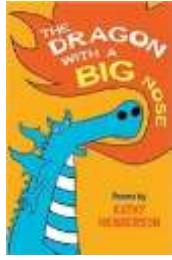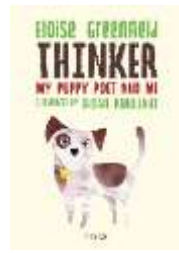| Spring 1		

	The Dragon With A Big Nose by Emily Hughes This teaching sequence is approximately 15 sessions.		Thinker, My Puppy Poet and Me by Eloise Greenfield This teaching sequence is approximately 15 sessions.		Zim Zam Zoom by James Carter This teaching sequence is approximately 15 sessions.

Overall aims of this teaching sequence:
- To explore and understand the importance of poetry as a genre
- To explore musicality, rhythm and rhyme in poetry
- To know how to listen and respond to a wide range of poems from a single poet collection
- To understand that poems are written for different reasons
- To interpret poems for performance
- To gain and maintain the interest of the listener through effective performance of poems
- To recognise how a poet uses poetry as a voice to express their own feelings and views
- To draft, compose and write poems based on personal interests, experiences and emotions using language and form with intent for effect on the reader

Key Teaching Approaches: • Reading Aloud • Hearing poems performed by poets • Looking at Language • Engaging children in rhythm through music • Engaging in narrative response poetry through drama • Modelled writing • Responding to writing • Publication	**Outcomes:** • Performance of the poet's poetry • Identifying poetic language and devices • Rhythmic movement • Evaluation of performances • Poetry Journal with ideas and inspirations for writing • Own written poems • Performances of children's own original poetry

National Curriculum Links:

Reading: • Develop pleasure in reading, motivation to read, vocabulary and understanding • listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently • link what they read or hear read to their own experiences • recognise and join in with predictable phrases in poems and to recite some by heart • to recognise simple recurring literary language in poetry • discuss and clarify word meanings, linked to those already known • discuss favourite words and phrases • continue to build up a repertoire of poems learnt by heart and reciting some	**Writing:** • Develop positive attitudes and stamina for writing by writing poetry; • Draft and write by noting ideas, key phrases and vocabulary, and • composing and rehearsing phrases and sentences orally • write for different purposes • reread / evaluate writing to check it makes sense and make revisions • read writing aloud with appropriate intonation to make the meaning clear; • use punctuation correctly; • use sentences in different forms; expand noun phrases to describe and specify.	**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:

Art and Design • Create own ideas for illustrating favourite poems	**Art and Design** • Create own ideas for illustrating favourite poems **Geography:** • African American family, relationships, heritage and identity	**Music:** • Poetry recitals and performances, using inter-related dimensions of music. **Computing:** • Manipulate font text in order to, play with colour theory to affect the reader's responses.

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

KPI: Listens to, discusses and expresses views about a range of contemporary and classic poetry, at a level beyond independent reading.
KS1: Contemporary poetry
KS2: Classic poetry
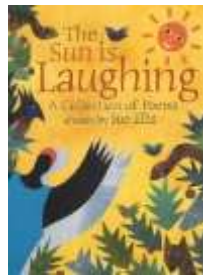KS21: Can usually recognise simple recurring literary language in poetry

Spring 1

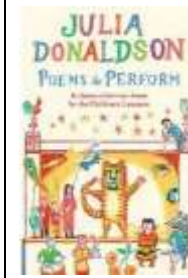|		
A Nest Full of Stars by James Berry — This teaching sequence is approximately 15 sessions.	**The Sun is Laughing** by Sue Ellis — This teaching sequence is approximately 20 sessions.	**Poems to Perform** by Julia Donaldson — This teaching sequence is approximately 20 sessions.

Overall aims of this teaching sequence:
• To make choices in selecting poems for anthologies
• To explore, interpret and respond to poetry
• To explore rhythm, rhyme and pattern in a range of poems
• To respond to and play with language in poetry
• To use poetry as a stimulus for art
• To compose and perform in response to poetry

Key Teaching Approaches:
• Reading aloud and re-reading • Shared reading • Word collections • Responding to illustration • Book talk - responding to poetry • Visualising • Drawing and annotating • Performing poetry • Shared writing

Writing Outcomes:
• Creating word and phrase collections and playing with words • Deeper understanding of performance • Understanding poetic devices and structure • Performance and recital • Class anthologies

