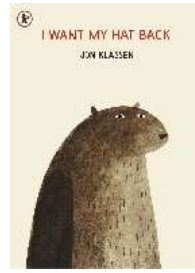


Autumn 1



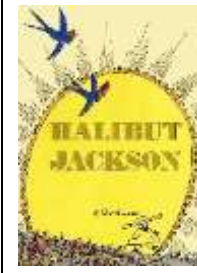
Wild
by Emily Hughes

This teaching sequence is approximately 15 sessions.



I Want My Hat Back
by Jan Klassen

This teaching sequence is approximately 15 sessions.



Halibut Jackson
by David Lucas

This teaching sequence is approximately 20 sessions.

Overall aims of this teaching sequence:

- To engage children with a story with which they will empathise.
- To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives.
- To develop creative responses to the text through responding to reading, drama, and artwork.
- To develop understanding and appreciation of character motivations and narrative structures through the use of drama.
- To compose a free verse poem.
- To write in role in order to explore and develop empathy for a character.
- To write with confidence for real purposes and audiences.
- To broaden understanding of a writers' use of language and illustration to create a narrative.
- To write with confidence for real purposes and audiences

Key Teaching Approaches:

- Responding to illustration • Book Talk • Word collection • Visualising
- Drama and role play • Shared writing • Role on the Wall • Poetry • Storytelling • Writing in role • Persuasive writing

Writing Outcomes:

- Thought bubbles • Book making • Note taking • News report
- Character Grid • Information text • Leaflet • Poster • Power point • Letter • Police report • Free Verse Poem

National Curriculum Links:

Reading: (Word reading / Comprehension)

Pupils should be taught to:

- Listen to, discuss and express views about books at a level beyond that which they can read independently
- discuss the significance of the title and events
- link what they hear or read to own experiences
- explain understanding of what is read
- discuss the sequence of events in books and how items of information are related
- discuss favourite words and phrases; • answer and ask questions
- predict what might happen on the basis of what has been read

Writing: (Transcription / Composition)

Pupils should be taught to:

- Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives
- write for different purposes including about fictional personal experiences, poetry, non-fiction and real events
- reread and evaluate writing to check it makes sense and make simple revisions
- read writing aloud with appropriate intonation to make the meaning clear; • use new and familiar punctuation correctly

Speaking and Listening:

- Listen and respond appropriately to adults and peers
- ask relevant questions to extend knowledge and understanding
- consider and evaluate viewpoints, attending to and building on the contributions of others
- participate in discussions, performances, role play, improvisations and debate about what has been read
- use spoken language to develop understanding through imagining and exploring ideas.

Cross Curricular Links:

Science

- Animal habitats.
- Explore food chains
- Lifecycles of plants
- Classify plants in forest environment.

Art and Design

- Illustration
- Natural objects polyblock printing (William Morris)

Music

- Create a music score for the story

Science

- Animal habitats.
- Explore food chains

Art and Design

- Illustration
- Design hats

Music

- Create a music score for the story

Science

- Properties of different materials
- Animals camouflage

Geography

- Investigate local environments and familiar places, related
- Mapping their own environment

Art and Design

- Design outfits

Music

- Create a music score for the story

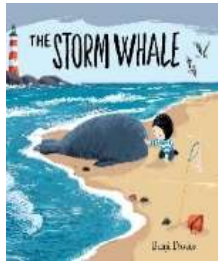
PAPs - Performance Indicator Targets and Key Skills (Attitudes to Reading)

KPI: Becoming familiar with key stories, fairy stories and traditional tales.

KS13: Can identify some differences between story settings

KS15: Can identify the predictable phrases in a text and usually enjoys saying them aloud with the class

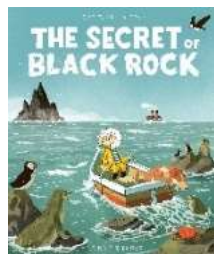
Autumn 1



The Storm Whale

by Benji Davies

This teaching sequence is approximately 15 sessions.



The Secret of Black Rock

by Joe-Todd Stanton

This teaching sequence is approximately 20 sessions.



Lila and The Secret of the Rain

by David Conway

This teaching sequence is approximately 20 sessions.

Overall aims of this teaching sequence:

- To explore narrative setting, plot and characters in a picture book
- To broaden understanding and use of well-chosen vocabulary
- To sequence events to retell a narrative
- To write simple non-chronological reports with confidence for real purposes and audiences
- To deepen knowledge of the world through enquiry and cross-curricular research stimulated by a narrative text.
- To enrich vocabulary and understanding of the impact of language on readers and audience.
- To write in role in order to explore and develop empathy for a character.
- To write with confidence for real purposes and audiences.

