

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>CLASSICS/HISTORIC NARR FOCUS-HOW AUTHOR DEPICTS CHARACTER- DESC, ACTION, DIALOGUE, REACTIONS OF OTHERS (THROUGH MR TOM AND OTHER CLASSIC EXAMPLES- OT? S&amp;A? TEACHER CHOICE,USING CLASSICS)</p> <p><u>Possible Teaching Sequence</u></p> <p>1. Look at key characters in books we have already read- trad tales, Roald Dahl, class readers. What types of characters do we usually find in books?- brave, mean, geeky, sensible, scary, strange,intellectual,selfish,kind etc. Character sketches of favourite book characters- AA to provide evidence by actions.</p> <p>2. Example text with key characters. Text mark/highlight text to show <u>character portrayal</u> by author- by what they say, thoughts, do, how others respond to them. (Lion Witch Wardrobe, Goodnight Mr Tom)</p> <p>3. Class book in depth study Goodnight Mr Tom. Look at <u>build up</u> of character from start to mid to end of book- diff extracts to show how character is developed.</p>	<p>POETRY(Highwayman)</p> <p>NARR FOCUS- EFFCTS OF FIG LANG, HOW LANG USED TO CREATE IMAGES, EFFECTS OF RHYME AND RHYTHM- DESCRIPTION</p> <p><u>Possible Teaching Sequence</u></p> <p>1. What is poetry? How is different to prose? Look at piece of text and a poem about daffodils- what is same, what is diff? Compare lang and structure(rhyme, imagery etc)</p> <p>2. Investigate different types of poetry(THE WORKS)- Kennings, raps, elegies, narrative- what are key features of each? Sort(BA) and describe features/word choice(A?AA). which do we prefer? Reasons?</p> <p>3.Narrative poetry focus- look at Highwayman- a poem that tells a story. Read together, practise and perform different verses in pairs/groups- listen to rhyme and rhythm- record? Look at</p>	<p>TRADITIONAL TALES</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- IF TIME, EXTEND TO DIFF VIEWPOINTS OF CHARCS-(WOLF, UGLY SISTER ETC)</p> <p><u>Possible Teaching Sequence</u></p> <p>1. Recap on narrative poem structure- Opening Build up Dilemma(s) Events Resolution End - show this in Highwayman as recap- retell story</p> <p>2. Look at a trad tale- does it follow same structure? G&amp;3B? RRH? J&amp;B?- children in groups to break down structure of one</p>	<p>MYTHS AND LEGENDS.</p> <p>NARR FOCUS- STORY STRUCTURE(MYTHS ALSO SHORT SO GOOD AS EXAMPLES)- CONCENTRATE ON DILEMMA AND EVENTS IN MYTHS- WHAT IS PROB, HOW CAN IT BE SOLVED- USE THE TRAP/CHASE SCENES TO EXTEND EVENTS</p> <p><u>Possible Teaching Sequence</u></p> <p>1. Recap on story structure of Trad tales and narrative poem- OBDERE- sometimes there are several dilemmas but usually follow same structure- although in some stories is manipulated- we try to use OBDERE first. Read short myth to whole class- discuss structure- what is O?B?D?E?R?E? can we order orally? Record in plan what happens in each part(SEN sort and sequence)</p> <p>2. Discuss how dilemma this is most important part of story- there would be no story without a prob? No drama series on TV without a problem? Often in soaps several dilemmas, one after the other!</p>	<p>PLAYS Shakespeare</p> <p>NARR FOCUS- DIALOGUE TO SHOW CHARACTER,COMPARI NG PLAY TO TEXT,(THIS UNIT MAINLY CONVENTIONS OF PLAYSCRIPT, CHANGING ACTIVE TO PASSIVE, DIRECT TO IDIRECT, VERY SPAG BASED UNIT REATHER THAN NARRATIVE)</p> <p><u>Possible Teaching sequence</u></p> <p>1. What is a play? How does it differ from prose and poetry? Discussion. Compare extract of play and story of same theme- how are they same/diff?(stage directions, settings, scenes, no direct speech, list of characters, use of punctuation and italics etc)</p> <p>2. Introduce focus play to class- investigate when written, impact this will have on</p>	<p>MODERN FICTION- Morpurgo?(Short stories)</p> <p>NARR FOCUS- STORY STRUCTURE. STORY RESOLUTIONS AND ENDINGS.(CAN WE FIND SHORT STORIES TO SHOW THIS) OR CLASS READER COMING TO END?</p> <p>RECAP ON ALL INGREDIENTS OF STORY</p> <p><u>Possible Teaching sequence</u></p> <p>1. Recap on what we know so far about OBDERE. The part of the story that can often let it down is the ending. What makes a good ending? Share some good story endings. How could we make endings to some known stories better</p>

