

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Genre for Text focus	Year Group	Term	Time Allocation
English'	Summer 1 - Mystery Stories/Story Settings/Non-chronological reports Summer 2 – Folktales/Biographies and Autobiographies'.	3	Summer	14 weeks
Summer 1				
<p>Spoken language:</p> <ul style="list-style-type: none"> • Build vocabulary • Articulate and justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify themes and conventions • Discuss words and phrases that capture the reader's interest and imagination • Explain meaning of words in context • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Participate in discussion about books <p>Writing composition:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Compose and rehearse sentences orally • Build a varied and rich vocabulary • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear 				
Duration	Resource, Genre and purpose	Learning intentions.		
2 weeks	Journey Adventure Story	Unit Overview		

	<p>Resources - Pathways</p> <p>(Narrative)</p> <p>Purpose: To Entertain</p>	<p>Writing outcome: Write an adventure story based on Journey using the language of Berlie Doherty</p> <p>Greater depth writing outcome: Include a new setting route to lead from one place to another</p>	
<p>Spellings RWI</p> <ul style="list-style-type: none"> • Words ending –al • The /ir/ sound spelt /or/ after /w/ • Adding the suffix -ful 		<p>NC spellings linked to topic. bicycle, decide, eighth, experiment, guard, island, regular, straight, mention, minute, naughty, position, possess, probably, occasionally, quarter.</p>	<p>Ambitious Vocabulary Linked to topic. Isolated, excluded, billowing, elegant, magnificent, crouch, fidget, sneer, hunch, atmosphere, dialogue, citadel, aqueduct, archway, canal, lock, pennant, spire, dome.</p>
<p>Cycle 1, Week 1</p>	<p>Viper reading focus (Build vocabulary and predict) (Session 1 and 2) Look at the whole of the front cover. Is it a city? Is it a castle? Introduce the word citadel (fortress). What is happening in the picture? What is the journey? Who is the girl? Read the blurb. What does ‘journey of magic and adventure’ tell us? What type of story is it? What could the danger be? Read the first double page (the girl sitting on the steps). Ask pupils to adopt the stance of the girl, her position and facial features. What do you notice? How does the little girl feel? What can we tell about her? Who are the other people? Expand pupils’ vocabulary beyond ‘sad’, collecting a range of emotions using thesauruses e.g. lonely, isolated, fed-up, excluded, ignored.</p> <p>Skill: To use prepositions and adverbs to express time, place and cause (Session 4) Discuss in pairs. What are the different nouns doing? Add verbs to the class grid using thesauruses to extend vocabulary. Write prepositional phrases in the third column which shows where the item is in relation to other parts of the forest. What can she hear? Add some sounds to the grid. Pupils to write their own paragraph, similar to the one above, but changing the first sentence to one which describes the door or doorknob they imagined in session 4.</p> <p>Skill: To use prepositions and adverbs to express time, place and cause (Session 5)</p>		

Plan together ideas for a paragraph for the scene when the girl first sees the citadel. Begin with the boat approaching and end with the girl entering the first lock. Use a front/ middle/ back structure.

Skill: To punctuate direct speech. (Session 6/7)

Model writing a section of narrative with dialogue. Show the relationship between a guard and the girl through the use of the reporting clause and the action of the guard. Use speech sandwich structure and some of the citadel vocabulary. Make the guard unfriendly and bossy. Pupils to write their own speech sandwich for the unfriendly guard conversation. Use the unfriendly action cards to support.

Skill: To use present perfect form (Session 8)

Teach present perfect. Use the pupils' notes to plan a diary in role as the girl from the night in the cage to flying above the desert (see resources). Choose adverbial phrases to introduce and link the paragraphs.

Viper reading focus (Build vocabulary and Infer) (Session 9/10)

Role play the conversation between the two children when they met. What vocabulary might be brought in? How did they introduce themselves to one another? What did they say about their magic crayons? Pupils role-play the conversation again, this time focusing on the characters' actions and with each character only speaking twice. Pupils to plan (see resources) and write the final scene where the girl returned to her street and met the boy. Use 3rd person and a range of tenses appropriately.

