ERW
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Education through Regional Working
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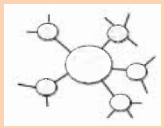
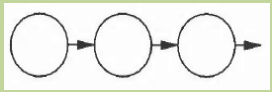
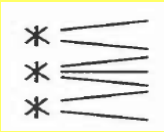
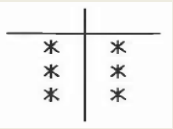
Language and Literacy Scheme of Work

Year 3 to Year 6

F – Fiction NF – Non Fiction *F/NF – The School may choose either Fiction or Non-fiction content or both*

Non –fiction text purposes

Information	***Recount***	***Explanation***	***Instructions***	***Persuasion***	***Discussion***
 *To present information in an unbiased way*	 *Retell an event*	 *A process or why something is happening*	 Discusses the use of simple procedures *'How to do something'*	 *Present a view to persuade others*	 *Present a reasoned view of an issue*
• Classification • Description • Conclusion	• Orientation e.g. information about setting, context, place or time • Events • Evaluation	• Phenomenon – opening statement • Sequence	• States a goal • Lists materials • States method/instruction in sequence • (Includes diagrams or illustrations for clarity)	• Opening statement • State position on the issue • Arguments – reasons and evidence • Summary/Conclusion	• Thesis – opening paragraph/context • Argument • Reiteration or conclusion
Letter	*Letter*	*Non-fiction book*	*Recipe*	*Travel brochure*	*Newspaper editorial*
Tourist guide	*Diary or journal*	*Technical manual*	*Technical manual*	*Advertisement*	*Speech*
Information leaflet	*Autobiography*	*Encyclopaedia entry*	*Timetable*	*Catalogue*	*Debate*
Magazine/newspaper article	*Newspaper report*	*Question and answer leaflets*	*Directions*	*Poster*	*Formal essay*
Non-fiction book	*Magazine article*	*Record of a science experiment*	*List e.g. of rules*	*Flyer*	*Article giving balanced account of an issue*
Wikipedia entry	*Science experiment*		*Posters*	*Newspaper/magazine article*	
	Postcard		*Notices*	*Book blurb*	
	Email		*Signs*	*Formal letter*	
			Cooking instructions	*invitation*	

Language and Literacy Scheme of Work - Key Stage 2

It is important to consider the following range of experiences for **oracy, reading and writing** when planning activities / lessons e.g. ***use paintings, music, film, still and moving images*** as stimuli when providing opportunities for pupils to respond orally.

Range of Experiences - Oracy

Learners should be given opportunities to:

- orally rehearse for writing
- respond orally to continuous and non-continuous texts
- see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard
- increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages
- respond orally to a variety of stimuli and ideas, including written and dynamic texts
- communicate for a range of purposes, *e.g. recount and present information, instruct, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
- present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of communication, *e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations*
- speak clearly, using intonation and emphasis appropriately, *e.g. recitation, oral storytelling*
- use appropriate vocabulary suitable for the situation or purpose
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers*.

Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected

Oracy

Links with ICT

Listen to audio clips considering dialects when appropriate and discuss key features of Traditional Tales

Power point presentation on a chosen subject

Watch and listen to third party recounts e.g. news / sports reports on television, radio or podcast. Develop commentary orally to recount events

Discuss graphs, tables, diagrams, data, spread sheets which are presented electronically

Discuss information gathered from the internet e.g. google, Wikipedia

Drama and Role Play

Hot seating

Adopt the role of a chosen character in real life and imaginary situations e.g. to debate, recount, inform, instruct

Interviews

Script and perform a dialogue

Story Telling Techniques / Recitation /Presentation

Pie Corbett, Talk4Writing, Story Mountains, Big Writing

Shared reading, shared writing

Guided Reading

Recount real and imaginary events

Recite poetry

Deliver information on a chosen topic in a formal situation e.g. presentation to parents

Paired, group and class discussions

Debate, consider, evaluate information and develop ideas / methods

Voice and express opinions with supporting evidence

Diamond 9

Create mind maps to develop ideas

Compare orally written examples of instructional, persuasive explanation, recount, information and discussion texts evaluating their effectiveness

Evaluate the use of language in a range of genres, including poetry e.g. the use of rhetorical questioning

Describe own interpretation of stimulus e.g. poetry, films, paintings.

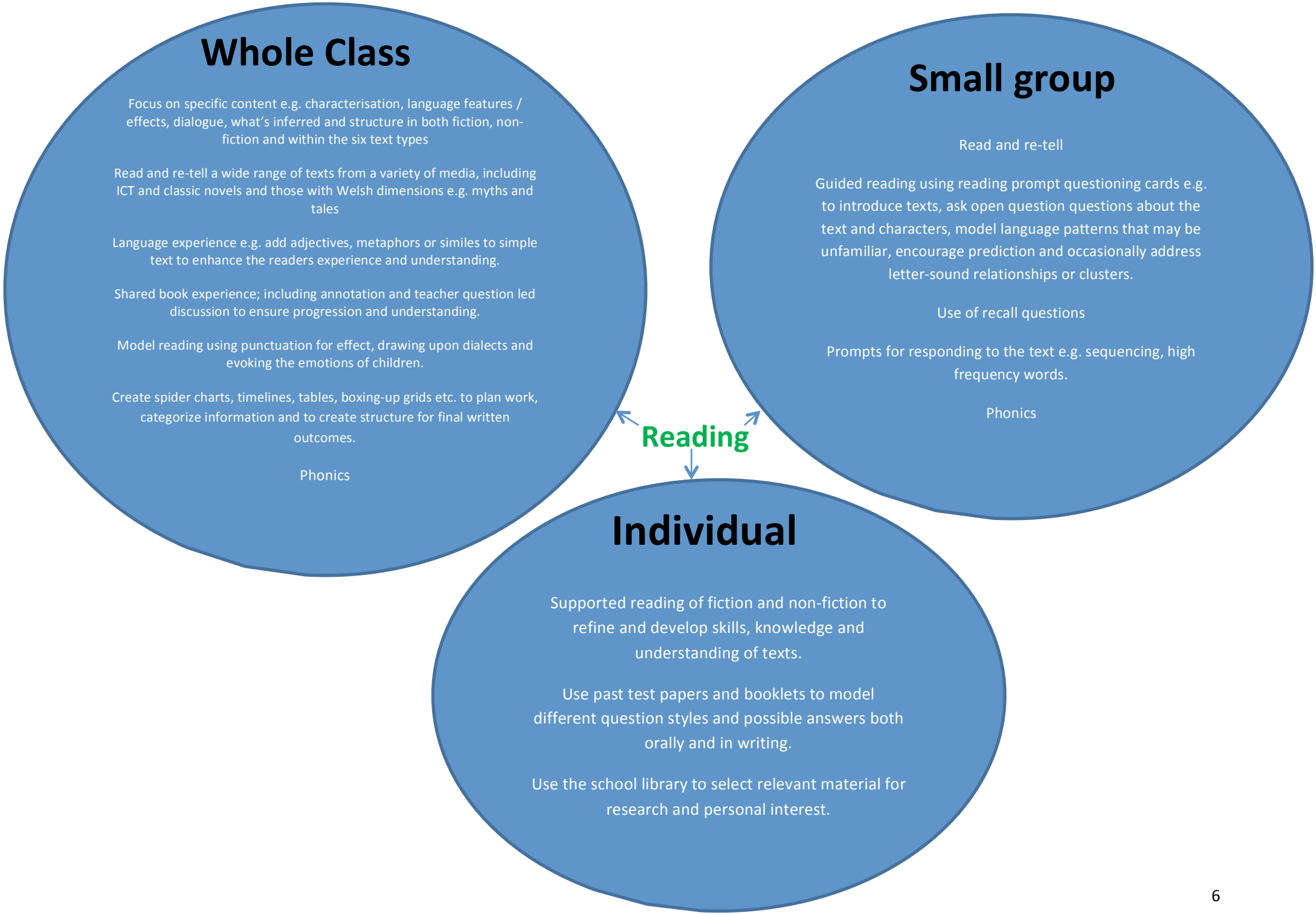
KWL Questioning grids e.g. teacher led discussion to reinforce / assess knowledge

Range of experiences - Reading

Learners should be given opportunities to:

- read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include: extracts and complete texts
- information and reference texts
- traditional and contemporary poetry and prose
- classic children's fiction and poetry
- graphic novels and picture books
- drama, including drama in performance
- texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures
- texts that have challenging subject matter, which broadens perspectives and extends thinking
- texts with a variety of structures, forms, purposes, intended audiences and presentational devices
- texts that demonstrate quality and variety in language use
- texts that reflect individual choice of reading matter
- texts with a variety of social, historical and cultural contexts
- texts that extend learners' intellectual, moral and emotional understanding
- texts with a variety of tone, *e.g. humour, parody, word play*
- texts that demonstrate the impact of technology on language use
- texts that present challenge
- read individually and collaboratively, *e.g. paired reading, guided group reading, shared reading*
- read for different purposes, *e.g. for personal pleasure; to retrieve, summarise and synthesise key information; to interpret and integrate information; to verify information; to deepen understanding through re-reading; to identify language devices used by the writer in order to analyse purpose; to identify alternative readings of a text*
- develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, poets, peers in written and dynamic texts*.

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected to ensure that they become enthusiastic, independent and reflective readers.


Whole Class
Focus on specific content e.g. characterisation, language features / effects, dialogue, what's inferred and structure in both fiction, non-fiction and within the six text types
Read and re-tell a wide range of texts from a variety of media, including ICT and classic novels and those with Welsh dimensions e.g. myths and tales
Language experience e.g. add adjectives, metaphors or similes to simple text to enhance the readers experience and understanding.
Shared book experience; including annotation and teacher question led discussion to ensure progression and understanding.
Model reading using punctuation for effect, drawing upon dialects and evoking the emotions of children.
Create spider charts, timelines, tables, boxing-up grids etc. to plan work, categorize information and to create structure for final written outcomes.
Phonics
Small group
Read and re-tell
Guided reading using reading prompt questioning cards e.g. to introduce texts, ask open question questions about the text and characters, model language patterns that may be unfamiliar, encourage prediction and occasionally address letter-sound relationships or clusters.
Use of recall questions
Prompts for responding to the text e.g. sequencing, high frequency words.
Phonics
Reading
Individual
Supported reading of fiction and non-fiction to refine and develop skills, knowledge and understanding of texts.
Use past test papers and booklets to model different question styles and possible answers both orally and in writing.
Use the school library to select relevant material for research and personal interest.

