


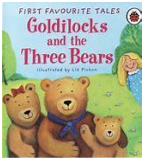
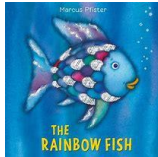
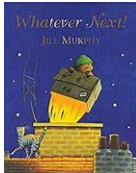
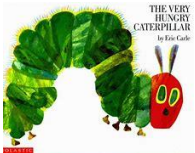
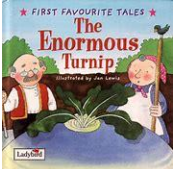
Literacy Long term planning overview

Mission statement

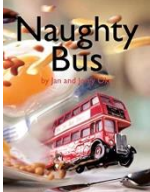
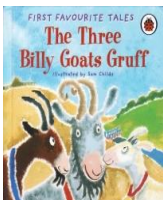
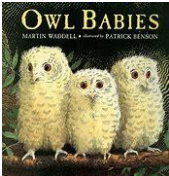

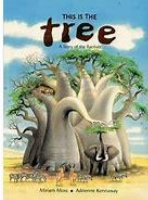
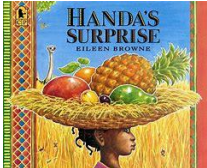

Through our teaching of Literacy, we intend to promote a love of literature through widespread reading of books which capture the imagination and interest of children and unlock the door to a world of information. Good literacy skills hold the key to all other subject areas. At Woodford Valley, we believe mastering the spoken word and written language is crucial in allowing children to express themselves, communicate with others and develop imaginative and creative skills to cope with the challenges of our multicultural society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Furthermore, communication and thinking skills are nurtured and extended in our school through philosophy sessions.

At Woodford Valley, we are following the National Curriculum but put our own creative touch and pedagogy to our delivery. We believe strongly in enriching The Literacy Curriculum with visits to theatres, inviting productions into school, using visitors such as authors, drama specialists (for example the local Salisbury Playhouse) to deliver workshops which enhance work children have been undertaking in school. We hold an annual 'Book Week' which focuses on a particular genre or book. We also believe in ensuring writing is purposeful and therefore writing is linked to our class text, history, geography and science topics as well as current affairs such as National elections. We ask children to present work in a variety of ways such as presentations, speeches, debates, written narrative, argument and script writing. We currently have a School Radio Station which provides children with real writing opportunities.

