|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Autumn Term** |  | **Spring Term** |  | **Summer Term** |
| Class Books(Pie Corbett Reading Spine and Page Turners) | On The Way Home – Jill MurphyLiving in a Castle (SATs test) |  | The Fairy Who Sings Literacy Shed Film Unit – Tamara  |  | Recount of residential trip to Beaumanor Pirates Next Door – Fiction (adventure story & setting description). |
| **READING** |  |  |  |  |
| **TOPIC** | **Autumn 1 – Street Detectives** | **Autumn 2 – Towers, Tunnels & Turrets**  |  | **Spring 1 – Beat, Band, Boogie!** | **Spring 2 – The Scented Garden** |  | **Summer Term – Land A’Hoy!** |
| Books/extracts in whole class/guided reading linked to Topic | Recount of Village Walk On the Way Home (Narrative)Street Detectives Knowledge organiserThe Flower  | Recount of a Trip to Warwick Castle Famous Castles – Non Chronological ReportsTowers, Tunnels and Turrets Knowledge OrganiserLiving in a Castle (SATs test) |  | Literacy Shed Film Unit – Tamara Instructions – How to make an instrument Beat, Band Boogie Knowledge Organiser | Pie Corbett – Poems to Perform Literacy Shed Unit – Winter’s ChildThe Scented Garden Knowledge OrganiserNon-Chorological Report about Cacti  |  | Recount of residential to Beaumanor.Pirates Next Door – Fiction (adventure story & setting description).Reading about RNLI |
| Poetry, eg, riddles |  | Christmas Acrostic PoemsWinter Parcel  |  |  | Literacy Shed Unit – Winter’s Child  |  |  |
| Other Stimulus e.g. visual literacy, videos, pictures | Walk around Ratby villageTeacher hurt knee role play as stimuli for cold/hot write | Making a bridgeTrip to Warwick Castle |  | Music Hook – Invite a musician in to perform Music lessons with boom whackers and other instrumentsMaking a box guitar & taking pictures/sequencingTamara Video  | Videos of seasonsReal flowers and herbsVideos of cacti |  | Parts of a pirate shipNoises found on pirate shipsPirate day at Beaumanor Hall.Pirate treasure hunt and launchRNLI Lifeboats  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WRITING** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Fiction | Non-Fiction | Fiction  | Non-Fiction |  | Fiction | Non-Fiction | Poetry | Non-Fiction |  | Non-Fiction | Fiction |
| Fiction or Non-Fiction | Narrative | Recount of our village walk | N/A | Recount of our trip to Warwick castleNon-Chronological Report |  | Narrative | Non-Fiction Instructions | Poetry – Winter’s Child  | Non-Chronological report about Cacti  |  | Recount on trip to Beaumanor  | Fiction – Narrative – stories with a different settingCharacter Description – Our own Pirates |
| Cold Task | Write a story about a hurt knee | N/A | N/A | Write a report about a castle |  | N/A – not a T4W unit  | N/A | Write a poem about Winter | N/A |  | N/A | Write a narrative about a pirate who can’t sleep |
| Model Text | On the Way Home – Jill Murphy | N/A | N/A | Teacher written model text - All about Bodiam Castle |  | N/A |  | Winter’s Child by Angela McAllister and Grahame Baker-Smith | N/A |  | N/A | Pirates Next Door |
| Story/Text Type/Genre | Story – picture book | Recount | N/A | Information textRecount |  | NarrativeCharacter description Short burst creative writing  | Instructions | Poetry (Literacy Shed Unit)  | Information text |  | Recount  | Narrative (adventure story) – Write own version of an adventure story that the pirates in Pirates Next Door can go on next. |
| Focus /Toolkit | CL FS Conjunctions, Adjectives, Sentence openers, expanded noun phrases | CL FS Conjunctions, Adjectives, Sentence openers,  | N/A | CL FS Time conjunctions, Adjectives, Sentence openers, expanded noun phrases, conjunctions, coherence |  | Story openers, paragraphs, Features of a narrative, apostrophes for possession, adjectives, Noun phrases, co-ordinating conjunctions, Suffixes, KS1 punctuation  | Instructions: Layout Imperative verbs adverbsKS1 punctuation  | Poetry: Similes, adjectives, rhyming couplets, sentence types, punctuation, commas, adverbs, suffixes, KS1 punctuation | Structure of a non-chronological report – subheadingsconjunctionssimilesadverbs, adjectives, expanded noun phrases openers  |  | Paragraphs, KS1 punctuation, conjunctions, sentence openers, fronted adverbials, inverted commas, adverbials of time, adverbs, brackets  | Fiction – Narrative – stories with a different settingStory map, paragraphs, features of a narrative, KS1 punctuation, conjunctions story language, sentence openers, fronted adverbials, inverted commas |
