



Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Summer 1 – Fantasy Fiction Fiction/Information Text/letters and post cards Summer 2 – Explanations	2	Summer	14 weeks

### Summer 1

#### NC skills explored linked to topic.

##### Spoken language:

- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Participate in discussions, presentations, performances, role play, improvisations and debates

##### Reading comprehension:

- Link what is read or heard to own experiences
- Retell stories and consider their characteristics
- Discuss word meanings, linking new meanings to those already known
- Draw on what they already know
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what has been read to them
- Explain clearly understanding of what is read to them

##### Writing composition:

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught
- Spell common exception words

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	The last Wolf	Unit Overview

	<p>Fantasy Fiction</p> <p><b>Resources</b> - Pathways</p> <p><b>(Narrative)</b></p> <p><b>Purpose:</b> To Inform</p>	<p>Once upon a time, Little Red set off into the woods to catch a wolf . . . But the woods aren't all they seem - and are there even any wolves left?</p> <p><b>(Builds on from Little Red Riding Hood in Year 1)</b></p> <p><b>Writing outcome.</b> To write a letter persuading characters to save the trees.</p> <p><b>Greater Depth Writing Outcome:</b> To write a letter to a real life audience, local people.</p>	
<p><b>Spellings RWI</b></p> <ul style="list-style-type: none"> <li>• Words ending –al</li> <li>• The /ir/ sound spelt /or/ after /w/</li> <li>• Adding the suffix -ful</li> </ul>	<p><b>NC spellings linked to topic.</b> Last, behind, path, door, child, old, could, eye(s), find, wild, plan,</p>	<p><b>Ambitious Vocabulary Linked to topic.</b> Flung, supplies, lurk, pounce, wander, endless, grazing, awash, nowadays, pickings, popgun, stalking, bracken, tree, stump, doorknob, land, lynx, human, miles, earth.</p>	
<p><b>Cycle 1, Week 1</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieve) (Session 1 and 2)</b> Share with pupils the images of the extinct animals from the resources (without telling them the name or the fact that they are extinct yet). Ask them to discuss with each other what the animals are. Have they ever seen animals like this? Do they remind them of any animals they have seen? Using the information collected in session 1, pupils write a short speech to inform people about endangered animals and why they need saving. They could use one of the animals looked at or think about others which we know might be in danger in the future e.g. bees.</p> <p><b>Skill: To use subordination (Session 2)</b> Ask pupils to think about what Little Red would need to take with her to catch a wolf. Encourage the use of conjunctions including (so) that to help explain what she would need to take and why. Pupils write a guide for Little Red ‘A Guide to Catching Wolves’ and include a list of what she would need to help her catch a wolf.</p>		

Cycle 1, Week 2.

**Skill: To use apostrophes for contractions (Session 3)**

Think about Red's mum telling her 'and don't be late for tea.' What other rules could there be for going into the woods (or out alone). Ask pupils to write a list of rules focusing on use of contractions. This could link to PSHE work about staying safe. Pupils write their own list of rules for going into the woods. Greater depth: Use a wider variety of contractions (e.g. shouldn't, mustn't, can't) to show understanding.

**Skill: To use correct punctuation. (Session 4)**

Look at the text and discuss how the full stops have been decorated. What does this tell us about the sentence? e.g. ?- a question, ! -an expression of excitement, being frightened, showing a strong emotion, when you really feel something. Pupils use speech bubbles to write questions and statements in. Ask a buddy to check punctuation.

**Skill: To add the suffix 'er' and 'est' to adjectives (Session 5)**

Give pupils large images from the previous 2 pages read (when Red is strolling) asking them to label everything they can see e.g. red toadstools, windy branches, spooky shadows, prickly bracken). Pick out the adjectives used by the pupils and model changing them by adding -er and -est (discussing the rules used). Discuss the effect this has on their descriptions e.g. the reddest toadstools, the spookiest shadows. Pupils use the adjectives explored to write a description of the woods and what can be seen and heard. Write as a notice for anyone who enters the woods.

**Viper reading focus (Build vocabulary and predict) (Session 7/8)**

Read up to 'My what huge, hungry eyes you all have'. Ask pupils to predict what they think will happen next. Think back to how they have described the characters. Do the pupils think they would eat Red? Set up a conscience alley activity with teacher in role as the wolf, lynx or bear. Pupils on either side need to persuade them to either eat Red or leave her alone. Encourage use of because to explain their ideas.