Reception: Lake Class

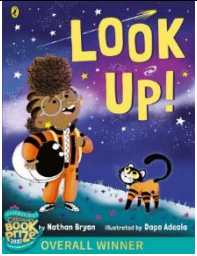
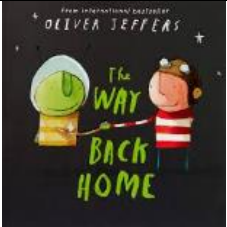
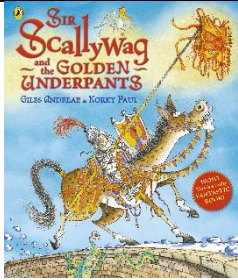
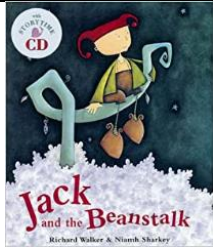
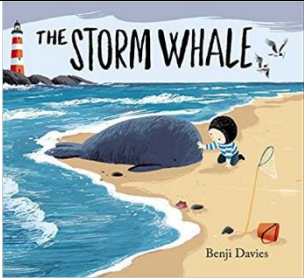
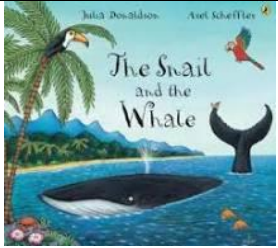
Term:	Autumn Topic: Once upon a time	Spring Topic: Let's go on an adventure	Summer Topic: What's at the bottom of the garden?
Main Focus Texts	  <p>The Three Little Pigs Goldilocks and the three Bears</p>	  <p>The Rainbow Fish Whatever Next! Marcus Pfister Jill Murphy</p>	  <p>The Hungry Caterpillar The Enormous Turnip Eric Carle</p>
Hook into text	<ul style="list-style-type: none"> Retelling story through acting Looking at materials Looking at size Looking at numbers https://northernballet.com/goldilocks-the-three-bears/video/goldilocks-the-three-bears-trailer 	<ul style="list-style-type: none"> Trip to Bournemouth Aquarium. Paint a fish Acting out the story. Talk about light and dark 	<ul style="list-style-type: none"> Looking at seeds and planting in the garden. Bring in a Turnip and other vegetables to chop up and taste. Butterfly eggs. Observe changes.
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> The Billy goats Gruff Goldilocks and just one bear The Gingerbread Man The Princess and the Wizard Pumpkin Soup The Christmas Story <p>Guided reading to link: Using group reading books to match phonic ability: Phase 2, 3 and 4. Sharing a big book in a small group, talking about the pictures and finding letters.</p>	<ul style="list-style-type: none"> We're Going on a Bear Hunt We're going on an Egg Hunt Where the Wild Things Are The Darkest Dark Captain Flynn and the Dinosaurs Night Pirates Zog <p>Guided reading to link: Using group reading books to match phonic ability: Phase 2, 3 and 4. Look for key words and beginning to blend. Shared text.</p>	<ul style="list-style-type: none"> The Dinosaur that pooped a Planet What the Ladybird Heard Superworm The Tiny Seed Oliver's Vegetables The Very Busy Spider <p>Guided reading to link: Using group reading books to match phonic ability Phase 2, 3, and 4. Reading sentences and more difficult words with more fluency.</p>
Reading: skills and strategies	<p>- Hear and say the initial sound in words - Link sounds to letters naming and sounding the letters of the alphabet. - To begin to blend taught sounds and read simple words - To begin to read tricky words like; the, and, to, the, I, no, go. - Begin to spell and read simple captions and labels. - Learn about story language 'Once Upon a Time', then, next, one day. - Identify the main parts of the story and the main characters in a story. - Retell a familiar story in sequence, with a beginning, middle and end. - Make predictions about events in fiction and non-fiction texts - knows that information can be retrieved from books and computers. - To use phonic knowledge to decode regular words and read them aloud accurately. Use vocabulary that is influenced by our experiences and stories - To develop our sight vocabulary of 'high frequency words'.</p>		
Writing outcomes	<p>To segment to write regular words, labels, captions and simple sentences. Write own name. Use features of letter writing, lists and instructions -begin to break the flow of speech into words. -use some clearly identifiable letters including initial letter, to communicate meaning, representing some sounds correctly and in sequence. To segment to write a simple sentence - To explore different purposes for writing, such as: labels, lists, instructions, stories.</p>		

Year 1: Lower Woodford Class

Term:	Autumn Topic: Wheels, wings and moving things and Materials	Spring Topic: Woodford Valley and Farming	Summer Topic: Africa and Plants
Main Focus Texts	  <p>The Naughty Bus by Jan Oke</p> <p>The Three Billy Goats Gruff (Ladybird first favourite tales)</p>	  <p>Owl Babies by Martin Waddell</p> <p>Out and about, a firstbook of poems by Shirley Hughes</p>	   <p>This is the tree: a story of the Baobab by Miriam Moss</p> <p>Handa's Surprise by Eileen Browne</p> <p>Meerkat Mail by Emily Gravett</p>
Hook into text	<ul style="list-style-type: none"> Naughty bus mischief in classroom (tracks in paint across the tables) Naughty bus toys/puppets to play with and create own adventures after reading, Naughty bus song. Drama to act out as part of lesson sequence, tuff tray with resources to innovate story during early morning activities. 	<ul style="list-style-type: none"> Puppets to play with, drama, links to art Visit to Hawk Conservancy T4 Letters from Winter to class Welly walk to look for signs of Spring Videos of signs of Spring Food Technology lessons to link to instructions 	<ul style="list-style-type: none"> BBC class clips – flowering Baobab tree Fruit tasting, drama, dressing up (WSLRs Handa's Surprise role play resources) African music. Meerkat soft toy, letters from Sunny's family to class Meerkat video clips
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> Space Tortoise by Ross Montgomery – use mainly as hook into Science/DT project – designing and building a new form of transport. Fiction transport story book collection from WSLRs. Non-fiction transport books and materials books collection from WSLRs. <p>Guided reading to link: Guided reading sessions to include innovated versions of traditional fairy tales.</p>	<ul style="list-style-type: none"> Non-fiction animal book collection from WSLRs The Giraffe, the Pelly and Me by Roald Dahl <p>Guided reading to link: Circle by Jeanne Willis or A Tadpole's Promise by Jeanne Willis, Sleepy Sammy by Rose Impey, The dog that dug by Jonathon Long, Funnybones by Allan Ahlberg and Janet Ahlberg</p>	<ul style="list-style-type: none"> The World came to my place today by Jo Readman. Lila and the Secret of Rain by David Conway African story collection from WSLRs. African non-fiction collection from WSLRs. Plants non-fiction collection from WSLRs <p>Guided reading to link: Bringing the Rain to Kapiti Plain by Verna Aardema Too much talk by Angela Shelf Medearis</p>

