

Ug Boy Genius

In this multi-layered graphic text the concept of a 'stone age' is taken to extremes with everything, including trousers made of stone. The story follows the quest of a Stone Age boy, Ug, in his search for softer trousers. With ideas beyond his time his questioning and inventive mind proves exasperating at times for his parents. This book provides many opportunities for discussion and lots of humour at different levels from the illustrations to the footnotes.



Overall aims of this teaching sequence:

- To engage children with a story told through a mixture of speech and visual imagery To explore themes and issues, and develop and sustain ideas through discussion
- To develop creative responses to the text through drama, storytelling and artwork
- To compose writing for a wide variety of purposes
- To write in role in order to explore and develop empathy for characters

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|--|---|
| <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books | <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 where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed | <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Participate actively in collaborative conversations • Use spoken language to develop understanding through imagining and exploring ideas • Select and use appropriate registers for effective communication • 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 • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, performances, role play, improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others |

Power of Reading Strategies:

Responding to Illustration, Reading Aloud, Role on the Wall, Collaborative Writing, Book Making, Double Bubble, Developing Enquiry, Role Play, Writing in Role, Conscience Alley, Book Talk

Writing Outcomes Diary Entry Persuasive Letter

Leon and The Place Between

Do you dare to step into the place between? Leon is a boy who believes in magic. This exciting and beautifully illustrated picture book follows Leon beyond the realm of the circus big-top and, with a 'Pouff!' from the great magician, Abdul Kazam, onto a magic carpet ride into the place where the magic sends you...



Overall aims of this teaching sequence:

- To explore, interpret and respond to illustrations in a picture book
- To enjoy a story and discuss its meanings
- To build an imaginative picture of a fantasy world, based on real life experiences
- To explore these through role play and through writing in role
- To write own stories based on the story read from another character's point of view

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|---|---|
| <ul style="list-style-type: none"> • Increase familiarity with a range of books; • Identify themes and conventions • Prepare play scripts to read aloud • Show understanding through intonation, tone, volume and action • Discuss words and phrases that capture readers' interest and imagination | <ul style="list-style-type: none"> • 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 • Develop creative and imaginative writing by adopting, creating and sustaining a range of roles | <ul style="list-style-type: none"> • Participate actively in collaborative conversations • Use spoken language to develop understanding through imagining and exploring ideas • Select and use appropriate registers for effective communication |

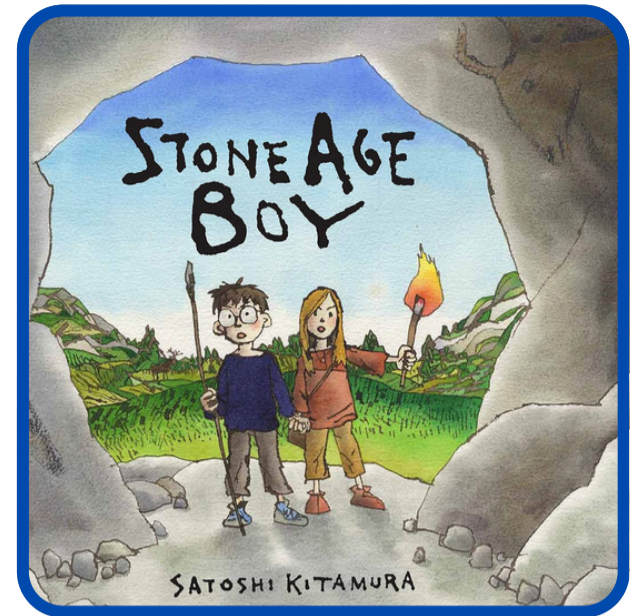
Power of Reading Strategies:

Responding to Illustration, Reading Aloud, Looking at Language, Freeze Frame, Thought Tracking, Reader's Theatre, Book Talk, Role Play, Writing in Role, Storymapping

Writing Outcomes
Setting Description
Story: A Rabbit's Tale

Stone Age Boy

One day a little boy is walking along when he trips, stumbles and falls ... into the Stone Age! He meets a girl his own age and her tribe, and learns all about their way of life. He watches them make tools, clothes and weapons. He sees how they hunt, fish, cook, celebrate – and even how they paint on the walls of caves. But when a furious cave bear attacks, he wakes up back in his own time where everyone tells him it was only a dream. But was it?



Overall aims of this teaching sequence:

- Enhancing vocabulary: Learning and using new words related to the Stone Age and the story.
- Exploring different text types: Identifying the purpose, language, and structural features of the text.
- Promoting discussion: Sharing thoughts and opinions about the book and the Stone Age.
- Building confidence: Reading aloud and participating in class discussions.

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|--|---|
| <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books | <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 where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed | <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Participate actively in collaborative conversations • Use spoken language to develop understanding through imagining and exploring ideas • Select and use appropriate registers for effective communication • 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 • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, performances, role play, improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others |

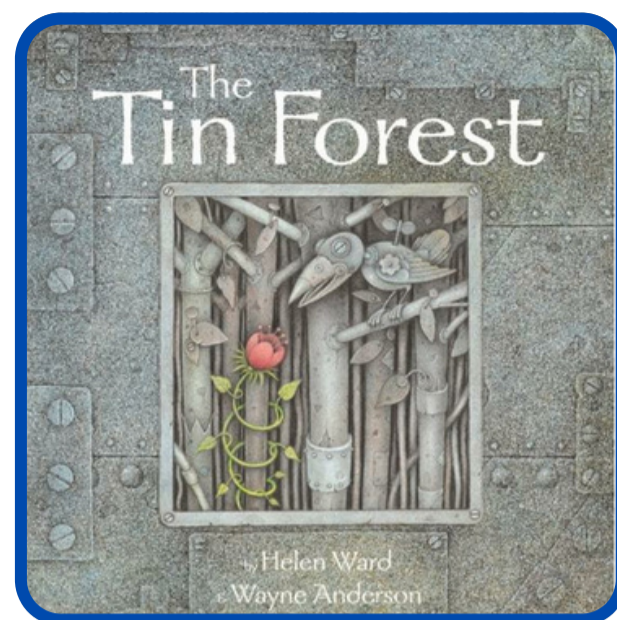
Power of Reading Strategies:

Responding to Illustration, Reading Aloud, Role on the Wall, Collaborative Writing, Role Play, Writing in Role, Conscience Alley, Book Talk

Writing Outcomes
Diary Entry
Persuasive Letter

The Tin Forest

A tale of transformation. An old man lives in a grey and forsaken place ‘that looked out on other people’s rubbish and bad weather’. He dreams of a wild and colourful place and uses the resources around him in such a creative way that change comes about and a natural forest becomes entwined with one of metal.



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 drama, storytelling and artwork.
- To compose poetry.
- To write in role in order to explore and develop empathy for characters.

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|--|---|
| <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction <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 ▪ Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | <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 where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed | <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Participate actively in collaborative conversations • Use spoken language to develop understanding through imagining and exploring ideas • Select and use appropriate registers for effective communication • 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 • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, performances, role-play, improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others |

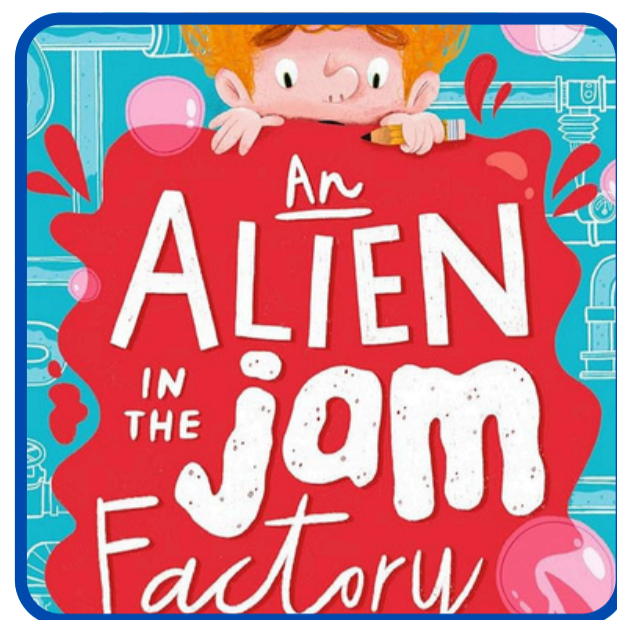
Power of Reading Strategies:

Reading aloud and re-reading, Role-Play and Drama, Role on the Wall, Visualising, Hot Seating, Book Talk, Graph of Emotion, Soundscapes, Response to Illustration, Drawing and Annotating, Story boxes, Shared writing, Freeze Frame Reader’s Theatre

Writing Outcomes Dream Description Persuasive Speech

An Alien In The Jam Factory

Scooter McLay's cerebral palsy affects how quickly he can move his body, but his hyper-creative brain is a constant fizz of brilliant ideas. He spends every day inventing top secret recipes and machines for his family's jam factory. There's just one thing missing ... a pet, to share it all with. Or better still, a friend. When a tiny alien named Fizzbee crashes through the factory window, she might just be the answer. Now it's all hands on deck, as they team up to save the factory from dastardly neighbour Daffy Dodgy.