Key Teaching Approaches:

- Role on the Wall • Investigative Enquiry • Shared Writing • Drafting and Editing • Storymapping and Oral Storytelling • Personal Narrative • Visualising and Artwork • Reading Aloud • Freeze Frame and Thought Tracking • Hot-seating • Double Bubble • Role Drawing and artwork • Responding to Illustration

Writing Outcomes:

- Role on the Wall • Info Writing in a range of forms • Personal Narrative • Thought Bubbles • Questions and suggestions • Diary entry in role • Stream of Consciousness • Poetry • Persuasive argument • Letters and notes • Recipes and Instructions • Book Review

National Curriculum Links:

Reading: (Word reading / Comprehension)

Pupils should be taught to:

- Listen to, discuss and express views about books at a level beyond that which they can read independently
- discuss the significance of the title and events
- link what they hear or read to own experiences
- explain understanding of what is read
- discuss the sequence of events in books and how items of information are related
- discuss favourite words and phrases
- answer and ask questions
- predict what might happen on the basis of what has been read

Writing: (Transcription / Composition)

Pupils should be taught to:

- Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives
- write for different purposes including about fictional personal experiences, poetry, non-fiction and real events
- reread and evaluate writing to check it makes sense and make simple revisions
- read writing aloud with appropriate intonation to make the meaning clear; • use new and familiar punctuation correctly

Speaking and Listening:

- Listen and respond appropriately to adults and peers
- ask relevant questions to extend knowledge and understanding
- consider and evaluate viewpoints, attending to and building on the contributions of others
- participate in discussions, performances, role play, improvisations and debate about what has been read
- use spoken language to develop understanding through imagining and exploring ideas.

Cross Curricular Links:

PSHE / Life Skills:

- Roles of Fishermen and women

Geography:

- Sea, waves and tides

Science:

- Fish / Whale anatomy

Art and design

- Use a range of materials creatively

Computing:

- Identifying Fake News

Music:

- Worksongs and Sea Shanties

PSHE / Life Skills:

- Roles of Fishermen and women

Geography:

- Sea, waves and tides

Art and design

- Use a range of materials creatively

Music

- Dances with movement patterns.

Geography:

- Human and physical geography

Science:

- Living things and their habitats.

PAPs - Performance Indicator Targets and Key Skills (Attitudes to Reading)

KPI: Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales.

KS8: Talks about the characters that they find in the story

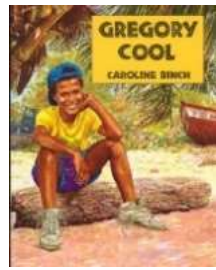
KS9: Talks about phrases they might read in a story

KS10: Points out common language used in stories i.e. once upon a time

KS11: Talks about what they have just read/found out – makes links

KS12: Picks out a phrase/word in text which describe a character's feelings

Autumn 1



Gregory Cool

by Caroline Binch

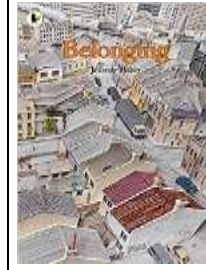
This teaching sequence is approximately 15 sessions.



One Plastic Bag

by Isatou Ceesay

This teaching sequence is approximately 18 sessions.



Belonging

by Jeannie Baker

This teaching sequence is approximately 20 sessions.

Overall aims of this teaching sequence:

- Progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- To explore the ecological/environmental impact of urbanisation and the impact that humans have on their environment
- To consider their own role in making an environment they want to live in
- To use drama and role play to deepen understanding of the book
- To respond to illustration and explore how it communicates meaning
- To explore themes and issues, and develop and sustain ideas through discussion

Key Teaching Approaches:

- Reading Aloud • Responding to Illustration • Book Talk • Role on the Wall • Visualisation • Debate and Argument • Looking at Language • Shared Writing • Bookmaking and Publishing • Comparison charts • Storyboards • 'Tell me' • Role play • Reading journals • Writing in role • Visualising

Writing Outcomes:

- Notes • Presentation • Leaflet • Booklet • Poster • TED talk script • Poem • Clothes label • Instruction Manual • Advertising Campaigns • Instructions • Writing in role • Character descriptions • Narrative descriptions • Diary entry • Biography

National Curriculum Links:

<p>Reading: reading books that are structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • discussing their understanding and exploring meaning of words in context • asking questions to improve their understanding • drawing and justifying inferences with evidence • predicting what might happen from details stated and implied 	<p>Writing:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research • selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning • ensuring consistent and correct tense • proof-read for spelling and punctuation errors • using a wide range of devices to build cohesion within and across paragraphs 	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
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Cross Curricular Links:

<p>Geography:</p> <ul style="list-style-type: none"> • Comparing human and physical geography in the United Kingdom, and with another country 	<p>PSHE:</p> <ul style="list-style-type: none"> • Global effects Responsibility we have for taking care of our local environment to preserve our planet. 	<p>Geography:</p> <ul style="list-style-type: none"> • Urbanisation and the impact that humans have on their environment <p>PSHE:</p> <ul style="list-style-type: none"> • Global effects Responsibility we have for taking care of our local environment to preserve our planet.
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PAPs - Performance Indicator Targets and Key Skills (Attitudes to Reading)

- KPI: Listens to and discusses a wide range of fiction**
 KS5: Draws on background information to help understanding
 Makes inferences on basis of what is said/done / drawn
 Uses experience and knowledge to predict/understand what might happen
- KPI: Identifying themes and conventions in a wide range of books.**
 KS25: Compares stories from different cultures

WJEC Accreditation		
WJEC Award in Personal Progress:		
Developing Communication skills Developing Reading skills Developing Writing skills	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing communication, reading and writing skills.	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
L01 - Listen and respond to other people. L02 -Speak (other to communicate with other people. L03 - Engage in discussion with other people.	AC1.1 - Show understanding in response to what they hear. AC2.1 - Use signs, phrases, objects, symbols to communicate. AC3.1 - Share ideas or preferences with others.	
L01 - Show some interest in reading L02 -Show some response to reading L03 - Recognise objects and symbols	AC1.1 - Demonstrate an interest in texts AC2.1 - Demonstrate understanding of what is being read. AC3.1 - Match objects to symbols, letters or words	
L01 - Be aware that marks, symbols, words have meaning L02 - Be able to use marks, symbols, words to communicate	AC1.1 - Recognise meaning can be conveyed by marks, AC2.1 - Communicate using marks, symbols, signs or words.	
Possible ways of demonstration that the criteria have been met through the PoR schemes:		
<ul style="list-style-type: none"> • Single word, sign or symbol responses to key words in context • Responding to simple prompts, questions, requests and instruction • Demonstrably paying attention • Answering simple questions about a range of personal information • Listening to / following narratives • Repeating single words, signs and symbols and using these with familiar people • Making simple requests and joining in with music or rhyme • Using short phrases and asking simple questions • Referring to past, present and future events and using conjunctions • Using vocabulary to convey meaning • Using single words, or symbols • Presenting single concepts, ideas or preferences by combining 2 or 3 words, signs or symbols • Taking part in one-to-one and group discussions • Taking part in conversations/drama 	<ul style="list-style-type: none"> • Listening to a text being read and responding (e.g. by laughing at something they find funny). • Communicating about people, characters, events or images from texts with which they are familiar • Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning • Understanding that print conveys meaning and that text flows from right to left and from top to bottom of a page • Communicating about aspects of texts they have heard read • Understanding that different texts have different purposes (eg information in a timetable; story/entertainment in a novel) • Matching similar and identical objects, symbols, signs and words • Re-reading some of their own commonly-used symbols and marks • Recognising or reading and selecting a combination of up to 5 words, signs or symbols linked to their personal vocabulary 	<ul style="list-style-type: none"> • Showing an awareness that marks and symbols can have meaning • Being able to choose, with support, symbols and/or signs for use in writing • Understanding in contexts related to personal information, that particular symbols, signs or words have meanings • With support, writing short texts using images, signs, symbols familiar words and letters to communicate meaning for different simple purposes • Making marks or symbols in their preferred mode of communication • Selecting appropriate symbols, objects or signs to convey meaning • Tracing, overwriting and copying under/over a model • Understanding the difference between letters, words, signs and symbols • Tracing, overwriting and copying under/over a model, to produce one or two recognisable letters or symbols related to their name • With some inconsistencies writing from left to right and from top to bottom • Forming some letters correctly and group them, leaving spaces in between them
The Entry 1 Achievement Continuum - the 10 stages – summary description		
<p>Encounter -Characterised by presence and reflex responses</p> <p>Early awareness - Characterised by fleeting attention and inconsistent responses</p> <p>Interest - Characterised by more consistent and differentiated reactions</p> <p>Supported participation - Characterised by co-operation and engagement</p> <p>Active involvement - Characterised by recognition, anticipation and proactive responses</p> <p>Development - Characterised by remembered responses and intentional communication</p> <p>Exploration - Characterised by concentration, recall and observation</p> <p>Initiation - Characterised by established responses and conventional communication</p> <p>Consolidation - Characterised by the formation of skills, knowledge, concepts and understandings</p> <p>Application- Characterised by the application of skills, knowledge, concepts and understandings</p>		