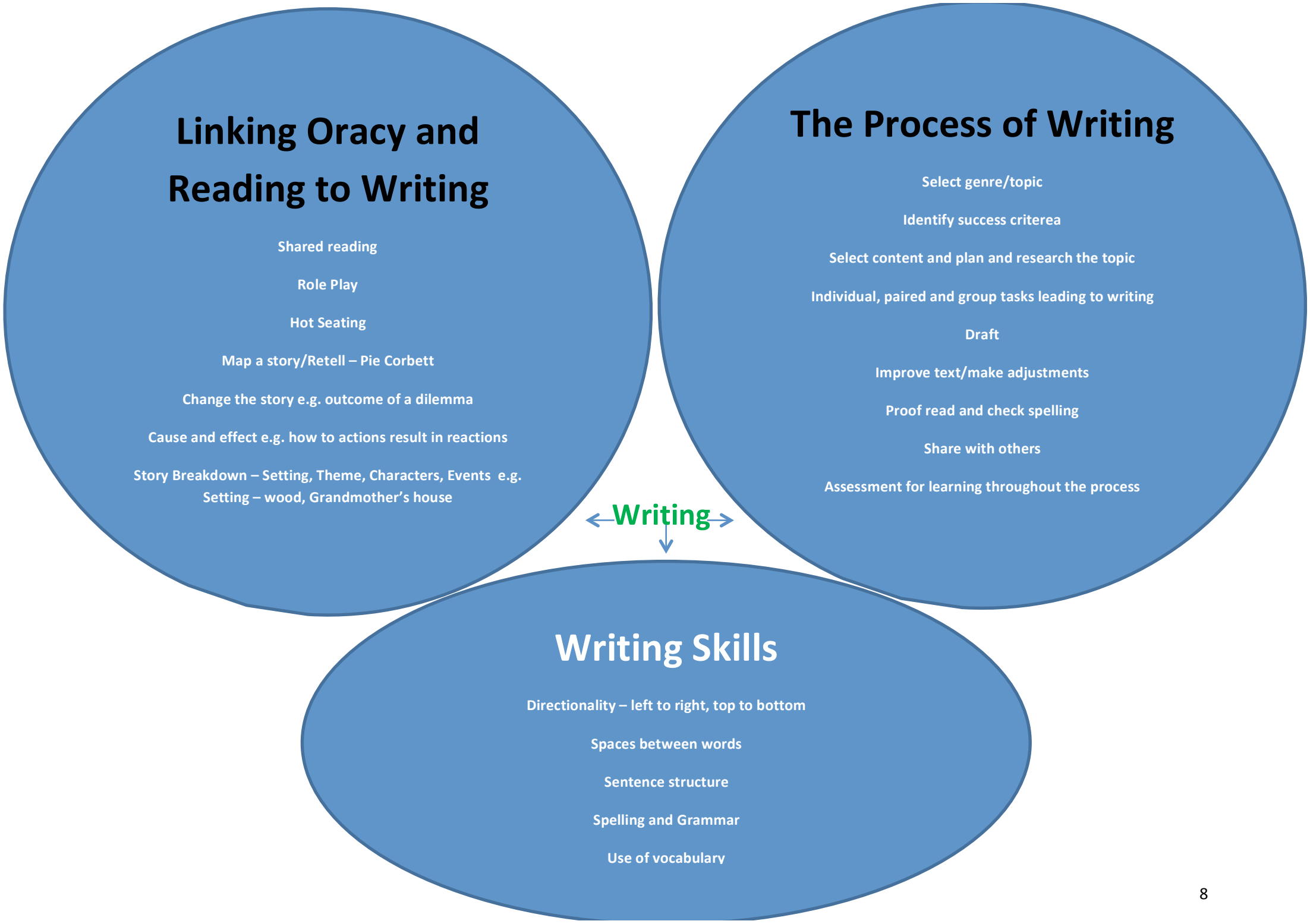
Range of experiences - Writing

Learners should be given opportunities to:

- write for a variety of purposes, including to: recount
- instruct
- inform
- explain
- argue/persuade
- discuss/analyse
- evaluate
- narrate
- describe
- empathise

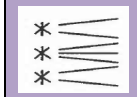
- write in a range of continuous and non-continuous texts in a variety of forms, *e.g. letters, diaries, articles, stories, reports, speeches, short plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies*
- write for a range of authentic audiences, real or imagined, *e.g. peers, younger learners, teachers, family members, publications, local politicians, historical and fictional characters*
- produce poetic writing, using imagery and poetic devices
- use a wide range of written and dynamic stimuli, *e.g. stories, picture books, images, poems, experiences, film, paintings and music*
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected.


Linking Oracy and Reading to Writing
Shared reading
Role Play
Hot Seating
Map a story/Retell – Pie Corbett
Change the story e.g. outcome of a dilemma
Cause and effect e.g. how to actions result in reactions
Story Breakdown – Setting, Theme, Characters, Events e.g. Setting – wood, Grandmother's house
The Process of Writing
Select genre/topic
Identify success criterea
Select content and plan and research the topic
Individual, paired and group tasks leading to writing
Draft
Improve text/make adjustments
Proof read and check spelling
Share with others
Assessment for learning throughout the process
Writing
Writing Skills
Directionality – left to right, top to bottom
Spaces between words
Sentence structure
Spelling and Grammar
Use of vocabulary

Activities should include when possible:
• Opportunities to develop and use a variety of punctuation within oracy, reading and writing tasks e.g. through shared reading and writing, Talk for Writing/ Pie Corbett strategies and VCOP pyramid. • Opportunities to develop phonological knowledge through explicit teaching, including blending for reading and segmenting for spelling e.g. Letters and Sounds and purposeful planned opportunities to build on/reinforce skills within other areas of the curriculum. • Opportunities to develop handwriting in accordance with the school policy and the requirements of the Literacy and Numeracy Framework. • Opportunities to develop ICT skills. • Opportunities to establish Learning Objectives, agree Success Criteria and redraft for improvement, using personal / on-line and formal dictionaries thesauruses when appropriate

Year 3 – Term 2 (Cycle 2)

	Spelling Spell plural forms, e.g. –s, -es, -ies Use past tense of verbs consistently e.g. consonant doubling before –ed Spelling strategies – use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words Spell all high frequency words		Handwriting Produce legible handwriting and present work appropriately joining letters in some words	ICT Use on-screen functions, *e.g. font, colour, cut, paste, size,* to present their work in ways to interest the reader and enhance meaning
Year 3 – Term 2 Focus	Possible stimuli for Oracy, Reading and Writing	Written Outcome	Language Features/Continuum	Exemplar Links with Framework
CORNERSTONES - Scrumdiddlyumptious Non-fiction **OR** Fiction **Instructions** Leaflet. Poster	• Shared reading to model and identify the key features of instructional writing e.g. states a goal to be achieved, lists materials required in sequence, provides simple, clear instructions and includes diagrams or illustrations for clarity. • Identify the topic and main ideas of some instructional writing, using highlighting techniques, to identify key words etc. • Read and follow a set of written instructions, evaluating their effectiveness. • Research specific information in texts using contents, indexes, glossaries and dictionaries e.g. playground games • Create questionnaires to gather further information • Work in small groups, sharing ideas and information to prepare a set of oral instructions on 'How to…' • Give clear oral instructions to another group, using relevant vocabulary and terminology e.g. How to… • Skim to gain an overview of leaflets e.g. topic, purpose, layout, language features • Explore visual clues in leaflets to enhance understanding and discuss the layout, structure and language used. • Plan and create a 'How to guide' in the form of a leaflet which includes visual information e.g. labelled diagrams, questionnaires. • Proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit • Review and improve sections of their work •	Write clear instructions within a leaflet. **For example** **Non Fiction** – How to look after a rabbit. Write a **set of step by step instructions** on how to care for them daily. **OR** **Fiction** – How to catch a dragon Write a set of **step by step instructions**. Create a poster which summarises the steps in the process e.g. include visual information e.g. labelled diagrams	• Present tense • Description for precision • Punctuation – **full stops, question marks, exclamation marks and commas for lists.** • Titles • Subject specific technical vocabulary • Sentence statements e.g. **Be careful if you…, Remember to…, Try not to…, try to…** • Imperative verbs e.g. **First, next, after, lastly** • Prepositions e.g. **before, after, next, onto, inside** • Common nouns • Connectives e.g. **also, if, because, so** • Numbers/Bullet points • Headings / Sub-headings • Diagrams with arrows / labelled diagrams • Use of negative commands e.g. **Do not use glue at this time** • Additional advice or suggested alternatives e.g. **it's a good idea to leave it overnight if you have time.** •	Non-fiction • Geography – Directions on how to get from A to B • How to clean up our village / school • Science – How to plant and grow a flower / vegetable • PSE – How to look after a pet • How to look after yourself on a sunny day, How to keep myself clean • DT - How to make a cup of tea / sandwich • How to make a board game / materials, equipment needed, in order, simple instructions, diagrams, illustrations. Procedural text within the leaflet in order to include a set of rules, guidelines or instructions • Hobby instructions – present instructions on how to undertake a personal hobby e.g. stamp collecting, karate, cycling, dancing Fiction • How to catch a dragon • How to make fairy bread • How to make magic dust • How to catch a villain • How to make cheese on toast for an alien •
Non-fiction – **Persuasion** Formal Letter Writing 	• Create mindmaps on a chosen topic e.g. The effects of pollution • Small group discussion on the chosen topic e.g. The main causes of pollution and what can be done to prevent further damage to the environment. • Listen carefully to others and make connections with what they are learning and already know. Encourage pupils to ask relevant questions/make comments to reinforce understanding. • Further research the topic in texts using contents, indexes, glossaries and dictionaries • Develop relevant vocabulary through exploring a wide range of simple persuasive texts, reading information texts and diagrams • Edit mindmaps, adding any relevant information that has been gathered. • Discuss the importance of speaking clearly when	Present a point of view in the form of a formal letter e.g. letter to the school council asking for new resources for the school playground.	• Simple present tense • Phrases using 'that' e.g. **I think that…,** • Punctuation – **full stops, question marks, exclamation marks and commas for lists.** • Select appropriate style and vocabulary • Adverbs of time to aid sequencing e.g. **now, then, tonight, tomorrow, yesterday (if a sequence of events is described in support of an argument)** • Rhetorical questions e.g. **Don't you think…?** • Sentence starters e.g. **I think…, I don't think…, I believe…, I don't believe…** • Connectives e.g. **also, if, because, so** • Openings e.g. **I write to you because…, I would like to…, Thank you for** • Phrases to finish of e.g. **Lastly…, I would like to say…, I believe that…, I look forward to hearing from you…**	• **Geography** – Persuasive formal letter to oppose a new local development • Letter to persuade the town council to build a new skateboard park • Letter to school council regarding new resources for the school, classroom, yard. • **Science** – Formal letter to voice concern and to persuade others of the negative effects of pollution. • Letter to persuade the town council to build a new skateboard park • Letter to school council regarding new resources for the school, classroom, yard. • **History** - Letter from a school child in Victorian times (Maestir School) to persuade councillors not to close the school • Local workmen write a formal letter to persuade the Master to reduce the taxes. Rebecca Riots – Formal letter to persuade dignitaries of the unfairness of the toll charges.