Overall aims of this teaching sequence:

- To enjoy exciting stories with memorable characters
- To draw inferences about characters' feelings, thoughts and motives from their actions
- To explore themes and issues, and develop and sustain ideas through discussion
- To develop creative responses to the text through drama, storytelling and artwork
- To write with confidence for real purposes and audiences

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|--|--|
| <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction; • Reading books that are structured in different ways and reading for a range of purposes; • Identifying and discussing themes and conventions in and across a wide range of writing; • making comparisons within and across books. • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; • asking questions to improve their understanding; • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; • predicting what might happen from details stated and implied; • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; • identifying how language, structure and presentation contribute to meaning; • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; • explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • providing reasoned justifications for their views. | <p>Children should plan their writing by:</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 where necessary; • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; • in narratives, describing settings, characters and atmosphere • using a wide range of devices to build cohesion within and across paragraphs; • using further organisational and presentational devices to structure text and to guide the reader. | <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; • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; • Participate in discussions, presentations, performances, role-play, improvisations and debates; • Consider and evaluate different viewpoints, attending to and building on the contributions of others. |

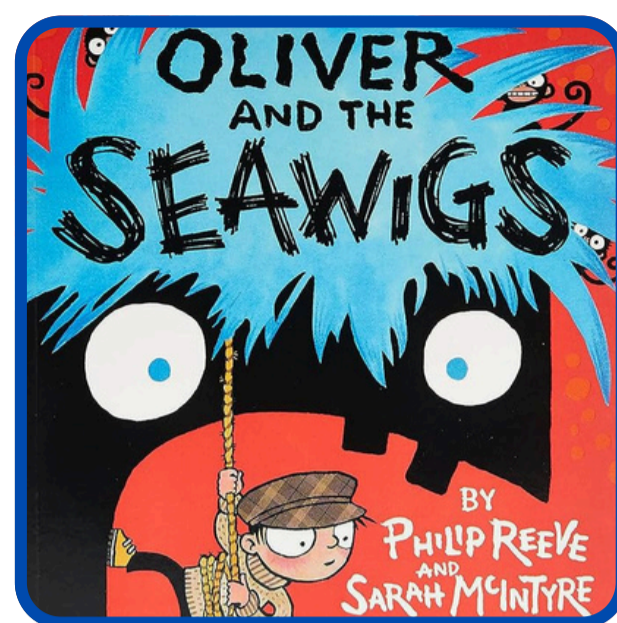
Power of Reading Strategies:

Reading Aloud, Book Talk, Role on the Wall, Looking at Language, Writing in role, Debate, Conscience Alley, Freeze Frame, Thought Tracking, Teacher in Role

Writing Outcomes Instructions Newspaper Report

Oliver And The Seawigs

Oliver Crisp's parents are explorers and for 10 years they have travelled the world, taking Oliver with them. Now they have decided that all the great unknowns have been seen and they are ready to return home. To their surprise they discover a dozen mysterious islands in the bay near their house. They pull out the dinghy and immediately set off to explore whilst Oliver begins to unpack. When he goes out to check on them, the islands are gone and so are his parents. That is why a boy who dreams of staying home and going to school winds up on yet another amazing adventure, in search of his missing parents.



Overall aims of this teaching sequence:

- To explore, interpret and respond to illustrations in a book
- To enjoy a story and discuss its meanings
- To build an imaginative picture of a fantasy world, based on real life experiences
- To explore a story and its experiences through role play and through writing in role
- To write stories from another character's point of view based on the story that has been read

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|---|--|
| <ul style="list-style-type: none"> • Increase familiarity with a range of books; • Identify themes and conventions; • Prepare play scripts to read aloud; • Show understanding through intonation, tone, volume and action; • Discuss words and phrases that capture readers' interest and imagination; • Draw inferences about characters' feelings, thoughts, emotions and actions. | <ul style="list-style-type: none"> • 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; • Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. | <ul style="list-style-type: none"> • Participate actively in collaborative conversations; • Use spoken language to develop understanding through imagining and exploring ideas; • Select and use appropriate registers for effective communication. |

Power of Reading Strategies:

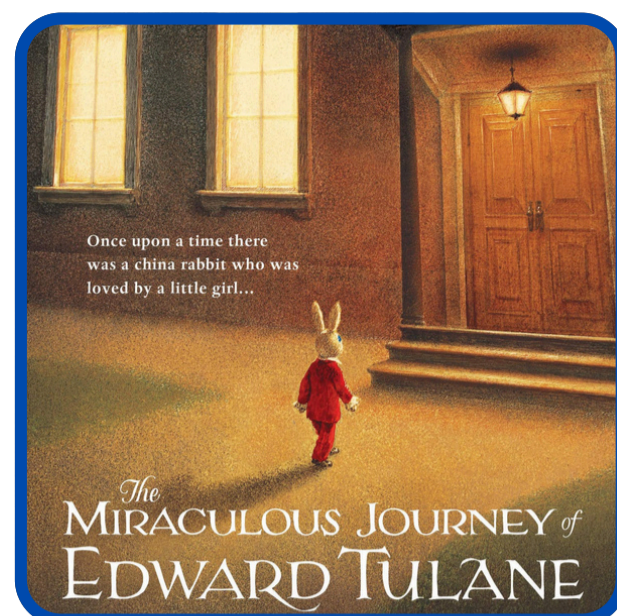
Reading aloud and rereading, Role Play and Drama, Writing in role, Visualising, Storymapping, Shared writing Freeze frame, Conscience Alley, Graph of Emotion, Readers Theatre

Writing Outcomes:

Narrative from a Character's Perspective
Character Factfile

The Miraculous Journey of Edward Tulane

Boys and girls alike will be drawn into this poignant adventure story set in North America. Through a roller coaster of emotions, Edward, a china rabbit, experiences wildly different settings, identities and owners, thereby gradually learning the value of love and friendship. Edward's often harrowing experiences help shape him from a vain, pompous creature into a thoughtful, considerate friend.



Overall aims of this teaching sequence:

- To read and discuss a book that is set in another country, exploring the themes of friendship and loyalty;
- Appreciating how a character changes through the course of a story;
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;
- 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.

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|--|--|
| <ul style="list-style-type: none"> • Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Identify and discuss themes and conventions in and across a wide range of writing. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | <ul style="list-style-type: none"> • 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 and enhance meaning. • Evaluate and edit by assessing the effectiveness of their own and others' 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 so that meaning is clear. | <ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions; • Use spoken language to develop understanding through imagining and exploring ideas in role play drama; • Select and use appropriate registers for effective communication. |

Power of Reading Strategies:

Reading aloud and rereading, Comparison charts, Storyboards, 'Tell me', Drama and Role play, Role on the wall, Reading journals, Writing in role, Visualising

Writing Outcomes: Autobiography Recount

The Lost Happy Endings

Jub has the important job of ensuring all the Happy Endings of stories are in the right part of the forest when bedtime arrives. She scatters the golden words into the air from a sack. Then one night as Jub traverses the forest, a scary woman snatches the sack from her. How will Jub restore the Happy Endings to their rightful place?



Overall aims of this teaching sequence:

- To explore, interpret and respond to a picture book
- To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience
- To study the language and writing style of an author in order to broaden knowledge of vocabulary and grammar and inform understanding of how effective application can determine the quality of a text
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|---|--|
| <ul style="list-style-type: none"> • Teachers can support children to consider author intent and the impact on the reader using a range of teaching approaches, enabling understanding of meta-language through reader response and later in their own writing conferences. • The book offers a range of opportunity to work across the curriculum as well as in English sessions, giving children the chance to work in more depth around the themes. | <ul style="list-style-type: none"> • Throughout this sequence there are plenty of opportunities to inspire authentic pieces of writing for a range of purpose and audience. • There are many opportunities to teach grammar in context and for children to gain understanding of the impact of precise language choices on meaning. | <ul style="list-style-type: none"> • Participate actively in collaborative conversations; • Use spoken language to develop understanding through imagining and exploring ideas; • Select and use appropriate registers for effective communication. |

Power of Reading Strategies:

Reading aloud, Book Talk, Visualisation, Response to illustration, Role on the Wall, Hot-seating, Soundscapes, Debate and Discussion, Readers' Theatre

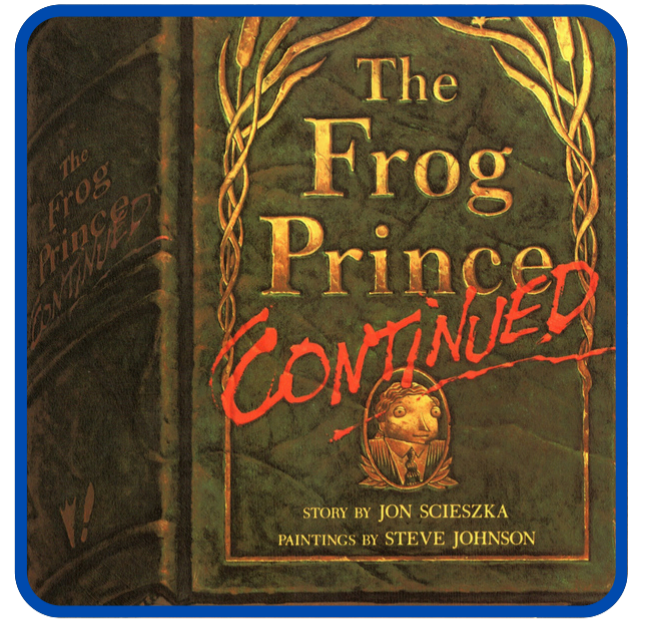
Writing Outcomes:

Narrative: Retell the Story
non-chronological Report

The Frog Prince Continued

This is a continuation of a well known fairy tale – with an up-to-date flavour.