<p>4. Free write- choose Mr Tom/ Willie. Write character description and support with evidence from text</p> <p>Inferring character feelings, thoughts, motives from actions, recognise themes (loss/heroism eg), compare characs, settings, themes and other aspects of what they have read.</p>	<p>Youtube video of the Highwayman.</p> <p>4. The Highwayman- what is the story telling us? How does the story progress through the verses? Who are the main characters? Retelling story(BA sequencing)- narrative focus</p> <p>5. Language features in the Highwayman- use of colour, imagery, metaphor and simile- how does it impact on story? Text marking key lang features(differentiated). A/AA effects of these features, BA identify features.</p> <p>6. Free Write- Use figurative language to describe evil character/ add additional verses to highwayman?</p> <p>Impact of figurative language on reader</p> <p>Metaphor, simile, analogy, imagery, style and effect</p> <p>Learning poetry by heart, preparing and performing poems,</p>	<p>trad tale- initially mixed ability.</p> <p>3. Plan and write notes for each part of a diff trad tale- AA, BA order and sequence- can they all identify the dilemma?/End? Build up?</p> <p>4. 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- children choose one way to open a known trad tale. AA use diff types of opening to begin same story.</p> <p>5. How to build up to prob in trad tale- look at Character build up (revise) and Setting build up- use of atmosphere, senses etc to build mood- RRH especially- forest description- sights and sounds.</p> <p>6. Free Write- open and build up to RRH or 3 BGG- need to really show good opener and build up of tension</p>	<p>Misunderstandings, criminal activity, being lost/trapped/chased/fought etc. Dilemma is vital. Look at stories we have already used over the year or favourite TV progs- what are the dilemmas we remember?(fires/explosions/cr ashes etc)</p> <p>Record key dilemmas in Tv progs/ stories already know( Extend- AA can fill in what comes before/after dilemma etc.</p> <p>3. Show diff myth-(texts vary in complexity). Can we 1- identify structural features(OBDERE?) What is the dilemma? What follows the dilemma?(events- chase scene, trapped scene?) How is the dilemma solved? In myths often a tragic resolution?</p> <p>Look at several myths and identify structure(highlight)</p> <p>4. Focus on dilemma in particular myth- how is tension built up? What are events that follow dilemma? How is dilemma solved?</p> <p>5. Setting, language and character in myths- highlight in range of myths- do they have similar settings? Characters? How are Greek myths diff to Roman myths in setting, character, language? What do myths have in common in lang, setting and charac features?</p>	<p>setting/character/language use etc.</p> <p>Share opening extract of play- how is scene set. How are characters introduced to us compared to a narrative story? How is action moved on? (scenes, stage directions etc)</p> <p>Read scene 1 in mixed ability groups- discuss what is happening, follow directions when reading- drama lesson, no recording. **Find opps to continue to read play in GR? So story is already known before analysing**</p> <p>3. Focus on character portrayal in play- who are key characs? Character traits? How do we know compared to in a narrative- text mark and explain(evidence)</p> <p>4. Focus on settings in play- use of lang, how shown to us? How do they change across the play? How do they convey atmosphere?</p> <p>5. Other play conventions- themes we get from dilemma and resolution- is there a message in the play? How do we get the message?</p> <p>6. Free Write- known story change to play script in style of play we have been studying.</p>	<p>2. Share diff types of story ending.(Use narrative revision guide to help). How could we verbally use these in known stories- cliffhanger in GMM? Question in Macbeth?</p> <p>3. Free Write over 2 weeks- create own story. Give range of genres, range of dilemmas, range of settings for children to choose from. Create structure plan then work on each part of story using aspects of checklists from Narrative writing Unit. Write and edit each section</p> <p>infer character feelings, thoughts, motives from actions,</p> <p>recognise themes (loss/heroism eg), consider how authors develop characters &amp; settings in what pupils have read,</p>