Cycle 1, Week 2.

Skill: To use a range of conjunctions to express time, place and cause. (Session 11)

Discuss the flying extracts. How does Berlie Doherty write about flying? What does number 1 tell us? Why is the exclamation mark used? Look at the repetition in number 2. Are there any other examples of repetition? Read number 4. Note the simile. Are there any other similes? What does Berlie Doherty write about when Tilly Mint is flying? What she sees when she looks down, how she feels, what the sky is like, what she flies over. Write together the ingredients for writing about flying in the style of Berlie Doherty. Pupils to work in pairs to write some sentences about flying in the style of Berlie Doherty. Give pupils the pictures of the girl in the air balloon and on the magic carpet. Write the sentences under each picture, considering use of prepositions, conjunctions and adverbs in their writing.

Skill: To plan a story based on 'Journey' (Session 11/12)

Pupils plan out the details of their story. Use the story plan to retell the main events with a partner. Greater depth: Include an extra scene with a second problem either before she reaches the citadel or after she has escaped from the cage. The girl went somewhere else, she was in danger and she drew something to escape from the danger.

Skill: To write a story based on 'Journey'. (Session 13/14)

Pupils use their plan to write the story based on 'Journey'. Greater depth: Include an extra scene with a second problem either before she reaches the citadel or after she has escaped from the cage.

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 the present perfect form of verbs?**
- **Can they select prepositions, conjunctions and adverbs to express time, place and cause.**
- **Can they group related ideas into paragraphs?**
- **Have they used inverted commas to punctuate direct speech?**

NC skills explored linked to topic.

Reading comprehension

- Explore features of mystery stories by looking at Smash and Grab
- Explore how the author creates suspense by leaving clues
- Examine how authors build suspense and interest by showing rather than telling
- asking questions to improve their understanding of a text
- 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 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Writing composition

- To write a new mystery story
- Keeps up the suspense and mystery until the end
- Shows how a character feels by giving clues, rather than telling the reader directly
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

[English appendix 2](#)

- organising paragraphs around a theme

- in narratives, creating settings, characters and plot

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Grammar

- Includes speech which is set out punctuated correctly
- Uses carefully chosen adverbs, to create accurate images in the reader's mind

using and punctuating direct speech

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p align="center">Smash and Grab</p> <p>Resources Literacy and Language Unit 5</p> <p>Narrative</p> <p>Purpose – To entertain</p>	<p>Overview of unit A chance to explore how authors create mystery and suspense.</p> <p>Writing Outcome To write a version of the story changing characters and setting using some of the techniques demonstrated.</p> <p>Greater Depth Writing Outcome To write from the perspective of another character using some of the techniques demonstrated.</p>	
<p>RWI Spellings linked to topic.</p> <ul style="list-style-type: none"> • Orange words • Adding the suffixes –ment ness, ful 'ly' 		<p>NC vocabulary linked to unit.</p> <p>bicycle, decide, eighth, experiment, guard, island, regular, straight, mention, minute, naughty, position, possess, probably, occasionally, quarter.</p>	<p>Ambitious Vocabulary linked to unit.</p> <p>Encircled, congestion, magnificent, perplexed, breathlessly, clue, detective, motive, crime, red herring, alibi, forensic, sleuth.</p>
Cycle 1 Week 3	<p>Viper reading focus (Build vocabulary and Infer) Unit 5 (File 1:2/2:!)</p> <p>Explore unfamiliar vocabulary can we think of words that mean the same (Synonyms). Read the file 1:2 what could happen next. Predict characters who will we meet? What will happen? What personalities will they have? Who will be the detective in our story? Create a grid to record information find pictures of characters? Read the evidence report what will happen next? Make inferences on what we know so far?</p> <p>Skill: To create and use adverbs of manner (File 3:1)</p>		

To look at a variety of adverbs look at root words and add suffix 'ly' to create adverbs. Write a short paragraph about a character's behaviour applying the adverbs created. Demonstrate how adverbs can be used in different parts of the sentences to vary our writing.