Near the beginning of the unit there is an opportunity for children to tell what they know about the original story. It will add to the time needed for the sequence.



Overall aims of this teaching sequence:

- To explore, interpret and respond to a picture book
- To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience
- To study the language and writing style of an author in order to broaden knowledge of vocabulary and grammar and inform understanding of how effective application can determine the quality of a text
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|---|--|
| <ul style="list-style-type: none"> • Teachers can support children to consider author intent and the impact on the reader using a range of teaching approaches, enabling understanding of meta-language through reader response and later in their own writing conferences. • The book offers a range of opportunity to work across the curriculum as well as in English sessions, giving children the chance to work in more depth around the themes. | <ul style="list-style-type: none"> • Throughout this sequence there are plenty of opportunities to inspire authentic pieces of writing for a range of purpose and audience. • There are many opportunities to teach grammar in context and for children to gain understanding of the impact of precise language choices on meaning. | <ul style="list-style-type: none"> • Participate actively in collaborative conversations; • Use spoken language to develop understanding through imagining and exploring ideas; • Select and use appropriate registers for effective communication. |

Power of Reading Strategies:

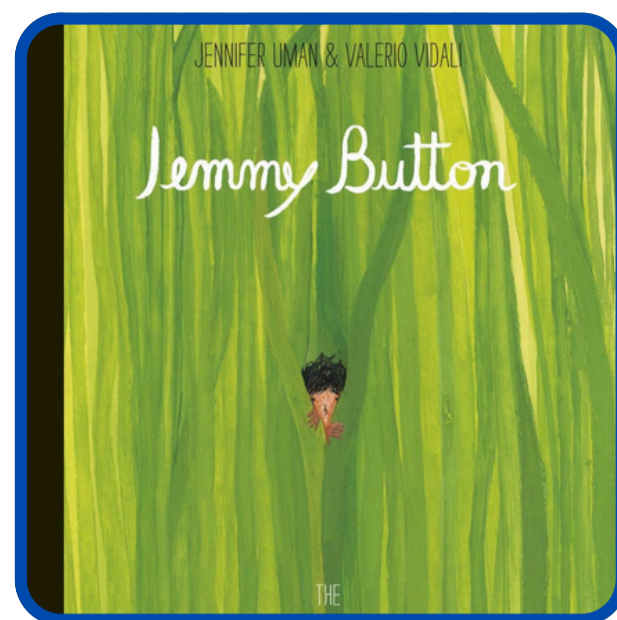
Reading aloud, Book Talk, Visualisation, Response to illustration, Role on the Wall, Hot-seating, Soundscapes, Debate and Discussion, Readers' Theatre

Writing Outcomes:

Narrative: Retell the Story
Non-chronological Report

Jemmy Button

Jemmy Button, called Orundicello by his family, lived happily on an Island in Terra del Fuego until the day when he was bought from his parents for the cost of one pearl button. Transported to Victorian England to be transformed from a 'wild child' into an English gentleman, he was educated and introduced to middle-class manners. Some years later he was returned to his home island (coincidentally on the same ship as Charles Darwin who wanted to study him in his native habitat), in the hope that he would spread his knowledge of Victorian civilisation amongst the natives. Delighted to be home, Jemmy immediately removed his clothes, relearned his native language and became part of his own culture again.



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 drama, storytelling and artwork.
- To compose poetry.
- To write in role in order to explore and develop empathy for characters.

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|---|--|
| <ul style="list-style-type: none"> • Increase familiarity with a range of books; • Identify themes and conventions; • Show understanding through intonation, tone, volume and action; • Discuss words and phrases that capture readers' interest and imagination; • Draw inferences about characters' feelings, thoughts, emotions and actions. | <ul style="list-style-type: none"> • 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; • Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. | <ul style="list-style-type: none"> • Participate actively in collaborative conversations; • Use spoken language to develop understanding through imagining and exploring ideas; • Select and use appropriate registers for effective communication. |

Power of Reading Strategies:

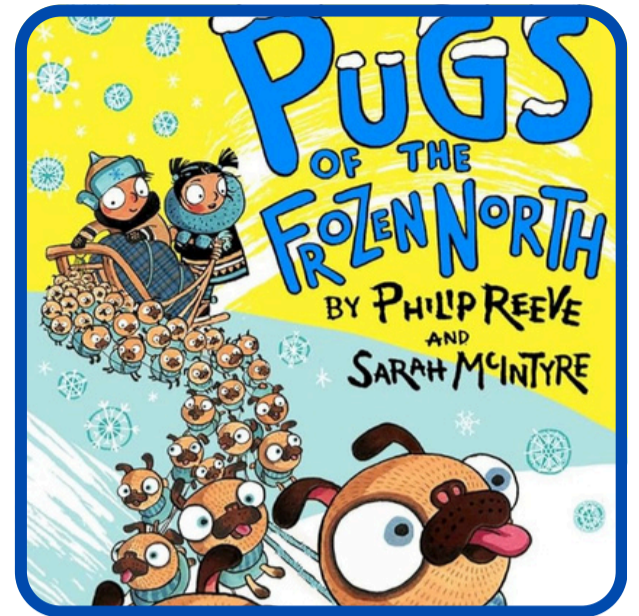
Reading aloud and re-reading, Role Play and Drama, Writing in role, Visualising, Story boxes, Shared writing, Freeze frame, Performance reading

Writing Outcomes:

Poetry
Argument

Pugs Of The Frozen North

When True Winter comes, once in a lifetime, teams on sledges pulled by animals take part in the Great Northern Race across the snow, of which there are fifty kinds, to the Snowfather's palace at the top of the world. Cabin boy Shen, cast adrift from his ship with 66 pug dogs, meets Sika who is desperate to take part in the race. They join forces and exhilarating adventures ensue involving the Kraken, yetis and trolls, not to mention the other participants in the race. This is Sarah McIntyre and Philip Reeve's third collaboration and is the most powerful yet for its combination of excitement, humour and emotion.



Overall aims of this teaching sequence:

- To explore, interpret and respond to illustrations in a book
- To enjoy a story and discuss its meanings
- To build an imaginative picture of a fantasy world, based on real life experiences
- To explore these through role-play and through writing in role
- To write own stories based on the story read from another character's point of view

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|---|---|
| <ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: • Listening to and discussing a wide range of fiction, poetry, plays, on-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discussing words and phrases that capture the reader's interest and imagination • Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying how language, structure and presentation contribute to meaning • Retrieve and record information from nonfiction • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously | <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar • Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organising paragraphs around a theme • In narrative, creating setting, characters and plot • In non-narrative materials, using simple organisational devices (for example, headings and sub-headings) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | <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 • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate constructively in discussions, performances, role play, improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others |

Power of Reading Strategies:

Reading aloud and rereading, Response to Illustration, Role on the Wall, Role-play and Drama, Writing in role, Visualisation, Storymapping, Shared writing, Freeze Frame, Conscience Alley, Readers Theatre

Writing Outcomes:
Formal Letter
Newspaper Report

Arthur And The Golden Rope

Arthur Brownstone often ventures from the small Icelandic town where he was born into the nearby forest collecting objects and forging friendships that may later prove useful. One day, a huge wolf extinguishes the fire that gives essential warmth to his town. The local wise woman, Atrix, advises the only way to relight it entails someone brave enough to voyage to the land of the Viking gods. So our unlikely hero sets out, his adventures delineated using playful imagery in this graphic novel. He meets mighty Thor who enlists Arthur's help to defeat the wolf whose identity is revealed to be Fenrir, son of Loki. The story is framed by commentary from a Professor Brownstone who is a descendant of Arthur's.



