

Summer 1



Look Up
by Nathan Bryan
This teaching sequence is approximately 20 sessions.



The Bee Who Spoke
by Al MacCuish
This teaching sequence is approximately 20 sessions.



The Story Tree
by Hugh Lupton
This teaching sequence is approximately 10 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 artwork, drama and roleplay
- To retell a story using the language of storytellers
- To write in role in order to explore and develop empathy for characters
- To enrich vocabulary and understanding of the impact of language on readers and audience

Key Teaching Approaches:

- Role-Play • Oral Storytelling
- Role on the Wall • Book Making • Shared Writing
- Thought tracking • Reading Aloud • Thought Tracking
- Storytelling • Freeze-frame

Writing Outcomes:

- Advisory notes • Information booklet or poster
- Persuasive note and letter • Narrative script Speech and Thought Bubbles • Persuasive Speech • Free verse poetry • Poetry • Writing in Role • Letter

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

- Space and Earth
- Day and night cycles
- Scientific equipment (telescopes)

PSHE

- Impact of technology

Geography

- Local environment study
- Map making

Science

- Pollination

Geography

- Map making

Art and Design

- Flower pressing
- Design hats

Food Tech

- Growing fruits and vegetables
- Honey

Art and Design

- Creating backdrops and puppets
- Explore different mediums such as felt, clay etc. in creating backdrops and puppets

Geography

- Map making

Music

- Chants and rhymes

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

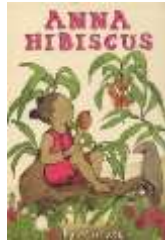
KPI: Becoming familiar with key stories, fairy stories and traditional tales S10: With visual prompts can retell a fairy story/traditional tale

KS11: Can recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order

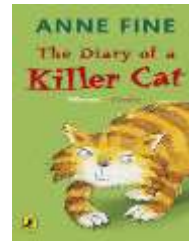
Summer 1



Claude in the City
by Alex T. Smith
This teaching sequence is approximately 20 sessions.



Anna Hibiscus
by Atinuke
This teaching sequence is approximately 20 sessions.



The Diary of a Killer Cat
by Anne Fine
This teaching sequence is approximately 10 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 artwork, drama and roleplay
- To retell a story using the language of storytellers
- To write in role in order to explore and develop empathy for characters
- To enrich vocabulary and understanding of the impact of language on readers and audience

Key Teaching Approaches:

- Reading aloud and rereading • 'Tell Me'
- Responding to illustration • Debate • Text marking
- Thought tracking • Visualising • Shared writing
- Drama and Role Play • Role on the Wall

Writing Outcomes:

- Character descriptions • City Poems • Newspaper Reports • Doctor's report • Thought bubbles • Diary entry • Writing in Role • Letter

Reading (Comprehension):

- Develop positive attitudes to reading
- Listening to, discussing and expressing views about contemporary fiction link what they hear or read to own experiences
- Discussing and clarifying the meanings of words
- Predicting what might happen on the basis of what has been read
- Discussing the sequence of events in books
- Making inferences on the basis of what is being said and done

Writing (Composition / Vocabulary, Grammar and Punctuation):

- Writing narratives about the experiences of others
- Proof-read writing to check for errors in spelling, grammar and punctuation
- Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally
- Use new and familiar punctuation correctly
- Use past and present tense correctly and consistently

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

- Space and Earth
- Day and night cycles
- Scientific equipment (telescopes)

PSHE

- Impact of technology

Geography

- Local environment study
- Map making

PSHE

- Ideas of family
- Personal experiences

Geography

- Climate

Art and Design

- Colours and patterns from different cultures
- Fabrics
- Mono-print block layering

Science

- Herbivores, Omnivores, Carnivores
- Comparing habitats
- Food chains

PSHE

- Basic needs

Food Tech

- Diet

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

KPI: Participates in book discussions (group and independent reading), taking turns and listening to what others say

KS16: Discusses why like a specific book

KS17: Discusses different book versions and state preferences

KS18: Joins in group discussions about text they read/have read to them

KS19: Knows how to take turns in discussion

KS20: Listens to others' ideas

Summer 1



The Bluest of Blues
by Fiona Robinson
This teaching sequence is approximately 30 sessions.



The Fox and the Star
by Coralie Bickford-Smith
This teaching sequence is approximately 20 sessions.



The Frog Prince: Continued... by Jon Scieszka
This teaching sequence is approximately 20 sessions.

