

Literacy Units

Year 1

Fiction

Stories with Familiar Settings

Oliver's Vegetables
Oliver's Fruit Salad
Oliver's Milkshake
Amazing Grace
Harry's Box
Helpful Henry

Read several stories during the unit which are based around incidents and settings that are familiar to the children. Identify where the story takes place, who is involved and what happens. Introduce the words 'character', 'setting', 'events'. Children identify the main events in these stories and re-enact using, for example, drama, pictures or puppets. Explore imaginative ideas arising from every day events using role-play, for example 'The day Year 1 got lost'. Make a simple story plan, for example using a sequence of photos from the drama activity. Demonstrate how to write sentences to tell the story. Encourage children to rehearse sentences orally before writing. Reinforce the application of spelling strategies and correct sentence punctuation. Children discuss what they have written with each other or the teacher. Children read their work out aloud, clearly enough to be heard by their peers and their teacher.

Superhero Stories

Children to read stories based around a super hero. They discuss their ideas for a story. The children record their plan by drawing a sequence of pictures, then writing sentence(s) to retell the story in writing. Children write their own version of another story. They compose sentences orally and then sequence these sentences which they then write down to retell the story in writing.

Stories about Fantasy Worlds

The Other Ark
Elliot Jones and the Midnight Super hero
The Kiss That Missed
The Paperbag Princess
Beegu
Alice in Wonderland

Read stories about fantasy worlds, for example imaginary lands, space, animal homes. Visualise settings, talk about what is new or unexpected and predict how characters will look and behave in these settings. Compare and contrast stories with different settings and encourage children to express preferences. Identify the main characters and events in a story. Children retell orally with main events in the correct sequence. Watch a short performance or film version of a story with a fantasy setting. Create an imaginary setting and characters with the class. Explore story ideas using discussion and role-play. Record the main events for a class story based on children's suggestions and tell the story orally. Encourage the children to rehearse each sentence before writing. Children then write their own version of the story, using or adapting the class ideas. Support children in writing stories with a clear beginning, middle and end. Each part has more than one sentence and events are sequenced logically. The stories could include good and bad characters and examples of story language.

Non Fiction

Labels Lists and captions

Cross Curricular Links Toys from the past

Use the classroom environment to revise the purpose of labels and lists. With the children, begin to build a classroom display with cross-curricular links and discuss objects/pictures for the display. Demonstrate how to write sentence captions, edit and scribe as the children volunteer suggestions. Children write their own sentence captions, first as supported writing and then independently to add to a display in the classroom.

Instructions

Cross Curricular Links Healthy Eating Week

Ask children to follow oral instructions which increase in length and complexity over the year. Give the children opportunities to think out instructions for others to follow (for example in PE, in music, in role-play); first of all single instructions and then a short sequence. Children write their own instructions for a foundation subject eg Science.

Alphabet

Practise order of the alphabet by chanting the alphabet through, starting at different points and continuing,

Recounts

Read personal recounts and discuss the difference between recounts and stories and between fact and fiction. With the children, explore the generic structure of recounts, for example ordered sequence of events and use of words like 'first', 'next', 'after', 'when'. Model writing a recount of an activity in which all the children took part, giving them opportunities to contribute ideas and form sentences. Children write simple personal recounts, linked to personal experience, independently using sequencing words such as then and after that.

Poetry

Hairy Maclary
Zug the Bug
Going on a Bear Hunt
Plus others

Using the Senses

Read a range of poems and other simple texts that capture sensory experience in words. The children practice and read the poems in unison, following the rhythm and keeping time. They identify and discuss the words that describe what we can see, hear, feel (touch), smell and taste. The children play a range of games to explore their own senses (e.g. identifying familiar objects when inside a 'feely bag'), and begin to identify details and find simple words and phrases to describe what they can see, hear, feel (touch), smell and taste.

Explore some of the children's familiar everyday activities (e.g. playing in the sand) and teacher models fitting these descriptions into a very simple poetry frame, and children follow this up by writing their own simple poems.

Pattern and Rhyme

Read a range of rhymes and simple patterned stories to the children. They then explore the different patterns created, both by the ways sounds, words and phrases are used and sequenced, and by the way the text is laid out on a page or a screen. Children write their own simple patterned texts, developing their writing by adding a few further words or phrases from a given beginning, following a specific pattern or within an appropriate frame.