Overall aims of this teaching sequence:

- To engage children with a story told through a mixture of narration, speech and visual imagery
- To explore themes and issues, and develop and sustain ideas through discussion
- To develop creative responses to the text through drama, storytelling and artwork
- To compose writing for a wide variety of purposes
- To write in role in order to explore and develop empathy for characters

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|---|--|
| <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Using dictionaries to check the meaning of words that they have read • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discussing words and phrases that capture the reader's interest and imagination • Recognising some different forms of poetry [for example, free verse, narrative poetry] • Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure and presentation contribute to meaning • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously | <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • Discussing and recording ideas • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organising paragraphs around a theme • In narrative, creating setting, characters and plot • In non-narrative materials, using simple organisational devices (for example, headings and sub-headings) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | <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 • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate constructively in discussions, performances, role play, improvisations and debates • Select and use appropriate registers for effective communication • Consider and evaluate different viewpoints, attending to and building on the contributions of others |

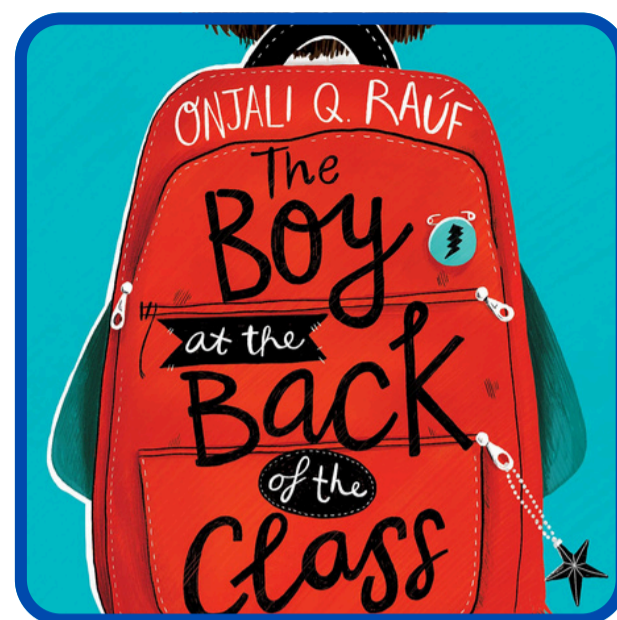
Power of Reading Strategies:

Responding to Illustration, Book Talk, Reading Aloud, Role on the Wall, Story Mapping, Story Telling, Visualisation, Freeze Frame, Thought Tracking, Conscience Alley, Writing in Role, Book Making

Writing Outcomes: Information Text Instructions

The Boy At The Back Of The Class

When Ahmet arrives in their class, a group of children are curious to know more about him – where he is from, what language does he speak and where is his family? As they learn more about him – that he is a Kurdish refugee from Syria and that he was separated from his family en route to Britain – their concern for him grows. When they hear that the gates to refugees are to be closed, they hatch a plan ‘The Greatest Idea in the World’ with the aim of ensuring that Ahmet can be reunited with his family. Narrated by one of this group of children, this touching novel conveys the seriousness of the situation while maintaining a humorous tone when describing the scrapes they get into while trying to accomplish their mission.



Overall aims of this teaching sequence:

- To develop an insight and appreciation of the challenges of refugee experiences.
- To support the understanding of empathy and develop empathy skills.
- To explore the concept of the entitlement of fundamental human rights and freedoms for all.

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|--|--|
| <ul style="list-style-type: none"> • Increase familiarity with a range of books • Identify themes and conventions and compare these across books they have read • Discuss words and phrases that capture readers’ interest and imagination and consider how this impacts on the reader • Draw inferences about characters’ feelings, thoughts, motives and actions, justifying inferences with evidence from the text • Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning • Predict what might happen from details stated and implied. | <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form • Note and develop initial ideas, drawing on reading and research • Draft and write by selecting appropriate grammar and vocabulary • In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action • Use a range of devices to build cohesion within and across paragraphs • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proof read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear • Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning | <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, responding to texts • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Articulate and justify answers and opinions • Use spoken language to develop understanding through speculating, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to the contributions of others • Select and use appropriate registers for effective communication • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • Consider and evaluate different viewpoints, attending to and building on the contributions of others |

Power of Reading Strategies:

Reading Aloud, Book Talk, Response to Illustration , Shared Writing, Looking at Language, Role on the Wall, Freeze Frame, Teacher in Role, Writing in Role, Text Marking, Responding to Poetry, Story Boxes, Emotion Graph

Writing Outcomes:

Diary Entry
Persuasive Letter

Varjak Paw

Varjak Paw is descended from a proud line of Mesopotamian Blue cats. For generations they have been living in shelter and luxury in the Contessa's house. Now the Paws are in danger and only Varjak, mocked because he has different coloured eyes, understands enough to go Outside and seek help. Dreams help him to learn a martial art for cats known as the Way of Jalal, his ancestor, and so defeat his enemies. An attractively produced novel with black and white illustrations by an artist best known for his work in graphic novels.



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
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To write with confidence for real purposes and audiences

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|---|---|
| <p>Maintain positive attitudes to reading and understanding of what is read by:</p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction • Reading books that are structured in different ways • Increasing their familiarity with a wide range of books • Identifying and discussing themes and conventions. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Participate in discussions about books building on their own and others' ideas. | <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary • Considering how authors have developed characters and settings in what pupils have read. <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Using a wide range of devices to build cohesion within and across paragraphs. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof read for spelling and punctuation errors. | <ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas • Participate in discussions, role play and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication. |

Power of Reading Strategies:

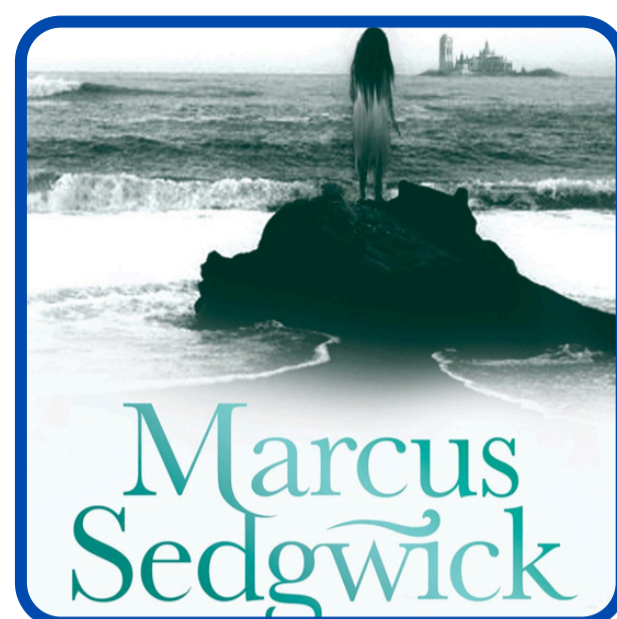
Reading Aloud, Response to Illustration, Book Talk, Hot Seating, Role on the wall, Visualisation, Text marking, Story mapping, Debate and discussion, Drama and role-play, Drawing and Annotating, Reader's Theatre, Storytelling

Writing Outcomes:

**Explanation Text
Narrative: Dramatic story**

Floodland

Set in an all too believable near future when many parts of England are submerged in water and people drift into gangs, divided due to the scarcity of resources, especially food. Zoe has been left behind on an island which used to be the city of Norwich and discovers a boat which she wants to use to try and find her parents. She has to cope with human cruelties and frailties but the story ends on a note of hope. This is an exciting story which raises some key questions: How would people cope? How would they respond? What would happen to individuals, families, societies?



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
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To write with confidence for real purposes and audiences

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|---|--|
| <p>Maintain positive attitudes to reading and understanding of what is read by:</p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction; • Reading books that are structured in different ways and reading for a range of purposes; • Identifying and discussing themes and conventions in and across a wide range of writing; • Making comparisons within and across books. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; • Asking questions to improve their understanding; • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; • Predicting what might happen from details stated and implied; • Identifying how language, structure and presentation contribute to meaning; • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; • Provide reasoned justifications for their views. | <p>Plan their writing by:</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 where necessary; • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; • Using a wide range of devices to build cohesion within and across paragraphs; • Using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing; • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; • Ensuring the consistent and correct use of tense throughout a piece of writing; • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; • Proof-reading for spelling and punctuation errors.. | <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, responding to texts • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Articulate and justify answers and opinions • Use spoken language to develop understanding through speculating, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to the contributions of others • Select and use appropriate registers for effective communication • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • Consider and evaluate different viewpoints, attending to and building on the contributions of others |

Power of Reading Strategies:

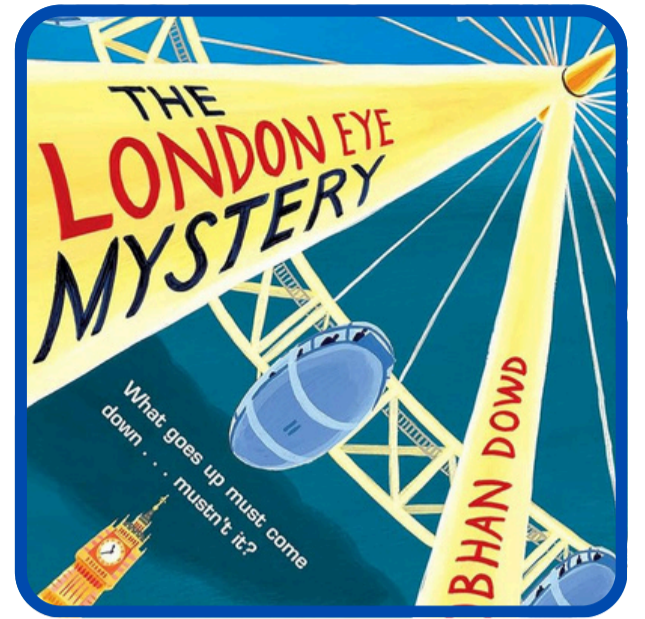
Reading Aloud, Response to illustration, Book talk, Role on the wall, Language exploration, Visualisation, Hot seating, Freeze-frame and thought tracking

Writing Outcomes:

Persuasive Speech
Narrative: Character Description

The London Eye Mystery

The reader is kept in suspense throughout this humorous adventure which centres around the capital's landmark visitor attraction. Ted, with his special brain which runs on its own unique operating system, and his sister Kat test out their theories and follow up clues to solve the inexplicable disappearance of their cousin Salim, who failed to re-emerge after boarding the London Eye.