**Skill: To use homophones (Session 9)**

Focus on the word 'their' asking pupils if they know any other ways to spell this word. Look back through the text and collect other words which have different spellings but sound the same (e.g. right, been, here, for, luck, be, through, there, some, by, you're, know, to, wait, bear). Choose common ones to focus on or adapt to fit the needs of the class. Look for the application of mastery keys (homophones) in their speech and model write some instructions based on this. e.g. Leave the house and walk to the tallest tree in the woods.

**Skill: To plan a letter (Session 11/12)**

Discuss together how Red could get more people to save the animals (persuade them to plant trees) and who she might write to (other fairy-tale characters). Model using the planning grid to write down ideas based on the whole class discussions.

**Skill: To write a letter (Session 13/14)**

Pupils to follow their plans and write their letter to whoever their chosen person is (real or imagined). Write their letter to a real-life audience. Encourage carefully selected vocabulary choices. Think carefully about the Layout too and features of a letter.

**Skill: To edit and improve:**

Look at the writing how could they make it better with a focus on brilliant basics and common exception words.

Have they used:

- **Have they used subordination (if, that)?**
- **Can they add -er and -est adjectives?**
- **Are they using punctuation correctly – apostrophes for contracted forms?**

**NC skills explored linked to topic.****Spoken language:**

- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Participate in discussions, presentations, performances, role play, improvisations and debates

**Reading comprehension:**

- Link what is read or heard to own experiences
- Retell stories and consider their characteristics
- Discuss word meanings, linking new meanings to those already known
- Draw on what they already know
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what has been read to them
- Explain clearly understanding of what is read to them

**Writing composition:**

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught

- Spell common exception words

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p align="center"><b>Chocolate Planet</b></p> <p><b>Resources</b> <a href="#">Literacy and Language Unit 6</a></p> <p><b>Purpose</b> – To entertain</p>	<p><b>Overview of unit</b> A Fantast Fiction Tale about a visit to a chocolate planet.</p> <p><b>Writing Outcome</b> To write a version of the story changing characters and setting.</p> <p><b>Greater Depth Writing Outcome</b> To write form the perspective of another character such as a chocolate Alien.</p>	
<p><b>RWI Spellings linked to topic.</b></p> <ul style="list-style-type: none"> <li>• Red words</li> <li>• Adding the suffixes –er or –est (2)</li> </ul>		<p><b>NC vocabulary linked to unit.</b></p> <p>Would, every, who, both, most, parents, because, everybody, improve, child, most, told, would, children, break, Father, Mrs.</p>	<p><b>Ambitious Vocabulary linked to unit.</b></p> <p>Aroma, smell, scent fragrance, pleasant, Cowered, trembled hid, shied, scrumptious yummy, delicious, extremely, tasty, Menacing, threatening, intimidating, frightening, scary.</p>
Cycle 1 Week 3	<p><b>Viper reading focus (Build vocabulary and predict) (File 4:1)</b> Explore unfamiliar vocabulary can we think of words that mean the same (Synonyms). Read the file 4.1 what could happen next. Jot down ideas.</p> <p><b>Skill: To use expanded noun phrases (File 5:1/5.2/6.2)</b> Continue to read the story. Explore senses as you step of the ship. What can you hear. See, smell and taste. Write a description of the setting. Use pictures in <b>file 6:2</b>.</p> <p><b>Skill: To identify and use past and present tense. (File5:4)</b> Explore past and present tenses, identifying differences linked to the story. Change sentences from present to past linked to the story and then write a short paragraph about your experience on the planet so far.</p>		

**Cycle 1, Week 4.**

**Skill: To use subordinating conjunctions.**

Think about what could happen next on the chocolate planet. Explain why we use subordinating conjunctions. Choose the best ones to complete sentences from the story. Look at some sentences from the story. Write a short paragraph demonstrating subordination about what happened next on the planet. **EG:** Next, we played a board game in the chocolate cave **because** it was raining lemon drops. A chocolate Alien came over **so** we let him play too.

