



Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Spring 1 – Historical Narrative/A science fiction/Discussion Texts/Rhyming Couplet Poetry. Spring 2 – Persuasive Text- Whales/Mythical Creatures/Instructional Writing	3	Spring	14 weeks

Spring 1

NC Skills linked to the Unit

Spoken language:

- Listen and respond
- Build vocabulary
- Articulate and justify answers
- Participate in discussions, presentations, performances, role play, improvisations, and debates

Reading comprehension:

- Read for a range of purposes
- Use dictionaries to check the meaning of words
- Explain meaning of words in context
- Draw inferences (characters feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise
- Retrieve and record information from non-fiction

Writing composition:

Plan writing by discussing the structure, vocab and grammar of similar writing

- Discuss and record ideas
- In narratives, create settings, characters and plot
- Use headings and sub-headings to aid presentation
- Group related ideas into paragraphs
- Propose changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p>Stone Age Boy Pathways to write Spring (Narrative)</p> <p>Purpose – To entertain.</p>	<p>Overview A historical narrative all about a boy from the Stone Age. (To link with History unit on the Stone Age/Bronze age/Iron age).</p> <p>Writing outcome: Write the story from the point of view of the boy.</p> <p>Greater depth writing outcome: Write from the point of view of Om or one of her family members.</p>	
<p>Spellings RWI linked to Unit</p> <ul style="list-style-type: none"> • Special focus: Homophones • The short /i/ sounds spelt /y/ 		<p>NC vocabulary linked to unit. Actual, busy, calendar, centre, century, certain, circle, describe, eight, forward, fruit, group, history, interest, perhaps, women, suppose.</p>	<p>Ambitious Vocabulary linked to unit. Skinning, smoke, stew, flint, spear, spearhead, grindstone, leather, ornament, archaeologist.</p>
Cycle 1, Week 1	<p>Viper reading focus (Build vocabulary and predict) (Session 1/2) Open a box and take out some pieces of natural materials: leather, fur, sticks, stones, shells. Pictures of stone age tools could also be shown. Tell pupils that these are clues about a text. Pupils make predictions about the text. What type of writing could it be? Is it going to be fiction or non-fiction?</p> <p>Skill: To punctuate direct speech (Session 3) After the role play, use shared writing to write a brief section of dialogue which shows the relationship between the children. Focus on the use of present and past tense as appropriate and include adverbs to show how they have spoken. Model a speech sandwich structure where actions are sandwiched by dialogue. Pupils select one of the pairs of pictures (see resources) and write dialogue set out in speech sandwiches.</p> <p>Skill: To form nouns with a range of prefixes (Session 4)</p>		

Starter activity: Prefix spelling activity - dis-, mis-, in-, il- im-, ir-. What is a prefix? Can you think of any words with these prefixes: dis-, mis-, in-, il- im-, ir-? What do these prefixes mean? Pupils work in pairs or small groups to investigate which prefixes can be added to which words by sorting the cards under the correct headings (see resources). You may want to have dictionaries available to support the understanding of new or unfamiliar vocabulary. Which of the words we have created with prefixes could we use to talk about what has happened so far in 'Stone Age Boy'? Ask pupils to use the relevant words in a sentence about the story.

Skill: To use past and present tense correctly (Session 5)

Model how to write sentences that compare food in the Stone Age with modern day food in role as the boy from the story. Use past tense for Stone Age and present tense for now. e.g. Stone Age Stone Age people ate soup, meat and fish. Om's family used fire and hot stones to cook the food. People dried and smoked the fish and meat to stop them spoiling. Now Nowadays, people eat lots of different types of food as well as meat and fish.

Skill: To use present perfect tense (Session 6).

Ask pupils to make a list of activities that they have done today. Introduce the present perfect verb form, ask pupils to experiment orally by giving examples of past tense verbs for activities that they have undertaken and change to present perfect. Explain the difference between first and third person and emphasise the use of I rather than he/she when modelling. Pupils briefly plan and write a report for the community leader, detailing everything that they have done during their day in the Stone Age community, focusing on applying use of the present perfect.

