

SERVICES FOR SCHOOLS

# Hampshire English planning tool for pupils with SEND

## SAMPLE version



# SAMPLE ONLY

This document is a taster version only © Hampshire County Council, HIAS English Team

The full versions are individual year group booklets to support progress and attainment of Year 1, Year 2 and Year 3 national curriculum statements and include appendices and bibliography for:

Year 1 reading

Year 1 writing

Year 2 reading

Year 2 writing

Year 3 reading

Year 3 writing

**To order:** please complete the online order form <https://tinyurl.com/HIAS-toolkits> or contact [Sheila.kyme@hants.gov.uk](mailto:Sheila.kyme@hants.gov.uk) or [Shauna.Willmott@hants.gov.uk](mailto:Shauna.Willmott@hants.gov.uk) for further details.

**Training:** The planning tools for pupils with SEND are also supported by training through the HIAS English team through INSETs, twilights or courses. For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk)

# How to use the planning tool documents

## Understanding the layout of the planning tools

National curriculum non-statutory guidance

<p><b>Word reading</b></p> <p><b>Year 1 National Curriculum Notes and Guidance (non-statutory)</b></p> <p>Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.</p> <p>The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.</p> <p>Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.</p>	<p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Pupils are exposed to a broad and rich language curriculum.</li> <li>Pupils are familiar with the words they are being asked to read in their spoken language first.</li> </ul>
<p><b>Curriculum Strands</b></p> <p>Within the document, the national curriculum programme of study domain word reading is broken down into smaller curriculum strands to support precise identification of need. The curriculum strands identified are:</p> <ul style="list-style-type: none"> <li>Phonics</li> <li>Common exception words</li> <li>Word building</li> <li>Building stamina and fluency</li> </ul>	

National curriculum statements

**Curriculum strand - word building**

Skills, knowledge and concepts		NC expectations – Year 1
Can recognise how the -ed suffix indicates past tense.	Can understand that the suffix s/ es indicates plural.	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
Can identify words with the same root.	Can identify the meaning of the root word.	Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
Can orally say short sentences with and without contractions.	Can notice contraction words in context – contraction hunt in books.	
Can understand the meaning 'to contract' is to shorten.	Can understand the purpose of the apostrophe, ie it represents the omitted letter.	
Can match words on cards with those in text.	Can make predictions about new contractions using knowledge of known words.	

- Strategies:**
- allow pupils to experiment with the place of the apostrophe – which letter(s) is it representing?
  - read statements emphasising 'I' in the expanded form, eg I will go..., I am being ... Compare with contracted form – what is the effect?
  - demonstrate the omission of letters by folding the written-out words on strips of cards to hide the letters replaced by an apostrophe – use an apostrophe peg to hold the fold
  - ensure pupils have opportunities to physically cut up words and remove the letters not required in the contraction.

Each strand or domain includes '**Skills, knowledge and concepts**'. These are not intended to be linear or that every child will need to be taught each element to achieve the full statement. Some are ideas for teaching, other ideas for assessment to identify barriers to learning for individuals

Each strand or domain includes '**Strategies**' ideas of approaches for teachers to try that may suit a particular pupil more aptly

## Transcription

### Year 2 National Curriculum Notes and Guidance (non-statutory):

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.

At this stage pupils' spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

### Key concepts

- Pupils can read a word before being expected to spell it accurately.
- Familiar words are used to teach spelling.
- Concrete resources are used to support learning, eg the use of treasury tags for teaching split diagraphs.

## Curriculum Strands

Within the document, the national curriculum programme of study domain transcription is broken down into smaller curriculum strands to support precise identification of need. The curriculum strands identified are:

- Phonics
- Homophones
- Contractions
- Spelling exception words
- **Apostrophes**
- Dictation

## Curriculum strand - Apostrophes

Skills, knowledge and concepts		NC expectations – Year 2
Through pictures and resources, can discuss and understand the concept of possession.	Can identify apostrophes for possession in texts.	Learn the possessive apostrophe (singular) [for example, the girl's book].
Can identify the owner and the possession using pictures and objects.	Using pictures, can orally rehearse sentences such as 'The Queen's hat has blown away.'	
Can understand the purpose of the apostrophe to indicate possession.	Can correctly form and place an apostrophe to indicate possession.	

### **Strategies:**

- *use pictures to discuss and orally rehearse sentences with possession*
- *use punctuation pegs to experiment with the placement of apostrophes*
- *use sorting games to identify where apostrophes should and should not be used, separating possession from simple plurals or third person singular verbs – support with phrases linked to images and increase challenge to supporting with sentences, gradually removing the visual support.*

## Curriculum Strands

Within the document, the national curriculum programme of study domain comprehension is broken down into smaller curriculum strands to support precise identification of need. The curriculum strands identified are:

- reading for pleasure
- clarify
- select and retrieve
- summarise
- respond and explain
- inference

## Curriculum strand - Summarise

Skills, knowledge and concepts		NC expectations – Year 2
Can chunk up and describe the beginning, middle and end of a familiar story	Can sequence the beginning, middle and end of a story after only hearing it a limited number of times	Discuss the sequence of events in books and how items of information are related
Can retell key events so far in their own words	Can determine which information is the most important in the text	
Can link two ideas within the text, eg action and consequence	Can sequence a series of more than three images linked to the text	
Can link more than two ideas within a story	Can sequence events in narrative using story props	
Can describe the main image they are visualising in their head after hearing a section of text	Can plot key events on a story map in the correct order	
Can skim to find related items of information	Can visualise key events and describe what they see to others	

### **Strategies:**

- *explore and model the reading strategies of 'get the gist' 'note text structure' 'skim' and 'visualise' to support summarising*
- *use a range of drama approaches to support retelling eg puppets, mime, structured role play, adult narration whilst pupils act out events*
- *use concrete resources to support sequencing eg images from the text, real objects from the story*
- *increase the number of events to be sequenced*
- *reduce concrete prompts overtime so the pupil sequences more from memory.*