Poems on a Theme

Read a range of simple poems on a shared theme, which could link in with other work across the curriculum. They join in with and 'perform' the poems in a variety of ways including, where appropriate, singing, adding music, rhythms or sounds, doing actions and acting out. With contributions from the children model and explore writing a simple patterned poem on one of the themes already looked at. Collect words and phrases and then make up simple couplets or verses based around them. These collaboratively written simple poems can be read, sung, danced and otherwise explored. Following on from this modelling, children in pairs and individually write their own simple patterned texts (on paper or on-screen) on the given theme.

Year 2

Fiction

Stories with Familiar Settings added

Read and tell a selection of stories with settings and themes that are familiar to the children. The children use role-play to re-tell one of the stories from one character's point of view and explore different courses of action. Demonstrate how to plan the structure of a story: opening, something happens, events to sort it out, ending. Demonstrate how to write the beginning of the story. Children write their own endings. Encourage the children to rehearse their sentences before writing them down. Children plan and tell another story based on their own experience using the structure from the previous shared writing to help them write their own complete stories. Use drama and story boards to help with the ideas and the structure of the story. Children to read their stories aloud to the class with appropriate intonation to make the meaning clear.

Traditional Stories

Read several Fairy Tales with examples of predictable and patterned language. Children join in and recite familiar words and phrases. Identify examples of formal story language. Children prepare and retell familiar fairy tales using appropriate voices for different characters and incorporating some formal story language. Use drama to act out some of these stories. Compare the themes, settings and characters in several stories. Using a familiar setting from a Fairy Tale demonstrate how to structure a new sequence of events and use this as a story plan. Children write own short stories in the style of a traditional tale. Encourage the children to re-read their stories to ensure that they make sense. Teach them to proof read their work to check for errors in spelling, punctuation and grammar.

Different Stories by the Same Author

Texts by Roald Dahl Julia Donaldson

Introduce your author(s) and display a collection of their work. Demonstrate how to find out about the author, for example from blurb or websites, and make notes. Read several short stories that put the main character(s) into different situations. Encourage children to read more by the same author. Compare specific features of the books read, including characters, events, settings. Children select a character created by one of the authors they have read. Discuss/role-play what that character would do in a particular situation and note ideas for a story plan. Children to write a character description. Then they to plan and write a sustained story about this character. Demonstrate how to include dialogue and detail to expand the story and sustain the reader's interest. Support children in using third person and past tense consistently. Encourage the children to re-read their stories to ensure that they make sense. Teach them to proof read their work to check for errors in spelling, punctuation and grammar. Children to read their stories aloud to the class with appropriate intonation to make the meaning clear.

Non Fiction

Information Texts

Look at a range of non-fiction books to explore their features eg contents, indexes and glossaries and learn how to use these. Investigate non-fiction texts on similar themes to show that they can present similar information in different ways. Give the children opportunities to use contents pages and alphabetically ordered texts, for example dictionaries, encyclopedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. Children to create their own alphabetically ordered dictionary or glossary of special interest. Children scan texts to find specific sections, for

example key words or phrases, subheadings, and skim-read title, contents page, illustrations, chapter headings and sub-headings to speculate what a text might be about and evaluate its usefulness for the research in hand. Children make simple notes from non-fiction texts, for example using key words and phrases, page/web references, headings, to use in subsequent writing. Children write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. This could be linked to an area of study in a foundation subject.

Non Chronological reports

Leading on from unit on Information Texts

Children extend their research skills using paper-based and ICT-based texts. They could use search engines to find images on the Internet, leaflets from educational visits, photographs taken by children and non-chronological paper-based texts. Children to read and compare paper and ICT-based non-chronological reports and identify common features. Using information gained children plan a non-chronological report identifying a general theme, using subheadings, key details and information. Demonstrate how to organise ideas under subheadings into a paragraph. Children write their own non-chronological reports arranged into simple paragraphs.

Explanation Texts

Read a range of non-fiction texts, identifying organisational features of the text including index pages, glossary and title pages. Construct a glossary of words drawn from another curriculum area. Discuss how diagrams, charts, labels and captions are used in non-fiction texts. Investigate and record the key features of explanation texts. Demonstrate how to organise stages in a process using time adverbials and conjunctions. Carry out a practical activity in another area of the curriculum, for example an experiment, investigation, construction task, so that children have first-hand experience of the process. Children write their own explanation text, based on the practical activity, sequenced correctly and using time adverbials to link sections of the text.

Poetry

Patterns on the page

Read a selection of poems with particular patterns. The children focus on the playful exploration of language and its potential use, without necessarily being constrained by 'making sense'. Children explore the different patterns created, both by the ways words and phrases are used and sequenced, and by the way the text is laid out on page or screen. They perform some of them in groups to the class incorporating actions, singing and dancing, for example. Children write their own simple patterned texts, following a particular language pattern or within a given appropriate frame.