**Skill: To use coordinating conjunctions**

Explain that we use coordinating conjunctions to link words, phrases and clauses together. Look at some sentences from the story. Write a short paragraph demonstrating coordination about what happened next on the planet. **EG:** I played fetch with a moon dog **and** an alien played too. It rained again **but** I didn't mind.

**Viper reading focus (Build vocabulary and retrieve) (File 7:1)**

Children work with a partner to make **Comparisons** between the new and old planet. They have decided what is the same and what is different? Think about all the new vocabulary that can be used and linked to the new planet precious. Reinforce the use of 'er' or 'est' adjectives.

**Skill: To use different sentence types**

Look at the new planet and read sentences about it. Look at different types of sentences and punctuation. Ask children to punctuate the sentences correctly. How might these sentences be said? Focus on reading with correct tone and intonation. Write a short paragraph about the new planet. Planet precious was amazing! The sparkles from the gems are bright. I wonder if I can take any home? I'm going to take a good look around to see if anyone is around.

**Skill: To plan a story.**

To plan a version of the story changing character or setting on the new planet. Think about what tense will be used and steal ideas from the chocolate planet story. Focus on the three-part story and use proforma's from past Pathways.

**Skill: To write a story.**

To write a version of the story changing character or setting. Focus on the three-part story and use proforma from yesterday to write the story ensuring it has a beginning middle and end.

	<p><b>Skill: To edit and improve</b>          Reflect on independent writing and all the key skills taught within the in the unit.          Have they:</p> <ul style="list-style-type: none"> <li>➤ <b>Written expanded noun phrases to describe and specify?</b></li> <li>➤ <b>Can they use punctuation correctly – full stops, capital letters?</b></li> <li>➤ <b>Do they have a clear beginning, middle and end?</b></li> <li>➤ <b>Are they using tense correctly?</b></li> <li>➤ <b>Are they using a range of sentence types?</b></li> </ul>
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**NC skills explored linked to topic.**

**Spoken language:**

- Build vocabulary
- Give well-structured explanations.

**Reading comprehension**

- Read and identify key points about chocolate and how it is made
- Explore features of information texts and how they make it easy for the reader to locate information
- Consider different ways information is presented to engage the audience, e.g. pictures, diagrams, photos

**Writing Composition**

- To give the reader interesting information about chocolate, presented in an engaging way.
- Present information in a variety of ways, e.g. photos, quiz questions, fact files, pictures
- Includes an accordion booklet.

**Grammar**

- Uses capital letters for names of things or places.

<b>Duration</b>	<b>Resource, Genre and purpose</b>	<b>Learning intentions.</b>
2 weeks	<p><b>From Bean to Bar</b></p> <p><b>Resources</b>            RWI Unit 6            From Bean to Bar            Guided Read Book.            Resources in Folder</p>	<p><b>Overview</b>            Talk about how chocolate is made            (Links with Science and PSHE Healthy Eating)</p> <p><b>Writing outcome:</b>            To explain how chocolate is made.</p> <p><b>Greater Depth Writing Outcome:</b></p>

	<p>Non-fiction</p> <p>Information text</p> <p><b>Purpose</b> -To inform.</p>	To explain how chocolate is made with additional sub-headings considering Healthy Eating and nutritional information.
<p><b>RWI spellings linked to topic.</b></p> <p>Adding the suffixes –er or –est (3)</p> <p>Homophones</p>	<p><b>NC vocabulary linked to unit.</b></p> <p>Because, after, most, only, both, again, improve, move, should, sugar, steak, great, told, gold, half, people, pretty, would, could.</p>	<p><b>Ambitious Vocabulary linked to unit.</b></p> <p>information index definition glossary heading exhibition</p>
<p><b>Cycle 1, Week 5</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieve) (File 11:2)</b>  Look at a range of Alphabetical and information texts. Children identify and explore the differences between fiction and non-fiction. Children explore a range of information texts and use these to locate answers to a range of questions.</p> <p><b>Skill: To identify features of an information text (File 12:2 and 12:3)</b>  Children explore a range of information texts and identify the structural and language features used. Look at Bean to Bar what does it tell us? Also look at chocolate PowerPoint. – <b>See resources.</b> Find examples</p> <p><b>Skill: To understand how information is related</b>  I can identify how information is related. Children focus on the use of sub-headings and how the information written alongside each must be related. Organise information linked to subheadings.</p> <p><b>Skill: To use expanded noun phrases</b>  Children practise using factual adjectives to describe and specify.</p>	
<p><b>Cycle 1, Week 6.</b></p>	<p><b>Skill: To use different sentence types. (File 12:3 and 13:1)</b>  Ask and answer questions about chocolate.</p> <p><b>Viper reading focus (Build vocabulary and sequence)</b>  Look and how chocolate is made and think about the sequence order the information. Also build new vocabulary around the topic.</p> <p>.</p> <p><b>Skill: To use apostrophes to show possession</b>  Children practise using apostrophes to show possession within factual, informative sentences.</p>	