Skill: To punctuate sentences accurately (Session 7 & 8)

Work together to create a plan for a short narrative, collecting verbs and adverbs linked to the different activities on the hunting trip: pupils should use thesauruses to support vocabulary development beyond the words in the text. Look at the prefix words used in session 4 and discuss which of these might be relevant to the activities or the characters. Add ideas for dialogue to the plan. Pupils choose a section or two from the plan to write their own short narrative about the hunt from the boy's POV.

Viper reading focus (Build vocabulary and make inferences) (Session 9)

Cycle 1, Week 2.

Read from 'Then one day Om took me to a special place' to '...and began to draw.' Discuss the cave paintings and the tools and objects left in the cave. Can you name the animals shown? What do you think the different tools are for? Continue reading up to 'I felt very small.' Look at the picture on page 28. How are the children standing? What are they doing? How are they feeling? What are they saying? Why is the boy standing in front of Om?

Skill: To punctuate direct speech (Session 10)

Use shared writing to write the opening sentence of a section of 3rd person narrative that describes the scene when the boy tells his parents. Remind pupils about the need to use present tense in spoken language and past tense in the narrative story telling.

Skill: To plan a story (Session 11)

Ask pupils to share their ideas about the story structure. Create a class plan by summarising and generalising the events for a new story about a child who becomes trapped in the Stone Age.

Skill: To write a story (Session 12)

To write a new story about a child who becomes trapped in the Stone Age using plan and techniques practised throughout the unit.

Skill: To edit and improve (Session 15)

Reflect on independent writing and all the key skills taught within the in the unit...

Have they:

- Formed nouns with a range of prefixes?
- Used present and past tenses correctly and consistently including progressive and present perfect forms?
- Used inverted commas to punctuate direct speech and used dialogue to show relationship between characters?

NC Skills linked to the Unit.

Reading comprehension

- Connect and explore the central themes and ideas in A Tale of Two Robots of invention and science, by making links with other texts and their own experiences.
- Explore how the plot develops
- Devise questions for the main character to ask and answer in role.

Writing composition

- Write a new episode that...
- Has a problem, reaction and resolution

- Has dialogue that sounds convincing because it is based on what I know about the characters' reactions to new situations

Grammar

- Use the correct use of the first person (I, we) for a short part of the episode written by a first-person narrator.

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p>A Tale of Two Robots</p> <p>Resources – Language and Literacy Online and Teacher Guide.</p> <p>Purpose – To entertain</p>	<p>Overview of unit A Tale of Two Robots – a humorous story that introduces a science fiction theme whilst set in familiar settings. <i>(Has links to creation in RE and also to feelings in PSHE unit)</i></p> <p>Writing Outcome To write a new version of the story based on the characters going on a day out together.</p> <p>Greater Depth Writing Outcome To write from the perspective of another character from the story.</p>	
<p>RWI Spellings linked to topic.</p> <ul style="list-style-type: none"> • Red words • Adding the suffixes –er or –est (2) 		<p>NC vocabulary linked to unit.</p> <p>Would, every, who, both, most, parents, because, everybody, improve, child, most, told, would, children, break, Father, Mrs.</p>	<p>Ambitious Vocabulary linked to unit.</p> <p>Absentmindedly, fumed, tentatively, brusquely.</p>
Cycle 1 Week 3	<p>Viper reading focus (Build vocabulary and summarise) (File 1:3)</p> <p>Explain to children that the new class story is all about robots. Tell the children they are going to create their own robot and make up a short oral story about thinking about adjectives and improving vocabulary to describe it. Look at vocabulary in (File 2:2) explore the meanings and use this scientific language.</p> <p>Skill: To use rich and varied vocabulary</p> <p>Share file (2:4) Explain who Frankenstein was if children are unsure. Predict what it will be about then read the full story. Explore vocabulary in the story and explore further synonyms (File3:1 and 3:2)</p>		

**Cycle 1, Week
4.**

write a short account of Callum's day using synonyms to vary vocabulary.

Skill: To use identify and use similes (File 3:3).