| Hot Task Outcome & Suggested Level of Innovation | Narrative Innovate On The Way Home – Change character & settings | N/A | N/A | Innovate The Bodium Castle text Cold & Hot write – All about Wrick Castle |  | Write a story about Tamara  | N/A | Write a poem about winter.  | N/A |  | Assessed write used for KS1 TAFs/moderation. | N/A |

|  |
| --- |
| **KNOWLEDGE AND SKILLS****Focus /Toolkit** |
|  | **Typical Structural Features** | **Typical Language Features** |
| **Narrative (Journey Tale – On the Way Home)** | Structurally cohesive…**Secure use of planning tools:** Story map / story mountain / story grids/ ’Boxing-up’ grid (Refer to Story Types grids) **Plan opening around** character(s), setting, time of day and type of weather **Understanding 5 parts to a story with more complex vocabulary** **Opening** e.g. *In a land far away….* *One cold but bright morning…..* **Build-up** e.g. *Later that day* **Problem / Dilemma** e.g. *To his amazement* **Resolution** e.g. *As soon as* **Ending** e.g. *Luckily, Fortunately,* * **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.
 | * Openers to describe Clair’s location e.g. On the way home, when she arrived home…
* Adjectives to describe the characters that Claire meets on her way home e.g. the terrifying, gruesome troll.
* Nouns/ expanded noun phrases to engage the reader.
* Verbs
* Conjunctions e.g. because, and so etc.
 |
| **Recount** of our village walk | Structurally cohesive…* Sequence pictures chronologically and create a shared tool kit.
* Hook to engage reader Factual statement / definition
* Group related ideas / facts into sections
* Chronological order
 | * Time openers to describe their route in order e.g. first, next, then.
* Verbs e.g. walked strolled, passed.
* Tense (past,) –ed suffix.
* Adjective / noun
* Noun phrases to describe historical points of interest in the village.
* Adverbs to describe how they travelled e.g. slowly, carefully. 1st or 3rd person
* Time conjunctions
* Openers for coherence
 |
| **Recount** of a Trip to Warwick Castle  | Structurally cohesive…* Sequence pictures chronologically and create a shared tool kit.
* Hook to engage reader Factual statement / definition
* Group related ideas / facts into sections
* Paragraphs written chronological order
* Enticing question to open recount
* Opening
* Conclusion
 | * Openers e.g. in the afternoon, after that
* Conjunctions to extend sentences, e.g. and, so, that, because, if, so, but
* Exclamation sentences
* Question sentences.
* Exciting vocabulary related to castles.
* Proper nouns
* Adjectives for description e.g. scary
 |
| **Non Chronological Reports** – Famous Castles (Information text) | * Logical order
* Title
* Paragraphs often begin with a topic sentence
* Often organised into categories with subheadings.
 | * Formal and impersonal
* Present tense
* Generalisation
* Detail where necessary – often includes some explanation
* Technical vocabulary
* Varied conjunctions and sentence starters for coherence.
* Question sentences, statements, exclamations.
* Conjunctions
* Sentence openers e.g. Mostly, Sometimes etc,
 |
| Narrative - Literacy Shed Film Unit ‘Tamara’ | * Structurally cohesive…
* **Secure use of planning tools:** Story map / story mountain / story grids/ ’Boxing-up’ grid
* **Plan opening around** character(s), setting, time of day
* **Understanding 5 parts to a story with more complex vocabulary**
* **Opening** e.g.
