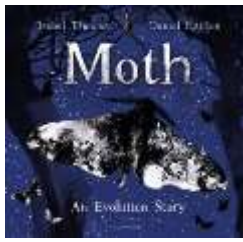


Spring 2



Moth
by Isabel Thomas
This teaching sequence is approximately 20 sessions.



Leaf
by Sandra Dieckmann
This teaching sequence is approximately 25 sessions.



One Day on Our Blue Planet
by Ella Bailey
This teaching sequence is approximately 20 sessions.

Overall aims of this teaching sequence:

- To enjoy an increasing range of poetry, stories and non-fiction texts
- To develop understanding through reading and responding to non-fiction texts
- To identify some effective features of non-fiction texts
- To engage children with a story with which they will empathise
- To explore themes and issues, and develop and sustain ideas through discussion

Key Teaching Approaches:

- Response through poetry
- Role Play and Drama
- Shared Writing
- Book Making
- Readers Theatre
- Shared writing
- Reading Aloud
- Thought Tracking
- Storytelling
- Responding to illustration

Writing Outcomes:

- Captions and sentences
- Free Verse Poems
- Explanation Diagram
- Narrative script
- Character Grid
- Persuasive Speech
- Free verse poetry
- Poster
- Writing in Role
- Letter

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
 - draw inferences on the basis of what is being said and done
 - answer and ask questions

Writing (Composition / Vocabulary, Grammar and Punctuation):

- 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

- Gain knowledge of natural world

Art and Design

- Illustrate wildlife

Geography

- Local environment
- Impact of pollution

Geography

- Geographical features of the Arctic

Art and Design

- Illustration
- Design hats

Music

- Create a music score for the story

Science

- Properties of different kinds of materials

- Animals camouflage

Geography

- Investigate local environments and familiar places, related

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

KPI: Listens to and discusses a wide range of stories and non-fiction, at a level beyond that at which they can read independently.

KS1: Can listen attentively to a wide range of stories and non-fiction

KS2: Contributes relevant ideas and thoughts to discussion
KS3: Can identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play:

KS4: Links what they have read/heard to something they have experienced

Spring 2



Zoraffa Giraffa

by Dianne Hofmeyr

This teaching sequence is approximately 20 sessions.



Winter Sleep

by Sean Taylor and Alex Morss

This teaching sequence is approximately 20 sessions.



One Night, Far From Here

By Julia Wauters

This teaching sequence is approximately 20 sessions.

Overall aims of this teaching sequence:

- To talk confidently about picture books and responses individual to them
- To explore the story through a variety of teaching approaches including drama and role-play
- To write in role from more than one perspective
- To reflect on reading through keeping a reading journal
- To use vocabulary influenced by books
- To compose and perform own poetry

Key Teaching Approaches:

- Response to illustration
- Looking at Language
- Observational drawing
- Using digital texts
- Readers Theatre
- Shared writing
- Reading Aloud
- Music and Movement
- Poetry
- Responding to illustration

Writing Outcomes:

- Free verse poetry about winter
- Expressive writing in role
- Diary entry
- Explanation writing
- Character Grid
- Setting illustrations
- Instructions
- Poster
- Diary entry

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
- draw inferences on the basis of what is being said and done
- answer and ask questions

Writing (Composition / Vocabulary, Grammar and Punctuation):

- 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

- Food chain
- Habitats

Art and Design

- Illustration

History

- Historical periods – Egypt

Maths

- Timing routines
- Sorting things by size

Art and Design

- Photography
- Designing bird tables, dens etc.

Maths

- Timing routines
- Sorting things by size

P.E

- Imitate animal movements
- Mimic hunting – e.g. cat and mouse

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

KPI: Being introduced to non-fiction books structured in different ways

KS14: Can distinguish non-fiction books from other genres

Identifies non-fiction books e.g.: reference/text books, encyclopaedias

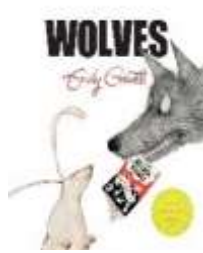
KS15: Beginning to identify some key features of nonfiction texts to help locate and understand information: e.g. facts, photographs, diagrams,

Uses a simple picture dictionary to look up definition

Spring 2



Fox
by Margaret Wild
This teaching sequence is approximately 20 sessions.