**Skill: To plan a presentation to inform**

Children create research questions, punctuating these with question marks and then, carry out research to plan what they are going to write about. Children record their research in note form. Ensure children know their audience and who they are writing for.

**Skill: To write a presentation to inform**

On the template provided see resources and adapt. Children write the paragraphs for their information text, using capital letters, full stops, commas in a list, factual adjectives, apostrophes to show possession and a range of conjunctions.

**Skill: To edit and improve a presentation**

Reflect on independent presentation and all the key skills taught within the in the unit. Children proofread and edit their information texts before creating a published version of these, including a glossary.

Have they:

- **Used key features?**
- **Organised information?**
- **Used expanded noun phrases?**
- **Used apostrophes for possession?**

**Summer 2****NC Skills Linked to Unit****Spoken language:**

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Participate in discussions, presentations, performances, role play, improvisations and debates

**Reading comprehension:**

- Read non-fiction books that are structured in different ways
- Discuss and clarify the meaning of words
- Answer and ask questions
- Predict what might happen on the basis of what has been read so far
- Explain and discuss their understanding of books, poems and other material

**Writing composition:**

- Write narratives about personal experiences and those of others (real or fictional)
- Plan or say out loud what is going to be written about
- Write down ideas, key words, new vocabulary
- Encapsulate what is to be written, sentence by sentence
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently

- Proof-read to check for errors in spelling, grammar and punctuation

Duration	Resource, Genre and purpose	Learning intentions.	
2 Weeks	<p><b>Grandads secret Giant</b></p> <p><b>Purpose</b> – To entertain</p>	<p><b>Overview</b>  <b>A story about a friendly but shy Giant.</b></p> <p>(Links to growing up topic in Science and also to relationships and growing up in PSHE)</p> <p><b>Writing outcome:</b>            To write own version of the story with a focus on morals and acceptance of others.</p> <p><b>Greater depth writing outcome:</b>            To write own version of the story from the point of view of the giant.</p>	
<p><b>RWI spelling patterns linked to unit.</b></p> <p>➤ Adding the suffixes –er or –est (3)            Homophones</p>		<p><b>NC vocabulary linked to unit.</b></p> <p>Who, told, sure, eye(s), because, people, old, prove, could, should(n't), great, again.</p>	<p><b>Ambitious Vocabulary linked to unit.</b></p> <p>Pickle, chap, continue, mumbled, impossible, scoff, whine, nervous, humungous, hoisted, mural, drainpipes, storm, shore, oak, bridge, dawn, afternoon, ledge.</p>
<p><b>Cycle 1, Week, 7</b></p>	<p><b>Viper reading focus (Build vocabulary and predict) (Session 1)</b>            Bring in large items of clothing (these could be oversized items found in a charity shop). Let pupils explore the items, predicting who they think they belong to and why. Read some of the blurb from the back of the text (without showing any other clues). 'He has hands the size of tables...legs as long as drainpipes and feet as big as rowing boats.' Finally give them cut up images of the handyman leaflets to piece back together (cut up along the dots). Ask them to discuss whether this has changed their ideas or not. Pick out the vocabulary used and discuss the terms, e.g. handyman, community, manage, whisper, these can then be added to the working wall.</p> <p><b>Skill: To use expanded noun phrases (Session 2)</b></p>		

**Cycle 2, Week 8.**

Give pupils a copy of one of the pages and ask them to label what and who they can see using post it notes. Encourage them to apply use of expanded noun phrases to be specific in their descriptions. Pupils write their own description using any of the images looked at and the noun phrases they produced.