Explore these in the text and explain why they are used by the authors it is to ensure they create an image in the readers mind. Can children identify other similes in the story and describe the image they create. They might then think of their own and write a short account from the story replacing it with their own similes.

Skill: To use dialogue with different verbs (File 4:1 – 4:3)

Look at the most powerful characters and focus on the dialogue look at who said what had how they said it. exclaimed Callum, raged Robert. Look at alternative words and change the sentences then write a short account by replacing the new dialogue. Remember to use knowledge of punctuating speech correctly.

Skill: To use a variety of sentence types (File 4:2)

Review different sentence types and how they can be identified. Sort some sentences from the story into a table identifying the correct type. Provide children with a copy of (file 4:2) identify the sentence types as whole class. Ask children to continue the conversation in pairs using each sentence type at least once.

Viper reading focus (Build vocabulary and summarise) (File 5:1 & 5:2)

Explain that Callum the inventor is coming to the school ask the children to prepare questions for him. Use hot seating for children to gain responses to their questions. Ask children to them summarise his visit to school. Explore further scientific vocabulary liked to inventions.

Skill: To use subordinating conjunction to express cause or time.

Remind children wat conjunctions are and that some show us when things happen (time) and others show us why things happen (cause). Eg: before, after, while, because, when, so. **Use page 81 in the teacher handbook** thinking about sentences can you use a conjunction to link these. Eg: Callum's mum get's angry **because** his room is a mess. Complete the others and identify if they are a time or cause conjunction. What if Callum's invention went wrong model a short passage using some of these conjunctions.

Skill: To plan a story (7:1 & 7:2)

Tell children you have thought of some questions to help you to plan the next part of the story. Model planning structure.

	<p>Skill: To write a story. To write a version of the story using the planning structure to ensure the story flows correctly.</p> <p>Skill: To edit and improve Reflect on independent writing and all the key skills taught within the in the unit. Have they:</p> <ul style="list-style-type: none"> ➤ Used punctuation correctly – full stops, capital letters? ➤ Demonstrated a clear structure? ➤ Used tense correctly? ➤ Used a range of sentence types? ➤ Used conjunctions to express time and cause? ➤ Punctuated direct speech accurately?
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NC skills explored linked to topic.

Reading comprehension

- Consider what makes a balanced argument
- Look at language we use to structure a balanced and discursive argument
- Roleplay a debate in order to engage fully with both points of view

Writing composition

- To write a balanced discussion text about whether break times are too short
- assessing the effectiveness of their own and others’ writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Grammar

- Use the correct use of the first person (I, we) for a short part of the episode written by a
- Includes adverbs adverbials to show that I am considering both sides of the argument, e.g. some people think that, However, On the other hand.

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p>Nose in a book or eyes on a game? How long should break time be?</p> <p>Resources Literacy and Languge Unit 3</p> <p>Non-fiction</p>	<p>Overview Children’s understanding of discussion texts, facts and opinion is developed through the exploration of two discussion texts on subjects that will be familiar to children.</p> <p>(Links to feeling, emotions and opinions in PSHE)</p> <p>Writing outcome:</p>

	<p>Explanation text</p> <p>Purpose -To inform.</p>	<p>They then can write their own discussion text and take part in a class debate.</p> <p>Greater Depth Writing Outcome: They then can write their own discussion text from another point of view.</p>	
<p>RWI spellings linked to topic.</p> <p>Adding the suffixes –er or –est (3) Homophones</p>	<p>NC vocabulary linked to unit. Because, after, most, only, both, again, improve, move, should. many prove, great, told, half, people, would, could.</p>	<p>Ambitious Vocabulary linked to unit. Unnecessary, alternative, irresponsible, furthermore, specifically, accessibility, withstand, culture, empathy, evidently.</p>	
<p>Cycle 1, Week 5</p>	<p>Viper reading focus (Build vocabulary and explain) (File 4:4) Look at the question on the file and gather opinions. Look at (file 11:1 and teacher guide page 91). Explain what a balanced argument is and use the scales to model it. Explore discussion words on (file 11:2 and 11:3). Use do you think pizza is better than pasta? Ask children to give reasons and summarise outcome once a debate has taken place.</p> <p>Skill: To use adverbs and fronted adverbials. (File 12:1- File 12:3) Explain to children that these words are often associated with discussion texts and remind children what they are. Remind children that help us to connect and organise different points of view. (Teacher guide Pg 92) Use the eyes on a book or nose in a game from the anthology and collect opinions for and against and then use the fronted adverbials to write a short passage linked to subjects. Create a for and against chart. (model on twinkl)</p> <p>Skill: To use cohesive devices to organise our writing. (File 13:1 – File 13:3) Listen to points of view of all the children on the (file 13:1). Gather points of view of children in the class and model that points of view must be organised to ensure the argument is balanced and conclusive. Collect thoughts of the children on the grid and add thoughts from your class. Write a short summary.</p> <p>Skill: To edit and improve (File 14:1)</p>		