* ***One summer’s afternoon…***
* **Build-up** e.g.
* *Whilst the music was playing…*
* **Problem / Dilemma** e.g.
* *To her amazement…*
* **Resolution** e.g.
* *Mum watches from the door…*
* **Ending** e.g.
* *Luckily, Fortunately,*
* **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.
 | * Openers to describe the setting for Tamara (her bedroom)
* Adjectives to describe the feelings Tamara is feeling, their appearance and the mood the music creates in the film.
* Nouns/ expanded noun phrases to engage the reader.
* Verbs, adverbs.
* Conjunctions e.g. because, and so etc.
* Similes
* Story language.
 |
| **Instructions -** How to make an instrument  | * Structurally cohesive and should enable clarity and accuracy
* Title
* Strict chronological order
* Introduction/opening (introduces what the instructions are for and why they might be necessary – outlines end goal)
* Top tips at the end
* Bullet and numbered points
* Logically ordered and set out – use of subheadings
* Diagrams with labels and captions
* What you will need/do:
* Lists
* Additional/helpful information.
 | * Imperative verbs (turn, push, bake, catch)
* Some short sentences
* Precise language
* Fairly formal as reader may be unknown
* Adjectives, adverbs or specific additional information used to aid clarity.
* Persuasive devices within the introduction
* Commas used when writing a list of equipment.
* Subject specific and technical language
* Time conjunctions or numbers.
 |
| **Non-Chorological Report about Cacti**  | * Logical order
* Title
* Paragraphs often begin with a topic sentence
* Often organised into categories with subheadings.
 | * Formal and impersonal
* Present tense
* Generalisation
* Detail where necessary – often includes some explanation
* Technical vocabulary
* Varied conjunctions and sentence starters for coherence.
* Question sentences, statements, exclamations.
* Conjunctions
* Sentence openers e.g. Mostly, Sometimes etc,
 |
| **Poem inspired by Winter’s Child (Literacy Shed Writing Unit)**  | * Structurally cohesive…
* Rhyming couplets
* Line breaks and verses
* Sentence starters
* Poem to follow a specific pattern/format e.g. 5 lines, repeated openers, similes, rhyming words in line 3 and 5.
 | * Rhyming couplets
* Sentence openers
* Similes
* Adjectives, verbs, adverbs, nouns
* Expanded noun phrases
* Commas at the end of each line
* CL at the start of each new line
* Exclamation or question sentences
 |
| **Recount of residential to Beaumanor.** | * Structurally cohesive…
* Sequence pictures chronologically and create a shared tool kit.
* Hook to engage reader Factual statement / definition
* Group related ideas / facts into sections
* Paragraphs written chronological order
* Enticing question to open recount
* Opening
* Conclusion
 | * Openers e.g. in the afternoon, after that
* Conjunctions to extend sentences, e.g. and, so, that, because, if, so, but
* Exclamation sentences
* Question sentences.
* Exciting vocabulary related to castles.
* Proper nouns
* Adjectives for description e.g. scary
* Adverbs
* Similes
 |
| **Narrative (Adventure Story)****The Pirates Next Door** | * Structurally cohesive…
* An opening that establishes setting and introduces characters;
* A complication and resulting events;
* A resolution/ending.
* Chronological (plot or content have a chronology of events that happened in a particular order
 | * Presented in spoken or written form;
* Told/written in first or third person (I, we, she, it, they);
* Told/written in past tense (sometimes in present tense);
* main participants are characters with recognisable qualities, often stereotypical and contrasting (hero/villain);
* Typical characters, settings and events are used in each genre;
* Conjunctions are widely used to move the narrative along and to affect the reader/listener: to signal time (later that day, once); to move the setting (meanwhile back at the cave, on the other side of the forest); to surprise or create suspense (suddenly, without warning).
* Inverted commas for speech.
 |