Really Looking

Read a range of poems where the writer is responding to some closely observed or recalled experience. The children focus on the adventurous language and its effective use, without necessarily being constrained by particular poetic forms or rhyme. They perform some of the poems, individually or together, using actions and sound effects where appropriate to add to the poems' meaning. They think about the way the writer has chosen and used words to describe the details of his/her experience/observation. Children write their own simple poetry, describing some closely observed first-hand experience, with the emphasis on careful selection of words and encouraging the children to focus on imaginative and adventurous language choices.

Silly Stuff

Read a range of silly poems and other short texts that play with language such as riddles, language puzzles, jokes, nonsense sentences. The children perform some of these individually or together, using actions and sound effects where appropriate to add to the humour. Explore the use of such devices as alliteration, onomatopoeia, puns and word-play, etc., as well as repeated patterns, sentence/verse 'starters', etc., with the emphasis on the playful and surprising selection of words and phrases. Children write their own silly sentences, poems, etc., developing their writing in response to prompts provided by the teacher or by other children and using the poems previously explored as their model.

Year 3

Fiction

Greek Myths

Theseus and the Minotaur

Perseus and the Gorgon Medusa.

Read and compare a range of myths, legends and fables. Identify and discuss common themes, for example good over evil, wise over foolish, etc. and record ideas. Analyse a myth, identifying the text structure, grammar and vocabulary. Children plan and write their own myth incorporating settings that provide a challenge and a range of characters that support the main character. Children to assess the effectiveness of their own and others' writing and suggest improvements in the use of grammar to ensure consistency eg in tense and the accurate use of pronouns and to improve on vocabulary choices. Children proof read their own work for spelling and punctuation errors. Children to 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.

Adventure and Mystery

Texts used

Tunnel Gorilla Anthony Browne

Charlie and the Chocolate Factory by Roald Dahl

Read a range of short adventure stories. Investigate plot, structure and identify typical themes, settings and characters. Explore a moral dilemma faced by a particular character using discussion and drama eg. Conscience alley. Children then express and justify their judgments and demonstrate empathy for the character. Analyse use of time adverbials to signal time, place or sequence. Explore different types of sentence and the effect of varying sentence length. Recount an incident from the story in a different way, for example in a conversation between two characters or in a letter. Plan and write an extended adventure story divided into chapters or paragraphs. Identify a problem, events and resolution and use typical characters and settings.

Dialogue and Plays

Read a selection of plays and identify the features and conventions of play writing. Compare this with writing of direct speech. Compare a familiar story written in prose and as a play. Practise writing dialogue. Look at the first scene of a play of a familiar story and ask the children to re write the next scene. Then re write the ending but changing it from the original. Children write a play script independently based on a familiar story using the format taught. In groups children perform their plays to the class.

Non Fiction

Information Texts

Routinely use dictionaries and thesaurus and use third and fourth place letters to locate and sequence words in alphabetical order. Using books and the internet research a topic being taught in a Foundation Subject. Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (and IT equivalents) when collecting information Identify how paragraphs are

used to organise and sequence information. Model how to make short notes, for example by abbreviating ideas, selecting key words, listing or in diagrammatic form. Children to make their own notes from a given text.

Report Writing

Revise research and note-taking techniques using information and ICT texts (with content taken from Foundation subject). Children to look at a variety of report type texts and analyse these. Demonstrate how to write non-chronological reports using simple organisational devices such as headings and sub headings. Children write own reports based on notes from several sources.

Instructions

Read and compare examples of instructional texts. Review the common features and make critical judgements about how effective the instructions are. Analyse more complicated instructions and identify organisational devices to make them easier to follow. Research a particular area, for example playground games or recipes and work in small groups to prepare a set of oral instructions. Try out with other children and evaluate effectiveness. Prepare clear written instructions using appropriate language. Teach use of bullet points or numbers to demarcate individual instructions.

Poetry

Poems to perform

Read a range of performance poems to the children. Discuss and identify distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech. Select a poem with a distinctive pattern and, using this as a framework, model how to construct a poem using the same model and rhythm but with a different subject or focus. Children decide on the focus of their poem and gather ideas and possible words and phrases to include. Children write and perform their poems and evaluate each other's contributions.