Skill: To use similes (File 3:3)

Teach similes and look at various pictures. Remind children that they are a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more vivid. Look at file for examples of pictures. Now provide other pictures from the story in a table and ask children to think about what similes they can think of. Building on the character from yesterday write a short description of how we can build similes in to describe their actions.

Skill: To use expanded noun phrases (File 4 and 5 and 6)

Read **file 4:1** together what can we find out about each character, what evidence do we have that tells us about each character and find evidence in the text. Create a table. Allow children to read through other files in pair and complete the table for the characters. Teach expanded noun phrases and how we can use them to describe a character. Pictures can also be provided.

Character	Evidence	Adjectives
Adil	Something curious caught Adil's eye.	Alert and Smart.

Write a character description for a chosen character.

Skill: To use coordinating conjunctions (File 6:4)

Explain that we use coordinating conjunctions to link words, phrases and clauses together. Look at some evidence from the story. **(File 6:3)** What do we know so far? Can we spot any coordinating conjunctions? How can we link some of these facts to write a brief overview of what we know so far about each character and the case. As an investigator write a short report demonstrating coordination stating all the information we have gathered so far about the case.

Viper reading focus (Build vocabulary and retrieve) (File 7:1 and 8: 1 and 8:2)

Children work to look at what they know so far about the case. Allow children to gather their own evidence using template before you reveal. Provide the picture of the estate to help them.

Skill: To punctuate speech correctly

Cycle 1, Week 4.

Using examples from the text how is speech accurately punctuated? Thinking about the case so far choose a suspect to question. What will you ask and how will this help you with the case? In pairs encourage children to devise questions. Then ask them to roll play how the character might answer. Write a short report on the interview. Eg: After questioning suspect Mr _____ about his time in the garden he replied, "I was nowhere near the place". I then asked where he was at that time. Suddenly, he got upset and shouted "Where do you think I was? I explained that I wasn't sure, and he exclaimed, "I was looking for help of course!"

Skill: To plan a story (File 8:2 and 9:3)

To plan your own mystery story. Think about what tense will be used and steal ideas from the story. Focus on the three-part story and use proforma's from past. Also incorporate key vocabulary looking at file 8:2.

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.

Skill: To edit and improve

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

Have they:

- **Used adverbs of manner?**
- **Used similes?**
- **Expanded noun phrases?**
- **Punctuated speech correctly?**

NC skills explored linked to topic.

Reading comprehension

- Think of questions about the topic for which they would like to find answers
- Examine a non-chronological text, looking at its structure and features
- Review their understanding of alphabetical order

Writing composition

- To write a non-chronological report and then present it to the class
- Includes some facts from my notes about the chosen topic that the reader will find interesting
- Is structured clearly to help the reader find information, e.g. with headings and subheadings
- Includes extra information in diagrams and pictures with captions.

Grammar <ul style="list-style-type: none"> Includes conjunctions (and, so, but) to make the structure of my sentences varied, clear and interesting 		
Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p style="text-align: center;">Reports (Non-Chronological Report)</p> <p>Non-fiction Non-Chronological Reports Video Games Year 3 English Hamilton Brookes (hamilton-trust.org.uk) Information text</p> <p>Purpose -To inform.</p>	<p>Overview Explore non-chronological reports about video games. Revise word classes and study dialogue punctuation. Read/write informal and formal reports. Design and present a new game. (An audience that children can relate to and also allows staff to link to a current foundation topic)</p> <p>Writing outcome: To design a new platform game and present it in a report.</p> <p>Greater Depth Writing Outcome: To design a new platform game and present it in a report with additional features.</p>
RWI spellings linked to topic. Adding the suffixes –er or –est (3) Homophones		NC vocabulary linked to unit. because, after, most, only, both, again, improve, move, should, great, told, gold, half, people, pretty, would, could.
		Ambitious Vocabulary linked to unit. information index definition glossary heading exhibition, tumble, ramble, scurry, electronic, halt, rocket, crawl.
Cycle 1, Week 5	Viper reading focus (Build vocabulary and retrieve) (Unit 1 day 1 and 2) I can retrieve and record information from non-fiction texts. Children are introduced to the non-fiction topic of information texts. Children explore a range of information texts and retrieve and record information from these. Children read an ability-matched report from the game descriptions (<i>see resources</i>). They then look through the questions (<i>see resources</i>) and discuss in their pairs. They use dictionaries to check the meaning of tricky words that they identify. Skill: To identify features of an information text. (Unit 1, day 2)	