	presenting a point of view and varying expression in order to persuade others e.g. peers, visitors to the school. • Role play and drama – explore particular persuasive scenarios and discuss the effectiveness of different strategies used e.g. the use of formal and informal language. • Shared reading of persuasive formal letters to model and identify the key features • Compare orally written examples of persuasive formal letters, evaluating their effectiveness. • Plan and present a point of view in the form of a formal letter. • Proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit • Review and improve sections of their work		•	
Poetry - Vocabulary building	• Describe the effect a poem has and suggest possible interpretations. • Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' e.g. alliteration • Read, recite and perform free verse		• Language forms associated with spoken language, relying more on the patterns of speech than on poetic conventions of rhyme and metre.	•
CORNERSTONES - Predator Non-fiction **OR** Fiction **Explanation** How… 	• Guide pupils to reflect on processes and to sequence an explanation orally. • See and hear an oral explanation of a process using a flowchart. • Orally explain how to make…/create…/build…. • Listen carefully to others and make connections with what they are learning and already know. Encourage pupils to ask relevant questions during discussion/presentations and to make comments to reinforce understanding. • Develop relevant vocabulary through independent, guided and shared reading of simple explanation texts and invitations. • Read explanations in the form of captions, pictures, diagrams and text in books and the world around them e.g. wall displays. • Look for specific information in texts using contents, indexes, glossaries and dictionaries. • Explore visual clues to enhance understanding e.g. diagrams, charts • Undertake a practical task and produce a flow chart, ensuring content is clearly sequenced leading to final written outcome and compile a class book of explanations e.g. on 'How we recycled materials to make something useful' • Read and discuss a variety of invitations to different events; identifying the main features e.g. language, layout • Create individual invitations e.g. to a sale where the recycled objects will be sold to raise money. • Proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit • Review and improve sections of their work •	Produce a flow chart, ensuring content is clearly sequenced leading to final written outcome and compile a class book of explanations. For example: Non-fiction Class book - How materials can be recycled into something useful. **Create individual invitations to a sale where the recycled objects will be sold to raise money.** **OR** Fiction Class book - How magic spells are created. **Create individual invitations to magic show.**	**Explanation** • Logical sequence /Time connectives e.g. **First, then, following, finally** • Opening statements e.g. **I will try to…, Firstly I will…, I am going to…** • Punctuation – **full stops, question marks, exclamation marks and commas for lists.** • Causal connectives e.g. **so…, because…** • 'Timeless' present tense e.g. **are, turns, happens** • Action verbs – e.g. **falls, rises, changes** • Conjunctions – **when, then, first, after this, so** • Heading • Use of diagrams or pictures **Invitation** • Polite directives e.g. **please come to…, it will take place at…, it starts at…, it finishes at… we're looking forward to…** • Punctuation – **full stops, question marks, exclamation marks and commas for lists.** • More advanced language constructions e.g. **we/I would like to invite you…, during the afternoon we/I will be…, at around…, it would be good if…, we/I hope that you will…** • Time connectives e.g. **first of all…, later…, at about…, following that…, at the end of the afternoon…, finally** •	Non-fiction • How do brown bears and polar bears differ? • How to keep safe whilst cycling to school/crossing the road Fiction • How would you change the school for the better if you were headteacher? • How to solve a mystery •
Poetry structure Free Verse Poetry – List Poem	• Read and perform list poetry	Write a list poem	• A simple list of words, phrases or sentences, often preceded by a 'starter' sentence, such as 'Happiness is…'	Examples : Ten thing's found in a wizard's pocket by Ian Mcmillan http://www.poetryteachers.com/poetclass/lessons/bugsme.html

Year 3 – Term 3 (Cycle 2)

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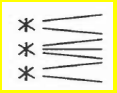
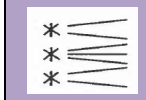
Year 3 – Term 3 Focus	Possible stimuli for Oracy, Reading and Writing	Written Outcome	Language Features/Continuum	Exemplar Links with Framework
CORNERSTONES - Tremors Non-fiction – **Information** News Paper **Article** **Advertisement** 	• Read and listen to a range of newspaper articles, identifying how they are organised e.g. paragraph headings, pictures, graphs, the use of questions as titles. • Group discussion on a particular topic e.g. The importance of eating healthily. What do they know? What do they need to research? How will they undertake their research? • Research the topic e.g. listen to and discuss related texts, watch videos on the topic, interview a member of the public (policeman, resident of a housing estate, doctor), visit the place to gain deeper understanding of the issues (countryside where proposed housing development is to be built). • Continually discuss the information as it is being collected, recording key points in note form e.g. mind map, diagrams, highlighting key words of texts. • Work in small groups to collate information under specific headings e.g. positive, negative effects. • Write a newspaper article that draws attention to the topic being discussed, include supporting simple graphs, tables and imported images to summarise information. • Proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit • Review and improve sections of their work	**Factual based Newspaper article** e.g. The importance of a healthy diet. Include supporting simple graphs, tables and imported images to summarise information. Create an advertisement for the Newspaper e.g. for a new healthy drink	Article • Precise clear language to give information • Introduction to set the scene • Punctuation – **full stops, question marks, exclamation marks and commas for lists.** • Headings, sub-headings • Degree of formality • Opening Statements e.g. **I am going to…, I will try…** • Factual sentence starters for information e.g. This is a …, **…are…, …is…, They are…, They are also…, They like to…, They don't like…, It can…, It doesn't…** Advertisement • Starting sentences with a verb e.g. **Don't…, Try a..., You will be…** • Persuasive statements e.g. it will…, you will be… • Adjectives e.g. amazing…, incredible	• PSE – The importance of a healthy diet. • The importance of leisure facilities in the community for children e.g. park, swimming pool, skate park • Geography – The effects of air or water pollution. • The most suitable pet for a 4 year old. • Penguins/Camels/ Butterflies…
Poetry - Vocabulary building	• Recite and perform familiar poems by heart • Shared reading of poems • Express opinions, likes and dislikes • Explain the pattern of simple forms. •		Rhythm and Rhyme	•
CORNERSTONES – Gods and Mortals Fiction - **Recount** Diary 	• Model reading using punctuation for effect, drawing upon dialects and evoking the emotions of the listener. • Encourage pupils to listen carefully to fables and ask relevant questions to reinforce and build on understanding e.g. characterisation, language features, effects, dialogue, what's inferred and structure. Discuss relevant information and key ideas e.g. How did the chosen	Use a fable (myth, legend or parable) to write a fictional diary of the chosen character. Write a review of the literature studied.	• First person • Past tense • Punctuation – **full stops, question marks, exclamation marks and commas for lists.** • Simple connectives e.g. **and, but, so** • Sentence starters for coherence e.g. **Firstly…, Next…, Finally…** • Other sentence starters **e.g. I felt so…** • Specific and descriptive language e.g. **magical, kingdom** • Adverbs to describe actions e.g. **gently, angrily, bravely,**	• Geography - The Town Mouse and Country Mouse • The Boy Who Cried Wolf – diary of the boy (moral message) • RE – Diary of the Prodigal Son, Diary of the man on the road side in The Good Samaritan •

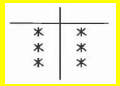
Book Review	character feel? What led to the day's events? • Explore visual clues in fables e.g. to enhance understanding. • Recount a series of events in sequence using Pie Corbett storytelling strategies e.g. A day in the life of…. • Explore the key features of characters within fables through role play; keeping in role and supporting others. • Track a character through a story and see how they change during e.g. become wiser • Independent and shared reading of diary extracts. • Discuss and evaluate extracts from diaries e.g. layout, use of language • Shared writing to model key features of a diary. • Recount information from fables in the form of a written diary entry. • Use a fable (myth, legend or parable) to write a fictional diary of the chosen character. • Proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit • Review and improve sections of their work		**carefully, foolishly, excitedly** • Adjectives to describe characters e.g. **old, thin, young, curly, kind, brave, untidy** • Adjectives to describe settings e.g. **cosy, dusty, warm, cold** • Speech like phrases e.g. **by the way, I should have told you that, I think that, the best bit was, the worst part was.** • Adverbs to start a diary sentence with e.g. **Hopefully, Luckily, Thankfully.** • Rhetorical questions e.g. **You'll never guess what happened?**	
Fiction - **Dialogue** with 2 characters	• Shared reading of dialogues to model key features and deduce the main ideas developed • Identify a scenario to be explored and developed through the dialogue e.g. daily chores undertaken by the warriors. • Role Play e.g. re-enact dialogues, using appropriate and relevant vocabulary for the task e.g. greetings, level of formality. Keep in role and support others. • Evaluate a range of dialogues, noting the effectiveness of key features, such as; choice of vocabulary, use of punctuation for effect e.g. exclamation mark and choice of dialogue tags. • Plan and write a dialogue between 2 fictional characters which develops the key points and ideas explored through the chosen topic • Proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit • Review and improve sections of their work	Write a dialogue between 2 fictional characters.	• Use appropriate and relevant vocabulary for the task e.g. greetings, level of formality • Use dialogue to increase the tension, (move the story forward if within a narrative) and reveal character' relationships to one another. • Punctuation – **full stops, question marks, exclamation marks and commas for lists.** • Use of connectives e.g. **first of all…, after that…, at the end of the day…** • Dialogue tags other than "said" e.g. **asked, cried, lied, sang, replied, laughed** • Connectives e.g. **and, but, so, when, then, because, when, if**	• History – 2 Celtic Warriors / Children talking about daily life / chores in a Celtic village. • Dialogue between friends playing in school during the Victorian era and not allowed to speak Welsh / having been caught speaking welsh and awarded the Welsh Not.
Poetry Structure – Haiku	• Read and write Haiku and Tanka poetry	Write Haiku and Tanka poetry	• Haiku – 3 lines: syllable pattern 5, 7, 5	https://www.youngwriters.co.uk/types-haiku-poem http://www.johnfosterchildrenspoet.co.uk/index.php/getting-started/22-haiku/24