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<p>consider how authors have developed characters and settings in what pupils have read, listened or seen performed.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance action</p>	<p>Consider how authors have developed characters and settings in what pupils have read, listened or seen performed</p>	<p>***TWIST TO THE TALE? ALTERNATIVE VERSION? OTHER VIEWPOINT</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>5. Children draft myth- plan on structured planning sheet- focus on structure but also on setting charac and lang. can be based on known myth but characs/ dilemma/setting /resolution may be changed-one element changed(BA) to several (AA)</p> <p>6. Free Write planned and adpted myth. SEN rewrite known myth</p> <p>Identify and discuss themes and conventions across wide range of writing</p> <p>Recognise themes (loss/heroism eg),In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance actio</p>	<p>Compare characs, settings, themes and other aspects of what they have read.</p>	<p>listened or seen performed.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance action</p>
<p>Recount-Biography (hist/geog/sc link)Autobiography/diary</p> <p><u>Possible teaching sequence</u></p> <p>1.What is a recount? What does it cover? Not just recount of a trip, can be biog/autobiog/diary- just recounting/retelling true events. All recounts must be chronological, all recounts discuss key events, all recounts have a summary sentence/paragraph,but some are formal/informal, some are 1<sup>st</sup> person(autobiog/diary) some 3<sup>rd</sup> person(biog)</p>	<p>Persuasion- adverts</p> <p><u>Possible teaching sequence</u></p> <p>1.What is persuasion? When do we use it? When do we see it in action? Where do we see adverts? What is key purpose? Radio/TV/magazine adverts- do they all use same devices? List adverts they know, brand, item, slogan, info, if good/bad advert and why- chart. Favourite advert- why?</p> <p>2. Share checklist of a good advert using a magazine advert- (L'Oreal? Sunday paper advert for old people's</p>	<p>Discussion</p> <p><u>Possible teaching sequence**</u></p> <p><a href="#">Revisited and progression from earlier in KS2.</a></p> <p>1. Recap what is a discussion text? How is it diff to persuasive argument?</p> <p>2. Structure of discussion text- see ladder. Look at examples of disc text and identify structural elements. Are they balanced?</p>	<p>Debate</p> <p>Balanced and biased arguments (formality)</p> <p><u>Possible teaching sequence</u></p> <p>1. Recap on discussion text and its key features- balance. Not all arguments are balanced, we sometimes need to use the art of persuasion(link back) and find a biased argument. Find debates on TV from house of commons- use of language etc. Find other debates to listen to- discuss in pairs/groups what is evident when listening to debates- what</p>	<p>Information Texts &amp; Explain texts ( link hist/geog/sci)</p> <p><a href="#">Revisited and progression from earlier in KS2**</a></p> <p><a href="#">Short unit as SATs revision</a></p> <p><u>Possible teaching sequence</u></p> <p>1.Sorting Information and Explanation texts to recap on key similarities /differences. Make list of diffs/sims as starter</p>	<p>Recount- news report</p> <p><a href="#">Revisited and progression from earlier in KS2</a></p> <p><u>Possible teaching sequence</u></p> <p>1. Revise key features of news reports(HOMER). Revise recount as a non fiction account and go over key</p>

<p>Sorting extracts into biog, autobiog, diary, news report- differentiate by complexity of extract.(ext- what key lang features might you see?)</p> <p>2. Biog focus. (See NC SPAG reqs below to include)</p> <p>Share short biogs of key people we may know about- use marking ladder to see which features we can pick up- highlight-also SPAG examples (May need another lesson/other , more complex biogs to investigate before moving on?)</p> <p>3. Who would we like to write biog about? What kind of things do we need to know about the person? What are key milestones? Make notes/research about chosen person(BA questions to answer to guide, A subheadings AA decide on own subheadings</p> <p>4. Free Write biog, using SPAG features for assessment</p> <p>Passive verbs, perfect form, expanded noun phrases, modal verbs/adverbs, relative clauses(who, which, where, when, whose, that)</p>	<p>gadgets) Quotes, Vocab, Humour, Slogan, Science, Statistics, Question(rhetorical) Celebrity endorsement, Pun, OfferQVHSSSQCPO(pneumo nic)</p> <p>Not all adverts have all key features. Investigate use / effects of quotes from satisfied customers and Sci in a shampoo advert- Why important? Why persuasive?</p> <p>3. Identify other features of magazine adverts- highlight examples in sample adverts(differentiated by advert type/ features to find)Focus on rhetorical questions, special offers as well as features from previous lesson.