**Cycle 1, Week
6.**

Look at the opinions given by the children on the file can you improve the sentences correct the punctuation and rewrite the argument to ensure it is correctly organised? Present children with another text that needs adapting.

Skill: To organise writing (File 14:2)

Look at a range of facts or opinions linked to different topics. Can children organise facts or opinions linked to the playground topic and list these. Ensure that facts can be proven but opinions can vary. Create a fact or opinion table linked to topic (**Twinkl has ideas**).

Viper reading focus (Build vocabulary and summarise)

Use the topic best pets Cats or Dogs? Use the Telly Talkers (**File 15:1**) use these to begin the debate. Conduct the debate as class and choose volunteers to summarise findings provide tables with adverbial phrases to help them to summarise. Take video and add QR code to English books.

Skill: To use subordinating conjunctions

Use the mat from the provided resources in the curriculum folder to look at the suitability of conjunctions that can be used in the debate. Allow children to create some sentences using the information gathered so far from the debate linked to the topic about Cats or Dogs using these they can then create a short paragraph that they can include in the final write up.

Skill: To plan a balanced argument

Use planning sheets provided in language or literacy to plan a balanced argument around the subject explored this week. Pet's.

Skill: To write a balanced argument

Using the template organise writing well and write a well-structured argument in literacy books.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

Have they:

- Used punctuation correctly – full stops, capital letters?
- Demonstrated a clear structure?
- Used subordinating conjunctions effectively?
- Used fronted adverbials effectively?

Reading comprehension

- develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

Writing composition

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

Grammar

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Duration	Resource, Genre and purpose	Learning intentions.	
2 Weeks	<p>Classic Poems By Robert Louis Stevenson</p> <p>Resources – A Child's Garden of Verses by Robert Louis Stevenson Hamilton Brookes (hamilton-trust.org.uk)</p> <p>Purpose – To entertain</p>	<p>Overview This wonderful collection loses nothing of its power to excite, enthuse and inspire. Immerse your class in these classic, timeless poems. Study verbs/tense, rhyming couplets and extend sentences. (Flexible links to many areas main links to PSHE - feelings)</p> <p>Writing outcome: Children will aim to write a poem with rhyming couplets.</p> <p>Greater depth writing outcome: Children will aim to write a poem with rhyming couplets with an additional stanza.</p>	
<p>RWI spelling patterns linked to unit.</p> <ul style="list-style-type: none"> • The /ee/ sound spelt /ey/ • Adding the suffix –ness • Words ending in –il and words where /s/ makes the /zh/ sound 		<p>NC vocabulary linked to unit. because, after, most, only, both, again, improve, move, should. many prove, great,</p>	<p>Ambitious Vocabulary linked to unit. Verse, rhyme, alliteration. Stanza, couplet,</p>