Overall aims of this teaching sequence:

- To engage children with a story with which they will empathise
- To enjoy exciting stories with memorable characters
- To draw inferences about characters' feelings, thoughts and motives from their actions
- To explore themes and issues, and develop and sustain ideas through discussion
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To write with confidence for real purposes and audiences

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|--|--|
| <p>Maintain positive attitudes to reading and understanding of what is read by:</p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction; • Reading books that are structured in different ways and reading for a range of purposes; • Identifying and discussing themes and conventions in and across a wide range of writing; • Making comparisons within and across books. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; • Asking questions to improve their understanding; • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; • Predicting what might happen from details stated and implied; • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; • Identifying how language, structure and presentation contribute to meaning; • Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader; • Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; • Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; • Providing reasoned justifications for their views. | <p>Plan their writing by:</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 where necessary; • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; • Using a wide range of devices to build cohesion within and across paragraphs; • Using further organisational and presentational devices to structure text and to guide the reader. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing; • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; • Ensuring the consistent and correct use of tense throughout a piece of writing; • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; • Proof-reading for spelling and punctuation errors. | <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; • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; • Participate in discussions, presentations, performances, role-play, improvisations and debates; • Consider and evaluate different viewpoints, attending to and building on the contributions of others. |

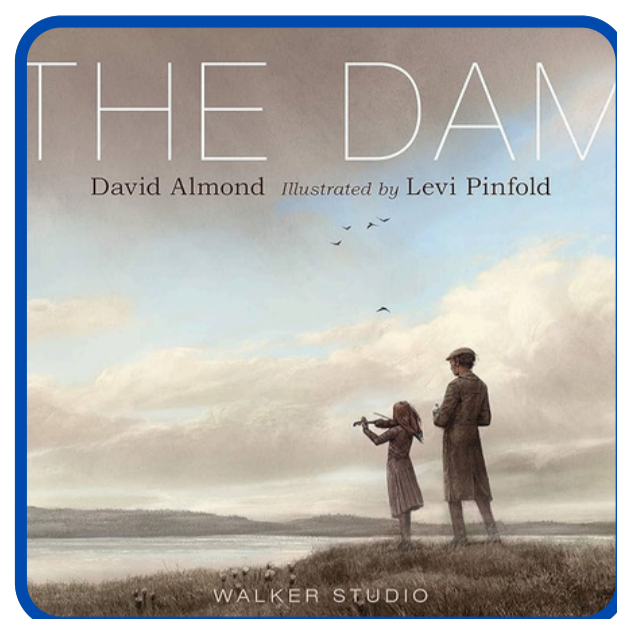
Power of Reading Strategies:

Reading Aloud, Book Talk, Role on the Wall, Looking at Language, Writing in role, Debate, Conscience Alley, Freeze Frame, Thought Tracking, Teacher in Role

Writing Outcomes:
Newspaper Report
Diary Entry

The Dam

Before the dam is completed which will result in the flooding of the valley where they have wandered and wondered, Kathryn and her father take a walk and fill the places that will be drowned with music, she with her fiddle, he with his voice. This true story is told in language which is spare and tuneful: 'As we sail its satin surface, As we fish its fertile waters'. Levi Pinfold's sepia toned illustrations portray the vistas of Northumberland while vignettes encourage the eye to focus in on people, buildings and flora and fauna.



Overall aims of this teaching sequence:

- To engage children with a story with which they will empathise
- To draw inferences about characters' feelings, thoughts and motives from their actions
- To explore themes and issues, and develop and sustain ideas through discussion
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To write with confidence for real purposes and audiences

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|--|--|
| <p>The book offers a range of opportunities to work across the curriculum as well as in English sessions, giving children the chance to work in more depth around the themes. Levi Pinfold's evocative illustrations enhance and enrich the text, extending the meaning conveyed in the richly poetic language used by David Almond, inviting the reader to revisit the book and deepen reader response and reflections. The content will also enable teachers to support children in developing their knowledge and understanding of the debates raised in the building of the Kielder Water scheme, including the displacement of local residents and the impact on habitats and the landscape of the area. Geographical and historical knowledge and skills are at the heart of the unit, deepening children's understanding of the geography and history of the landscape and community that is central to the story.</p> | <p>The sequence culminates in a celebratory exhibition focussing on the learning throughout the sequence, providing opportunities for children to have choice and voice in what and how they wish to present their learning. As in this book, the themes of people and place runs throughout David Almond's work. Suggestions are given for an author study of David Almond after the unit has been completed to allow the children to learn to compare and contrast themes, analyse text and illustrations, and make connections between an author's life and his/her work and between the author's work and the reader's own life.</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; • Maintain attention and participate actively in collaborative conversations, staying on topic and • initiating and responding to comments; • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; • Participate in discussions, presentations, performances, role-play, improvisations and debates; • Consider and evaluate different viewpoints, attending to and building on the contributions of others. |

Power of Reading Strategies:

Response to illustration, Reading Aloud, Looking at Language, Book Talk, Historical and Geographical reading, Debate and discussion, Response to Film, Response to Music, Visualisation, Reading and response to poetry, Performance reading, Author Study

Writing Outcomes:
Persuasive Speech
Character Description

Cosmic

This humorous adventure is seen through the eyes of twelve year old Liam Digby a 'gifted and talented' child whose physical appearance ages him beyond his years. Follow Liam and his friend, Florida Kirby on this humorous, action packed adventure exploring the ups and downs of being a parent and the consequences of a 'little white lie'.



Overall aims of this teaching sequence:

- To enjoy exciting stories with memorable characters
- To consider how particular situations make individuals behave as they do
- To explore dilemmas, empathising with characters
- To build an imaginative picture of a fantasy world, based on real life experiences

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|---|--|
| <ul style="list-style-type: none"> • Read aloud whole books to expose children to books and authors they may not choose; • Identify and discuss themes in reading; • Prepare and perform play scripts and poetry; • Show understanding through intonation, tone, volume and action so that meaning is clear to an audience; • Discuss and evaluate how authors use language; | <ul style="list-style-type: none"> • 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 characters and plot; • Draft and write arguments based on themes explored in a text. | <ul style="list-style-type: none"> • Participate actively discussion and debate; • Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; • Select and use appropriate registers for effective communication. |

Power of Reading Strategies:

Reading aloud and rereading, Writing in role, Visualising, Shared writing

Writing Outcomes:

Formal Letter
Adventure Story

The Viewer

The Viewer tells the peculiar story of a boy (Tristan) whose obsession with curious artefacts leads him to discover an strange box at a dump site. It proves to be an ancient chest full of optical devices, one of which captures his interest; an intricately mechanical object which carries disks of images; scenes of destruction, violence and the collapse of civilisations throughout time. Tristan is afraid, but also cannot help but look into the machine time and time again as the images shift and change...



Overall aims of this teaching sequence:

- To explore, interpret and respond to illustrations in a book
- To enjoy a story and discuss its meanings
- To build an imaginative picture of a fantasy world, based on real life experiences
- To explore these through role play and through writing in role
- To write own stories based on the story read from another character's point of view

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|--|---|
| <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves. • Identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books • Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Ask questions to improve their understanding • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Provide reasoned justifications for their views. | <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 where necessary • In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Assessing the effectiveness of their own and others' writing • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Articulate and justify answers, arguments and opinions give well-structured descriptions and explanations • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and build on the contributions of others |

Power of Reading Strategies:

Reading aloud, Performance poetry, Tell me - booktalk, Writing in role, Visualising, Debate and argument, Storytelling, Drawing, mapping and annotating, Drama and role play

**Writing Outcomes:
Balanced Argument
Fantasy Story**

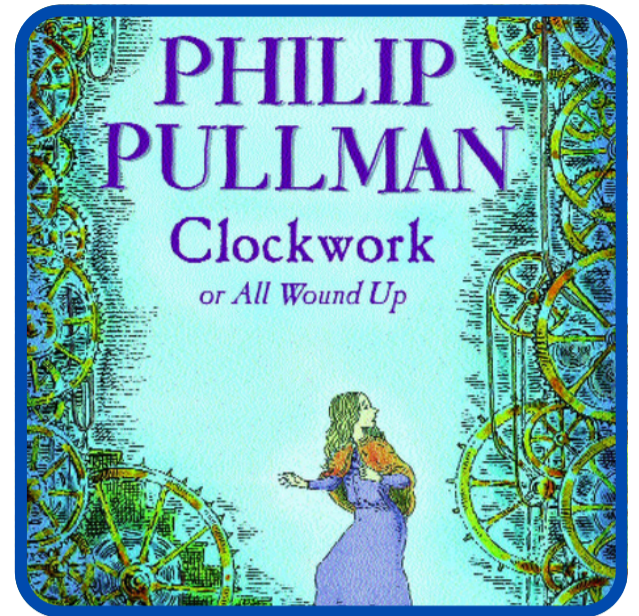
Clockwork

Tick, tick, tick, tock. Once you've wound some things up nothing can stop them ...