Shape poems and calligrams

Read a selection of shape poems and calligrams . The children look at the features of these poems, make comparisons between them and explore the effects created. They discuss how the words are chosen to capture ideas and the use of visual imagery. Through modelled and shared composition, children compose their shape poems and calligrams using language effects and making decisions about form. Children edit and redraft their poetry.

Language Play

Children read, discuss and analyse a range of poems that play with language. These could include puns, riddles, nonsense verse, cautionary poems, word games or word puzzles. Encourage children to bring in some of their favourite examples of the chosen forms and give them the opportunity to perform some these to the class, considering volume, pace, expression and the use of different voices. Play some poetry games with the children to generate nonsense phrases, unusual rhymes and unusual combinations of adjectives and nouns. Select a particular form for the children to devise their own poems in a variety of forms. Encourage the children to use imaginative and adventurous language choices. Children to edit and redraft their poems and then they can then share these with the class.

Year 4

Fiction

Stories set in Historical Settings

Texts

The Prince The Cook and The Cunning King by Terry Deary
The Queen's Token Pamela Oldfield

Read several short stories set in the past linked to their History Unit on The Tudors. Identify the details in the text that describe characters and setting and discuss the similarities to and differences from children's own experience. Look at structure ,grammar and vocabulary. Select a character. Discuss their response to the character and way that the author achieves this. Write a character sketch using evidence from the text. Map the stages in stories read and discuss the passing of time. Look at the organisation of paragraphs around a theme and how they are linked by using key phrases such as 'The next moment...' , 'Minutes ticked by...' , 'Some weeks later...' Identify events that are skimmed and those told in more depth. Children plan and write their own short stories set in Tudor Times, using an increasing range of sentence structures. Children to assess the effectiveness of their own and others' writing and suggest improvements in the use of grammar to ensure consistency eg in tense and the accurate use of pronouns and to improve on vocabulary choices. Children proof read their own work for spelling and punctuation errors .Children to 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.

Stories set in Fantasy Worlds

Texts

Narnia- Susan's Journey CS Lewis
Jack and The Beanstalk Retold by Margaret Mayo and Philip Norman
Where the Wild Things Are Maurice Sendak
Excerpts from
The Iron Man Ted Hughes
Harry Potter and The Chamber of Secrets JK Rowling

Begin reading a serial story aloud (and continue through the unit), for example the first in a series of books set in the same imaginary world. Provide others in the series for children to read independently throughout the unit. Read extracts from a variety of other books set in imaginary lands and begin to list the features of this type of book. Collect together information from the texts about the setting to build up a picture of the imagined worlds and their characters. Note examples of descriptive language and talk about the type of mood or atmosphere they create. Children begin to write their own descriptions of characters and settings. Improvise what would happen if new characters were introduced to an imagined world. Use freeze-frame to explore thoughts of different characters. Children to write a story about an adventure in an imagined world. Discuss ways to use language to create atmosphere or suspense and demonstrate how to use figurative or expressive language in short passages. Children to assess the effectiveness of their own and others' writing and suggest improvements in the use of grammar to ensure consistency eg in tense and the accurate use of pronouns and to improve on vocabulary choices. Children proof read their own work for spelling and punctuation errors .Children to 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.

Stories with a Dilemma

Begin to read a short story that raises an issue or dilemma. Notice how paragraphs are arranged around a theme. Children summarise the key points in each paragraph to produce an outline of the story structure. Stop and ask the children to predict the outcome of the issue or dilemma. Explore possible courses of action using improvisation. Children write their own endings based on their drama and discussions. Compare these endings with the original story ending and evaluate it. Read another story (or link with the serial story) and focus on a problem faced by the main character. Identify and discuss evidence in the text that suggests the character's point of view and their possible actions. Discuss different characters and alternative views on the problem. In drama, children create scenes from the story and then explore characters' thoughts and motives using freeze-frame. Children write in role as a character from the story, advising the main character about what they should do. Present the children with a setting and characters and an issue or dilemma. Children write their own stories independently using their plans. Encourage the children to use a rich variety of precise vocabulary and an increasing range of sentence structures. Children to proof read their work for spelling and punctuation errors, to improve on their word choices and grammar and to ensure it makes sense.

Non Fiction

Recounts-newspapers

Children analyse and identify the features of recount texts based on a real event. Ask and answer: who, what, why, where, when? Children read and discuss the concepts of fact and opinion in both recounts and an example newspaper article. They explore issues raised within a text and how a reader's opinion might be affected by the author's commentary. They analyse newspaper/magazine texts and identify key organisational features language conventions associated with these. Demonstrate how to write a simple recount, identifying use of first person and past tense and children write their own newspaper article containing both factual and opinion based contents well as using all the features identified such as headlines,captions,columns etc.