</p> <p>4. Focus on diff advert again. Identify Celeb endorsement, statistics in magazine advert. Think about which celeb and statistics you would need to advertise- cat food, anti wrinkle cream, car etc- ensure that celeb and stats fit the product- think about audience/buyer? Who do want to appeal to ?</p> <p>5. Choose product from list provided by CT- decide on audience- this will affect price, choice of vocab, celeb etc- discuss importance of thinking about your buyer before you sell. An old granny would probably not want latest sports car so the</p>	<p>Good and bad discussion texts- children mark them and edit to improve.</p> <p>3. Language of discussion text- use ladder(SPAG input- passive verbs, perfect form, relative clauses etc).</p> <p>4. Find own arguments to discuss(teacher input on less able children). Plan structure and examples of discussion lang</p> <p>5. Free Write from plan</p> <p>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</p> <p>Passive verbs, perfect form, expanded noun phrases, modal verbs/adverbs, relative</p>	<p>makes a good presentation? Why is formality important when debating? What is formality? How do we see it? Examples?</p> <p>2. Key language features of biased arguments(many linked to persuasion). Use ladder to identify in debate texts(differentiated by text type and features required)</p> <p>3. Choose topic you feel strongly about to debate. Use structure and lang features to make notes on what your strongest arguments will be- opening, 1 key point, strong conclusion.</p> <p>4. Edit and improve- lang features, add second strong point- Free Write</p> <p>public speaking/performance/debate,</p> <p>distinguish btw fact and opinion,</p> <p>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</p>	<p>2. Highlighting key features on Information texts as focus- what are key features of an information text?</p> <p>3. Watch Blue Planet(?) or History/Geog documentary linked to topic and make notes on key points- watch a few times in groups(isplayer?) to get all information needed for subject. Look at books/research to add info not seen on videos</p> <p>4. Free Write info text using notes, structure- edit by checking all lang features(differentiated) are included</p> <p>skills of retrieval in hist/geog/sci textbooks,</p> <p>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</p> <p>colon to introduce list, punctuating bullet points consistently-</p>	<p>features of all recounts.</p> <p>Look at diff types of newspaper- do they all follow same structure?</p> <p>Focus on tabloid, broadsheet, local- key similarities and differences- list and record(BA not broadsheet )</p> <p>Extend- who would audience be for each type of paper? Why/ Evidence</p> <p>2. Headline and use of language focus. Look at headlines in tabloids- function? Short, snappy, rhyme, puns- investigate puns and lang use in headlines</p> <p>Teaching ideas- matching headlines to Nursery rhymes, Give article for headlines to accompany- either match or make up.</p> <p>3. Structure- orientation, main body, reorientation- importance of orientation to set the scene and grab the reader- WWWW then more info in main body. Look at range of news reports,</p>
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	<p>words "comfy and sensible" prob won't be in advert, but might be in advert for slippers!"</p> <p>6. Free Write magazine advert, using features on ladder and thinking about audience</p> <p>distinguish btw fact and opinion,</p>	<p>clauses(who, which, where, when, whose, that)</p>	<p>Formal speech and writing vocab and structures(inc subjunctive)</p> <p>Passive verbs, perfect form, expanded noun phrases, modal verbs/adverbs, relative clauses(who, which, where, when, whose, that)</p>		<p>identify HOMER and quotes (BA). A/AA analyse structure and lang use, section at a time- what do we think is effective- marking articles and suggesting ways to improve using marking ladder.</p> <p>4. Think of some of the very strange/newsworthy things that have happened at St Bernadette's/to themselves- how could we change to a news article? Headline? How would we introduce? What would main body look like?(paragraph revision). How would we reorientate?</p> <p>5. Free Write from plan and edit using ladder and lang features</p>
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					Passive verbs, perfect form, expanded noun phrases, modal verbs/adverbs, relative clauses(who, which, where, when, whose, that)
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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