	told, gold, half, people, pretty, would, could.	onomatopoeia, rhythm.
<p>Cycle 1, Week 7</p>	<p>Viper reading focus (Build vocabulary and retrieve) (Unit 1, Day 2) Explain that you are going to read a poem by RLS called The Land of Counterpane. Explain the meaning of a <i>counterpane</i> (quilt) and look at pictures of typical geometric counterpane and quilt patterns (<i>see resources</i>). Display and read the poem (<i>see resources</i>). As you read, explore the meaning of unfamiliar words or phrases: <i>leaded soldiers, drills, dale</i>, etc. Ask children what they think is going on in the poem. Look at further Illustrated versions of The Land of the Counterpane (<i>see resources</i>) to clarify children’s understanding of the quilt as an imaginary landscape.</p> <p>Skill: To identify use past and present tense verbs correctly (Unit 2, Day 1) Together, children read the set of simple present tense verbs listed on Present and Past 1. They transform each into its simple past tense form, checking their spellings and taking care particularly to consider the spellings of the irregular past tense verbs that finish the set. Using any of the verbs on the sheet, children write a series of complete sentences in the simple past tense.</p> <p>Skill: To change past tense verbs into the progressive past (Unit 2, Day 2) Using In the Playground, children work together to change a series of simple past tense sentences into the progressive form. <i>The children visited the park</i> becomes <i>The children were visiting the park</i>, etc. Using lined paper, children carry on writing about a day in the park using the progressive past tense wherever they can.</p> <p>Skill: To past perfect tense (Unit 2, Day 3) Ask children to locate the verbs in the poem and to say what tense they are in (predominantly the present). Open the SPaG PowerPoint: Tenses and read Slides 10 and 11 to introduce children to the <u>perfect form</u> of the past tense. Use the exercises on Slide 12 to rehearse converting simple past tense sentences into the perfect form.</p>	
<p>Cycle 2, Week 8.</p>	<p>Skill: To identify main clauses and subordinate clauses (Unit 3, Day 2) Children read the first sentence on A Windy Night and, using a different coloured pen for each part, identify and highlight the main clause, the subordinate clause and the conjunction in it. They repeat for the remaining sentences. If time, they then use lined paper and rewrite</p>	

those examples that have a conjunction as the start of the sentence so that the conjunction features between the two clauses.

Viper reading focus (Build vocabulary and retrieve) (Unit 3, Day 2 and 3)

Explore and replace vocabulary in the poetry for more ambitious vocabulary. Identify spot and retrieve conjunctions and prepositional phrases from the poem. Move them around looking at the different effect it has on the poem and rhythm.

Skill: To use conjunctions and prepositional phrases (Unit 3, Day 4)

Children compose a series of sentences about nocturnal animals and night workers that contain conjunctions and prepositional phrases. Children do as above but employ a wider variety of conjunctions and prepositions in their lines. They also vary the position in sentences of their chosen conjunctions, ensuring that at least two of their lines begin with conjunctions.

Skill: To plan a poem (Unit 1, Day 3)

Following the instructions, children brainstorm ideas for key words to feature in a rhyming couplets poem about being ill in bed. They select their 5 favourite words and record these on their **Planners**. Using rhyming dictionaries and other resources, they then choose words to rhyme with each of their choices. (Children may wish to use some of the words recorded on their 'counterpanes' yesterday.) Having recorded their pairs of rhyming words, children draft the lines of their poems.

Skill: To write a poem (Unit 1, Day 4)

All children write out their poems from the drafts they composed yesterday. They read their lines aloud as they write, experimenting with their compositions until they have poems that make sense and have good rhythm and flow. When finished, children think of titles for their poems. They then practise reading their poems aloud, changing intonation and expression to fully capture the meaning of their lines.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Can they use punctuation correctly – full stops, capital letters?
- Do they have a clear sequence?
- Are they using tense correctly?
- Do the words rhyme effectively?

NC Skills explored linked to unit**Spoken language:**

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Select and use appropriate registers for effective communication

Reading comprehension:

- Read for a range of purposes
- Predict from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise
- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about books

Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Propose changes to grammar and vocabulary to improve consistency
- Assess the effectiveness of own and others' writing (Mastery key)
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	Big Blue Whale Resource: Pathways to Write Non-fiction (Information Text) Purpose – To persuade	Overview A non-fiction unit about the Blue Whale. (Links to feelings and opinions in PSHE) Writing outcome: Write an informative article about whales persuading for the protection of the blue whale. Greater depth writing outcome: Include a fact file about other endangered sea creatures.

