuade.
- Create a script from one of the stories you have listened to online.
- Use the story starter part of Pobble 365 website <https://www.pobble365.com/> as a stimulus for story writing.
- Use the short films on Literacy Shed as a vehicle for rewriting or creating your own stories.
- Look for ideas for poetry on the children's poetry archive. <https://childrens.poetryarchive.org/teach/resources/write/>
- Imagine what it will be like when we are released from quarantine. Let your imagination run wild and devise a celebration for the family, school, town or country- write some song lyrics to go with a favourite tune or song to sing on release.
- Write to your headteacher with suggestions for learning during lockdown or for a celebration when you return to school.

Year Five and Six Spellings

Word List – Years 5 and 6

accommodate	dictionary	persuade
accompany	disastrous	physical
according	embarrass	prejudice
achieve	environment	privilege
aggressive	equip (–ped, –ment)	profession
amateur	especially	programme
ancient	exaggerate	pronunciation
apparent	excellent	queue
appreciate	existence	recognise
attached	explanation	recommend
available	familiar	relevant
average	foreign	restaurant
awkward	forty	rhyme
bargain	frequently	rhythm
bruise	government	sacrifice
category	guarantee	secretary
cemetery	harass	shoulder
committee	hindrance	signature
communicate	identity	sincere(ly)
community	immediate(ly)	soldier
competition	individual	stomach
conscience*	interfere	sufficient
conscious*	interrupt	suggest
controversy	language	symbol
convenience	leisure	system
correspond	lightning	temperature
criticise (critic + ise)	marvellous	thorough
curiosity	mischievous	twelfth
definite	muscle	variety
desperate	necessary	vegetable
determined	neighbour	vehicle
develop	nuisance	yacht
	occupy	
	occur	
	opportunity	
	parliament	

Useful Websites for English

<https://stories.audible.com/start-listen>

Audio books for EYFS, KS1 and KS2- free of charge. Suggestions given for each year group.

<https://authorfy.com/>

Author videos and resources linked to new books

<https://www.booktrust.org.uk/books-and-reading/bookfinder/>

Children's book recommendations by age and information about famous children's authors

<https://classroomsecrets.co.uk/free-home-learning-packs/>

Weekly home learning packs for each year group covering the main year group objectives. Good for grammar and spelling type activities.

<https://www.englishmastery.org/our-response-to-coronavirus-covid-19/>

Similar to classroom secrets- a workbook- type approach for each year group with a planner.

<https://www.literacyshedplus.com/en-gb/browse/free-resources>

Alongside the usual high- quality films are some reading comprehension sheets suitable for both key stages with information about the VIPERS.

<https://www.lovereadings4kids.co.uk/>

Keeps you up to date with new children's books and provides useful extracts from books to use for comprehension, etc.

<https://www.pobble365.com/>

An interesting daily picture with questions and writing opportunities.

<https://www.poetrybyheart.org.uk/>

A selection of classic poetry through the ages- look at the suggestions for your age group in this pack.

<https://2simple.com/purple-mash/>

Ready-made editable long-term, medium-term and individual lesson plans. Full assessment framework included. Curriculum maps, whole school schemes, video tutorials.

<https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/>

In addition to Speed Sound lessons, three stories will be published each week on our YouTube channel and are ideal for Nursery, Reception and KS1 children. So far, they are filming stories by Jeanne Willis, Tom Percival, Jill Murphy, Cressida Owen and Claire Freedman.

<https://childrens.poetryarchive.org/>

Poets perform their own work with poems around a variety of themes and organised into year groups. See suggested poems in this pack.

<https://theday.co.uk/subscriptions/the-day-home>

It's easy to subscribe to the daily letter and you get news reports and activity suggestions around current affairs for each key stage.

DfE's validated phonics programmes are:

- Floppy's Phonics Sounds and Letters
- Jolly Phonics
- Letterland Phonics
- Letters and Sounds (supplemented by closely matched and fully decodable books)
- Phonics Bug
- Phonics International
- Read Write Inc.
- Sound Discovery
- Sounds-Write

Entrust
School Improvement Service, The Riverway Centre, Riverway, Stafford, ST16 3TH

Telephone: 0333 300 1900
Email: enquiries@entrust-ed.co.uk

The content of this documentation is subject to copyright of Entrust Support Services Limited: - 2020 © All rights reserved. You may not, except with our express written permission, commercially exploit the content. Any redistribution or reproduction of part or all of the contents in any form is prohibited other than in accordance with the law.