Children explore a range of information texts and identify the structural and language features used.

Skill: To organise information

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. Choose a game and organise the information.

Skill: To punctuate dialogue (Unit 2)

Look at the list and ask children to discuss with a partner which games they like to play and why. Listen to children's conversations, then bring them back together and model quoting someone: *Emma explained, "I like to play racing games because everything is fast and fun."* Children complete Direct Speech Challenge (*see resources*), identifying, punctuation and generating dialogue.

Skill: To identify, nouns, verbs, adjectives and adverbs. (Unit 4, Day 1)

Look at **slides 1-7** of the **PowerPoint: Word Classes** in order to revise nouns, adjectives, adverbs and verbs. Then share **slide 8** and read the report on Mario. Can children spot words from different classes? Children read one report at a time and record examples of nouns, adjectives, adverbs, verbs on the grid (*see resources*).

Cycle 1, Week 6.

Encourage children to note the nouns and verbs before identifying adjectives and adverbs as it makes it easier. Children share their grids on the table and discuss any words that may be in the wrong column.

Viper reading focus (Build vocabulary and retrieve) (Unit 4, Day 3)

Display the dictionary definition of 'plumber' and notice how after the word there is a definition and sample sentence as well as an identification of the word class. Repeat with the definition of 'wooden'. Now look at the definitions of 'fast'. *What is going on here?* Note that the word 'fast' can be categorised under two word classifications. Each version means something different. (Fast can also be used as a verb, as into refrain from eating.) Recap dictionary skills, checking children can give instructions to find a word. Offer the word 'kart' and get children to walk you through the process, step by step as if you had never used a dictionary.

Skill: To identify and use nouns, verbs, adjectives and adverbs. (Unit 4, Day 2)

Display the 'new' characters sheet (*see resources*) and copy the grid onto a flipchart. Choose a character and model using coloured pens to

record different word classes in order to build a sentence about the character. Children use the 'new' characters sheet (*see resources*) to choose and name a new character to join the Mario franchise. They generate ideas using the grid to record (*see resources*), collecting useful words and writing them in the correct different word class column. Children then write sentences about their character, using their grid words. Repeat for other characters.

Skill: To design and plan a new game

Discuss and agree the key features of a platform game, writing each on a sticky note and adding to a working wall: setting, player character (the one we control), goal, obstacles, points platforms, fun characters, boss/es etc. Children plan their game in a small group using the example (*see resources*) to help structure their ideas.

Skill: To write a report

Look at some of the game designs from Day 1. How would children describe their game to developers? What would they need to explain? Make a list. Show children the sample report for **Flylite's Forest Fiesta** (*see resources*) They write the end sections of their report, including a summary/concluding paragraph, and then re-read it back to themselves. Encourage children to refer to the headings and information listed on the working wall as well as the key features of an NCR list (*see resources*).

Skill: To edit and improve a report

Children read through their report checking for any errors and looking for ways to improve their writing. They then work with a partner, swapping reports and feeding back. Next, children present their report in a small group and ask for a quote to add into it as well as any further feedback. Children add a punctuated quote about their game in a suitable place. The summary is an easy place to suggest.

Have they:

- **Used key features?**
- **Organise information?**
- **Use word classes?**

NC skills explored linked to topic.