<p>RWI spellings patterns linked to unit.</p> <ul style="list-style-type: none"> ➤ Adding the suffix –ness (2) ➤ Words ending -le 	<p>NC vocabulary linked to unit.</p> <p>actually, although, consider, earth, enough, guide, heart, increase, important, knowledge, question, sentence, separate, special, therefore, various, weight.</p>	<p>Ambitious vocabulary linked to topic.</p> <p>Protected, creature, surface, bristly, gulp, slithers, nudges, feast, shallows, stranded, mammal, blowhole, baleen, krill, shrimp, shoal, sieve, blubber, equator, dawn, chorus.</p>
<p>Cycle 1, Week 9.</p>	<p>Viper reading focus (Build vocabulary and predict) (Session 1)</p> <p>Vocabulary activity: Provide pupils with images of the birds that Michael mentions in the first part of the story (see resources). Cut up the bird cards so that each group has a set of bird pictures and a set of descriptions of birds. Ask pupils to read the description in order to identify the birds, matching the descriptions with the images. Make predictions about how the birds might feature in the story, making links between the birds and the sounds heard earlier.</p> <p>Skill: To punctuate accurately (Session 2)</p> <p>Pupils work in groups to pose questions about whales using the facts they have gathered. Record on post its. Share the questions with the class and look for ways to sort the questions into themes e.g. appearance, behaviour, location, movement. Tell pupils that they are going to write to a whale expert to ask some questions about whales. Discuss people who might be able to help e.g. local zoo, aquarium, scientists, vets, David Attenborough, Michael Morpurgo. Model planning and writing a letter with a clear introduction, give some known facts, include a question section and conclusion.</p> <p>Skill: To use a range of sentence structures (Session 3)</p> <p>Give pupils a selection of sentences about whales (see resources). Ask pupils to sort them into statements, questions, commands and exclamations. Discuss what punctuation would be needed at the end of each sentence type. Pupils write their own speech sandwiches using a range of sentence types.</p> <p>Skill: To adverbs to express time and place (Session 5)</p>	

Cycle 2, week
10.

Display p.16-17. Identify the adverbs that show time: first, then, now. Generate a list of other adverbs for time. Explain that adverbs can also be used to show place. Display the sentence The whale swam _____. Generate a list of adverbs for place by completing the sentence with a word that tells us where the whale swam. e.g. The whale swam up/down/around/north/south/out/away.

Skill: To organise information (Session 6)

Share the text 'Big Blue Whale,' up to p.25. Pick out key vocabulary and technical vocabulary and discuss, shoals, blubber, flippers, teats. Where are the polar seas? The Equator? Look in an atlas to locate whales and the seas they live in. Discuss the North Pole and the South Pole and the different timing of the seasons in the Southern Hemisphere. Pupils plan and write two paragraphs to explain what happens in summer and what happens in winter. Include adverbs for time, place and cause.

Viper reading focus (Build vocabulary and retrieve) (Session 7)

Show copies of p.10-11. Can you find how long a whale lives for and how it breathes? Provide pupils with resources and websites for research. Pupils select questions posed in session 2 and research to find the answers, using indexes and scanning. (Follow scanning up in guided/shared reading sessions.) ! Pupils record answers to the questions they have chosen. Pupils share what they have learnt then use the facts.

Skill: To use adverbs to express time place and cause (Session 9 and 10)

Look at the class poster and decide on words or phrases that would add to the enthusiasm of the writing e.g. amazingly, surprisingly. Ask pupils to talk in pairs about why the whale needed to stay in the deep water. Role-play a conversation between the whale and his grandfather in which he is told to go to London despite the danger and is warned about the perils of going too close to the shore. Encourage pupils to explain the dangers of beaching using because and therefore Model write what Grandfather would be saying to his grandson if he could speak to him while he is on his journey.