Year 4 – Term 2 (Cycle 2)

	Spelling Use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words e.g. words with more complex patterns		Handwriting Produce handwriting which is clear and legible and may be cursive	ICT Explore and use appropriately the different forms of writing on-screen to interact with others, *e.g. websites, e-mails, blogs*
Year 4 – Term 2 Focus	Possible stimuli for Oracy, Reading and Writing	Written Outcome	Language Features/Continuum	Exemplar Links with Framework
CORNERSTONES - Scrumdiddlyumptious Non-fiction **OR** Fiction **Instructions** Recipes Poster	• Display an example of instructional writing within a brochure or pamphlet on the Interactive Whiteboard. Class discussion encouraging pupils to identify the main topic, structure and language features e.g. states a goal to be achieved, lists materials required in sequence, provides simple, clear instructions and includes diagrams or illustrations for clarity. • Teacher led annotation of a text; highlighting key features, use of language and organisation of text. • Look at a range of brochures or pamphlets, encouraging pupils to respond orally and explain information and key ideas. • Read and follow a set of written instructions, evaluating their effectiveness. • Research specific information on the chosen 'How to…' topic from web pages, using search methods, considering the most efficient methods. • Create a set of oral instructions based on the researched topic. Individually explain the instructions orally to peers within small group situations, using relevant vocabulary. Listen carefully to the presentations of others and show understanding of the main points, responding and giving views on what the speaker has said. • Compile a class book based on the researched topic; ensuring that information and instructions are presented clearly. Include illustrations and diagrams for clarity of meaning. • Proofread their own work and that of others, assessing and identifying ways to improve before editing • Improve writing, checking for clarity and organisation •	Compile a class recipe book. For example: **Non-fiction -** Our healthy recipes. **Fiction** – Our marvellous potions for a range of ailments Individuals to compile instructions on the chosen topic. Collate into a class book which includes a cover, contents page, glossary of terms and illustrations. Create a poster advertising the launch of the book.	• Formal • Present tense • Titles • Punctuation – **full stops, commas, exclamation marks** • Subject specific vocabulary • Sentence statements e.g. **Be careful if you…, Remember to…, Think about…, Consider…** • Procedural phrases e.g. **To start with…, Afterwards…, At this point…, Lastly** • Prepositions e.g. **before, after, next, onto, inside, through, during** • Common nouns • Connectives e.g. **also, if, because, so, after, however** • Bullet points • Headings / Sub-headings • Diagrams with arrows / labelled diagrams to introduce sections/paragraphs • Use of negative commands e.g. **Do not eat food with high sugar content.** • Additional advice or suggested alternatives e.g. **it's a good idea to leave it overnight if you have time.** •	Non-fiction • Geography - How to use an atlas to locate a place. • English – How to use a dictionary • Science – How to conduct an experiment. • Physical Education – How to play a game. • Art – How to tie-dye a fabric. Fiction • How to talk like the BFG • How to protect yourself from giants. How to make marvellous medicine -George's marvellous medicine
Non-fiction – **Persuasion** Formal Letter Writing 	• Gather ideas on a chosen topic through discussion e.g. The effects of pollution • Small group discussion on the chosen topic e.g. The main causes of pollution and what can be done to prevent further damage to the environment. • Listen carefully to others and make connections with what they are learning and already know. Encourage pupils to ask relevant questions/make comments to reinforce understanding. • Develop skimming techniques through further research on the chosen topic. Read and analyse a range of persuasive texts to identify key features e.g. letters to newspapers, discussions of issues in books. Encourage pupils to record relevant information to use in their writing. • Listen to audio clips of people talking persuasively. Discuss the use of persuasive language and use role play to consolidate understanding. • Use notes gathered to prepare a short talk to highlight the main points of the chosen argument. Present the talk to younger members of the school, • Shared reading and writing to model key features of a	Write a persuasive letter from own point of view e.g. A letter to the local council which outlines the need for better amenities for children in the area.	• Simple present tense • Punctuation – **full stops, commas, exclamation marks, question marks and apostrophes e.g. I've** • Phrases using 'that' e.g. **I believe that…, It is clear that…,** • Select appropriate style and vocabulary • Adverbs of time to aid sequencing e.g. **now, then, tonight, tomorrow, yesterday** • Rhetorical questions e.g. **Isn't it clear that…? I can't believe that…?** • Sentence starters e.g. **I believe…, I don't believe…, In my opinion** • Connectives e.g. also, if, because, so, after, however • Openings e.g. **I write to you because… , I would like to…, I wish to…, Thank you for…** • Phrases to finish off e.g. **Lastly…, I would like to say…, I believe that…My last point is…** •	• Geography – Improving the local town for young people – skate park / leisure park / cinema / bowling alley. • Science / Geography- effects of pollution on wildlife / effects of a development on the local village / wildlife • PSE – Closing the local swimming pool/Letter of complaint after visiting a local café / restaurant. Thank you letter to an individual after receiving a donation. • RE – Thank you letter to a committee after visiting a religious building. Music – Letter of appreciation after a school visit or recital.

	formal letter • Analyse how a particular view can most convincingly be presented, e.g. ordering points, visual aids, graphs, images, etc. can be used to support or reinforce arguments and investigate how style and vocabulary are used to convince the reader. • Plan and present a point of view in the form of a formal letter. • Proofread their own work and that of others, assessing and identifying ways to improve before editing • Improve writing, checking for clarity and organisation •			
Poetry -Vocabulary building	• Describe the impact of poetry and explain own interpretation of poems. • Comment on the use of expressive language to create images, sound effects and atmosphere •		• Language forms associated with spoken language, relying more on the patterns of speech than on poetic conventions of rhyme and metre.	•
CORNERSTONES - Predator Fiction **OR** Non-fiction **Explanations** – How… 	• Develop relevant vocabulary through guided and shared reading of explanation texts. Encourage pupils to explain information and ideas. Create a flow charts e.g. How solids can change to liquids • Find information and ideas from web pages, using different search methods to explain a process. • Encourage pupils to skim and scan different sources if information on the topic e.g. reference books, web pages and leaflets. Summarise the information and orally explain the process to their peers in small group situations. • After oral rehearsal, write explanatory texts independently from a flowchart, notes and/or diagrams using the conventions modelled in shared writing, ensuring content is clearly sequenced leading to final written outcome and compile a class book of explanations e.g. Our wacky classroom experiments. • Create individual invitations e.g. To a Science evening in the school • Proofread their own work and that of others, assessing and identifying ways to improve before editing • Improve writing, checking for clarity and organisation •	**Produce a flow chart, ensuring content is clearly sequenced leading to final written outcome and compile a class book of explanations on 'how 'to do something e.g. Our Wacky Classroom Experiments.** **For example:** **Non-fiction** **How liquids can be changed into solids.** **Create individual invitations to a Science evening in the school** **OR** **Fiction** **How can a giant spider trap its prey?** **Create individual invitations to the unveiling of the new school terrarium.**	**Explanation** • Punctuation – **full stops, commas, exclamation marks, question marks and apostrophes** • Opening statement e.g. **I will attempt to…This explanation will…** • Logical sequence/Time connectives e.g. **To begin with…, Next…, Before long…, Finally…** • Causal connectives e.g. **this is because, this leads to, as a result** • 'Timeless' present tense e.g. **are, turns, happens** • Action verbs – e.g. **introduce, improve, effect, explore, persuade, provide, promote, delay** • Conjunctions – **when, then, first, after this, so** • Heading and sub headings **Invitation** • Punctuation – **full stops, commas, exclamation marks, question marks and apostrophes e.g. I've** • Polite directives e.g. **please come to…, it will take place at…, it starts at…, it finishes at… we're looking forward to…** • More advanced language constructions e.g. **we/I would like to invite you…, during the afternoon we/I will be…, at around…, it would be good if…, we/I hope that you will…, Don't forget to…** • Time connectives e.g. **first of all…, later…, at about…, following that…, at the end of the afternoon…, finally…** •	Non-fiction • DT – How to make a cup that can boil and freeze a drink when needed. • How to make a board game that you can play in the water / materials, equipment needed, in order, simple instructions, diagrams, illustrations. • Science – How to create a functional electrical circuit that includes a light /buzzer / s • How does a bicycle work? Fiction • How to catch a dream • How to create a cycle that can fly • How to create a shoe that can be worn in all weathers • How to build a shower with an inbuilt drying system • How to survive on a deserted island. •
Poetry Structure – Limericks and/or riddles	• Read, recite and respond to limericks	Write limericks and/or riddles	• 5 line rhyming form • Humorous subject matter • Rhyme pattern usually AABBA • First line is typically …"There once was a …from …"	https://www.youngwriters.co.uk/types-limerick

Year 4 – Term 3 (Cycle 2)