Spoken language

- Maintain attention and participate actively in collaborative conversations;
- Use spoken language to imagine and explore ideas
- Reading comprehension

Reading comprehension

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Writing composition

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;
- Discuss and record ideas
- Compose and rehearse sentences orally, progressively building a varied and rich vocabulary;
- In narratives, create settings, characters and plot

Grammar

- Use and understand the grammatical terminology in Appendix 2 accurately and appropriately (adjectives, verbs, adverbs, prepositions)
- Use adverbs to express time and cause;
- Use prepositions to express time, cause and place

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p style="text-align: center;">Humorous Poetry</p> <p>I Can Make You Laugh Hamilton Brookes (hamilton-trust.org.uk)</p> <p>Purpose -To Entertain</p>	<p>Overview Humorous Poems about school. Children will enjoy these humorous poems about teachers. (An audience that children can relate)</p> <p>Writing outcome: To write and perform their own verses and poems.</p> <p>Greater Depth Writing Outcome: To write and perform a poem using a range of poetic devices.</p>
<p>RWI spellings linked to topic.</p> <p>Adding the suffixes –er or –est (3) Homophones</p>	<p>NC vocabulary linked to unit. because, after, most, only, both, again, improve, move, should, great, told, gold, half, people, pretty, would, could, occasion (ally),</p>	<p>Ambitious Vocabulary linked to unit. Alliteration, rhyme, verse, pattern, poet couplet, Haiku, stanza, figurative, metaphor, onomatopoeia, imagery, repetition, narrative simile.</p>
Cycle	<p>(Build vocabulary and explain) (Unit 1, Day 1) Children read the three selected poems. They can read with a partner for support. They use Discussion Points A to support / prompt their discussion about each poem. Finally, children choose their favourite poem, explaining why they have chosen it ready to share in the plenary. Perform a poem they like take time to rehearse in pairs.</p> <p>Skill: To identify and understand forms of poetry. (Unit 1, Day 3)</p>	

Provide children with copies of the poems **Cartoons** (pp.65-66) and **Panda versus Penguin**, along with **Comprehension Questions A** (*resources*). Children read the poems with a partner. They then work independently to answer a range of questions about the poems. They write their answers as sentences in their books. Refer to Poetic Features list created in class and compare to **Features of Poetry** (*resources*). Read the definitions included and annotate with examples of each term, including examples from reading today.

Skill: To compare form, structure and language. (Unit 1, Day 4)

Children work in pairs or threes using their copies of the poems. Give each pair a set of numbered **Comparison Question Cards** (*resources*). They take it in turns to read the question cards aloud and discuss their responses to each question. They agree on an answer and they record their answers in notebooks. They answer the final question, (*Which poem do you like best? Why?*) writing a short paragraph.

Skill: To Identify prepositions; extend sentences using prepositional phrases. (Unit 2, Day 1)

Children read each sentence and identify the prepositions used in *Section A* of **Pigeons Prepositions A**, underlining / highlighting them. They then read each sentence starter in *Section B* and, with a partner, discuss how they could extend it using a preposition. They explore verbally building the end of each sentence using the suggested prepositions. They record their extended sentences on the sheet or in their books.

Skill: To use prepositions to express time, place and cause. (Unit 2, Day 2)

Children read **Pigeons** with their partner. They discuss their ideas for the first four lines of the stanza about *Pigeons*, referring to **Prepositions** to support their preposition choices and remembering to keep to the rhyming structure. When they are satisfied with their first four lines, they continue with the next four lines. Finally, children read their completed stanza, looking for how they have used prepositions and for any other improvements which they could make.

(Build vocabulary and Explain) (Unit 1, Day 1)

They use the **Poetry Performance Prompt** to guide discussions on how to perform the poem e.g. *in unison or taking it in turns to read lines or stanzas*, using poetry terms in their discussion. The children rehearse their performance, making notes on the poem to help them, e.g. *underlining any tricky words or words they wish to highlight through their performance*. They then rehearse a performance of the poem,

aiming to deliver an engaging and clear performance. The pair / group discuss and give reasons why this is their favourite poem. **Record and QR code for book evidence.** Children must explain why they like their poem.

