

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Traditional Tales Openings (settings) and Build Up</p> <p>NARR FOCUS- STORY STRUCTURE(USE LOTS OF SHORT TRAD TALES TO IDENTIFY KEY STRUCTURE- OBDERE, THEN CONCENTRATE ON SETTING IN OPENING AND BUILD UP</p> <p><u>Possible Teaching Sequence</u> Pre FREE WRITE ASSESSMENT 1. Introduce/recap story structure - Opening Build up Dilemma(s) Events Resolution End - show this in - retell story LRRH Guided class discussion... Look at other trad tales- does it follow same structure? G&3B? RRH? J&B?- children in groups to break down structure of one trad tale- less able to order statements, middle group to work with an adult and top group to work indep. Support AA with questions/checklist eg. the build up may not always be a short section EXT- nursery rhyme structures (ones we've done A3 for)</p>	<p>Quests Dilemma and Events</p> <p>LO. to consolidate prior knowledge 1. Recap opening and build- children recall make notes, stick on WW. Introduce D and E are next. What do already remember about D and E from known stories (TT).</p> <p>LO. to know key features 2. Read quest story together as class (short). Discuss the themes- something is lost, needs to be found, overcome obstacles (chase, trapped, search), problem is overcome, back to beginning.</p> <p>BA- as reading comp. Basic, what was lost? Who are the character?</p> <p>A- Text highlighting- features of a quest</p> <p>AA- Text highlighting- features of a quest (+ on diff.)</p> <p>LO. Identify effective dilemma and events in quest story/ies 3. More in-depth study on D and E, this time based on</p>	<p>Poetry Imagery and figurative language</p> <p>Classic language (twas)</p> <p>LO: to know the difference between poetry and prose and to identify features of poetry 1. Introduce for Y5, recap for Y6 different types of poetry- eg. kennings, raps, limericks, haiku, elegy, narrative. Ask chn, what is poetry and what poems do you already know? (write in book) Explain that NR are the first examples of poems- how are poems different to prose</p> <p>(Classic poems- red book) NIGHT MAIL- Auden COTLB- Tennyson MACAVITY- T.S Elliot</p> <p>2. Mixed ability/poss diff.- give pairs three</p>	<p>Plays Characterisation</p>	<p>SPAG REVISION</p>	<p>Author Focus Endings</p>