	Spelling Use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words e.g. words with more complex patterns		Handwriting Produce handwriting which is clear and legible and may be cursive	ICT Explore and use appropriately the different forms of writing on-screen to interact with others, *e.g. websites, e-mails, blogs*
Year 4 – Term 3 Focus	**Possible stimuli for Oracy, Reading and Writing**	**Written Outcome**	Language Features/Continuum	Exemplar Links with Framework
CORNERSTONES – Tremors Non-fiction **Discussion/Report** Informative **Article for the local newspaper**  Advertisement	• **Analyse a range of newspaper articles identifying the main points and supporting information e.g. visual clues** • **Develop relevant vocabulary through guided and shared reading of newspaper articles** • **Watch and listen to third person reports such as news or sports reports on television or radio. Recount the information to peers.** • **Explore the expression of different views through discussion, role play and drama.** • **Gather ideas to plan for writing, categorising ideas under headings e.g. for and against.** • **Work in small groups to consider different sides of an argument based on notes gathered from several sources. Adopt a particular viewpoint and debate orally.** • **Write an independent article for the local newspaper summarising reasons for choices in an article e.g. The impact of a new housing development on the community. Include supporting evidence e.g. tables, diagrams, images that add or summarise information.** • **Proofread their own work and that of others, assessing and identifying ways to improve before editing** • **Improve writing, checking for clarity and organisation**	**Discussion: Consider different sides of an argument e.g. on a local topical subject; based on notes gathered from several sources** Information: **Write an independent report for the local newspaper summarising reasons for choices in an article e.g. the impact of a new housing development on the community** **Write a job advertisement e.g. asking for a range of skilled craftsmen to build the new estate.**	• Punctuation – **full stops, commas, exclamation marks, question marks and apostrophes** • Expressive language to engage reader / viewer • Precise clear language to give information • Introduction to simple paragraphing • Headings, sub-headings • Present tense (The argument is written in the timeless present tense. This might change to the past if historical background to the issue was being given. If predictions are being made the tense might change to the future). • The writer uses repetition of words, phrases and concepts deliberately, for effect. • Strong effective adjectives e.g. **pollute, clutter, cramped, crowded.** • Rhetorical questions e.g. **How would you feel? How would you react? What would you do?** • Opening Statements e.g. **Firstly I will…, This article will…** • Factual sentence starters for information texts e.g. **As a rule…, Usually…, They avoid …because…, This is a…, Sometimes…, Often…, They are usually…, It is usually…, They are never…, It is never…, Most…** • Use of pronouns **(I, we, us)** to manipulate the reader to agree with the position argued. • Use of emotive language i.e. **words that will appeal to the reader's feelings, e.g. concern, unreasonable, should.** • Connectives e.g. **without any warning, presently, after that, eventually** • Indirect speech e.g. **he/she agreed that…, he/she claimed…, he/she went on to say…, he/she also spoke of…** Advertisement • Starting sentences with a verb e.g. **Imagine…, Find out…** • Persuasive statements e.g. it will…, you will be…, • Adjectives e.g. amazing…, incredible, attractive, unique •	• **Geography** – should we be shopping locally or travelling to buy our food? Effects of this on the local town? • **Geography** – The decision to stop certain bus routes in our locality. • **Geography** – Wind turbines in rural countryside – Good or bad? • **Music** – No money to help pay for music / instrument lessons in school • **PSE** – decision to close the local swimming pool. • **PE** – the impact of a new local running club on young people. • **RE** – The impact of a decision to close down the local chapel.
Poetry - Vocabulary building	• **Perform and read free verse** • **Describe poem's impact and explain own interpretation** • **Shared reading of poems** • **Express opinions, likes and dislikes**		• Rhythm and Rhyme	•
CORNERSTONES – Gods and Mortals Fiction - **Recount** Diary 	• Encourage pupils to listen carefully to myths or legends and ask relevant questions to reinforce and build on understanding e.g. characterisation, language features, effects, dialogue, what's inferred and structure. Discuss relevant information and key ideas e.g. How did the chosen character feel? What led to the day's events? • Shared reading of a myth or legend, encouraging pupils to use understanding of sentence structure and punctuation to make meaning. • Accurately identify the main points and supporting information in the myth/legend e.g. highlighting, annotating key words/features • Independent and shared reading of diary extracts to identify how they are organised and to discuss the key features e.g. how the verbs used for speech help you work out characters personality.	Adopt the role of a character from a story, play, myth or legend. Write a diary describing another key character focusing on effective characterisation. Write a review of the literature studied.	• First Tense • Punctuation – **full stops, commas and apostrophes e.g. he'd** • Adverbs to start a sentence e.g. **anyway, lately, luckily** • Adverbs to describe actions e.g. **boldly, caringly, clumsily, accidentally, firmly** • Simple connectives e.g. **but, so, then, because, when** • Speech like phrases e.g. **By the way…, I hope that…, I think that** • Adjectives to describe characters e.g. **caring, bold, gentle, nasty** • **old, thin, young, curly, kind, brave, untidy** • Adjectives to describe settings e.g. **drab, rural, mysterious, bleak** • Reorientation e.g. **a closing statement that may include elaboration (I hope he continues to defend my kingdom from danger as he did today)** • Evoke senses – **'The foul smell of smoke lingered in his hair.'** • Verbs are used when expressing opinions, e.g. **I think …. I do believe… They say that he / she…….** • Write in the past tense and in Chronological Order • To help the reader empathise with you use pronouns such as **.I, We, Us, We're**	• History – Diary of King Arthur - Sword in The Stone. Twm Sion Cati / Sion Cwilt / Robin Hood • Music – The Sorcerer's Apprentice • Geography – The Town Mouse and the Country Mouse

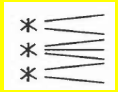
Book Review	• Role play, monologue describing another character from the text. • Guided writing to model key features of a diary and how to include main ideas with supporting details. • Use evidence collected to write a diary. Adopt the role of a character and write a diary describing another key character from a story, play, myth or legend; focusing on effective characterisation. • Proofread their own work and that of others, assessing and identifying ways to improve before editing • Improve writing, checking for clarity and organisation •		**and I'm.** • Personal language including thoughts and feelings. • Rhetorical questions e.g. **Have you ever …?** • Speculative sentence starters e.g. **I wonder if …** • Other sentence starters **e.g. I felt so…, Sometimes…, At times…, At least**	
Fiction - **Dialogue** with more characters	• Guided reading of dialogues to identify conventions for punctuation and layout. Careful questioning to encourage pupils to consider what dialogues reveal about characters' feelings, actions and relationships. • Evaluate a range of dialogues, noting the effectiveness of key features, such as; choice of vocabulary, use of punctuation for effect e.g. exclamation mark and choice of dialogue tags. • Listen to audio clips of dialogue. Discuss content and important features of speech e.g. dialect, level of formality. What effect does this have on the listener? How do we portray the characters? • Plan and write a conversation between two fictional characters from a story, highlighting a dilemma or problem • Small groups to perform their dialogues to the class using props. Experiment with varying the pitch and tone of their voice as appropriate. • Proofread their own work and that of others, assessing and identifying ways to improve before editing • Improve writing, checking for clarity and organisation	Write a conversation between two fictional characters from a story, highlighting a dilemma or problem	• Use appropriate and relevant vocabulary for the task e.g. greetings, level of formality • Punctuation – **full stops, commas, exclamation marks, question marks, speech marks and apostrophes e.g. I've** • Use dialogue to increase the tension, (move the story forward if within a narrative) and reveal character' relationships to one another. • Punctuation: **quotation marks, commas, explanation marks** • Dialogue tags other than "said" e.g. **agreed, argued, begged, giggled, screamed, sobbed, yelled, replied** • Connectives e.g. **and, but, so, when, then, because, when, if, after, while, as well as, also.** • Apostrophes for omission e.g. **she's, he's,** •	
Poetry Structure – Tanka	• **Read and write Haiku and Tanka poetry**	**Simple sentences expressing an opinion**	• Tanka – 5 lines: syllable pattern 5, 7, 5, 7, 7.	https://www.youngwriters.co.uk/types-tanka-poem

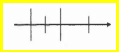
Year 5 – Term 2 (Cycle 2)

	Spelling Use a variety of strategies to spell words with complex regular patterns, e.g. exercise, competition		Handwriting Produce legible, cursive handwriting with increasing fluency	ICT Explore the layout of web pages to create material using available tools
Year 5 – Term 2 Focus	Possible stimuli for Oracy, Reading and Writing	Written Outcome	Language Features/Continuum	Exemplar Links with Framework
CORNERSTONES – Stargazers Non-Fiction OR Fiction **Explanations** – reference books 	• Look at a range of explanation texts; discussing and identifying key features of layout, text, language and supporting details e.g. graphs • Watch a documentary on the chosen topic and make notes/summarise key points. Discuss the use of language and the speakers' viewpoints. Was the speakers' viewpoint supported by factual evidence? How do we know? • Research for further information on the chosen topic e.g. in reference books, on the web, through discussion with members of the public. • Compile the evidence and prepare an oral explanation of the process from own notes. • Independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity. Explain 'how' something happens, documenting the process e.g. How volcanoes erupt. • Compile a class book e.g. Natural Disasters and explore in groups and as a class different ways to present the information, • Proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/redraft work to show progression. • Revise and improve writing, explaining why they have made changes • Create individual invitations e.g. To the unveiling of the new reference in the school library.	Individually research and plan a page for a reference book on one aspect of a class topic. Compile a class reference book e.g. Natural Disasters. Create individual invitations to parents, governors etc. to the unveiling to the new reference section in the school library, where the book will be displayed. For example: Non-fiction – How volcanoes erupt. Fiction – How future inventions will change the world.	**Explanation** • Logical sequence/Time connectives e.g. **To begin with…, Next…, Before long…, Finally…** • Opening statements e.g. **This explanation is designed to…** • Causal connectives e.g. **this is because, this leads to, as a result** • **'Timeless' present tense e.g. are, turns, happens** • Action verbs – e.g. **introduce, improve, effect, explore, persuade, provide, promote, delay** • Conjunctions – **when, then, first, after this, so** • Heading and sub headings **Invitation** • Polite directives e.g. **please come to…, it will take place at…, it starts at…, it finishes at… we're looking forward to…, it will be…,** • More advanced language constructions e.g. **we/I would like to invite you…, during the afternoon we/I will be…, at around…, it would be good if…, we/I hope that you will…, Don't forget to…, you are welcome to provide suggestions….** • Time connectives e.g. **first of all…, later…, at about…, following that…, at the end of the afternoon…, finally…**	**Non-Fiction** **Geography** • How volcanoes work • What causes Earthquake • The causes and effects of coastal erosion **Science** • The effects of smoking on the lungs / heart • How the digestive system works • How the heart and blood circulation works • How bacteria and viruses affect the human body • How are glass bottles recycled Fiction • How we will live in the future • How to build a space shuttle in the back garden
Poetry Structure Cinquains	• Read, recite and respond to Cinquains • Use actions, sound effects and dramatic interpretation to perform cinquains	Write cinquains experimenting with rhyme and syllabification.	• Five-line poem Syllable pattern for each line 2, 4, 6, 8, 2	https://www.youngwriters.co.uk/types-cinquain
CORNERSTONES – Pharaohs Non-fiction – **Information** Portrait	• Read a wide range of historical portraits, discussing and annotating the use of language e.g. time connectives, legacy statements and past tense. • Prepare for factual research by reviewing what is known and unknown about the chosen historical character and which resources are available for the task. • Work in small groups to skim and scan a range of sources e.g. information from the web, television documentaries, audio clips and texts to research a particular line of enquiry e.g. characters' social standing, education, family tree and personal traits. Write personal notes to record selected information e.g. mindmaps, timelines, tables, flowcharts, illustrations. • Group discussion on the selected information leading to the planning of an oral presentation on the chosen topic to the other members of the class. Each member of the group to take some responsibility for completing the task well.. • Listen carefully to group oral presentations editing and refining notes as applicable. • Individually draft a portrait of the historical character based on the notes gathered from a range of different sources.	Evaluate a range of evidence based on notes gathered from different sources to build an informative and accurate portrait of a historical character e.g. King Arthur	• Punctuation – **full stops, commas, bullet points, exclamation marks, question marks, speech marks and apostrophes** • Time connectives e.g. **during his early life, Soon afterwards, Many years later, Towards the end of his life…** • Other starters e.g. **As it happened…, Once he/she had…** • Making statements e.g. **One of the most interesting things about…was…** • Legacy statements e.g. **His/her life was…, He /she will be remembered for…, His/her life was…** • Chronological order – 1st person • Past tense • Adjectives e.g. **aggressive, bashful, dishonest, humble, spiteful, impatient** • Similes e.g. **as stubborn as a mule, as tough as leather** • Idioms e.g. **the best of both worlds, see eye to eye** • Comparative language to describe and differentiate e.g. **angrier, more anxious, smarter** •	**Geography** – Christopher Columbus / Sir Francis Drake Portrait of a famous character – explorer of the North / South Pole, Eric Jones. **History** – King Arthur / Owain Glyndwr / Santes Dwynwen / Alexander Graham Bell Twm Sion Cati / Sion Cwilt, Henry V111 / Queen Victoria, Santes Dwynwen / Guy Fawkes **Music** – Portrait of a historical composer / performer – Louis Armstrong / Tom Jones / Shirley Bassey **RE** – Character from a Religious Story – Rama / Sita