Skill: To build and write expanded noun phrases (Unit 3, Day 1 and 2)

Children choose a noun at a time, and build an expanded noun phrase around it verbally, using the **Expanding Nouns A** resource to support their building. They record these phrases in their books, underlining the head noun in each. They then choose three of the same nouns and build a different noun phrase. With a partner they discuss whether / how these change the meaning of the phrase. Finally, children try using some of their phrases in verbal sentences.

Skill: To plan a poem based on one read. (Unit 4, Day 1)

Children choose what their imaginary teacher will be, e.g. alien, horse, astronaut, ogre, ballerina, baby etc. Children use **Our Teacher A** to plan their poem about their imaginary teacher including; appearance, character, where they live, what and how they teach, likes / dislikes.

Skill: To write a poem based on one read. (Unit 4, Day 2)

Children read and refer to their **Our Teacher A** or **Our Teacher B** planners from Day 1 to begin their first stanza. They say each line of poetry aloud to themselves before writing it, beginning the first stanza and ending *each* stanza with *Our Teacher is a _____*. They follow the rhythmic pattern of *Our Teacher is a Caveman*. Provide each pair with **Amazing Adjectives** and the rhyming strings written in the plenary of Day 1 to refer to when making vocabulary choices.

Skill: To edit and improve a poem

Children to complete and then perform a poem. Did this help them to spot any errors or words that could be improved to ensure it flows better or adds more impact during performance? Edit and improve poems alone and in pairs. Re- perform to class or to a partner.

Have they:

- **Used expanded noun phrases?**
- **Used prepositional phrases?**
- **Used other poetic devices?**

Summer 2

NC skills explored linked to topic.

Spoken language:

- Listen and respond

- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Use Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Select and use appropriate registers for effective communication

Reading comprehension:

- Read for a range of purposes
- Use dictionaries to check the meaning of words
- Explain meaning of words in context
- Ask questions to improve understanding of a text
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non-fiction

Writing Composition:

- Plan writing by discussing the structure, vocabulary and grammar of similar writing
- Discuss and record ideas
- Group related ideas into paragraphs
- Assess the effectiveness of own and others' writing
- Propose changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Duration	Resource, Genre and purpose	Learning intentions.
2 Weeks	<p>Zeraffa Giraffa</p> <p>Purpose – To Entertain</p> <p>Resources - Pathways</p>	<p>Overview</p> <p>To write the guide as above including a section of a researched Paris landmark.</p> <p>Writing outcome:</p> <p>To plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris.</p> <p>Greater depth writing outcome:</p> <p>To write own version of the story from the point of view of the giant.</p>

<p>RWI spelling patterns linked to unit.</p>	<p>NC vocabulary linked to unit.</p> <p>Address, business, complete, difficult, exercise, famous, height, library, material, occasion, medicine, opposite, medicine, opposite, particular, popular, possession, pressure, promise, purpose, reign.</p>	<p>Ambitious Vocabulary linked to unit.</p> <p>Astonishing, epic, see-sawed, sip, cobblestones, glimpse, salon, soiree, rustle, balmy, pivot, acacia, Pasha, felucca, awning, amulet, taffeta, vineyard, mistral, mosaic.</p>
<p>Cycle 1, Week, 7</p>	<p>Viper reading focus (Build Vocabulary and Predict) (Session 1)</p> <p>In pairs, pupils undertake a shared imagining activity using the Nicolas Huet watercolour of Zeraffa (see resources): one pupil has the picture and should keep it hidden while describing it for their partner to sketch. Compare results. What do you think the story behind this picture is? Use clues to begin to reveal the true story of Zeraffa the giraffe. Show or put into envelopes the original guide to the menagerie at the Jardin Des Plantes in Paris, a copy of the original ticket to see Zeraffa, the map of her journey with photographs of Muhammad Ali, Pasha of Egypt, and Charles X, King of France (see resources). Collect ideas and questions predicting what the story might be about.</p> <p>Skill: To build an increasing range of sentence structures (Session 2)</p> <p>View an amulet containing a wish or blessing for Zeraffa to protect her on her journey. Recap simple sentences with subject and verb and remind pupils about the use of conjunctions previously taught and how these can be used to join two independent sentences of equal weight. Explain the importance of varying sentences to keep the reader interested (not too many short or long ones.) Model a simple sentence to change to a compound sentence using conjunctions such as: and, so, as, but, or. e.g. Atir will protect you. The sea is rough but Atir will protect you. Point out the importance of using a conjunction for this type of sentence. Pupils write their own wish or blessing for Zeraffa.</p> <p>Skill: To use past and present tense correctly (Session 3)</p> <p>Use the senses grid and shared writing to begin the diary. Model use of present perfect and progressive tenses as well as correct and varied punctuation. e.g. Present perfect: I have lived here all my life but I am</p>	