Skill: To plan an informative article (Session 11 and 12)

Give pupils the opportunities to research blue whales further either using other non-fiction texts or online. Pupils should work in pairs to research one of the areas. Ask pupils to feedback to the class about their research while other pupils add facts to their own plan.

Skill: To write an informative article (Session 13/14)

Give pupils the opportunities to research blue whales further either using other non-fiction texts or online. Pupils should work in pairs to research one of the areas. Ask pupils to write an leaflet from the finished plan using the provided proforma.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Used a range of sentence types for effect?
- Used adverbs to express time, place and cause?
- Used headings and sub-headings to aid presentation?

Spoken Language

- Listen and respond appropriately;
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Participate in discussions and presentations
- Use spoken language to develop understanding;
- Participate in discussions, presentations, performances and debates;
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

Reading comprehension

- Listen to and discuss a wide range of fiction;
- Increase familiarity with a wide range of books, including myths..., and retell some of these orally
- Listen to and discuss a wide range of fiction;
- Participate in discussion about books that are read to them
- Identify main ideas drawn from more than one paragraph and summarise these;
Retrieve and record information from non-fiction

Writing composition

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;
- Discuss and record ideas
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;
- In narratives, create settings, characters and plot;
- Organise paragraphs around a theme

Grammar

- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing writing and reading (Revise: nouns, adjectives, verbs, adverbs)

Express time, place and cause using conjunctions, e.g. when, so, before, after, while, because

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p>Roman Myths (Narrative)</p> <p>Myths & Legends Roman Myths Year 3 English Hamilton Brookes (hamilton-trust.org.uk)</p> <p>Purpose – to entertain</p>	<p>Overview Explore myths using Marcia Williams' <i>The Romans: Gods, Emperors & Dormice</i> and Group Reader <i>Romulus and Remus</i>.</p> <p>(Introduces children to the Romans before they begin history topic next term opportunity to gain pre-knowledge)</p> <p>Writing outcome: To write their own myth based on a given scenario.</p> <p>Greater Depth Writing Outcome To write their own myth based on a given scenario from a different POV.</p>	
<p>RWI spelling patterns explored in this unit.</p> <ul style="list-style-type: none"> • Homophones • Words ending -el • er and est 		<p>NC vocabulary linked to unit.</p> <p>Would, every, who, both, most, parents, because. Father, would, told, everybody, child, grass, wild, after, last, every.</p>	<p>Ambitious vocabulary linked to topic.</p> <p>deposed, condemned, pastor, sacred, noble, ancestry, respected, boundaries, sacred, founded.</p>
<p>Cycle 1, week 11</p>	<p>Viper reading focus (Build vocabulary and retrieve) (Unit 1)</p> <p>Explain that myths are traditional stories set a long time ago. They often give explanations for the way things are and have magical elements. Explain that gods and goddesses are an important part of Roman mythology. Appoint some children as gods/goddesses in the circle. Give a brief introduction to each, using the Roman gods/goddesses cards (<i>see resources</i>). Note that Romans had many gods. Choose a roman god or goddess to research and create a fact file.</p> <p>Skill: To punctuate direct speech (Unit 2)</p>		

Introduce the children to the story of **Romulus and Remus**, using the Group Reading Prompt (*see resources*) to guide discussions. Focus on the argument between the two brothers provide children with some sentences from there without correctly punctuated dialogue can they add correct punctuation then bring it all together to create a speech sandwich using Pathways model. **Do not use speech bubbles as children are able to create speech sandwiches already.**

Skill: I can use adjectives to describe a character's physical appearance and personality.

Think about the brothers in the story choose one of them and focus on adjectives that describe his physical appearance and personality.

Describe and summarise your thoughts on the character in detail giving reason for your choice.

Skill: To use comparative language (Unit 2)

The Romans: Gods, Emperors & Dormice by Marcia Williams. Remind children that the Roman myths have been retold many times and each retelling can result in a slightly different version. Share *The Birth of Romulus and Remus*, p.10-11 Discuss the similarities and differences between this version and the Group Reader version of the story, paying attention to aspects such as: *plot, characters, tone (serious or light hearted), speech presentation, and illustrations*. Record these aspects on a flip chart as a list of 'topics for comparison' to help children in the activity. Identify in a table and then summarise. Use *er* and *est* to make comparisons.