**Skill: To use expanded noun phrases (Session 3)**

Write a character description for the giant.

**Skill: To past and present tense correctly (Session 4)**

Replay the images and use 'define the space' activity to set up the classroom as the boat: ask pupils to describe how they feel, what they can hear, see, smell etc. Following the discussion, ask the pupils to add their ideas to a senses grid like the one in the resources. Focus on the use of expanded noun phrases and past tense when recording. Pupils write their own diary entry.

**Skill : To use subordination and co-ordination. (Session 6)**

Use the discussion to set up a 'conscience alley' activity with teacher in role as Billy. Ask the pupils to advise Billy on what he should do next. Encourage pupils to explain their choices and advice using because. They could also build their discussion and ideas using other conjunctions (but, and, or, if) as appropriate. Briefly model a structure for the letter but encourage use of pupils' own content from their discussions and what they have inferred about the giant from the text so far. e.g. • Why I am writing • What I think you should do • Why you should do this • What will happen if you do/don't follow the advice. Write own letter to Billy.

**Viper reading focus (Build vocabulary and summarise) (Session 9)**

Explore and replace vocabulary in the book for more ambitious vocabulary.

Give pupils copies of both double-page spreads of Gableview (from the front and back of the text). Ask them to discuss how things have changed. What does it look like now? Why has it changed? Then and now.

**Skill: To use subordination and coordination (Session 10)**

Recall all the jobs the giant did around the town. Look at the list of jobs collected by the pupils throughout the unit (following session 1) and compare. Discuss how these things being done would make the community and environment a better and more welcoming place to be. Use these ideas to write a set of instructions for: e.g. How to look

after your local area/school If you want to be helpful around your community and make the place look better here are some handy tips.

**Skill: To plan a story (Session 11/12)**

Pupils to use the plan to re-tell the story. Encourage use of their setting and character descriptions developed earlier in the unit as well as the mastery keys which have been focussed on.

**Skill: To write a story (Session 13/14)**

Pupils to use their plans to write their own version of the story ensuring they have a community setting, a giant who helps, the things the giant does and descriptions of the characters' actions and feelings.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Can they use punctuation correctly – full stops, capital letters?
- Do they have a clear sequence?
- Are they using tense correctly?
- Are they using a range of sentence types?
- Have they used subordination and coordination?

**Spoken Language**

- listen and respond appropriately to adults and their peers
- articulate and justify answers, arguments and opinions (g) use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

**Reading comprehension**

- discuss the sequence of events in books and how items of information are related
- discuss and clarify the meanings of words, linking new meanings to known vocabulary
- discuss their favourite words and phrases.
- draw on what they already know or on background information and vocabulary provided by the teacher
- answer and ask questions.

**Writing Composition**

- write for different purposes
- write down ideas and/or key words, including new vocabulary
- encapsulate what you want to say, sentence by sentence.
- Reread to check that their writing makes sense...
- Proof read to check for errors in spelling, grammar and punctuation.

**Grammar**

- learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.

Learn how to use sentences with different forms: statement, question, exclamation, command.

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p><b>Post Cards and Letters</b> Fantastic excuses and Dear Teacher.</p> <p><b>Resource:</b> ED shed Resources in Folder. Hamilton Trust <a href="https://www.hamilton-trust.org.uk/Bedtime-Arguments-Adverts-Letters">Bedtime Arguments, Adverts &amp; Letters   Hamilton Brookes (hamilton-trust.org.uk)</a></p> <p><b>Purpose – To Inform</b></p>	<p><b>Overview</b> Find out about telegrams and emails. Children pay special attention to the letters in Hamilton Group Reader The Three Guinea Fowl. <b>(Links to relationships and growing up topic in PSHE)</b></p> <p><b>Writing outcome:</b> To write a fact sheet about owls using information gathered from the text.</p> <p><b>Greater depth writing outcome:</b> To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used.</p>	
<p><b>RWI spellings patterns linked to unit.</b></p> <ul style="list-style-type: none"> <li>➤ Adding the suffix –ness (2)</li> <li>➤ Words ending -le</li> </ul>		<p><b>NC vocabulary linked to unit.</b></p> <p>Would, every, who, both, most, parents, because. Father, would, told, everybody, child, grass, wild, after, last, every.</p>	<p><b>Ambitious vocabulary linked to topic.</b></p> <p>valuable, treasured, cherished, embarrassing, humiliating, shaming, jeered.</p>
<p><b>Cycle 1, Week 9.</b></p>	<p><b>Viper reading focus (Build vocabulary and explain)</b> Identify features of a postcard and read a selection. Children are introduced to postcards and read and explore a range of these. Children identify the features of a postcard and their purpose. Think about common vocabulary that might be used in one.</p> <p><b>Skill: To use expanded noun phrases</b> Children explore a setting and create expanded noun phrases to describe what they can see, hear, smell, taste and touch/feel.</p> <p><b>Skill: To use contractions</b></p>		

