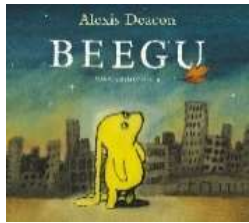
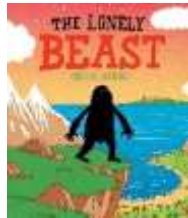


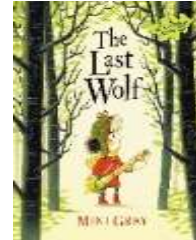
Autumn 2



**Beegu**  
by Alexis Deacon  
This teaching sequence is approximately 20 sessions.



**The Lonely Beast**  
by Chris Judge  
This teaching sequence is approximately 20 sessions.



**The Last Wolf**  
by Mini Grey  
This teaching sequence is approximately 30 sessions.

**Overall aims of this teaching sequence:**

- To explore a high quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas
- To engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text
- 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 drama, poetry, storytelling and artwork
- To write in role in order to explore and develop connections / empathy for characters
- To discuss themes and issues that arise in this touching story, making connections with their own lives
- To write in role in order to explore characters and events

**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 (Comprehension):**

- 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/ phrases
- answer and ask questions

**Writing:**

- 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, nonfiction and real events
- re-read and evaluate writing to check it makes sense and make simple revisions

**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**

- Explore food chains
- Lifecycles of plants
- Classify plants / animals

**Art and Design**

- Illustration
- Natural objects polyblock printing (William Morris)

**Science**

- Animal habitats.
- Explore food chains

**Art and Design**

- Illustration
- Design hats

**Music**

- Create a music score for the story

**Science**

- Properties of materials
- Animals camouflage

**Geography**

- Investigate local environments
- Mapping their own environment

**Art and Design**

- Design outfits

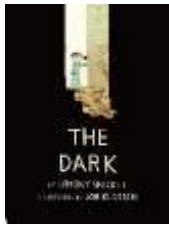
**PAPs - Performance Indicator Targets and Key Skills (Attitudes to Reading)**

**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 2**



**The Dark**

by Lemony Snicket

This teaching sequence is approximately 20 sessions.



**Ossiri and the Bala**

by Richard O'Neill and Katharine Quarmby

This teaching sequence is approximately 20 sessions.



**Hummingbird**

by Nicola Davies

This teaching sequence is approximately 30 sessions.

**Overall aims of this teaching sequence:**

- To enjoy an increasing range of poetry, stories and non-fiction texts.
- To engage and inspire children to engage with literature.
- To develop empathy and explore wider themes through a narrative text.
- To explore the story through a variety of teaching approaches including drama and role-play.
- To reflect on reading through keeping a reading journal.
- To compose poetry in response to visual imagery, story and known poems.

**Key Teaching Approaches:**

- Oral Storytelling • Book Talk • Exploring Language • Storymapping and Graph of Emotion • Reading Aloud • Book Talk • Visualising • Storytelling • Writing in role • Responding to illustration

**Writing Outcomes:**

- Thought bubbles • 'Tell Me' responses • Note taking • Diary entry • Writing in Role • Book review • Leaflet • Captions and sentences • Power point • Letter • Questions and suggestions • Mind map notes

**Reading (Comprehension):**

- listen to discuss and express views about books at a level beyond that which they can read independently
- link what they hear or read to own experiences
- discuss the sequence of events in books and how items of information are related

**Writing (Composition / Vocabulary, Grammar and Punctuation):**

- predict what might happen on the basis of what has been read
- participate in discussion about what is read, taking turns and listening to others
- write for different purposes including about fictional personal experiences, poetry, nonfiction and real events

**Speaking and Listening:**

- 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

**Cross Curricular Links:**

**Science**

- Investigate effect of light and dark on plant growth
- Observations of the seasons
- Effect of weather on light

**Art and Design**

- Patterns in shadow play
- Make glow jars, light boxes

**Music**

- Create music score for the story

**Science**

- Fauna, flora and fungi in UK.
- Poisonous plants

**Art and Design**

- Explore modern and historical art
- Use different materials to upcycle and create new pieces of art

**Music**

- Play traditional traveller music
- Practice keeping pulse

**Science**

- Study plants and their life cycles
- Pollination

**PSHE**

- Explore ideas of family

**History**

- Research rag-and-bone people

**Music**

- Listen to audio clips of Hummingbirds wings

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

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

KS5: Listens to and discusses a range of literature: e.g. picture books

KS12: Can identify some characteristics of story: e.g. what typically happens to good and bad characters

KS14: Relates story incident to their own experience with some detail

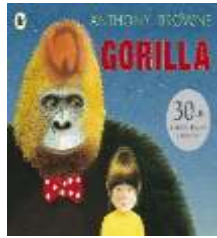
Autumn 2



**Into the Forest**

by Anthony Browne

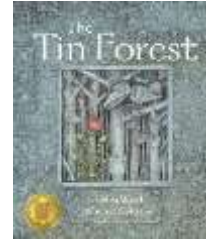
This teaching sequence is approximately 15 sessions.