Explanation texts

The children read and analyse explanatory texts to identify key features. They distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text. Children write their own explanation text using paragraphs, conjunctions and the other key language and structural features appropriate to explanatory writing:

Persuasive texts

Children read and evaluate letters intended to inform, protest, complain, persuade, considering how they are set out, and the type of language used (e.g. to gain attention, respect, manipulate). They collect and investigate use of persuasive devices such as words and phrases (e.g. 'surely', 'it wouldn't be very difficult...') persuasive definitions (e.g. 'no one but a complete idiot...', 'every right-thinking person would...', 'the real truth is...'), rhetorical questions (e.g. 'are we expected to...?', 'where will future audiences come from...?'). They draft and write individual persuasive letters for real purposes, for example to put a point of view, comment on an emotive issue or protest. They then edit these and present them to their intended audience in their finished state. The children then look at a range of adverts both in magazines and on the television. They identify the features used and then design and produce their own paper adverts. In groups they write and act out their own adverts for the television (revising the features of a play script).Record the results and allow the children to watch them and give each other positive feedback.

Poetry

Creating Images

Last Night I Saw the City Breathing by Andrew Fusek Peters

The Magic Box by Kit Wright

My Senses are all Backward by Kenn Nesbitt

Children hear, read and respond to a range of poems, and possibly some prose extracts, which use similes and simple images as well as personification to create a vivid picture. They then explore what similes are and create their own. They perform some of the poems, individually or together, using actions and sound effects where appropriate to heighten awareness of the language and imagery used. Children write their own poems based on one or more of the poems read.

Exploring Form

From a Railway Carriage by Robert Louis Stevenson

The Night Mail by WH Auden

The Word Party by Richard Edwards

Mega Star Rap by Valerie Bloom

Kicking up leaves by Matt Simpson

Who is de girl? by John Agard

We got Rhythm by Mike Jubb

Footballers in the Park by Wes Magee

The Months by Susan Coleridge

Plus a selection of Kennings, Clerihews, Cinquains and Tankas

Children hear and read a number of poems representing a range of simple forms. Poems selected could include examples of any or all of: haiku, cinquain, other syllabic forms, songs, simple rhyming forms, for example couplets, list poems, alphabet and number poems, question and answer poems, monologues, free verse. Children perform some of the poems, individually or together, using actions and sound effects where appropriate to heighten awareness of form. They discuss the form of each poem, identify distinctive features, and sort and classify the poems according to their form. They consider why the writer might have chosen to use the particular form they have. Children write their own poems in these forms.

Year 5

Novels and Stories by Significant Authors

Texts

Street Child by Berlie Doherty

The children explore the idea of a 'significant author' by collecting information about an author. Children work collaboratively in groups to research an author of their choice and make a presentation to the class. Read the chosen text as a class. They visualise settings, make predictions about plot and note story structure. They compare story openings and experiment with writing their own different types of openings. They consider how authors develop characters and settings. They focus on characterisation and make inferences about the author's perspective on a particular character. They review conventions of dialogue: what it reveals about plot or character. They look at different ways of presenting characters, for example through dialogue, action, description, and discuss their response. They write a new scene or scenes for a story in the style of the author. They add a new character or new characters into the story writing in the style of the author. The children write a new story inspired by the book. They proof read their own work and make changes to the grammar, vocabulary and punctuation to enhance effects and clarify meaning. They also check for spelling and punctuation errors. They ensure they have used the consistent and correct use of tense and correct subject and verb agreement throughout their piece of writing and that they have distinguished between the language of speech and writing. They read their own stories out to the class using appropriate intonation, volume and movement so that the meaning is clear.

Traditional stories, Fables, myths, legends

Read a wide range of myths, legends, fables and traditional stories to the class and encourage them to read their own. Discuss common themes. Identify features of these particular fiction genres. Read several different versions of the same story, for example retellings from different times or countries, film versions. Draw out evidence of changing context and audience. Discuss and look for evidence of narrative viewpoint in particular stories, for example looking at the way that characters are presented. Infer the perspective of the author from what is written and implied. The children plan and write a new version of a myth/legend/fable/traditional tale. They identify their audience and purpose of their writing and select the appropriate form using the stories they have read as their model. They make specific vocabulary choices appropriate to the genre and to enhance meaning. They vary the length of sentences to achieve particular effects. They use a wide range of devices to build cohesion within and across paragraphs. They describe the settings, characters and atmosphere in detail and integrate dialogue to convey character and advance the action. When they have completed their stories they assess the effectiveness of their own and others writing. They proof read their own work and make changes to the grammar, vocabulary and punctuation to enhance effects and clarify meaning. They also check for spelling and punctuation errors. They ensure they have used the consistent and correct use of tense and correct subject and verb agreement throughout their piece of writing and that they have distinguished between the language of speech and writing. They read their own stories out to the class using appropriate intonation, volume and movement so that the meaning is clear.