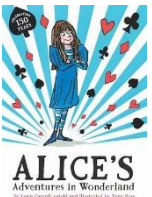

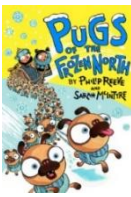

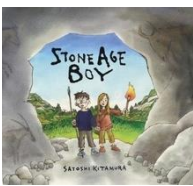

<p>Reading: skills and strategies</p>	<p>Read many common exception words. Apply phonics knowledge and skills to decode words. Identify repeated words. Relate reading to own experiences. Re-read when reading doesn't make sense. Re-tell with considerable accuracy. Make predictions on basis of what has been said. Make inferences on basis of what is being said and done. Read aloud with pace and expression. Recognise and understand capital letters, full stops, question marks, ellipsis. Know the difference between fiction and non-fiction texts.</p>		
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Composing a simple sentence and writing word for word. • Finger spaces • Capital letters and full stops • Using adjectives • Conjunctions but, to link ideas • Question marks 	<ul style="list-style-type: none"> • Composing a simple sentence and writing word for word. • Finger spaces • Capital letters and full stops • Using adjectives (including expanded noun phrases). • Conjunctions – and, but, because, to link ideas • Question marks • Using 'ing' and 'ed' 	<ul style="list-style-type: none"> • Composing a simple sentence and writing word for word. • Finger spaces • Capital letters and full stops • Using adjectives • Conjunctions – and, but, because, so, to link ideas • Question marks • Exclamation marks • Using 'er' and 'est' • Commas (GD)
<p>Writing outcomes</p>	<ul style="list-style-type: none"> • Labels • Lists • Character description • Story photo in style of book and story writing • Familiar story sequencing • Poster • Innovated story based on fairy tale • Comparisons using 'but' • Recounts (non-fiction) based on real experiences • Questions • Performance poetry 	<ul style="list-style-type: none"> • Character description • Explanation and instruction letter • Recounts based on real experiences • Questions • Leaflet • Instructions • Performance poetry • Poem writing 	<ul style="list-style-type: none"> • Persuasive letter • Postcard • Story sequencing • Story retelling • Fact file • Recounts based on real experiences • Questions • Performance poetry

Year 2: Netton Class

Term:	Autumn Topic: Reach for the Stars!		Spring Topic: Behind the castle walls		Summer Topic: Beside the seaside	
Main Focus Texts						
	Look Up! Nathan Byron and Dapo Adeola	The Way Back Home Oliver Jeffers	Sir Scallywag and the Golden Underpants David McKee	Jack and the Beanstalk Richard Walker	The Storm Whale Benji Davies	The Snail and the Whale Julia Donaldson and Axel Scheffler
Hook into text	<ul style="list-style-type: none"> Mission to Mars letter – astronaut training Visit to Winchester Science Park Crash landing of aliens Tinkering Station Rocket ship role play Curiosity cube 		<ul style="list-style-type: none"> Grow own beanstalks to the castle Making castles and trebuchets Trip to Corfe Castle – see trebuchet in action Castle role play area in class Curiosity cube 		<ul style="list-style-type: none"> Beach Café Role Play/fishing boat Whale soundscapes and other ‘clues’ Message in a bottle – Save the Whales Inflatable Whale Sensory table Trip to Portsmouth dock Curiosity cube 	
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> The Astronaut’s handbook, Megan McCarthy One Giant Leap, the story of Neil Armstrong, Dan Brown On the Moon – Anna Milbourne and Benji Davies Curiosity, The Story of a Mars Rover, Markus Motum Moon landing clips Selection of non-fiction topic books <p>Guided reading to link: Ruby’s Worry – Tom Percival Mog’s Christmas - Judith Kerr</p>		<ul style="list-style-type: none"> Jim and the beanstalk – Raymond Briggs Fearsome Fairytales – Connie Huq See Inside Castles – Katie Daynes Selection of non-fiction topic books <p>Guided reading to link: The Tunnel, Anthony Brown The day the Crayons Quit Oliver Jeffers</p>		<ul style="list-style-type: none"> Grace Darling Film from BBC Teach Gracie the Lighthouse Cat - Ruth Brown What a waste – Jess French Selection of non-fiction topic resource books <p>Guided reading to link: Lost and Found, Oliver Jeffers Grandad’s Island by Benji Davis</p>	

