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|  | **Autumn Term** | |  | **Spring Term** | |  | **Summer Term** |
| Class Books  (Pie Corbett Reading Spine and Page Turners) | On The Way Home – Jill Murphy  Living 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 organiser  The Flower | Recount of a Trip to Warwick Castle  Famous Castles – Non Chronological Reports  Towers, Tunnels and Turrets Knowledge Organiser  Living 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 Child  The Scented Garden Knowledge Organiser  Non-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 Poems  Winter Parcel |  |  | Literacy Shed Unit – Winter’s Child |  |  |
| Other Stimulus e.g. visual literacy, videos, pictures | Walk around Ratby village  Teacher hurt knee role play as stimuli for cold/hot write | Making a bridge  Trip to Warwick Castle |  | Music Hook – Invite a musician in to perform  Music lessons with boom whackers and other instruments  Making a box guitar & taking pictures/sequencing  Tamara Video | Videos of seasons  Real flowers and herbs  Videos of cacti |  | Parts of a pirate ship  Noises found on pirate ships  Pirate day at Beaumanor Hall.  Pirate treasure hunt and launch  RNLI Lifeboats |

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| **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 castle  Non-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 setting  Character 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 text  Recount |  | Narrative  Character 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  adverbs  KS1 punctuation | Poetry: Similes, adjectives, rhyming couplets, sentence types, punctuation, commas, adverbs, suffixes, KS1 punctuation | Structure of a non-chronological report – subheadings  conjunctions  similes  adverbs, 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 setting  Story 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 |

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| **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. |