**Gorilla**

by Anthony Browne

This teaching sequence is approximately 15 sessions.



**The Tin Forest**

by Helen Ward and Wayne Anderson

This teaching sequence is approximately 30 sessions.

**Overall aims of this teaching sequence:**

- To write in role in order to explore and develop empathy for characters.
- To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives
- To understand how illustration and text contribute to meaning.
- To develop empathy and explore wider themes through a narrative text.
- To explore the story through a variety of teaching approaches including drama and role-play.
- To reflect on reading through keeping a reading journal.
- To compose poetry in response to visual imagery, story and known poems.

**Key Teaching Approaches:**

- Reading aloud and rereading • Book Talk • Drama and role-play • Storymapping • Tell Me and book talk • Reading Aloud • Book Talk • Visualising • Storytelling • Writing in role • Responding to illustration

**Writing Outcomes:**

- Narrative recount • Descriptive writing • Poetry • Diary entry • Writing in Role • Book reviews • Leaflet • Captions and sentences • Power point • Letter writing • List poetry

**Reading (Comprehension):**

- Making comparisons within and across books
- Identify themes and conventions
- Develop positive attitudes to reading by listening to and discussing a wide range of fiction
- Provide reasoned justifications for their views

**Writing (Composition / Vocabulary, Grammar and Punctuation):**

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar
- Assessing the effectiveness of their own and others' writing
- Ensuring the consistent and correct use of tense throughout a piece of writing

**Speaking and Listening:**

- Use relevant strategies to build their vocabulary
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Articulate and justify answers, arguments and opinions
- Participate actively in collaborative conversations

**Cross Curricular Links:**

**Science**

- Investigate effect of light and dark on plant growth
- Observations of the seasons
- Effect of weather on light

**Art and Design**

- Patterns in shadow play
- Make glow jars, light boxes

**Music**

- Create music score for the story

**Science**

- Fauna, flora and fungi in UK.
- Poisonous plants

**Art and Design**

- Abstract art

**PSHE**

- Explore feelings
- Explore relationships

**Science**

- Study plants and their life cycles
- Sources of light

**PSHE**

- Explore ideas of family

**Geography**

- Local area study
- Impact of our environment on a group

**Art**

- Learn about artists such as Henri Rousseau

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

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

KS5: Listens to and discusses a range of literature: e.g. picture books

KS12: Can identify some characteristics of story: e.g. what typically happens to good and bad characters

KS14: Relates story incident to their own experience with some detail



**Arthur and the Golden Rope**

by Joe Todd-Stanton

This teaching sequence is approximately 25 sessions.



**Mouse Bird Snake Wolf**

by David Almond

This teaching sequence is approximately 15 sessions.



**The Great Kapok Tree**

by Lynne Cherry

This teaching sequence is approximately 30 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 develop empathy and explore wider themes through a narrative text.
- To write own stories based on the story read in a different format.
- To reflect on reading through keeping a reading journal.
- To write in role in order to explore and develop empathy for characters.

**Key Teaching Approaches:**

- Responding to Illustration • Freeze Frame
- Conscience Alley • Writing in Role • Role on the Wall • Visualising • Reading aloud and rereading • Word Collections • Comparison charts • Storyboards • Role play • Reading journals • Writing in role • Special questions • Drawing and annotating

**Writing Outcomes:**

- Performance of a poem • Explanation text • Poetry • Diary entry • Writing in Role • Book reviews • Leaflet • Making a visual text • Extension of a narrative
- Persuasive poster • List poetry Writing in role • Character descriptions • Narrative descriptions • Diary entry • Biography

**National Curriculum Links:**

**Reading:**

- Making comparisons within and across books
- Identify themes and conventions
- Develop positive attitudes to reading by listening to and discussing a wide range of fiction
- Provide reasoned justifications for their views understanding
- drawing and justifying inferences with evidence
- predicting what might happen from details stated and implied

**Writing:**

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar
- Assessing the effectiveness of their own and others' writing
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Noting and developing initial ideas, drawing on reading and research
- Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning