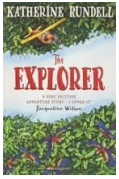
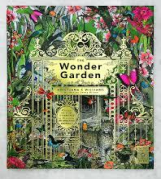
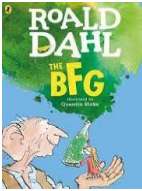
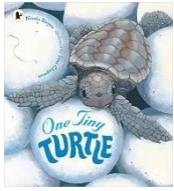
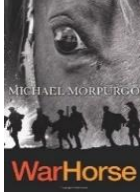
<p>Reading: skills and strategies</p>	<ul style="list-style-type: none"> • Read accurately by blending all 40+ phonemes • Read accurately some words of 2 or more syllables • Read many high frequency words and common exception words • Read aloud words quickly and accurately without overt sounding and blending • Sound out many unfamiliar words accurately • Answer questions in discussion and make simple inferences 	<ul style="list-style-type: none"> • Reading words with 2 or more syllables • Reading words with common suffixes • Read most common exception words and first 100 high frequency words • Read without overt sounding and blending and sufficiently fluently to focus on understanding rather than on decoding • Sound out unfamiliar words accurately • Check the text makes sense, correcting any inaccurate reading • Answer questions and make some inferences • Explain what has happened so far in what they have read 	<ul style="list-style-type: none"> • Making links between the books by both the same and different authors • Making inferences from the text • Making predictions
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Spelling linked to phonics and high frequency words. • Using CL for proper nouns and personal pronoun I. • Using CL, full stops • ! and ? In sentences. • Joining words and phrases using 'and'. • Using commas in a list. • Using adjectives for expanding noun phrases. • Using or, and, but for coordination. • Using when, if, that, because for subordination. 	<ul style="list-style-type: none"> • Spelling linked to phonics and high frequency words. • Turning adjectives into adverbs. • Using apostrophes for contractions. • Using apostrophes for possession. • Using exclamation and statement sentences. • Using the simple past and present tense. • Plurals. • Using the progressive forms of verbs. • Using the suffixes: -ness, -er, -ful, -less. 	<ul style="list-style-type: none"> • Spelling linked to phonics and high frequency words. • Using suffixes -er and -est in adjectives for comparison. • Consolidation of grammar from year. • Homophones. • Words ending in -tion.
<p>Writing outcomes</p>	<ul style="list-style-type: none"> • Lists, labels and annotations • Writing application letter • Fact writing about Mars – destination guide • Newspaper articles • Setting and character descriptions • Opinion writing • Diary entry • Alien poetry using alliteration • Performance poetry 	<ul style="list-style-type: none"> • Writing instructions • Creating posters • Generating setting and character descriptions • Re-telling familiar stories making changes through substitutions • Letter writing • Poetry linked to the Sound Collector • Performance poetry • Labelling castle features and writing explanations. • Using dictionaries and investigating alphabetical order 	<ul style="list-style-type: none"> • Persuasive writing • Setting descriptions • Writing postcards and thank you letters. • Script writing • Diary entries • Re-telling and sequencing familiar stories, making changes through alterations • Lists and instructions • Poetry linked to ocean shapes • Explanations