National Curriculum Links:

Reading:
• Develop pleasure in reading, motivation to read, vocabulary and understanding
• listen to, discuss and express views about a wide range of poems
• link what they read or hear read to their own experiences
• recognise / join in with predictable phrases in poems and recite by heart
• to recognise simple recurring literary language in poetry
• discuss and clarify word meanings, linked to those already known
• make inferences on what is said and done

Writing:
• Develop positive attitudes and stamina for writing by writing poetry •
• draft and write by noting ideas, key phrases and vocabulary
• write for different purposes including poetry 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
• use sentences in different forms
• expand noun phrases to describe and specify

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:

Drama:
• bring out the meaning of a poem through performance
Geography:
• Identify dialect features in the poems written in a Caribbean voice. Explore Carribean Culture

Science:
• The Solar System
PSHE:
• Moods and feelings through poetry
RE:
• The afterlife across different religions

Science:
• properties of water
• animal characteristics and habitats
• changing seasons
Music:
• Speaking chants and rhymes in reading poetry and in performing
PE:
• dance using simple movement patterns

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

KPI: Listens to and discusses a wide range of poetry
KS1: Enjoys listening to, and reading a wide range of books (Inc. Poetry)
KS4: Can re-read, rehearse and perform to show some understanding of the meaning of different texts
KS7: Reads, discusses and gives own views on a range of literature: Poetry
KS13: Classifies poems by type - riddles, tongue twister, nonsense, narrative

Spring 1					
	Werewolf Club Rules by Joseph Coelho This teaching sequence is approximately 15 sessions.		**Hot Like Fire** by Valerie Bloom This teaching sequence is approximately 18 sessions.		**Big Book of Bad Things** by Michael Rosen This teaching sequence is approximately 20 sessions.

Overall aims of this teaching sequence:
•To use poetry as a stimulus for writing, performance
• To explore how language and structural devices are used in poetry to create powerful responses
• To explore ways in which we can use our voices, facial expressions and body language to perform poetry
• To understand that poems are written for different reasons.
• To interpret poems for performance.
• To gain and maintain the interest of the listener through effective performance of poems.
• To be able to use art as a means of responding to a poem, visualising and inferring and extending and enriching language.
• To recognise figurative language in poetry and interpret its effect on the reader.

Key Teaching Approaches:	**Writing Outcomes:**
• 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	• 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:

Reading:	**Writing:**	**Speaking and Listening:**
• Read and discuss an increasingly wide range of poetry, • Identify and discuss themes and conventions in a wide range of writing. • Learn a wider range of poetry by heart. • Prepare poems and plays to read aloud and perform, showing intonation, tone and volume. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Select appropriate grammar and vocabulary, understanding how such choices can change/enhance meaning. • Evaluate and edit by assessing the effectiveness of their own writing. • Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Perform their own compositions, using appropriate intonation, volume, and movement	• Participate actively in performance, discussion and debate. •Use spoken language to develop understanding through imagining and exploring ideas in roleplay, drama and dance. • Select and use appropriate registers for effective communication.

Cross Curricular Links:

Science: life cycles of plants and animals. **Geography:** The focus on the well-travelled 'Dada' allows exploration and location of the world's countries	**Geography:** • Geographical similarities and differences in human and physical geography **Art and Design:** • Through the inspiration of the poetry children will be encouraged to respond through art	**PSHE:** • Platform for children to explore identity, family relationships, childhood and diversity Geography: • comparative study of the current experience of refugees fleeing war torn countries as well as exploring attitudes towards immigration and personal identity.

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

KPI: Listens to and discusses a wide range of fiction, poetry, plays, non fiction and reference books or textbooks.
KS2: Can listen attentively and participate in discussion about a wider range of poetry
KS5: Can express their views and preferences

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:

• 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 thyme
• 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

• 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

• 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

Encounter -Characterised by presence and reflex responses
Early awareness - Characterised by fleeting attention and inconsistent responses
Interest - Characterised by more consistent and differentiated reactions
Supported participation - Characterised by co-operation and engagement
Active involvement - Characterised by recognition, anticipation and proactive responses
Development - Characterised by remembered responses and intentional communication
Exploration - Characterised by concentration, recall and observation
Initiation - Characterised by established responses and conventional communication
Consolidation - Characterised by the formation of skills, knowledge, concepts and understandings
Application- Characterised by the application of skills, knowledge, concepts and understandings