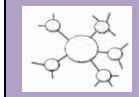
	• Proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/redraft work to show progression. • Revise and improve writing, explaining why they have made changes • ICT: explore the layout of web pages to create material using available tools			
Fiction - **Dialogue**	• Analyse dialogues at particular points in stories and summarise its purpose e.g. to explain plot, show character or relationships. • Evaluate a range of dialogues, noting the effectiveness of key features, such as the choice of vocabulary and sentence construction for narrative to set the scene. • Discuss dialect in plays and unfamiliar language that is native to a certain area or particular period of time in history. • Use role play to explore characters, setting and events in stories. Use appropriate and relevant vocabulary for the task e.g. greetings, level of formality, • Plan and write a series of short dialogues for different purposes e.g. to explain plot, show character or relationships. • Proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/redraft work to show progression • Revise and improve writing, explaining why they have made changes • ICT: explore the layout of web pages to create material using available tools	Write a series of short dialogues for different purposes e.g. **to explain plot, show character or/and relationships**.	• Use appropriate and relevant vocabulary for the task e.g. greetings, level of formality • Use dialogue to increase the tension, move the story forward and reveal character' relationships to one another • Punctuation – **full stops, commas, bullet points, exclamation marks, question marks, speech marks and apostrophes** • Dialogue tags other than "said" e.g. **admitted, answered, bragged, confessed, demanded, , promised, pleaded, sighed, whispered** • Connectives e.g. **and, but, so, when, then, because, when, if, after, while, as well as, also., besides, even though** • Apostrophes for omission e.g. **they've, we've, couldn't, wouldn't, shouldn't, didn't** • Adjectives to set the scene e.g. **blustery, sunny, wintery, chilly, glorious, bleak, tranquil, secluded, scenic, dreary**	**History / Cwricwlwm Cymreig** – King Arthur and Merlin his magician Matholwch King of Ireland, Bendigeidfran the Giant, Branwen his sister discussing the period leading to the wedding and Branwen's hardship in Ireland, Bendigeidfran's anger and his journey to save his sister. Efnisien's anger at being betrayed and his attack on Matholwch's men / horses. Bedd Gelert – Prince Llywelyn discussing the horrific day when he killed Gelert the dog **Religious Education** – St David in Llanddewi **Geography** – where in the world) History (other cultures/tribes) Texts: ***The rainforest story book*** by Rosalind Kerven – conversations between characters who live in the disappearing rain forest and the mysterious transformations of Jaguar-Man. ***The Great Kapok Tree*** by :Lynne Cherry – Conversation between the tree cutter and the animals who plead with him to stop destroying their home. http://www.rainforest-alliance.org.uk/kids/stories **Music** : Peter and the Wolf, The Pied Piper of Hamlin (Robert Browning illustrated by Kate Greenaway *www.lancsngfl.ac.uk/curriculum/literacy/lit_site/…/**Pied_Piper**/start.htm*
Poetry - Vocabulary building	• Explain the use of unusual language choices and effects e.g. metaphor and personification; comment on how this effects imagery.		•	

Year 5 – Term 3 (Cycle 2)

	Spelling Use a variety of strategies to spell words with complex regular patterns, e.g. exercise, competition		Handwriting Produce legible, cursive handwriting with increasing fluency	ICT Explore the layout of web pages to create material using available tools
Year 5 – Term 3 Focus	Oracy, Reading and Writing	Written Outcome	Language Features	Exemplar Links with Framework
CORNERSTONES – Darwin's Delights Non-fiction – **Persuasion** Formal Letter Writing 	• Create mind maps on a chosen topic to plan for writing e.g. The effects of pollution • Small group discussion on the chosen topic e.g. The main causes of pollution and what can be done to prevent further damage to the environment. • Listen carefully to others and make connections with what they are learning and already know. Encourage pupils to ask relevant questions/make comments to reinforce understanding. • Research information from a wide range of media using strategies for skimming to locate the main points, key words and phrases. Download any useful information to use in their writing later, highlighting parts which are of significance. • Construct an argument in note form to persuade others and present the case to the class, answering questions clearly and as logically possible. • Draft and write individual letters on emotive topics, including relevant details to support the argument/point of view. • Proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/redraft work to show progression • Revise and improve writing, explaining why they have made changes	Following research write a persuasive letter on an emotive topic e.g. Letter from a school child in Victorian times (Maestir School) to persuade councillors to allow them to speak Welsh and to abolish the Welsh Not.	• Simple present tense • Phrases using 'that' e.g. **It appears that…, There is no doubt that…** • Punctuation – **full stops, commas, bullet points, exclamation marks, question marks, speech marks and apostrophes** • Select appropriate style and vocabulary • Adverbs of time to aid sequencing e.g. **now, then, tonight, tomorrow, yesterday, daily** • Rhetorical questions e.g. **Isn't it clear that…? Does anyone really believe…?** • Sentence starters e.g. **As I see it…, Clearly…, In my opinion…** • Connectives e.g. **even though, besides, however, as well as** • Opening e.g. **I wish to express…, I would like to inform you that…, I would like to thank you for…** • Phrases to finish of e.g. **Lastly…, I would like to say…, I believe that…, Finally…, It is my belief that…, I look forward to hearing from you…, Thank you once again for…** • Useful expressions e.g. **I wonder if…, I would be grateful if…, I hope that…** • Phrases followed by a comma e.g. **Firstly, secondly,** • Phrases to provide evidence e.g. **For example…, My evidence to support this is…**	**Geography** – Improving the local town for young people – skate park / leisure park / cinema / bowling alley /retail shops / outlet Persuasive formal letter to oppose a new local development **History** - Letter from a school child in Victorian times (Maestir School) to persuade councillors to allow them to speak Welsh and to abolish the Welsh Not. Local workmen write a formal letter to persuade the Master to reduce the taxes. Rebecca Riots – Formal letter to persuade dignitaries of the unfairness of the toll charges. **Science / Geography**- effects of pollution on wildlife / effects of a development on the local village / wildlife Formal letter to voice concern and to persuade others of the negative effects of pollution. **PSE** – Closing the local swimming pool – argument for and against using persuasive writing.
Non-fiction OR Fiction **Explanation** Why something happens	• Read and analyse a range of explanatory texts . Use a general statement to introduce the topic and clear steps or phases on a process explained logically and in order; investigating and noting features of impersonal style e.g. complex sentences; passive voice; technical vocabulary • Summarise processes following practical activities and collate evidence in flowcharts which summarise the sequence of events/actions • Research a particular topic from a range of sources, including web based information. • Discuss the information gathered with peers, building on ideas • Use *techniques in planning writing* e.g. mindmapping, sequencing, and placemat activities. • In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity. Explain 'why' something happens, documenting the process e.g. Why are cogs and levers needed within certain designs • Independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity. Explain 'why' something happens, documenting the process e.g. Why are cogs and levers needed within certain designs. • Explore different ways to present the information, revising, improving and explaining why changes have been made. • Proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/redraft work to show progression. • Revise and improve writing, explaining why they have made changes • ICT: explore the layout of web pages to create material using available tools	Create diagrams e.g. flow charts to summarise or make notes of stages in a process, ensuring items are clearly sequenced. Use the assembled evidence to write an explanation of '**why**' something happens For example: Non-fiction Why are cogs and levers needed with certain designs? **OR** Fiction Why do heroes always win in stories?	• Punctuation – **full stops, commas, bullet points, exclamation marks, question marks, speech marks and apostrophes** • Opening statements e.g. **This explanation is designed to…** • Logical sequence/Time connectives e.g. **To begin with…, After a minute…, When…, At this point…, Finally** • Causal connectives e.g. **this is because, this leads to, as a result, therefore** • Other useful phrases e.g. **this causes…, this helps…, this ensures…, this must….** • 'Timeless' present tense e.g. **are, turns, happens** • Action verbs – e.g. **reduce, provide, support,** direct, activate, expand, guide, maintain • Heading and sub headings. •	<u>Non-fiction</u> • **Science** - Comparing the growth of a plant in different environments – daylight and darkness. Why temperature affects the growth of bacteria on a piece of bread, food. Effects of exercise on the heart – heart rate at rest and after exercise. The water cycle – condensation - kettle and tray experiment and evaporation – water in a saucer / glass measured over a period of time. • DT - Explaining how cogs and levers work – include diagrams and labelling. • ICT – Systems and Control - Traffic lights – sequencing. <u>Fiction</u> • Why do Aliens invade other planets / Why did Aliens take over our village?