Year 3: Wilsford Class

Term:	Autumn Topic: Victorians	Spring Topic: Weather	Summer Topic: Stone Age
Main focus text	 <p>Alice in Wonderland Lewis Carol</p>  <p>A Christmas Carol Charles Dickens</p>	 <p>Pugs of the Frozen North Phillip Reeve</p>  <p>Shackleton's Journey William Grill (non-fiction)</p>	 <p>Stone Age Boy by Satoshi-Kitamura</p>  <p>The Iron Man Ted Hughes</p>
Hook into text	<ul style="list-style-type: none"> • Potion making reflecting “drink me”. • P4C – children in Victorian England based on children’s learning. Should children work as chimney sweeps? • Class trip to Beaulieu to experience a Victorian Christmas. 	<ul style="list-style-type: none"> • 50 different types of snow. • Before the children have read the book, they think about one of its themes and imagine as many types of snow as they can. • ICE – children hold ice cubes to experience cold. This is used to create a COLD WORD BANK. This vocabulary can be used for writing and verbal responses 	<ul style="list-style-type: none"> • Den building. • DT afternoon making an IRON MAN from recycled materials. (Link to SCIENCE – humans and skeletons – anatomy.)
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> • Edward Lear poetry • The land of Never believe by Norman Messenger • The Jabberwocky by Lewis Carroll • The Night Before Christmas by Clement Clark Moore <p><u>Guided reading: see Class texts</u></p>	<ul style="list-style-type: none"> • The Dreadful Menace (Literacy Shed video clip) • The Bone Yard Rap by Wes Magee (Performance poetry) • Frozen Planet by Alastair Fothergill and Vanessa Berlowitz <p><u>Guided reading in addition to class text:</u> Weather (non-fiction) Fantastic Mr Fox by Roald Dahl</p>	<ul style="list-style-type: none"> • Stig of the Dump by Clive King • Lost and Found by Oliver Jeffers • I was born in the Stone Age by Michael Rosen <p><u>Guided reading in addition to class text:</u> Stig of the Dump Variety of extracts</p>
Reading: skills and strategies	<ul style="list-style-type: none"> • Know which words are essential in a sentence to retain meaning • Draw inferences such as inferring characters’ feelings thoughts and motives from their actions • Recognise inverted commas 	<ul style="list-style-type: none"> • Comment on the way character relate to one another • Draw inferences such as inferring characters’ feelings thoughts and motives from their actions • Recognised how commas are used to make more meaning 	<ul style="list-style-type: none"> • Recognise: plurals, pronouns and how used, collective nouns, adverbs • Explain the difference that the precise choice of adjectives and verbs make.



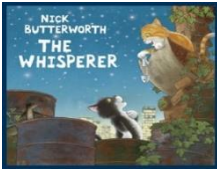
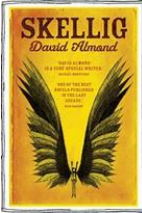
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Use conjunctions (when, so, before, after, while, because) • Experiment with adjectives to create impact • Use inverted commas to punctuate direct speech • Write under headings and subheadings 	<ul style="list-style-type: none"> • Use adverbs (e.g., then, next, soon) • Use prepositions (e.g., before, after, during, in, because of) • Experiment with adjectives to create impact • Use perfect forms of verbs to mark relationships of time and cause • Group ideas into basic paragraphs 	<ul style="list-style-type: none"> • Experiment with adjectives to create impact • Use perfect forms of verbs to mark relationships of time and cause • Group ideas into basic paragraphs • Write with increasing legibility, consistency and fluency
<p>Writing outcomes</p>	<ul style="list-style-type: none"> • Informal letter writing • Fact writing – an encyclopedia entry • Instructions • Narrative: Character back story • Poetry • Performance poetry 	<ul style="list-style-type: none"> • Diary recount • Setting description • Adventure Narrative • Newspaper report • Formal letter writing • Narrative: Character back story • Performance poetry 	<ul style="list-style-type: none"> • Setting description • Narrative: Adventure • Newspaper report • Write a persuasive report – an estate agent's recommendation for a Stone Age home • Poetry writing • Performance poetry