**Speaking and Listening:**

- Listen and respond appropriately to adults and their peers
- Use spoken language to develop understanding through imagining and exploring ideas
- Articulate and justify answers, arguments and opinions
- Participate actively in collaborative conversations
- Ask relevant questions to extend their understanding and knowledge

**Cross Curricular Links:**

**Geography**

- Stimulate a wider study of Iceland
- Study of maps

**Art and Design**

- Traditional Icelandic crafts and arctic environment

**History**

- Norse Myths, Gods and monsters, leads to the study of the Viking era

**Art and Design**

- Create 2D and 3D art pieces inspired by nature
- Using different materials to create different images of wildlife

**Geography**

- Links between human and physical Geography
- How has this changed overtime?

**History**

- Links to Gods of ancient civilizations

**Science**

- Explore destruction of the rainforest
- Different parts of flowering plants, stem/trunk
- How is water transported in plants?

**Geography**

- Finding countries on maps
- Saving the environment
- Different climates

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

**KPI: Identifies themes and conventions in a wide range of books**

**In stories the use of:**

**KS19: characterisation**

**KS20: descriptive language**

**KS21: conflict**

**KS22: climax**

**KS23: plot KS24: time**

WJEC Accreditation		
<b>WJEC Award in Personal Progress:</b>		
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"> <li>• Single word, sign or symbol responses to key words in context</li> <li>• Responding to simple prompts, questions, requests and instruction</li> <li>• Demonstrably paying attention</li> <li>• Answering simple questions about a range of personal information</li> <li>• Listening to / following narratives</li> <li>• Repeating single words, signs and symbols and using these with familiar people</li> <li>• Making simple requests and joining in with music or rhyme</li> <li>• Using short phrases and asking simple questions</li> <li>• Referring to past, present and future events and using conjunctions</li> <li>• Using vocabulary to convey meaning</li> <li>• Using single words, or symbols</li> <li>• Presenting single concepts, ideas or preferences by combining 2 or 3 words, signs or symbols</li> <li>• Taking part in one-to-one and group discussions</li> <li>• Taking part in conversations/drama</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a text being read and responding (e.g. by laughing at something they find funny).</li> <li>• Communicating about people, characters, events or images from texts with which they are familiar</li> <li>• Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning</li> <li>• Understanding that print conveys meaning and that text flows from right to left and from top to bottom of a page</li> <li>• Communicating about aspects of texts they have heard read</li> <li>• Understanding that different texts have different purposes (eg information in a timetable; story/entertainment in a novel)</li> <li>• Matching similar and identical objects, symbols, signs and words</li> <li>• Re-reading some of their own commonly-used symbols and marks</li> <li>• Recognising or reading and selecting a combination of up to 5 words, signs or symbols linked to their personal vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Showing an awareness that marks and symbols can have meaning</li> <li>• Being able to choose, with support, symbols and/or signs for use in writing</li> <li>• Understanding in contexts related to personal information, that particular symbols, signs or words have meanings</li> <li>• With support, writing short texts using images, signs, symbols familiar words and letters to communicate meaning for different simple purposes</li> <li>• Making marks or symbols in their preferred mode of communication</li> <li>• Selecting appropriate symbols, objects or signs to convey meaning</li> <li>• Tracing, overwriting and copying under/over a model</li> <li>• Understanding the difference between letters, words, signs and symbols</li> <li>• Tracing, overwriting and copying under/over a model, to produce one or two recognisable letters or symbols related to their name</li> <li>• With some inconsistencies writing from left to right and from top to bottom</li> <li>• Forming some letters correctly and group them, leaving spaces in between them</li> </ul>
The Entry 1 Achievement Continuum - the 10 stages – summary description		
<p><b>Encounter</b> -Characterised by presence and reflex responses</p> <p><b>Early awareness</b> - Characterised by fleeting attention and inconsistent responses</p> <p><b>Interest</b> - Characterised by more consistent and differentiated reactions</p> <p><b>Supported participation</b> - Characterised by co-operation and engagement</p> <p><b>Active involvement</b> - Characterised by recognition, anticipation and proactive responses</p> <p><b>Development</b> - Characterised by remembered responses and intentional communication</p> <p><b>Exploration</b> - Characterised by concentration, recall and observation</p> <p><b>Initiation</b> - Characterised by established responses and conventional communication</p> <p><b>Consolidation</b> - Characterised by the formation of skills, knowledge, concepts and understandings</p> <p><b>Application</b>- Characterised by the application of skills, knowledge, concepts and understandings</p>		