Stories from other cultures

Read a selection of stories from a range of different cultures. Compare and contrast these. The children identify the expressive and descriptive language used to describe unfamiliar settings. They look at the organisation of the story and research background information, for example about the country where the story is set. They discuss characters and compare customs, beliefs, etc., with children's own. The children use prediction skills to write the ending to one of the stories. They explore character by using interviewing techniques eg children select a character and devise their own interview questions. The children interview each other in role. They explore different types of talk, for example differences between characters of

different ages, formality of interview questions compared to chatting to a friend. The children review what they have learnt about the characters, explore settings, characters and atmosphere and write descriptions selecting appropriate vocabulary. The plan and write their own stories set in one of the cultures explored, paying attention to the differences in that culture. When they have completed their stories they assess the effectiveness of their own and others writing. They proof read their own work and make changes to the grammar, vocabulary and punctuation to enhance effects and clarify meaning. They also check for spelling and punctuation errors. They ensure they have used the consistent and correct use of tense and correct subject and verb agreement throughout their piece of writing and that they have distinguished between the language of speech. They read their own stories out to the class using appropriate intonation, volume and movement so that the meaning is clear.

Non Fiction

Recounts

They identify the features of recounted texts such as sports reports, diaries, biographies, and police reports, including an introduction to set the scene, chronological sequence, varied but consistent use of past tense, possible supporting illustrations and degree of formality adopted. Children conduct interviews to gain information about an event in which they did not participate such as another class's field trip or a school match (interview players and spectators), using different types of questions to elicit as much information as possible. Write recounts of this event for two contrasting audiences such as a close friend and an unknown reader adapting their style accordingly. Children write their own diary entries and biographies. Encourage them to use all the features noted including organisational and presentational devices to structure the text and guide the reader.

Information skills

Within appropriate curriculum contexts, the children locate information in a text, in print or on screen confidently and efficiently through using contents, indexes, sections, headings (and IT equivalent); by skimming to gain overall sense of text; by scanning to locate specific information and by close reading to aid understanding. They sift through passages for relevant information. They present ideas in note form that are effectively grouped and linked and use simple abbreviations while note-taking. They précis long paragraphs. They understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. They make notes for different purposes. They convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. They record and acknowledge sources in their own writing. This can be linked to researching in a Foundation Subject.

Instructions (ICT unit)

In group work, children give clear, oral instructions to achieve the completion of a common task. They follow oral instructions of increased complexity. They evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. They identify sets of instructions which deviate from the norm in terms of structure and language features (e.g. recipes). They write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again. They create multi-layered texts, including use of hyperlinks and linked web pages.

Persuasive Texts

The children select, read and evaluate a range of texts, in print and other media, on paper and on screen (e.g. newspaper comment, headlines, adverts, flyers) for persuasiveness, clarity, quality of information, and to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias and how opinion can be disguised to seem like fact. They infer writers' perspectives from what is written and from what is implied. They consider how they are set out and how the language is used. They collect and investigate use of persuasive devices such as words and phrases (e.g. 'surely', 'it wouldn't

be very difficult...') persuasive definitions (e.g. 'every right-thinking person would...', 'the real truth is...'), rhetorical questions (e.g. 'are we expected to...?', 'where will future audiences come from...?'), pandering, condescension, concession (e.g. 'naturally it takes time for local residents...'), deliberate ambiguities (e.g. 'probably the best...in the world', 'known to cure all...', 'the professional's choice'). The children write a commentary on an issue seen on paper or screen, for example as a news editorial or leaflet, setting out and justifying a personal view. They use structures from reading to set out and link points (e.g. numbered lists, bullet points). They construct an argument in note form to persuade others of a point of view, sequencing points logically. They explore how ICT or other use of multimodality might support this (e.g. develop a presentation slideshow). They present a spoken argument to the class or a group making use of persuasive language in the form of a debate. They listen to others doing the same and evaluate their own and others' presentations.