<p>2. Trad tale openings- compare. What makes a good opening? What diff ways are there to start a story? Not always have to be "Once upon a time"- we can manipulate. Show diff ways of story opening</p> <p>LO- identifying key features... Discuss openings and give examples of good ones (DAD) (see.. BA diff. lists) Highlighting features.</p> <p>BA/SEN- identify what type of opening DAD (mixed into one possibly) Adjectives, verbs and inverted commas</p> <p>A- DADWE?</p> <p>AA- BA full list (child friendly)</p> <p>ADD IN AN ALAN PEAT SENTENCE TYPE (differentiated for groups)</p> <p>3. Improving a bad TT opening- different focus to improve (differentiation)</p> <p>BA- be very specific/underline what needs changing (eg. words, missing punctuation, was/were, did/done, CL)</p> <p>A- Same as AA with less BA criteria</p> <p>AA- Give basic opening with BA detailed checklist (rubbish)</p>	<p>quest stories- what do we know about quest stories (stick on WW).</p> <p>Show different D and E in quest stories- checklist from BA</p> <p>Quest D and E- compare. What makes a good D/E?</p> <p>4. LO- identifying key features... Discuss D and give examples of good ones- text marking (diff. SC) All introduce a problem, normally tension in story</p> <p>5. Improve poorly written dilemma-</p> <p>BA- RQ openers, recap diff. punctuation (CL, FS, wrong case, tenses)</p> <p>A- RQ openers, recap diff. punctuation,</p> <p>AA- RQ openers, add diff. grammar, (discrete teaching group 1:1)</p> <p>5. Give chn an opening and a build up for a quest- FREE WRITE DILEMMA (BOB)- focus it so that it links to events scene (give dilemma)</p> <p>6. Events- chased/trapped?</p>	<p>limericks- they have to draw own conclusions about what the features of a limerick are. Rhyme, beat. Finish by writing own.</p> <p>Use limericks (A limerick is a humorous poem consisting of five lines. The first, second, and fifth lines must have seven to ten syllables while rhyming and having the same verbal rhythm. The third and fourth lines only have to have five to seven syllables, and have to rhyme with each other and have the same rhythm.- there was a... from... who... first line)to teach rhythm/rhythmic pattern/rhyme</p>			
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<p>version)- completely rewrite it (cross out on original- replace showing drafting). Write up neatly.</p> <p>4. Rewrite their opening from FW- apply what they've learnt (I)</p> <p>5. Repeat for build up</p> <p>Present familiar stories in own words,</p> <p>Consider diff accounts of same event and discuss viewpoints(of authors and fictional characs) within a text and across texts</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance action</p>	<p>Obstacles, how does the character overcome the dilemma?</p> <p>Try once- try twice- Third time succeed-</p> <p>Discussion lesson- draft own based on free write from last lesson</p> <p>7. Specific SC- FREE WRITE SCENE -sentences struc. BA LIST...</p> <p>HALF TERM FREE WRITE- CHRISTMAS THEMED QUEST eg. Rudolph loses his nose eg. FC loses presents eg. Elf back to NP</p> <p>(Breaking up dilemma BA checklist- for indiv. lessons)</p>	<p>WRITE OWN LIMERICK- BA give cloze task (eg. gaps to fill)</p> <p>Introduce classic poetry- stood the test of time/considered great.</p> <p>Eagle- don't show any art work, children to use the language in the poem to create their own art representing the poem- LANGUAGE using vocab to create an image for the reader</p> <p>Choose one other classic poem Winter themed poetry?</p> <p>Vikings- Valhalla</p>			
<p>Recounts- trip page 31-38,41</p>	<p>Persuasion- arguments WIT, WITI1 WITI2 (WITI3?) WOTR WISTI</p>	<p>Information texts- Topic link (Amazon) 66-84(lead to comparison for AA)</p>	<p>Language of debate- linked to playscripts R&J</p>	<p>SPAG focus</p>	<p>Guide to St Bernadette's- Induction Pack-Revision and embedding of persuasion,</p>

					information, recount, explanation(RIPE)
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GENRE- NAT CURRIC 14

Classic fiction, stories, plays, poetry, non fiction, textbooks, reference books, debate, myths, legends, trad tales, modern fiction, fiction from literary heritage(classics?), books from other cultures/traditions, diaries, autobiographies

****Teachers should read aloud to children, including whole books so they might meet books and authors that they might not choose to read themselves*****

SKILLS/ THEMES

Summarising, present familiar stories in own words, public speaking/performance/debate, recommending books, identify and discuss themes and conventions across wide range of writing,, comparisons within and across books, learning poetry by heart, preparing and performing poems, inferring character feelings, thoughts, motives from actions, justifying inference with evidence, predict, identify how language, structure and presentation contribute to meaning, impact of figurative language on reader, distinguish btw fact and opinion, recognise themes (loss/heroism eg), compare characs, settings, themes and other aspects of what they have read. Consider diff accounts of same event and discuss viewpoints(of authors and fictional characs) within a text and across texts. Metaphor,simile, analogy, imagery, style and effect, skills of retrieval in hist/geog/sci textbooks,

PLAN - identify audience and purpose of writing, select approp form, using similar writing as model, consider how authors have developed characters and settings in what pupils have read, listened or seen performed.

WRITING- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance action

Organisational and presentational devices to structure and guide the reader_eg headings, bullet points, underlining.

Edit- propose changes to vocab, grammar and punct to enhance effects and clarify meaning

VOCAB, GRAMMAR, PUNC- NF focus

Formal speech and writing vocab and structures(inc subjunctive)

Passive verbs, perfect form, expanded noun phrases, modal verbs/adverbs, relative clauses(who, which, where, when, whose, that)

Commas to clarify meaning/avoid ambiguity: hyphens to avoid ambiguity, brackets,dashes,commas to indicate parenthesis; semic,c or d to mark boundaries btw independent clauses; colon to introduce list, punctuating bullet points consistently- ACROSS FICTION AND NON FICTION