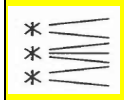
Poetry - Vocabulary building	Compare different forms of Free Verse and describe impact.		•	
CORNERSTONES – Gallery Rebels Fiction - **Recount** Diary  Book Review	• Encourage pupils to listen carefully to myths or legends and ask relevant questions to reinforce and build on understanding e.g. characterisation, language features, effects, dialogue, what's inferred and structure. Discuss relevant information and key ideas e.g. How do different characters perceive the main character? • Shared reading of a myth or legend, encouraging pupils to identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences. • Small groups to brainstorm ideas and create a mind map or flowchart showing how different characters perceive the main character • Identify with characters and make links with own experiences when judging their actions. • Independent and shared reading of diary extracts to identify how they are organised and to discuss the key features. • Guided writing to model how to write with a clear purpose e.g. characterisation and how to expand main ideas with supporting reasons. Look at complex sentence construction and when simple sentences are needed for effect! • Collate the evidence and use planning to write a series of diary accounts that highlight the key points from different character perspectives. • Proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/redraft work to show progression • Revise and improve writing, explaining why they have made changes	Consider the main character of a story, myth or legend. How do different characters perceive the main character? Adopt the role of 2 different characters from the chosen literature and write 2 diary accounts that highlight key points from different perspectives. Write a review of the literature studied.	• First Tense • Punctuation – **full stops, commas, exclamation marks, question marks and apostrophes** • Adverbs to start a sentence e.g. **eventually, thankfully, recently, hopefully** • Adverbs for action e.g. **wisely, gratefully, spitefully, proudly, instantly** • Simple connectives e.g. **but, so, then, because, when** • Speech like phrases e.g. **To be honest…, I must tell you about…, In truth…** • Adjectives to describe characters e.g. **cautious, stern, stubborn, vicious, enthusiastic** • Adjectives to describe settings e.g. **colourful, gloomy, crowded, peaceful,** • Reorientation e.g. **a closing statement that may include elaboration (I hope I can defend my kingdom again from danger as I did today)** • Evoke senses – '**The foul smell of smoke lingered in his hair.**' • Verbs are used when expressing opinions, e.g. **I think …. I do believe… They say that he / she…….** • Write in the past tense and in Chronological Order" • To help the reader empathise with you use pronouns such as **I, We, Us, We're and I'm.** • Personal language including thoughts and feelings. • Rhetorical questions e.g. Have you ever …? • Speculative sentence starters e.g. **Maybe…**	• **History / Cwricwlwm Cymreig** – King Arthur and Merlin his magician Matholwch King of Ireland, Bendigeidfran the Giant, Branwen his sister discussing the period leading to the wedding and Branwen's hardship in Ireland, Bendigeidfran's anger and his journey to save his sister. Efnisien's anger at being betrayed and his attack on Matholwch's men / horses. Bedd Gelert – Prince Llywelyn discussing the horrific day when he killed Gelert the dog • **Religious Education** – St David in Llanddewi • **Geography** – where in the world) • History (other cultures/tribes) • Texts: ***The rainforest story book*** by Rosalind Kerven – conversations between charaters who live in the disappearing rain forest and the mysterious transformations of Jaguar- man • ***The Great Kapok Tree*** by :Lynne Cherry – Conversation between the tree cutter and the animals who plead with him to stop destroying their home. http://www.rainforest-alliance.org.uk/kids/stories • **Music** : Peter and the Wolf, The Pied Piper of Hamlin (Robert Browning illustrated by Kate Greenaway *www.lancsngfl.ac.uk/curriculum/literacy/lit_site/…/**Pied_Piper**/start.htm*
Poetry Structure – Rhyming Couplets	• Read, recite and respond to rhyming couplets	Write rhyming couplets, for parts of a poem that is longer than two lines long e.g. at the end of a verse or stanza	• Two lines, each with the same metre and rhyme • Rhythm • Experiment with humour in the rhyme	Examples: Cat in the window by Brian Morse

Year 6 – Term 2 (Cycle 2)

	Spelling Use strategies to spell correctly polysyllabic, complex and irregular words		Handwriting Produce fluent and legible handwriting	ICT Explore different ways to present work and use them appropriately, *e.g. moving image, slides, voice-over*
Year 6 – Term 2 Focus	Oracy, Reading and Writing	Written Outcome	Language Features	Exemplar Links with Framework
CORNERSTONES – Stargazers Non-Fiction **Explanations** Reference book/ PowerPoint presentation 	• Read and analyse explanatory texts to identify key features of explanation texts. • Create a mindmap on what they already know about the chosen topic. • Research for information on the chosen topic, deciding on which sources of information are most reliable/useful e.g. contain more useful facts, illustrations • Summarise processes orally following practical activities and choose how to collate evidence in order summarise the sequence of events/actions e.g. annotated illustrations, flowchart… • Evaluate how explanations are presented in PowerPoint presentations and discuss orally how they'd like their finished presentations to look. • Discuss the use of images to support explanatory texts e.g. flow chart, photographs, diagrams. How can these be used in the PowerPoint? • Use the language conventions and grammatical features of explanatory text to prepare a **PowerPoint presentation** to inform parents and members of the community e.g. How erosion occurs and invite them through **formal written invitations** to an educational afternoon on the topic. • Create **explanatory educational displays** which include pictures, diagrams, graphs and photographs to enhance the invitees experience during the informative event. • Proofread their own work and that of others, assess and evaluate it and make clear recommendations for improvement; edit/redraft work to show progression • Reflect on, edit and redraft to improve their writing.	Prepare a **PowerPoint presentation** to inform parents and members of the community e.g. How erosion occurs and create **invitations** to an educational afternoon on the topic. Create **explanatory educational displays** which include pictures, diagrams, graphs and photographs to enhance the invitees experience during the informative event.	**Explanation** • Logical sequence/Time connectives e.g. **To begin with…, Next…, Before long…, Finally…** • Opening statements e.g. **The purpose of this explanation is to …, Firstly I will…., Following that I intend to…** • Causal connectives e.g. **this is because, this leads to, as a result** • 'Timeless' present tense e.g. **are, turns, happens** • Action verbs – e.g. **introduce, improve, effect, explore, persuade, provide, promote, delay** • Conjunctions – **when, then, first, after this, so** • Heading and sub headings • Punctuation – **full stops, commas, bullet points, exclamation marks, question marks, speech marks and apostrophes** **Invitation** • Polite directives e.g. please come to…, it will take place at…, it starts at…, it finishes at… we're looking forward to…, it will be…, we are/I am holding this event because… • More advanced language constructions e.g. I/we would like to invite you…, During the afternoon I/we will be…, at two o'clock there will be…, There will also be…, The easiest way to get here is…, I expect that…, It is anticipated that we will finish around…, If you can remember to… • Time connectives e.g. **first of all…, later…, at about…, following that…, afterwards…, next, we will…, at the end of the afternoon/evening…, finally…,**	• History – How did people cope when rationing was introduced during World War 2 • Science – How does the Water cycle work? • English – How to write a story • English – How to research a topic
Poetry Appreciation	• Interpret poems, explaining how the poet creates shades of meaning • Justify own views and explain underlying themes	Use language imaginatively to create amusing and inventive poetry.	• Pitch • Pace • Volume Rhythm and expression	
CORNERSTONES – Pharaohs Non-Fiction **Information** Portrait 	• Read a wide and varied range of historical portraits to secure understanding of the form, language conventions and grammatical features of the genre. Consider the effectiveness of the texts in conveying information and ideas. • Class brainstorming session to pool known facts on a chosen historical character. • Class discussion to consider how she/he was perceived by others. What evidence do we have to support this? • Research further, locating evidence which provides evidence of how the character was perceived by others e.g. Henry V111 from the perspective of some of his wives, Record findings in a table, summarising the viewpoints of various characters in note form. • Record supporting evidence effectively e.g. timeline of	Write a series of portraits of an historical character from different perspectives based on information gathered from different sources **e.g. Henry V111 from the perspective of some of his wives,**	• Time connectives e.g. **At a young age…, As a teenager he/she …, In 1878, at the age of…he/she…, In his/her final years…** • **Other starters e.g. Sometimes he/she…, what is clear is that he/she…, Nobody is sure why…** • Making statements e.g. **One of the most remarkable facts about…was…, Another unusual thing about…was…** • Legacy statements e.g. **His/her life was…, He /she will be remembered for…, His/her life was… He/She will never be forgiven…** • Chronological order – 1st person • Punctuation – **full stops, commas, bullet points, exclamation marks, question marks, speech marks and apostrophes** • Past tense • Adjectives e.g. **ambitious, arrogant, bold, cautious,**	• History – Michael Jones from the perspective of Lewis Jones, the Welsh People etc • History – Winston Churchill from the perspective of his family, his fellow politicians, the dock workers etc