**Cycle 2, week 10.**

Children practise using chatty language and contractions to verbally retell the events of their safari adventure.

**Skill: To use punctuate accurately.**

Work on accurate punctuation with the children. Children write a postcard, describing what they have been up to on their adventure. Children include expanded noun phrases, chatty language and contractions.

**Skill: Use a range of sentence types**

Work on sentence types with the children. Improve their postcard by adding a range of different sentence types. It's hot her what's the weather like there? Re-write with new features evident.

**Viper reading focus (Build vocabulary and sequence)**

Look at a range of different letters with the children. Children are introduced to informal letters and identify the features of these. Children identify the differences and similarities between postcards and letters. How would you organise a letter so it flows an why.

**Skill: To use a range of sentence types.**

Children explore how statements, commands, exclamations and questions can be used within a letter to vary sentence forms.

**Skill: To plan an informal letter**

Children are challenged to writing a letter to a child of their age at another school. The children discuss, plan and record ideas to use within their informal letters.

**Skill: To write an informal letter**

Children use their planning ideas to write the introduction to their letter. Children use chatty language to create an informal and friendly tone. Children write the rest of their letter, using a range of conjunctions to join words and clauses. Children ensure they include a range of sentence forms.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit. Children re-read and evaluate their letters, making edits where necessary. Children create final versions of their letters and post these.

Have they:

- **Have they used co-ordination?**
- **Can they used the correct layout?**
- **Are they using the correct features?**

➤ **Do they have appropriate punctuation?**

**Spoken Language**

- listen and respond appropriately to adults and their peers.
- articulate and justify answers, arguments and opinions (g) use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

**Reading comprehension**

- discuss the sequence of events in books and how items of information are related.
- discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- discuss their favourite words and phrases.
- draw on what they already know or on background information and vocabulary provided by the teacher.
- answer and ask questions.

**Writing Composition**

- write for different purposes.
- write down ideas and/or key words, including new vocabulary.
- encapsulate what you want to say, sentence by sentence.
- Reread to check that their writing makes sense...
- Proofread to check for errors in spelling, grammar and punctuation.

**Grammar**

- learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.

Learn how to use sentences with different forms: statement, question, exclamation, command.

<b>Duration</b>	<b>Resource, Genre and purpose</b>	<b>Learning intentions.</b>
2 weeks	<p><b>Carter Reads the Newspaper</b></p> <p><b>Purpose – to Inform</b></p>	<p><b>Overview</b> This unit is based around the wonderful newspaper stories that make a boy feel grown up. <i>(Builds on PSHE unit Dealing with Feelings)</i></p> <p><b>Writing outcome:</b> To write a newspaper report based on a chosen or significant event in school.</p> <p><b>Greater Depth Writing Outcome</b> To write a newspaper report accompanied by a script to perform.</p>
<b>RWI spelling patterns explored in this unit.</b>	<b>NC vocabulary linked to unit.</b>	<b>Ambitious vocabulary linked to topic.</b>





Plan a newspaper report based on a significant event in school. Think about quotes to give eyewitness accounts of the event, showing what people saw, thought and felt.

**Skill: To write a newspaper report**

Children write a clear and concise conclusion for their newspaper report, explaining what to do or what might happen next. Children add pictures and captions to their newspaper report.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- **Started a new line with a capital letter?**
- **Used a range of sentence types?**
- **Included a title?**
- **Organised the layout correctly?**