It is a cold winter's night when Karl enters the White Horse Tavern looking like he's swallowed a thundercloud. His final task as a clockmaker apprentice is to make a new figure for the great clock of Glockenheim. He has not made the figure - or got any idea of what it could be, and the unveiling is tomorrow.

Fritz is also in the tavern; there to read aloud his new spooky story. Like Karl, he hasn't finished. Well, he knows how the story starts and he knows it's called Clockwork - so, with the snow swirling down outside, he sets his story going and just has to hope that the ending will come to him as he tells it.

Suddenly, Fritz's story and real life merge in a completely sinister way - and just like clockwork it can't be stopped ...



Overall aims of this teaching sequence:

- To enjoy a story and discuss its layers of meaning.
- To explore themes and key moments in the plot through role-play and writing in role.
- To develop reader response by exploring interpretations of themes, plots and characters actions and motivations through discussion and debate.
- To study features common within the European fairy-tale tradition and use this as a basis to write their own stories.
- To use the book as a stimulus to write across multiple genres of writing from another character's point of view.

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|---|---|
| <ul style="list-style-type: none"> • Increase familiarity with a range of books; • Identify themes and conventions; • Prepare play scripts to read aloud; • Show understanding through intonation, tone, volume and action; • Discuss words and phrases that capture readers' interest and imagination; • Draw inferences about characters' feelings, thoughts, motives and actions ... justifying inference with evidence; • Predict what might happen from details stated and implied | <ul style="list-style-type: none"> • 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; • Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. | <ul style="list-style-type: none"> • Participate actively in collaborative conversations; • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; Select and use appropriate registers for effective communication. • Participate in discussions, presentations, performances, role play/improvisations and debates; • Gain, maintain and monitor the interest of the listener(s); • Consider and evaluate different viewpoints, attending to and building on the contributions of others. |

Power of Reading Strategies:

Book talk, Reading aloud and rereading, Conscience Alley, Debate and Argument, Shared Writing, Visualising, Drawing, annotating and story mapping, Story telling, Writing in role, Dance, drama and role play, Emotion graph, Role on the wall

Writing Outcomes: Balanced Argument Fantasy Story

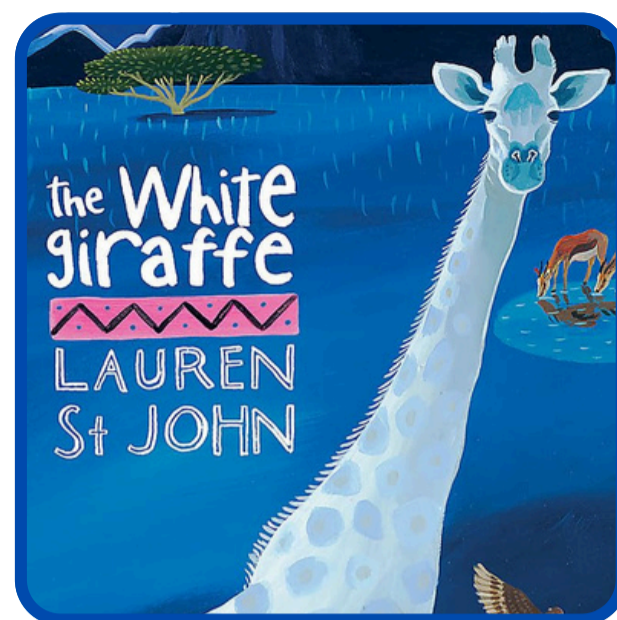
The White Giraffe

The first book in the heart-warming White Giraffe series by Lauren St John, featuring the African adventures of Martine and her magical white giraffe.

When tragedy strikes on a winter's night in England, Martine is sent to live with her grandmother on a game reserve in South Africa.

Her wild, beautiful new home is riddled with secrets, but lonely Martine finds comfort in the legend of a white giraffe and in mysterious Grace, who believes Martine has a powerful gift.

Defying her grandmother by entering the reserve alone, Martine is plunged into a world of danger, mystery and adventure. Who can she trust? And how far will she go to save the only friend she has ever known?



Overall aims of this teaching sequence:

- To engage children with a story with which they will empathise
- To engage and respond to an emotive and gripping story with memorable characters
- To explore how an author creates, shapes and develops characters throughout a novel
- To draw inferences about characters' feelings, thoughts and motives from their actions
- To explore themes and issues, and develop and sustain ideas through discussion
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To write with confidence for real purposes and audiences

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|---|--|
| <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction; • Reading books that are structured in different ways and reading for a range of purposes; • Increasing their familiarity with a wide range of books; • Identifying and discussing themes and conventions in and across a wide range of writing; • Making comparisons within and across books; • Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; • Predicting what might happen from details stated and implied; • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; • Identifying how language, structure and presentation contribute to meaning; • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; • Provide reasoned justifications for their views. | <p>Children should plan their writing by:</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 where necessary; • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • Assessing the effectiveness of their own and others' writing; • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; • Ensuring the consistent and correct use of tense throughout a piece of writing; • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; • Proof-read for spelling and punctuation errors. | <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; • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; • Participate in discussions, presentations, performances, role play, improvisations and debates; • Consider and evaluate different viewpoints, attending to and building on the contributions of others. |

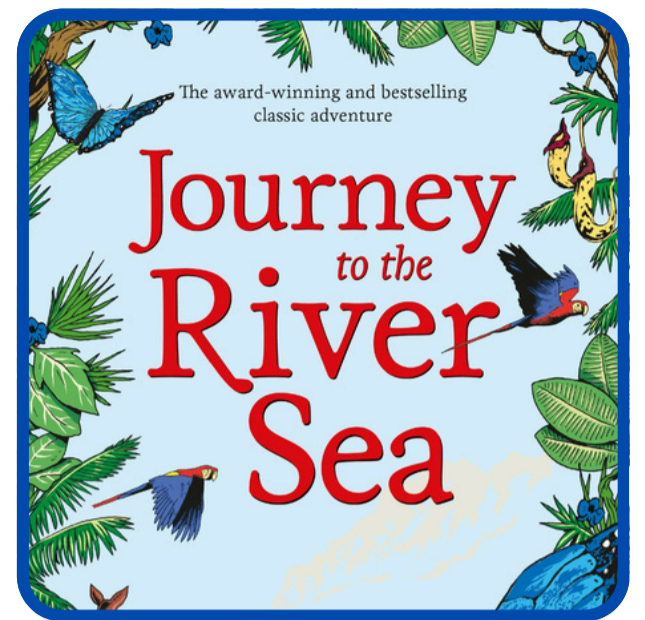
Power of Reading Strategies:

Reading aloud and re-reading, Book talk, Role on the wall, Hot seating, Conscience alley, Drama and role-play, Drawing and annotating, Story mapping, Visualisation

Writing Outcomes: Persuasive Leaflet Recount

Journey To The River Sea

It is 1910. Orphaned when her parents die in a train crash, Maia is given the opportunity to join her distant relatives who run a rubber plant in Brazil. Accompanied by her governess, Miss Minton, who has her own reasons for making the journey, Maia's finds her new family life in South America is not quite as she expected. And it is not long before she is drawn into high adventure deep in the Amazon. The winner of the Smarties Book Prize Gold Award and shortlisted for the Carnegie Medal, Journey to the River Sea is an exciting adventure story with themes of family and class, each individual's responsibility for their own actions, the importance of embracing new experiences and of choosing your own outlook on life.



Overall aims of this teaching sequence:

- To explore a longer, character driven narrative.
- To explore complex characterisation.
- To read widely and for pleasure.
- To develop and articulate opinions on a fictional narrative.
- To explore and debate key themes within a narrative.

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|--|---|
| <ul style="list-style-type: none"> • Read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Identify and discuss themes and conventions in and across a wide range of writing. • Ask questions to improve their understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views. | <ul style="list-style-type: none"> • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Note and develop initial ideas, drawing on reading and research where necessary. • Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Evaluate and edit by assessing the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | <p>Pupils should be taught to ask relevant questions to extend their understanding and knowledge, articulate and justify answers, arguments and opinions, give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, participate in discussions, presentations, performances, role play, improvisations and debates, and consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> |

Power of Reading Strategies:

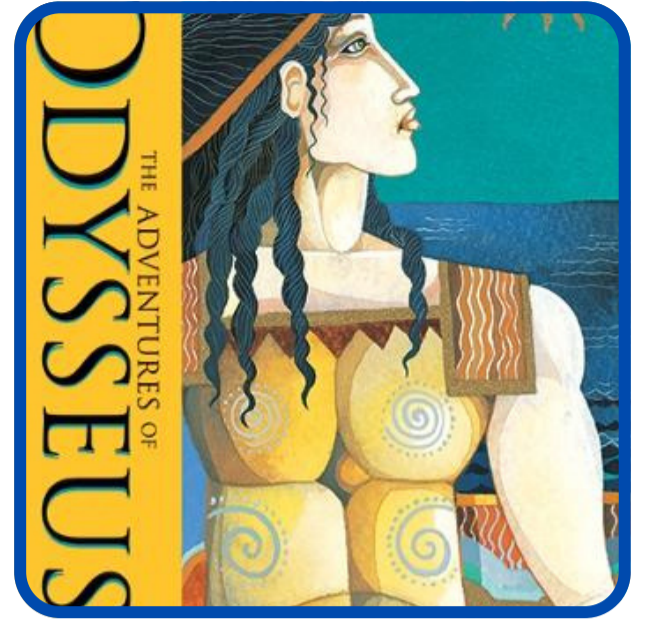
Reading Aloud and Rereading, 'Tell Me' – Booktalk, Role on the Wall, Reading Journals, Drama and Role Play – Hot Seating/ Freeze Frame/ Thought Tracking/ Conscience Alley, Dance, Visual Approaches - Visualisation/ Illustration/ Story Mapping, Writing in Role, Shared Writing

Writing Outcomes: Setting Description

Non-chronological Report

The Adventures of Odysseus

In this retelling of Homer's epic poem The Odyssey, tells the story of Odysseus's return home to Ithica from fighting in the Trojan wars. His journey is beset by danger, challenges and tragedy. Each of the stories in the book would stand alone as short stories, but they also work as a complete sequence, in which Odysseus tells the story of his travels and then finally returns home, to yet more challenges. The stories cover themes of good and evil, the nature of heroism, taking responsibility for our actions within a classic voyage and return narrative.