Wolves
by Emily Gravett
This teaching sequence is approximately 12 sessions.



The Ice Bear
By Jackie Morris
This teaching sequence is approximately 30 sessions.

Overall aims of this teaching sequence:

- To write a non-chronological report
- To write descriptive poetry
- To draw inferences from the written and visual text to support understanding.
- To reflect on reading through keeping a reading journal
- To develop creative responses to the text through drama, storytelling and artwork
- To explore global issues through a narrative text

Key Teaching Approaches:

- Reading Aloud and Re-reading
- Visualisation and Drawing
- Performance poetry
- Drama and Role-Play
- Readers Theatre
- Hot-Seating
- Reading Aloud
- Tell Me and book talk
- Poetry
- Responding to illustration

Writing Outcomes:

- Non-fiction texts: fliers, business cards, menus, etc.
- Alternative ending
- Diary entry
- Non-chronological report
- Drafting and Editing
- Setting illustrations
- Instructions
- Poster

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
- draw inferences on the basis of what is being said and done
- answer and ask questions

Writing (Composition / Vocabulary, Grammar and Punctuation):

- 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:

PSHE

- Friendship
- Geography/Science**
- Habitats
- Climate change
- Deforestation

Science

- Predators vs Prey
- Wolves – food source, habitat etc.
- Geography**
- Places where Wolves live

Science

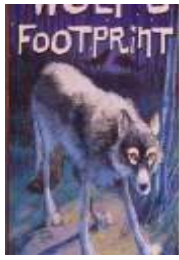
- Properties of ice
- Arctic wildlife
- Art and Design**
- Inuit art
- History**
- History of Arctic exploration

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

KPI: Using dictionaries to check the meaning of words they have read.

- KS14:** Knows to use a dictionary to check spelling of a word
- KS15:** Knows to use a dictionary to check meaning of word

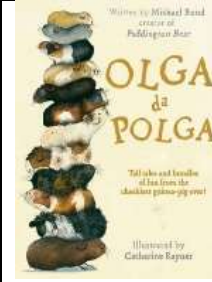
Spring 2



The Wolf's Footprint
by Susan Price
This teaching sequence is approximately 9 sessions.



Firebird
by Emily Gravett
This teaching sequence is approximately 12 sessions.



Olga da Polga
By Micael Bond
This teaching sequence is approximately 30 sessions.

Overall aims of this teaching sequence:

- To write a non-chronological report
- To write descriptive poetry
- To draw inferences from the written and visual text to support understanding.
- To reflect on reading through keeping a reading journal
- To develop creative responses to the text through drama, storytelling and artwork
- To explore global issues through a narrative text

Key Teaching Approaches:

- Reading Aloud and Re-reading
- Visualisation and Drawing
- Performance poetry
- Drama and Role-Play
- Readers Theatre
- Hot-Seating
- Reading Aloud
- Tell Me and book talk
- Poetry
- Responding to illustration

Writing Outcomes:

- Non-fiction texts: fliers, business cards, menus, etc.
- Alternative ending
- Diary entry
- Non-chronological report
- Drafting and Editing
- Setting illustrations
- Instructions
- Poster

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
- draw inferences on the basis of what is being said and done
- answer and ask questions

Writing (Composition / Vocabulary, Grammar and Punctuation):

- Read writing aloud with appropriate intonation to make the meaning clear
- Use new and familiar punctuation correctly
- Use sentences in different forms
- 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

- Plants, seeds, nuts,
- Wolves – food source, habitat etc.

PSHE

- Different perceptions
- Helping others

Science

- Predators vs Prey
- Wolves – food source, habitat etc.

Geography

- Places where Wolves live

Math

- Measuring weight/height
- Counting body parts

Geography

- Geographical spread and movement of animals and people

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

KPI: Uses dictionaries to check the meaning of words that have been read

KS8: Looks up unknown words in dictionary to check meaning

KS4: Can listen attentively and participate in discussion about a wider range of non-fiction and reference books

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>		