Skill: To use conjunctions to extend sentences (Unit 4)

Show Ceres image (*see resources*) and remind children that this Roman goddess was goddess of harvests. Display and share **The story of Ceres** (*see resources*). On the board write: *The tree was special*. Agree that this is a single clause sentence. It makes sense. Explain that you want to add another clause to give a bit more information – to answer the question: *Why?* Write: *It belonged to Ceres*. Read and agree that this is also a clause. Because the two clauses are closely linked (the second explains the first), you are going to join them together with the conjunction: *because*. Rewrite as an extended sentence. Rewrite part of the story using more interesting sentences.

Skill: To use subordinating conjunctions to express time and cause (Unit 4)

Re-read **The story of Ceres** (*see resources*). Use slides 1-6 of **Power Point: Conjunctions to Express Time and Cause** (*see resources*) to revise using

Cycle 2, week
12.

conjunctions to extend sentences and explore swapping the order of subordinate clauses. Rewrite part of the story modelling sentences used.

Viper reading focus (Build vocabulary and explain) (Unit 5)

In small groups or pairs children read and choose scenarios, thinking about which gods/goddesses would respond to the problems. What would they do? What would they say? Children explore ideas through discussion and role play. After a given time, children record story plans as a story map practise retelling stories together. Record as QR code for evidence in books.

Skill: To use adjectives to describe a setting

After they have describe on scenario and the gods involved in their myth were will the story take place mind map ideas as to what could be in the area use powerful adjectives to describe the setting and write a short summary of what it may be like.

Skill: To plan a Roman myth (Unit 5)

Use the template provided in the resources to plan a Roman yth using the knowledge of the gods that has been obtained.

Skill: To write a Roman myth (Unit 5)

Using their descriptive sentences and planning from previous days write a Roman Myth with a clear structure,

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Started a new line with a capital letter?
- Used adjectives?
- Used conjunctions?
- Punctuated direct speech?

NC skills explored in this unit.

Spoken language:

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

- Expectation: participate in collaborative discussion, make relevant comments, explore a range of ideas
- Extension: respond directly to others' contributions, use imagination and speculation to deepen understanding.

Reading Comprehension

- Identifying main ideas drawn from more than one paragraph and summarising these
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Expectation: identify main ideas from across the text, draw inferences about characters
- Extension: compare similar texts, draw inferences by referring directly to evidence in the text.

Writing composition

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure
- in non-narrative material, using simple organisational devices.
- Expectation: identify features of a range of text types, use organisational features including paragraphs
- Extension: use appropriate structural, grammatical and language features for a range of text types, write for a particular purpose.

Grammar

- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately when discussing their writing and reading

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p>Fantastic Beasts</p> <p>Curriculum Unit – Resources in folder</p> <p>'Fantastic Beasts' 101: A Glossary of Magical Words, People, and Creatures From the 'Harry Potter' Spinoff (yahoo.com)</p> <p>Purpose – to inform</p>	<p>Overview</p> <p>A unit all about unusual beasts and mythical creatures.</p> <p>(Links well with animation topic in computing, opportunity to animate fantastical beasts)</p> <p>Writing outcome:</p> <p>To write a set of instructions of how to look after your own fantastic beast.</p> <p>Greater Depth Writing Outcome</p> <p>To write an instructional guide of how to look after your own fantastic beasts.</p>

Look at a range of fantastic beasts and read description of them match to the fantastic beast you think the description describes and summarise your favourite and why.

Skill: To use adjectives

Design a fantastic beast of your own and use powerful adjectives to describe its personality and physical features you may also describe where it lives.

Skill: To plan an instructional guide

Use the template provided to plan a set of instructions of how to look after your own fantastic beast.

Skill: To write an instructional guide

Using the plan from yesterday, write s set of instructions of how to look after your own fantastic beast.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Use brilliant basics?
- Used key features?
- Used paragraphs to organise writing?
- Used adverbials?