Overall aims of this teaching sequence:

- To explore
- To develop children's skills as storytellers

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|--|---|
| <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves. • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books • Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask questions to improve their understanding • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Participate in discussions about books that are read to them and those they can read for themselves, building on • Their own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views | <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 where necessary • In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Assessing the effectiveness of their own and others' writing • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Articulate and justify answers, arguments and opinions give well-structured descriptions and explanations • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to and build on the contributions of others |

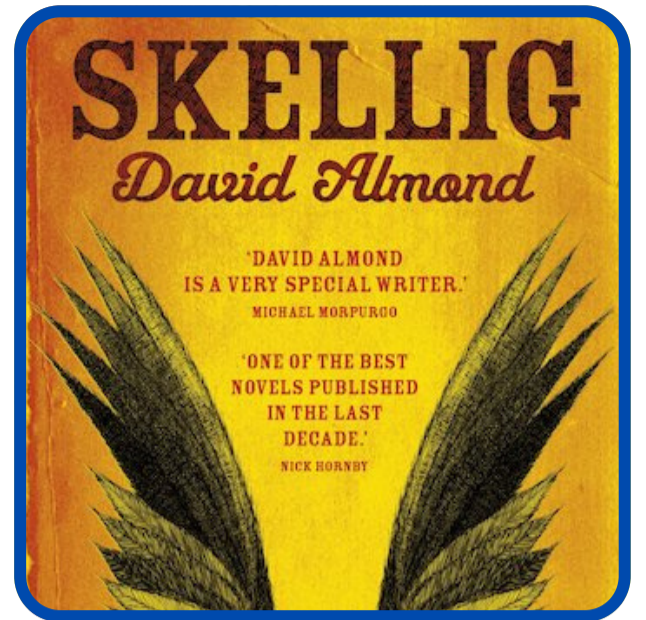
Power of Reading Strategies:

Tell me – booktalk, Reading aloud, Visual approaches, Drawing, mapping and annotating, Shared writing, Writing in role, Roleplay, Readers' theatre, Comparison charts, Storyboarding, Storytelling, Debate and argument

Writing Outcomes: Mythical Story Instructions

Skellig

Michael moves to a new house, with his mum and dad and his new baby sister. But soon his sister is ill in hospital, and Michael feels helpless. He explores a broken-down garage in the garden and makes a discovery that will change his life: Skellig, a creature covered in dust and cobwebs. Michael is not sure what this creature is. The only person he can confide in is Mina, the girl across the road. Together they move Skellig from the dangerous garage and an astounding story unfolds.



Overall aims of this teaching sequence:

- To engage children with a story with which they will empathise
- To enjoy an exciting story with memorable characters
- To draw inferences about characters' feelings, thoughts and motives from their actions
- To explore themes and issues, and develop and sustain ideas through discussion
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To write with confidence for real purposes and audiences

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|---|--|
| <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction; • Reading books that are structured in different ways and reading for a range of purposes; • Identifying and discussing themes and conventions in and across a wide range of writing; • Making comparisons within and across books. Understand what they read by: • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; • Asking questions to improve their understanding; • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; • Predicting what might happen from details stated and implied; • Identifying how language, structure and presentation contribute to meaning; • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; • Provide reasoned justifications for their views. | <p>Children should plan their writing by:</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 where necessary; • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; • Using a wide range of devices to build cohesion within and across paragraphs; • Using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing; • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; • Ensuring the consistent and correct use of tense throughout a piece of writing; • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; proof-read for spelling and punctuation errors. | <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, responding to texts • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Articulate and justify answers and opinions • Use spoken language to develop understanding through speculating, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to the contributions of others • Select and use appropriate registers for effective communication • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • Consider and evaluate different viewpoints, attending to and building on the contributions of others |

Power of Reading Strategies:

Reading Aloud, Book talk, Role on the wall, Visualisation, Hot seating, Language exploration, Storytelling, Character exploration, Sketching, Reader's theatre, Debate and discussion, Textual analysis, Double Bubble, Freeze Frame and Thought Tracking

Writing Outcomes: Diary Entry Setting Description

The Last Wild

Kester lives in Spectrum Hall, an academy for challenging children. Unable to speak since separation from his parents, he unexpectedly finds he is able to communicate with a cockroach who helps him to break out from his prison-like existence. He has been lead to believe that all the animals in the outside world have died of disease and that human beings are under the same threat. But is this true? And what are the motives of those who spread these rumours? Kester is about to find out. A dystopian adventure with significant environmental and political themes.



Overall aims of this teaching sequence:

- To consider how particular situations make individuals behave as they do
- To consider an imaginary future world
- To consider the importance of stories in personal development

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|--|--|
| <ul style="list-style-type: none"> • Increase familiarity with a range of books • Identify themes and conventions and compare these across books they have read; • Show understanding through intonation, tone, volume and action; • Discuss words and phrases that capture readers' interest and imagination; • Draw inferences about characters' feelings, thoughts, emotions and actions. • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet. • Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning • Predict what might happen from details stated and implied. | <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form • Note and develop initial ideas, drawing on reading • Draft and write by selecting appropriate grammar and vocabulary • In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action ▪ Use a range of devices to build cohesion within and across paragraphs • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear • Prepare play scripts to read aloud. • Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning | <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, responding to texts • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Articulate and justify answers and opinions • Use spoken language to develop understanding through speculating, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to the contributions of others • Select and use appropriate registers for effective communication • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role play and drama. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. |

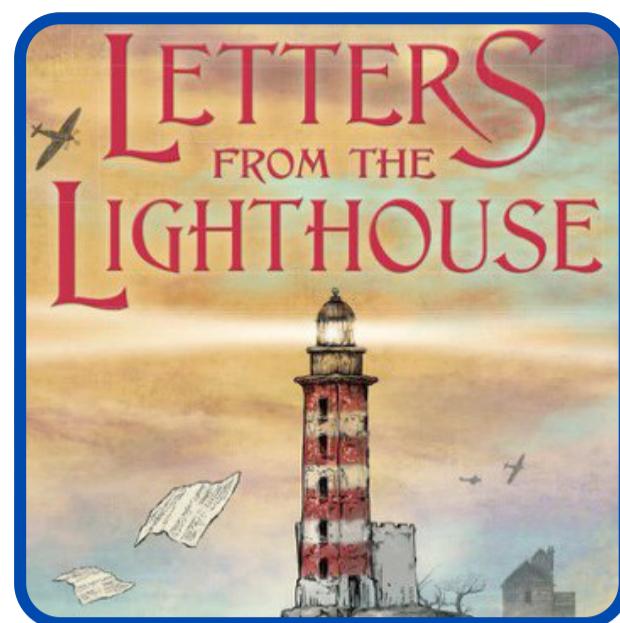
Power of Reading Strategies:

Response to illustration, Book talk, Role on the wall, Role Play, Conscience Alley, Group movement, Storymapping, Dance, Group discussion, Debate and Argument, Shared Writing

Writing Outcomes: Newspaper Report Recount

Letters From The Lighthouse

Letters from the Lighthouse is a beautifully written story about bravery, compassion, understanding, and having the strength to fight for what you believe in. It's a reminder of how the effort of a group of individuals can shine light on the darkest of nights.



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 drama, storytelling and artwork.
- To write in role in order to explore and develop empathy for characters.
- To write with confidence for real purposes and audiences.