Year 4: Durnford class

Term:	Autumn Topic: Rainforests	Spring Topic: Florida	Summer Topic: WW1
Main focus text/s	  The Explorer Katharine Rundell The Wonder Garden Kristjana S Williams	  The BFG by Roald Dahl One Tiny Turtle by Nicola Davies	 War Horse by Michael Morpurgo
Hook into the text:	<ul style="list-style-type: none"> • Build and light a camp fire with YR 6 Forest school teacher. • Listen to sounds of rainforest audio clips • Watch Video clips about rainforest. • Trip to Living Rainforest in Newbury learn about animal adaption. • Paintings by Henri Rousseau • BBC Nature programme clips 	<ul style="list-style-type: none"> • Read the opening to the story and watch the opening to the film. • Watch the film trailer for the BFG • Listen to one of the songs from the film. • Make up our own nonsense words in similar style to Roald Dahl. • Nature documentaries/You Tube videos about Sea turtles • Photographs and Video clips of effects of pollution 	<ul style="list-style-type: none"> • Horrible Histories WW1 video clips • Trailer from War Horse film to show them. • Photographs of horses in WW1 • Making trenches out of shoebox • Trip to Tank Museum with trench experience or to Hook Court for WW1 themed residential.
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> • Expedition Diaries: Borneo Rainforest Simon Chapman • Jungle paintings by Henri Rousseau • Fern Gully: The Last Rainforest film • Range of non- fiction books <p><u>Guided reading in addition to class text:</u> Jungle Book (graphic Novel) Rainforest secrets: (Non-fiction text) The Tyger by William Blake (poem)</p>	<ul style="list-style-type: none"> • Video clips of the film BFG • A map of London • What a Waste Jess French/Dorling Kindersley • Range of non-fiction texts -pollution of the ocean • Video clips about Sea turtles and their life cycle. • Library books on pollution from WLRS <p><u>Guided reading in addition to class text:</u> Flotsome by David Weisner Eco-Global Warming Comprehension texts (Literacy Shed) The Ocean Depths comprehension pack (Literacy Shed) Poems about sea life/ocean</p>	<ul style="list-style-type: none"> • Real letters written from Soldiers back home • The Frightful First World War by Terry Deary • Lloyds Bank: The Story of the Horse film clip (Literacy History Shed) • The German Truce (Literacy Shed clip) • Range of non-fiction books about WW1 <p><u>Guided reading in addition to class text:</u> Stories of the first World War by Jim Eldridge (short stories) IF by Rudyard Kipling poem IN Flander's Fields Poem</p>

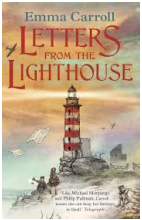



<p>Reading: skills and strategies</p>	<ul style="list-style-type: none"> • Give a personal point of view on a text • Re-explain a text with confidence • Performance reading • Developing inference • Make predictions • Explain vocabulary choices and the effect it has created. • Make intertextual connections • Explain why a writer has used different sentence types. 	<ul style="list-style-type: none"> • Identify themes and conventions in a book or poem • Prepare a poem for performance • Ask questions to improve their understanding • Make predictions • Skim and scan to locate information • Explaining vocabulary choices and effects it has created • Give personal point of view • Make intertextual connections 	<ul style="list-style-type: none"> • Scanning and close reading • Making predictions • Character comparison • Justifying inference with evidence from text • Summarising • Give a personal point of view • Making intertextual links • Explaining vocabulary choices and effects it has created
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use adjectival phrases • Use powerful verbs and adverbs • Use similes and metaphor • use fronted adverbials • using commas after fronted adverbials • use inverted commas and other punctuation to punctuate direct speech 	<ul style="list-style-type: none"> • use conjunctions, adverbs and prepositions to express time and cause • Use apostrophe for plural possession • use inverted commas and other punctuation to punctuate direct speech • Using sub-headings and paragraphs to organise ideas • Consistent present tense • Plus revising and using previous grammar from Autumn term 	<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions. • Use adjectival phrases • Use powerful verbs and adverbs • using commas after fronted adverbials • use inverted commas and other punctuation to punctuate direct speech • Use paragraphs to organise • Use connecting adverbs to link paragraphs
<p>Writing outcomes</p>	<ul style="list-style-type: none"> • Diary recount • Setting description • Adventure Narrative • Instructions • Non-chronological report • Descriptive poetry • Performance poetry 	<ul style="list-style-type: none"> • Character description • Instructional writing leaflet • Explanation • Persuasive advert • Performance poetry 	<ul style="list-style-type: none"> • Writing from a different viewpoint. • Newspaper report • Informal letter writing • Setting description • Non-chronological report on animals used in war effort. • Narrative: Historical-animal in war time. • War poetry