Poetry

Poetic Style

The children hear, read and study in depth a range of poems from two significant writers. Texts should be selected as representing the range of work of the two writers rather than for any particular subject matter or theme. They explore some of the many elements and features of these poems which together constitute the writer's distinctive style, including language effects, pattern and form, subjects, themes and meaning. The children are encouraged to respond to and perform the poems in a variety of ways. The children write their own free verse poem about something they know, inspired by those they have read, but while also developing their own style.

Classic/narrative poems

The children engage in active reading and exploration of a selection of narrative poems. Through practical activities and discussion, the children explore how writers use language to create dramatic effects. They work as part of a group to use drama strategies to explore characters in depth. They devise questions to ask the main characters and work in roles to explore more complex emotional issues. They work as a member of a group to perform the poem using drama techniques. Performances are evaluated and improved according to chosen success criteria and the impact of theatrical effects is examined in more depth. The children write their own narrative poems incorporating the structure and language of the poems they read.

Choral and Performance

The children hear, read, and experience performance poetry, both on paper and in actual performance. Children respond to the experience and discuss and analyse what the performance element adds to the poetry and in what ways. Children read a range of poetry texts and identify features that might make good performance poems, for example well-chosen words, powerful verbs, adjectives, adverbs and precise nouns; use of detail and sense impressions; surprising and illuminating combinations of words; repetition, alliteration, onomatopoeia, rhythm and rhyme. They select, rehearse and present some of them. The children write their own performance poem text or texts, exploiting as many as possible of the features explored earlier. They then rehearse, perform, share, evaluate and improve their own poems.

Year 6

Biographies and autobiographies

Texts Anne Franks diary, Extracts from Zlata's diary, Samuel Pepys.

The children distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person. They distinguish between fact, opinion and fiction and distinguish between implicit and explicit points of view and how these can differ. They develop the skills of biographical and autobiographical writing in role. They write a selection of Biographical accounts based on research as well as an autobiography. When planning writing, they select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. When their work is complete they proof-read for spelling and punctuation errors. They also assess the effectiveness of their own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, by ensuring the consistent and correct use of tense throughout a piece of writing and by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Narrative

Roar by Emma Clayton

The children read a linked series of books and/or short stories by an author. They research the author using the internet and other sources. They describe and evaluate the author's style, identify common themes and compare different works. They consider how the author has developed characters and settings in his/her work. Groups of children then work collaboratively to select another author. Each child reads at least one book by the author prepares a synopsis of the text and presents to the group. The groups work on oral presentations about the author and prepare written reviews of their favourite books for the class. They use persuasive techniques to convince the class to try a new book or author. They identify a theme from reading and through exploring ideas for new stories through improvisation and role-play. They plan and write an extended narrative (throughout the unit) that uses different narrative techniques to engage and entertain the reader. They write a synopsis for their blurb. They proof read their own work and make changes to the grammar, vocabulary and punctuation to enhance effects and clarify meaning. They also check for spelling and punctuation errors. They ensure they have used the consistent and correct use of tense and correct subject and verb agreement throughout their piece of writing and that they have distinguished between the language of speech and writing. They read their own stories out to the class using appropriate intonation, volume and movement so that the meaning is clear.

Short stories with flash backs

The children read a short story or watch a film that uses flashbacks as part of the narrative structure. They evaluate the text, commenting on the theme, mood and atmosphere. They note how the author/director of the film indicates shifts forwards or backwards in time. They examine how the text is structured, noting the length and pace of the paragraphs or episodes within the text and how cohesion is created across the narrative. They use their findings to create a plan to support their own independent writing. Teacher to provide a range of stimuli to support the children in generating ideas for their own short story, for example music, images, drama or role-play. The story could be a sequel to the original narrative read by the whole class. Demonstrate drawing the ideas together on the planning frame by

adding notes about events, character reaction, mood and cohesive devices. Children work on their own narrative using a range of devices to indicate shifts in time whilst maintaining cohesion for the reader.