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|---|--|
| <ul style="list-style-type: none"> • Read and discuss a wide range of fiction • Read books that are structured in different ways • Identify and discuss themes and conventions • Discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language • Participate in discussions about books, building on their own and others' ideas and challenging views • Explain and discuss their understanding of what they have read. | <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form • Note and develop initial ideas, drawing on reading • Draft and write by selecting appropriate grammar and vocabulary • In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action • Use a range of devices to build cohesion within and across paragraphs • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear | <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, responding to comments about the text • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Listen and respond appropriately to adults and peers • Articulate and justify answers and opinions • Use spoken language to develop understanding through speculating, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to the contributions of others • Select and use appropriate registers for effective communication • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama |

Power of Reading Strategies:

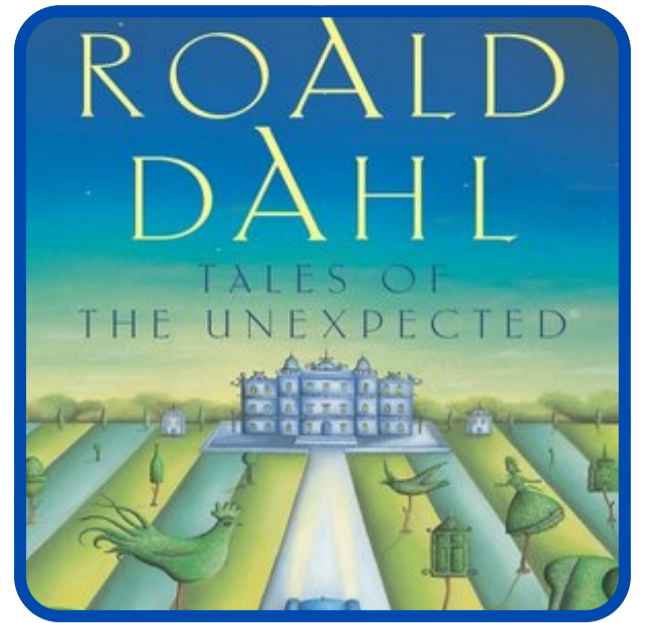
Reading aloud and re-reading, Discussion and debate, Book talk, Drama and role-play, Drawing and annotating, Story mapping, Visualisation

Writing Outcomes:

Explanation Text
Germans In The Wood

Tales Of The Unexpected

Get ready for stories that are totally unexpected! Roald Dahl's *Tales of the Unexpected* is packed with twists and turns that will leave you gasping. These aren't your typical bedtime stories – think shocking surprises, hilarious revenge, and endings you'll never see coming. Perfect for kids who love a bit of a thrill and a good giggle, this collection is full of Dahl's signature dark humour and strange characters. Prepare to be amazed!



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
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To write with confidence for real purposes and audiences

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|---|--|
| <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction; • Reading books that are structured in different ways and reading for a range of purposes; • Identifying and discussing themes and conventions in and across a wide range of writing; • Making comparisons within and across books. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; • Asking questions to improve their understanding; • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; • Predicting what might happen from details stated and implied; • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; • Identifying how language, structure and presentation contribute to meaning; • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; • Provide reasoned justifications for their views. | <p>Children should plan their writing by:</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 where necessary; • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing; • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; • Ensuring the consistent and correct use of tense throughout a piece of writing; • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; • Proof-read for spelling and punctuation errors | <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; • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; • Participate in discussions, presentations, performances, role-play, improvisations and debates; • Consider and evaluate different viewpoints, attending to and building on the contributions of others. |

Power of Reading Strategies:

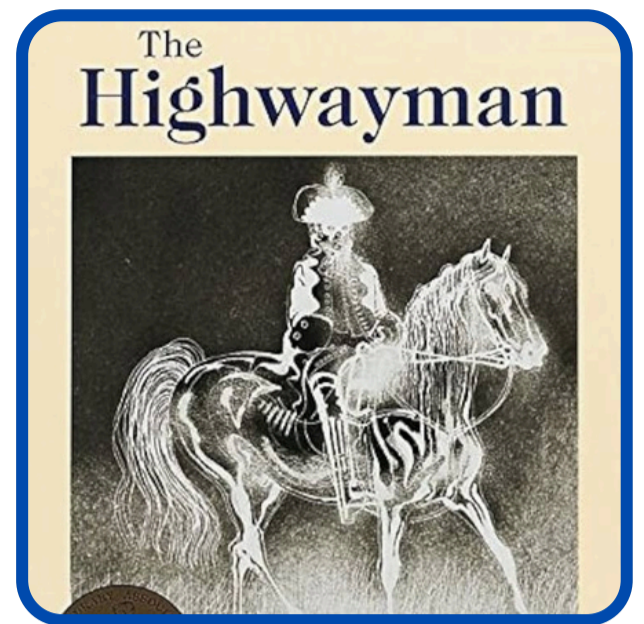
Reading aloud and re-reading, Discussion and debate, Book talk, Drama and role-play, Drawing and annotating, Story mapping, Visualisation

Writing Outcomes:

**Narrative
Diary Entry**

The Highwayman

Get ready for a thrilling ride with "The Highwayman"! This poem tells the tale of a daring highwayman, a beautiful girl named Bess, and a dangerous secret that puts their love to the ultimate test. Filled with suspense, romance, and a touch of tragedy, this story will keep you on the edge of your seat as you gallop alongside the characters through a dark and stormy night. Will love conquer all, or will fate take a darker turn? Find out in "The Highwayman"!



Overall aims of this teaching sequence:

- To explore themes and issues, and develop and sustain ideas through discussion
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To write with confidence for real purposes and audiences

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|---|--|
| <ul style="list-style-type: none"> • Draw inferences about characters' feelings, thoughts, emotions and actions. • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet. • Ask questions to improve their understanding • Identifying how language, structure and presentation contribute to meaning • Predict what might happen from details stated and implied. | <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form • Note and develop initial ideas, drawing on reading • Draft and write by selecting appropriate grammar and vocabulary • In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action • Use a range of devices to build cohesion within and across paragraphs • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear • Prepare play scripts to read aloud. • Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning | <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, responding to the poem • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Articulate and justify answers and opinions • Use spoken language to develop understanding through speculating, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to the contributions of others • Select and use appropriate registers for effective communication • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • Consider and evaluate different viewpoints, attending to and building on the contributions of others. |

Power of Reading Strategies:

Reading aloud and re-reading, Discussion and debate, Book talk, Drama and role-play, Drawing and annotating, Story mapping, Visualisation

Writing Outcomes:

Narrative
Diary Entry

The Final Year

Life can be tough in your last year of primary school. Tests to take, preparing for the change to high school. Nate is ready for it all, knowing his best friend PS is at his side - they've been inseparable since Nursery. But when they are put in two different classes and PS finds a new friend in Turner, the school bully, Nate's world turns upside-down. As he struggles to make sense of this and forge new friendships, he's dealt another blow when his youngest brother, Dylan is rushed into hospital. His new teacher, Mr Joshua, sees a spark inside of Nate that's lit by his love of reading and writing and shows him how to use this to process what's going on. But with so much working against him, and anger rising inside him, will this be enough?



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.

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|--|--|---|
| <ul style="list-style-type: none"> • This collection gives an opportunity to explore the following poetic forms and devices: • Assonance • Alliteration • Rhythm • Rhyme • Imagery • Enjambment • Opposition • Free verse • Verse novels | <ul style="list-style-type: none"> • Performance of the poet's poetry • Identifying poetic language and devices • Text marking and annotation • Using visual organisers to record information • Evaluation of performances • Poetry Journal with ideas and inspirations for own writing • Writing in role • Own written poems • Non-fiction writing linked to concepts explored in the text: non-chronological reports and explanations • Performances of children's own original poetry | <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, responding to the poems • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Articulate and justify answers and opinions • Use spoken language to develop understanding through speculating, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to the contributions of others • Select and use appropriate registers for effective communication • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • Consider and evaluate different viewpoints, attending to and building on the contributions of others. |

Power of Reading Strategies:

Reading aloud, Hearing poems performed by a poet, Performing poetry, Looking at language, Re-reading and revisiting poems, Responding to poetry, Learning about poetry from published poets, Modelled writing, Responding to writing, Publication

Writing Outcomes: Poetry Recount

The Arrival

This wordless graphic novel tells many stories through expressive sepia illustrations which depict a strange mix of the realistic and the surreal. A man travels to another country leaving his wife and child behind. Why does he go? What is this country where he finds it so hard to understand what is going on and to be understood? He gradually finds ways to communicate and other people start to tell him their own stories.

By not making the settings identifiable places and by adding many surrealistic touches, Shaun Tan allows this story to be simultaneously about a specific migrant and every migrant. A unique book to be puzzled over, discussed and made the reader's own.



Overall aims of this teaching sequence:

- To explore, interpret and respond to illustrations in a book
- To enjoy a story and discuss its meanings
- To build an imaginative picture of a fantasy world, based on real life experiences
- To explore these through role play and through writing in role
- To write own stories based on the story read from another character's point of view

National Curriculum Objectives Covered By This Sequence

| Reading (Reading Word/Comprehension) | Writing | Speaking and Listening |
|---|--|---|
| <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves. • Identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books • Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Ask questions to improve their understanding • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Provide reasoned justifications for their views. | <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 where necessary • In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Assessing the effectiveness of their own and others' writing • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Articulate and justify answers, arguments and opinions give well-structured descriptions and explanations • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and build on the contributions of others |

Power of Reading Strategies:

Reading aloud, Performance poetry, Tell me - booktalk, Writing in role, Visualising, Debate and argument, Storytelling, Drawing, mapping and annotating, Drama and role play

Writing Outcomes:

**Poetry
Recount**