Year 5- Upper Woodford

Term:	Autumn Topic: Chocolate	Spring Topic: The Tudors	Summer Topic: The Caribbean
Main focus text/s:	 <p>Wolf Brother by Michelle Paver</p>	  <p>Romeo and Juliet By Andrew Matthews and Tony Ross</p> <p>The Whisperer Nick Butterworth</p>	 <p>Skellig by David Almond</p>
Hook into the text:	<ul style="list-style-type: none"> • Children make a clan in groups, name them • Outside activities-make a nature trail, climb a tree with their idea, make a story telling stick • Cave painting pictures • Create own maps • Treasure hunt at the end of the text • Drama opportunities-hot seating, clan meetings, • BBC Clips on Cosmic • DT-design own smart phones 	<ul style="list-style-type: none"> • Tudor topic • Watching BBC Class clips on the play • Looking at scripts of the plays • Drama activities- re-telling in modern day language • Design the Globe theatre 	<ul style="list-style-type: none"> • Watch Treasure on Literacy Shed plus • Look at pictures of mythical creatures • Drama linked to the text
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> • Paintings/pictures of pre-historic times • Watch clips of Wolf Brother film ideas https://www.youtube.com/watch?v=C5qnQ_I9Rmw • Watch clip of Wolves and Michelle Paver • Watch the clip of how Michelle writes her texts https://www.youtube.com/watch?v=I9S9EhFeOlo • Reading Vipers Literacy Shed Plus on Cosmic <p>Guided reading in addition to class text: Shape Shifters By Pratina Mitchell Chocolate Comprehension-Literacy Shed Plus The Stone Age Comprehension.</p>	<ul style="list-style-type: none"> • BBC Shakespeare clips of plays • Drama activities linked to plays • Art work based around Tudors • Horrible Histories linked to Tudors • Twiz advert link on Literacy Shed plus planning <p>Guided reading in addition to class text: Shakespeare Stories By Chris Rowling</p>	<ul style="list-style-type: none"> • Greek myths- linked to wings and flying- Icarus • Dracula's Whitby (Literacy Shed video clip) • Wing • BBC Class clips- Myths and legends • Paintings of Greek myths <p>Guided reading in addition to class text: Spice Story By Dhruv Baher</p>

Reading: skills and strategies	<ul style="list-style-type: none"> Summarise main points of an argument or discussion within their reading and make up own mind about issue/s Compare between two texts Appreciate that people use bias in persuasive writing Appreciate how two people may have a different view on the same event Draw inferences and justify with evidence from the text Vary voice for direct or indirect speech Recognise clauses within sentences Explain how and why a writer has used clauses to add information to a sentence Use more than one source when carrying out research Create a set of notes to summarise what has been read 	<ul style="list-style-type: none"> Summarise main points of an argument or discussion within their reading and make up own mind about issue/s Compare between two texts Appreciate that people use bias in persuasive writing Appreciate how two people may have a different view on the same event Draw inferences and justify with evidence from the text Vary voice for direct or indirect speech Recognise clauses within sentences Explain how and why a writer has used clauses to add information to a sentence Use more than one source when carrying out research Create a set of notes to summarise what has been read 	<ul style="list-style-type: none"> Summarise main points of an argument or discussion within their reading and make up own mind about issue/s Compare between two texts Appreciate that people use bias in persuasive writing Appreciate how two people may have a different view on the same event Draw inferences and justify with evidence from the text Vary voice for direct or indirect speech Recognise clauses within sentences Explain how and why a writer has used clauses to add information to a sentence Use more than one source when carrying out research Create a set of notes to summarise what has been read
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Add phrases to make sentences more precise Use a range of sentence openers Adapt sentence structure to text type Use pronouns to avoid repetition Use adverbs or modal verbs Indicate parenthesis with brackets, dashes and commas Use a range of subordinate and coordinating conjunctions Use verb phrases Organise paragraphs consistently Link across paragraphs using adverbials-time, place and number Write legibly and fluently with speed 	<ul style="list-style-type: none"> Add phrases to make sentences more precise Use a range of sentence openers Adapt sentence structure to text type Use pronouns to avoid repetition Use adverbs or modal verbs Indicate parenthesis with brackets, dashes and commas Use a range of subordinate and coordinating conjunctions Use verb phrases Organise paragraphs consistently Link across paragraphs using adverbials-time, place and number Write legibly and fluently with speed 	<ul style="list-style-type: none"> Add phrases to make sentences more precise Use a range of sentence openers Adapt sentence structure to text type Use pronouns to avoid repetition Use adverbs or modal verbs Indicate parenthesis with brackets, dashes and commas Use a range of subordinate and coordinating conjunctions Use verb phrases Organise paragraphs consistently Link across paragraphs using adverbials-time, place and number Write legibly and fluently with speed
Writing outcomes	<ul style="list-style-type: none"> Narrative- new chapter to the story Diary recount Setting description Character descriptions: comparisons between books Survival guide leaflet Performance poetry 	<ul style="list-style-type: none"> Diary recount of a character Write a scene to the play Formal letters of persuasion Performance poetry Character descriptions Write a story opening 	<ul style="list-style-type: none"> Write a persuasive report e.g. estate agent description of a house. Write an argument on home schooling and have a debate. (link to P4C) Poetry- Ten Things Found in a Wizard's Pocket Instructional writing-based on Dragons Pie Corbett Book review