	events, significant dates • Use notes gathered to explore scenarios through sustained role play e.g. the events leading to the death of one of Henry V111's wives. • Collate and consider the evidence gathered from different sources to draft and write a series of portraits of the chosen historical character. • Proofread their own work and that of others, assess and evaluate it and make clear recommendations for improvement; edit/redraft work to show progression • Reflect on, edit and redraft to improve their writing .		**considerate, inconsiderate, defiant, disrespectful, hostile, resilient,** • Similes e.g. **as tough as old boots, as poor as a church mouse, as clean as a whistle** • Idioms e.g. **bite of more than he/she could chew,** • Comparative language to describe and differentiate e.g. **angrier, more anxious, smarter, darker,** • Expressing a viewpoint e.g. **In my view…, As I see it…, It's difficult to understand why… I find it hard to believe…**	
Fiction - **Script writing**	• Read and evaluate a range of plays, noting the effectiveness of key features; including ellipses, layout, descriptive language and instructional writing for stage setting and/or for the actor. • Watch a play in a theatre or on television. Recount the plot and discuss what it revealed about characters' feelings, motives and relationships. How did degrees of formality within speech portray character relationships within the play? • Re-enact the play in small groups , using appropriate and relevant vocabulary for the task e.g. greetings, level of formality, • Plan, write and perform a fictional play, including narrative to set the scene. • Proofread their own work and that of others, assess and evaluate it and make clear recommendations for improvement; edit/redraft work to show progression • Reflect on, edit and redraft to improve their writing	Write and perform a play, including narrative to set the scene.	• Instructional writing e.g. **for stage setting and/or for the actor** • Two or Three Acts - Every time the setting of the play changes, a new scene is started • Description of setting at the beginning of each new scene • Ellipsis (…) to demonstrate that the person is thinking or stuttering. It can also be used to develop suspense. • Present tense (used for setting scenes and describing actions) • Appropriate formality of speech • Character names should be **bold** and **CAPITALS** • Character names contained in stage directions should be *ITALIC AND CAPITALS* • Dialogue is indented from the character name • Stage directions are to be in *italics* • Stage directions within dialogue should be *(in brackets and italics)* • Punctuation – **full stops, commas, bullet points, exclamation marks, question marks and apostrophes**	• History – The Court Case of one of Henry V111's wives • History – King Arthur's Knights of the Round Table meeting to arrange defending Camelot. • History – Rebecca Riots and the Toll gate events. • RE – The Good Samaritan and the man at the roadside. • RE – Joseph and his brothers who trick and deceive their father

Year 6 – Term 3 (Cycle 2)

	Spelling Use strategies to spell correctly polysyllabic, complex and irregular words		Handwriting Produce fluent an d legible handwriting	ICT Explore different ways to present work and use them appropriately, *e.g. moving image, slides, voice-over*
Year 6 – Term 3 Focus	Oracy, Reading and Writing	Written Outcome	Language Features	Exemplar Links with Framework
CORNERSTONES – Darwin's Delights Non-fiction – **Persuasion** Formal Letter Writing 	• Use a range of strategies to research and collate ideas on an emotive topic. Record relevant facts and details for oral and written persuasive arguments e.g. notes, diagrams, flowcharts. • Small group discussion on the chosen topic e.g. The main causes of pollution and what can be done to prevent further damage to the environment. • Listen carefully to others and make connections with what they are learning and already know. Encourage pupils to ask relevant questions/make comments to reinforce understanding. • Use internet searches carefully to find information on the chosen topic. Use skimming strategies for gaining the gist of a text and scanning for more detail when relevant. • Use reading to investigate conditionals, e.g. using if…then, might, could, would, and their persuasive uses • Recognise how persuasive texts are organised e.g. expression, emotive language, developing points logically. • Prepare one side on an argument to debate a topic orally, using Standard English and the conventions and language of debate. Pre-empting or answering potential objections • Collate the evidence collected and refine and edit the information to draft and write a persuasive letter which outlines an argument/point of view. Pre-empting or answering potential objections • Proofread their own work and that of others, assess and evaluate it and make clear recommendations for improvement; edit/redraft work to show progression • Reflect on, edit and redraft to improve their writing • ICT: explore different ways to present work and use them appropriately, *e.g. moving image, slides, voice-over*	Construct an argument in note form to persuade others of a point of view and present the case to the class or group e.g. The effects of a new housing development on the countryside. Write a persuasive letter outlining your argument e.g.to the local council	• Simple present tense • Punctuation – **full stops, commas, bullet points, exclamation marks, question marks, speech marks and apostrophes** • Phrases using 'that' e.g. **It appears that…, There is no doubt that…, I am convinced that…, It is obvious that…, There is no doubt that…** • Select appropriate style and vocabulary • Adverbs of time to aid sequencing e.g. **now, then, tonight, tomorrow, yesterday, daily, yearly** • Rhetorical questions e.g. **Isn't it the case that…? Isn't it any wonder that…?** • Sentence starters e.g. **As I see it…, Clearly…, In my opinion…, Inevitably…, Obviously…** • Connectives e.g. **in addition to…, despite…, contrary to…** • Openings e.g. **It has come to my attention that…, I am grateful to you for…, It is with regret that…, I would like to inform you that…** • Phrases to finish of e.g. **In conclusion…, In summary…, It is my sincere belief that….** • Closing remark e.g. **Please do not hesitate to contact me…, I look forward to hearing from you…** • Useful expressions e.g. **I trust that…, I would be grateful if…, As I see it…, It is for this reason that….** • Phrases followed by a comma e.g. **In addition, Furthermore** • Phrases to provide evidence e.g. **For example…, My evidence to support this is…, I would draw your attention to…, I would refer to…**	• Geography - The effects of a new housing development on the countryside • Geography - The need for a local skate park for young people in the locality. • History – Outlining an argument for re-opening the old local rail track from Carmarthen to Aberystwyth
Non-fiction OR Fiction **Explanation** why something happens 	• Read and analyse explanatory texts to identify key features of explanation texts e.g. a general statement to introduce the topic and clear steps or phases on a process explained logically and in order • Distinguish between explanatory texts, reports and recounts. Recognise that some forms of writing might contain examples of various texts e.g. recipes, brochures • Summarise processes following practical activities and collate evidence in flowcharts which summarise the sequence of events/actions • Discuss the use of images to support explanatory texts e.g. flow chart, photographs, diagrams • Contribute purposefully to group discussions about 'why' something happens. Include supporting evidence to elaborate on key points • Read opening paragraphs to explanation, highlighting the key language features e.g. use of 'timeless present tense, sequencing of ideas, specific technical vocabulary • Use the language conventions and grammatical features of explanatory text to write an explanation on the chosen topic e.g. Why it is important to recycle household goods? • Proofread their own work and that of others, assess and evaluate it and make clear recommendations for improvement; edit/redraft work to show progression	Research and plan explanatory text on a chosen topic **e.g. Why it is important to recycle household goods?** Use the assembled evidence to write an explanation of '**why**' something happens For example: Non-fiction **Why it is important to recycle household goods?** **OR** Fiction Why will teachers no longer be required in the future?	• Logical sequence e.g. **Firstly…, To begin with…, Finally…, Subsequently…, when…, next…** • Opening statements e.g. **The purpose of this explanation is to …, Firstly I will…., Following that I intend to…** • Causal connectives e.g. **this is because, this leads to, as a result, therefore…, Furthermore** • Other useful phrases e.g. **In addition…, Everyone understands that…, Many people believe that…, It is true to say…** • Punctuation – **full stops, commas, bullet points, exclamation marks, question marks, speech marks and apostrophes** • 'Timeless' present tense e.g. **are, turns, happens** • Action verbs – e.g. **compile, monitor, interpret, reduce, modify, formulate, increase, accelerate, adjust, produce, collect** • Heading and sub headings • Labelled diagrams •	Non-fiction • Why do some books contain glossaries? • Why are trees needed? • Why does water evaporate? • Why does condensation collect on some surfaces and not others? Fiction • Why do giants only exist in Fairy tales?

	• Reflect on, edit and redraft to improve their writing			
CORNERSTONES – Gallery Rebels Fiction - Monologue or soliloquy Book Review	• Encourage pupils to listen carefully to the chosen literature and ask relevant questions to reinforce and build on understanding e.g. characterisation, language features, effects, dialogue, what's inferred and structure. Discuss relevant information and key ideas e.g. How did the chosen character feel? What led to the day's events? • Shared reading of the chosen literature, encouraging pupils to understand how punctuation can vary and so affect sentence structure and meaning • Pupils to read a range of texts both on screen and on paper to create a character profile, highlighting the main ideas and significant details to include in their soliloquy • Independent and shared reading of soliloquy extracts to identify how they are organised and to discuss the key features. • Guided writing to model how to write purposeful soliloquy • Write a creative soliloquy based on the chosen literature e.g. The train in 'Goodnight Mr Tom', The bookcase from 'Anne Frank' • Proofread their own work and that of others, assess and evaluate it and make clear recommendations for improvement; edit/redraft work to show progression • Reflect on, edit and redraft to improve their writing • ICT: Explore different ways to present work and use them appropriately, *e.g. moving image, slides, voice-over*	Write a creative soliloquy based on the chosen literature e.g. from the perspective of the train in 'Goodnight Mr Tom' The bookcase from 'Anne Frank' Write a review of the literature studied.	• Paragraphs • Punctuation – **full stops, commas, exclamation marks, question marks and apostrophes** • Adverbs to start a sentence e.g. **fortunately, unfortunately, incidentally,** • Speech like phrases e.g. **in truth, I expect that, I imagine that** • Adverbs for actions e.g. **anxiously, determinedly, forcefully, nervously, defiantly, lazily, wisely, patiently** • Evoke senses – '**The foul smell of fear lingered in the darkness.**' • Start with a simile e.g. **As cunning as a fox, he crept through the darkness** • Metaphors for direct comparison e.g. **it was music to my ears, I was frozen with fear, it was a heated debate** • Comparative adjectives e.g. **powerful, bravest, strongest, saddest, happiest** • Long sentences to enhance description or information • Short sentences to move events on quickly • Sentence of 3 for description e.g. **His face was almost invisible, hiding under a wide brimmed hat and a mop of dark curly hair.** • Powerful verbs e.g. **scare, tremble** • Boastful language e.g. **unbelievable, exciting** • Speculative sentence starters e.g. **I wonder whether**	'The bookcase' - 'Anne Frank' 'The peach' - James and The Giant Peach 'The finger' – The Magic Finger 'The glass elevator OR Golden ticket' – Charlie and The Chocolate Factory • 'The crib' - Gelert
Poetry	• Read, recite and perform various poetry • Discuss possibilities within small groups e.g. expressive language, sound effects, atmosphere • Use actions, sound effects, musical patterns and images to enhance a poem's meaning	Plan and create poetry individually or as part of a group which displays features of other text types, e.g. lists, dialogues, questions and answers. Create a class book of poetry e.g. to sell at the Summer Fair	• Punctuation • Rhythm and rhyme • Metre • Alliteration • Metaphors and personification • Similes	