Overall aims of this teaching sequence:

- To explore, interpret and respond to illustrations in a book
- To explore themes and issues, and develop and sustain ideas through discussion
- To write in role in order to explore and develop empathy for characters
- To explore how language is used effectively to paint a picture for the reader and deepen their understanding

Key Teaching Approaches:

- Looking at Language Role • Dance
- Conscience Alley • Graph of Emotion • Publishing
- Book talk Story mapping • Visualising • Shared writing • Drama and Role Play • Observational Drawing

Writing Outcomes:

- List poems • Bubble Notes • Story • Riddles • Persuasive • Diary entry • Writing in Role • Letter
- Predictions • Language

Reading (Comprehension):

- Increase familiarity with a range of books
- Identify themes and conventions
- Prepare play scripts to read aloud
- Predicting what might happen on the basis of what has been read
- Discussing the sequence of events in books
- Making inferences on the basis of what is being said and done
- Show understanding through intonation, tone, volume and action
- Discuss words and phrases that capture readers' interest and imagination

Writing (Composition / Vocabulary, Grammar and Punctuation):

- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar
- Draft and write by composing and rehearsing sentences orally
- In narrative create settings, characters and plot
- Use new and familiar punctuation correctly
- Use past and present tense correctly and consistently

Speaking and Listening:

- Draw inferences about characters' feelings, thoughts, emotions and actions
- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar
- 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
- Participate actively in collaborative conversations

Cross Curricular Links:

Science

- Women in science
- Fauna

Art and Design

- Flower pressing

History

- Victorian society
- Female pioneers in art and science

Science

- Space
- Life cycle of stars
- Climate

Art and Design

- Colours
- Patterns

PSHE

- Friendship

Science

- Habitats

PSHE

- Relationships
- Habits

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

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

KS9: Can identify the theme of most books they read e.g. heroism, bullying

KS10: Identifies the use of different conventions in different types of writing e.g. use of greeting in letters, layout of recipe etc.

KS16: Knows that themes are the ideas that run throughout a book

KS17: Can identify a theme e.g. friendship, loss

KS18: Can identify conventions of different text types

Summer 1



The Lost Happy Endings

by Carol Ann Duffy

This teaching sequence is approximately 30 sessions.



The Pebble in my Pocket

by Meredith Hooper

This teaching sequence is approximately 20 sessions.



Leon and the Place between

by Angela McAllister

This teaching sequence is approximately 20 sessions.

Overall aims of this teaching sequence:

- To write own stories based on the story read from another character's point of view
- To explore themes and issues, and develop and sustain ideas through discussion
- To explore these through role play and through writing in role
- To explore how language is used effectively to paint a picture for the reader and deepen their understanding

Key Teaching Approaches:

- Looking at Language Role • Dance
- Conscience Alley • Graph of Emotion • Publishing
- Book talk Story mapping • Visualising • Shared writing • Drama and Role Play • Observational Drawing

Writing Outcomes:

- List poems • Bubble Notes • Story • Riddles • Persuasive • Diary entry • Writing in Role • Letter
- Predictions • Language

Reading (Comprehension):

- Making comparisons within and across books
- Identifying and discussing themes and conventions in and across a wide range of writing
- Predicting what might happen on the basis of what has been read
- Discussing the sequence of events in books
- Draw inferences about characters' feelings, thoughts, emotions and actions
- Discuss words and phrases that capture readers' interest and imagination
- Identify themes and conventions

Writing (Composition / Vocabulary, Grammar and Punctuation):

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Proof read for spelling and punctuation errors
- Use new and familiar punctuation correctly
- Assessing the effectiveness of their own and others' writing

Speaking and Listening:

- Ask relevant questions to extend their understanding and knowledge
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Consider and evaluate viewpoints, attending to and building on the contributions of others
- Articulate and justify answers, arguments and opinions
- Select and use appropriate registers for effective communication

Cross Curricular Links:

PSHE

- Staying safe
- Travelling

Art and Design

- Watercolour and ink

Geography

- Investigate forest habitats and wildlife

Geography

- Mountains and rock formation
- Rivers and erosion
- Earthquakes

Art and Design

- Natural shapes and forms
- Shading
- Watercolour

Science

- Battery circuits
- Light and shadow

History

- First Black circus

Art and Design

- Circus art
- Pop out art

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

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

KS9: Can identify the theme of most books they read e.g. heroism, bullying

KS10: Identifies the use of different conventions in different types of writing e.g. use of greeting in letters, layout of recipe etc.

KS11: Identifies parts of book presentation:

- Paragraphs - chapters - headings - subheadings

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>		