Year 6: Salterton Class

Term:	Autumn Topic: WW2	Spring Topic: Planet Earth; Mountains; Rivers	Summer Topic: Ancient Egypt
Main focus text/s	 <p>Letters From The Lighthouse by Emma Carroll Blitz by Robert Westall</p>	  <p>Kensuke's Kingdom Michael Morpurgo</p> <p>King of the Cloud Forests Michael Morpurgo</p>	 <p>Secrets of a Sun King Emma Carroll</p>
Hook into the text:	<ul style="list-style-type: none"> • Play Blitz clip from Literacy War and Peace Shed. • Pictures/photographs of lighthouse • Play air raid siren • WW2 artefacts brought in (Mrs Sims) • Grandparent/visitor to talk about wartime experiences • Make a lighthouse • Make paper models of spitfires and Anderson shelters • Drama linked to war poetry 	<ul style="list-style-type: none"> • First hand accounts of sailors and explorers – Ranulph Feinnes, Ellen McArthur • Orangutan conservation and adoption programmes, linked with Fairtrade Fortnight • First/second hand images of the sea and cloud forests • Drama activities 	<ul style="list-style-type: none"> • First/second hand images of Egypt / desert environments • Drama linked to myths read
Supporting texts, pictures or film clips	<ul style="list-style-type: none"> • Beyond the Lines clip (Literacy Shed) • Photographs and film clips of evacuation of children • Examples of real-life letters • Range of Non-Fiction texts on WW2 <p><u>Guided reading in addition to class text:</u></p>	<ul style="list-style-type: none"> • The Pebble in My Pocket, A History Of Our Earth, Meredith Hooper • Everest: The Remarkable story of Edmund Hillary and Tenzing Norgay. • The Kid who Climbed Everest Bear Grylls? Could use extracts? • A range of non-fiction texts on volcanoes, mountains and rivers. <p><u>Guided reading in addition to class text:</u> Survivors by David Long (Literacy Shed Plus)</p>	<ul style="list-style-type: none"> • The Story of Tutankhamun by Patricia Cleveland-Peck (Author), Isabel Greenberg (Illustrator) • Howard Carter's Diary extracts • Tadeo Jones (Literacy Shed Film Clip) • A range of non-fiction texts <p><u>Guided reading in addition to class text:</u> A range of Egyptian myths</p>
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Speech punctuation • Informal/Formal Speech • Simple Sentences Complex Sentences Coordinating and Subordinating conjunctions 	<ul style="list-style-type: none"> • Informal/Formal Speech • Passive/Active • Determiners • Imperative verbs • Dashes 	<ul style="list-style-type: none"> • Revision leading up to SATS • Post SATS: Continue to embed range of punctuation and explore control of formality and voice

	<ul style="list-style-type: none"> • Modal verbs • Types of noun • Synonyms/Antonyms • Connectives • Tense • Ellipses • Adverbials • Expanded noun phrases 	<ul style="list-style-type: none"> • Semicolons • Colons • Hyphens • Auxiliary Verbs • Subject/Object • Commas for phrasing and clauses 	
Reading Skills and Strategies	<ul style="list-style-type: none"> • discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books explain and discuss their understanding of what they have read, • provide reasoned justifications for their views 	<ul style="list-style-type: none"> • discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books explain and discuss their understanding of what they have read, • provide reasoned justifications for their views 	<ul style="list-style-type: none"> • discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books explain and discuss their understanding of what they have read, • provide reasoned justifications for their views
Writing outcomes	<ul style="list-style-type: none"> • Remembrance poems • Letter from an evacuee • Diary of an air raid • Non-chronological report e.g., evacuation • Narrative story writing linked to class novel • Performance poetry as whole class 	<ul style="list-style-type: none"> • Explanation text • Persuasive letter linked with environmental issue in topic • Diary entry • News report • Performance poetry as whole class 	<ul style="list-style-type: none"> • Instructions of mummification process • News Report: Howard Carter • Report of life in Ancient Egypt • Narrative; myths - rewrite the story of Isis and Osiris • Explanation; science link, e.g. digestion