Extended Narrative

Text s-

Roar by Emma Clayton,
Peter and the wolf,
Extracts from Oliver Twist/Harry Potter,
Friend or Foe Michael Murpogoe
Linked with WW1 Topic

Children read a short story that exemplifies a particular genre. They identify the features typical of the genre and note the narrative structure. They select a paragraph to analyse in more depth. They look at the structure and note, for example, the way that comments are sequenced to follow a character's thoughts. Children then read an example of a story from another genre. They make comparisons and identify typical features. They analyse the structure of the story noting the way that the passing of time is represented. The children make a collection and display of different fiction genres. They add to it based on their own wider reading experience. Children write comments or summaries to label books on the display and pass on information and recommendations to others in the class. They select a genre and use drama activities to explore typical characters, setting, events. The children plan and write their own extended story to presentation standard. Children read an example of a parody and discuss features. Further examples to be made available for independent reading. Children work collaboratively in a small group to write their own parody, for example of a fairy tale. Children play with and explore a non-linear, quest-type adventure either on paper or on screen. They read and analyse particular sections of the text, identify language and organisational features and compare a second text in a different format. They identify and note the devices the author uses to engage and motivate the reader/player. They analyse the structure of the adventure text, using devices such as storyboarding and story mapping to clarify its organisation, for example its possible reading pathways and their various outcomes/consequences. After teacher modelling, the children work in collaborative groups and are supported in planning, drafting and writing (on paper or on screen) a number of chapters or text segments and then linking these into a simple adventure game. These drafts are tried out on other children, evaluated and further developed. This phase can also involve children taking/creating digital images, video clips, sound files, etc. and integrating these so that the end-product becomes a simple multimodal adventure text.

Playscripts -

School play related -
Oliver Twist

The children read a variety of play scripts. They look at and discuss the features. They rehearse their ideas through their own drama and then write their own play scripts.

Non Fiction

Journalistic writing

Texts-

newspaper reports and newsround

The children read, explore, discuss and compare a wide range of journalistic news reports, in a variety of formats, on paper and on screen. They analyse the features and identify key language, structure, organisation and presentational features, as preparation for writing. They comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets. The children write a news report about an incident explored earlier using the styles and conventions of journalism. They develop a journalistic style through considering: balanced and ethical reporting, what is of public interest in events, the interest of the reader, selection and presentation of information. They then use this as a basis for a script which they present orally as a radio news item.

Arguments - through boosters and accelerated learning

Texts

Extract about TV

Children read a selection of balanced written discussions which: summarise different sides of an argument; clarify the strengths and weaknesses of different positions; signal personal opinion clearly; draw reasoned conclusions based on available evidence. They identify the language, grammar; organisational and stylistic features of these. They recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. First they explore orally and then they write a balanced report of a controversial issue, summarising fairly the competing views, analysing strengths and weaknesses of different positions, drawing reasoned conclusions where appropriate, using formal language and presentation as appropriate. Possible topic: For and against school uniform.

Formal and impersonal writing - Booster/ accelerated learning

Texts - CV/formal and informal invitations/ letter writing

The children read examples of official language, such as consumer information and legal documents, and then identify characteristic features of layout such as the use of footnotes, instructions, parentheses, headings, appendices and asterisks. They understand the way Standard English varies in different contexts, for example why legal language is necessarily highly formalised, why questionnaires must be specific. They learn about features of formal language through collecting and analysing examples, discussing when and why they are used; noting the conventions of the language, for example use of impersonal voice, imperative words, formal vocabulary; collecting typical words and expressions, for example 'those wishing to...', 'hereby', 'forms may be obtained...'. They revise work on complex sentences by identifying main clauses, ways of connecting clauses, constructing complex sentences, appropriate use of punctuation. They secure their control of impersonal writing, particularly the sustained use of the present tense and the passive voice. They improve their use of complex sentences, understanding how clauses can be manipulated to achieve different effects. They secure use of skills of skimming and scanning; efficient reading so that research is fast and effective. They appraise a text quickly and effectively, to retrieve information from it. They write their own information texts, selecting the appropriate style and form to suit a specific purpose and audience, drawing on their knowledge of different non-fiction text types. They ensure they establish, balance and maintain viewpoints.

Poetry

Power of imagery

Quangle Wangle Hat

The children explore the use of personification in other poets' work, and practise playing with language: forming and shaping ideas. They use this experience as a basis for writing their own poems using personification, powerful imagery including surreal, surprising and amusing images in poetry.

The subject matter of the poems selected and created for this unit could relate to foundation subjects or to a cross-curricular theme or themes.

Exemplification units

Bloddens Adventure

Reading and writing narrative (and plays)

Children practise reading and answering questions about fiction and play texts. They revise the features of a good short story and play script. They practise writing a short story or play, drawing on language and organisational features relevant to the genre and audience. They revise, explore and extend their previous knowledge of various sentence structures (including complex sentences). They practise writing a different story or play, adding a focus on varied sentences to that of using appropriate genre features. The children revise, explore and extend their ability to construct and use paragraphs appropriately in narrative. They again practise writing a different story, now adding a focus on paragraph use to those on varying sentences and employing appropriate text features.