Cycle 2, Week 8.

ready for an adventure. Zeraffa has never seen so many admirers as there are in the streets of Lyon. Progressive: Zeraffa was gazing through her long eyelashes at the people waving on the banks. The children were running through the streets to be the first to see the giraffe. Pupils write Atir's diary of the first day of his journey down the Nile on a felucca.

Skill: To organise information (Session 4)

On arrival in Marseilles, France, decisions had to be made on how to get Zeraffa to Paris. Read to Monsieur Stravganza's 'invention' page. Collaborative conversation: pupils develop and adapt ideas around the group to invent a way to get Zeraffa to France. Pupils draw and label their chosen group invention. Give it a catchy name to attract and persuade. Discuss alliteration and word play as a persuasive device. Use technical vocabulary and information about Zeraffa to help. She was measured at 11 feet 6 inches on arrival in France. Discuss and use 'Giraffe vocabulary': ossicones, ruminant, hooves, hide and quadruped. Pupils write a letter from Geoffroy Saint-Hilaire to a colleague at the History Museum, describing the care he plans to take of Zeraffa on the journey.

Skill: To use past and present tense consistently (Session 6)

Stop after one minute. How have her feelings changed? What do pupils imagine could be missing from the end of the rope? How could it have got away? Repeat the 'Show not Tell' sentence activity. e.g. She furrowed her brown. He had been there last night. Watch to the end of the video, invite questions and discuss possible answers to clarify the narrative. Retell the story to a partner - use examples of tenses practised previously. Pupils write a short diary entry from the girl's viewpoint using a variety of verb forms.

Viper reading focus (Build vocabulary and summarise) (Session 7)

Play the 'True or False' game using Giraffe facts (see resources). One side of the classroom should be 'True' and the other 'False'. Read out a fact. Pupils should listen to the fact and move to their chosen side. Those who are incorrect return to their seats and the remaining group play again until one, or a few winners remain. Zeraffa is thought to have been a Nubian giraffe, now grouped under the same heading as the Rothschild's variety as seen at Chester Zoo. Using Chester Zoo's webpage on giraffes and internet sources for one of the other types (e.g. Whipsnade Zoo- Reticulated Giraffe, Los Angeles Zoo- Masai Giraffe), complete a double concept map similar to the one below to compare the Rothschild giraffe to another variety.

Skill: To use tense correctly including the present perfect form (Session 8)

Complete a modelled or shared write imagining it is the first time you have seen an elephant. Include an opening such as 'I can't believe what is in front of my eyes...' Use present tense and follow with a short description. Focus on what it felt like to see the animal. Use a variety of sentence types including the present perfect tense and progressive. Pupils write a brief eye-witness account in present tense imagining they are in the crowd when Zeraffa giraffe walks by.

Skill: To plan a persuasive guide (Session 12)

Sequence, section, share with a friend Model creating descriptions using a variety of sentence types from pupils' research. Use examples of simple present, present progressive and present perfect. e.g. Before you take a stroll through the sumptuous gardens, look at the mosaic floor in the rotunda. Exploring the menagerie can be tiring, so when you have had enough of walking, join us in our sweet-smelling café. Pupils plan a guide to The Jardin des Plantes focussing on Zeraffa (see resources).

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

Pupils apply all Mastery keys and Feature keys within an extended context. Provide feedback during the writing process, particularly focussing on the Feature keys and Mastery keys to ensure pupils are applying what they have learnt during the unit. Create some sections using shared writing for groups as appropriate. ! Pupils write their own persuasive guide to visit Zeraffa at the Jardin Des Plantes, using a variety of tenses and sentence types.

Skill: To edit and improve

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

Have they:

- **Have they used a range of sentence structures?**
- **Can they use simple organisational devices including headings and subheadings?**
- **Are they using present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)**
- **Punctuation such as capital letters, exclamation marks, question marks.**

NC skills explored linked to topic.

in pairs focus on using ambitious vocabulary. Write a new setting description for the story.

Viper reading focus (Build Vocabulary and Summarise) (File 7:1)

Look at Key features of a folktale, common vocabulary and retrieve Key information from various folktales. Remind children of important language that is used in this type of tale. Use pictures from **file 7:1**. How could you build a new story? Read the captions in the file add to these ideas in pairs to generate ideas for your new story. What will the fathers warning be to the children in your story etc.

Skill: To use subordinating conjunctions (File 7:1)

Explain to the children what these types of conjunctions are and why we use them. Look at some evidence from the story. **(File 7:1) and other parts of the original story** Can we spot any subordinating conjunctions? How can we link some of these facts to write a brief overview of what dad's parting message was to the children. Include our new ideas.

Skill: To plan a story (File 7:2)

Use pictures and skills used as well as a previous story mountain to plan a new story with a new setting. different characters, different enemy but same idea. Write the story opening and remind children of the past tense used.

Skill: To write a story (File 7:2)

Use pictures and skills used as well as a previous story mountain to write a new story with a new setting. different characters, different enemy but same idea.

Skill: To edit and improve

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

Have they:

- **Used brilliant basics.**
- **Used Similes**
- **Used subordination.**
- **Used the correct tense.**
- **Used expanded noun phrases.**

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.

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	Carter Reads the Newspaper Purpose – to Inform	Overview 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> Writing outcome: To write a newspaper report based on a chosen or significant event in school. Greater Depth Writing Outcome To write a newspaper report accompanied by a script to perform.
RWI spelling patterns explored in this unit. • Red words	NC vocabulary linked to unit. Would, every, who, both, most, parents, because. Father, would, told, everybody, child, grass, wild, after, last, every.	Ambitious vocabulary linked to topic. Statement, surprised, shocked, was, were, happened, pleased, angry, witness, interview, reporter, found, saw, heard, felt.

Cycle 1, week 11

Viper reading focus (Build vocabulary and retrieve)

Look at a variety of newspaper reports. Why do we read the papers and listen to the news? Who does read the papers and listen to the news? Children are introduced to newspaper reports and explore and identify the features of this text type. Identify common vocabulary used in formal reports. Summer is coming up what stories are likely to be in the news? Airport delays for example.

Skill: To punctuate sentences correctly

Children analyse newspaper headlines and then, create their own headlines. The children begin to use alliteration and puns.

Skill: To identify features of a newspaper report

Children explore the orientations of newspaper reports and discuss how these provide the reader with the who, what, where, when and why. Children practise writing an orientation of their own.

Skill: To use a range of sentence types.

Children explore the use of quotes to provide eyewitness accounts of events. Children practise writing quotes to show what people saw, felt and thought.

Skill: To use question marks

Children focus on the event of The Great Fire of London and read and explore facts about this event. Children write and ask questions in interview style to find out more about the event.

Cycle 2, week 12.

Viper reading focus (Build vocabulary and Explain)

Explain the events of the great fire and find evidence to support this. Children write the headline, by line and orientation for their newspaper report, including the 5Ws. Children consider how to engage the reader.

Skill: To use a range of conjunctions to join words and clauses

Teach and recap conjunctions and what words could join clauses. Children begin to write the main body of their newspaper report linked to the great fire, using conjunctions to join words and clauses.

Skill: To plan a newspaper report

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?**