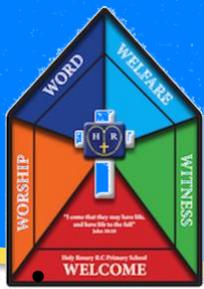
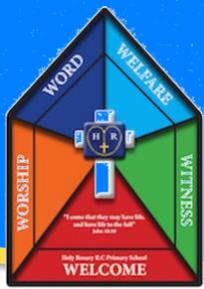


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Key Learning			
Unit	Fairy Tales	Classic Narrative Poetry	Recount: Newspapers
Outcome	Innovated narrative based on a model.	Learn a poem by heart for performance.	Newspaper report.
Duration	3-4 weeks.	1-2 weeks.	2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Listen to, read and discuss a fairy tale. Retell a fairy tale. Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust</i>. Explain the meaning of key vocabulary within the context of the text. Make predictions based on information stated and implied. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. 	<ul style="list-style-type: none"> Listen to, read and discuss a classic narrative poem. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. generating questions, finding answers, constructing images. Prepare a poem to read aloud, showing understanding through intonation, tone, volume and action. Learn a poem by heart and rehearse for performance. 	<ul style="list-style-type: none"> Read books and texts for a range of purposes and respond in a variety of ways. Listen to, read and discuss a range of newspapers in print and on screen. Demonstrate active reading strategies e.g. <i>generating questions, finding answers</i>. Analyse and evaluate texts looking at language, structure and presentation. Analyse and evaluate how specific information is organised within a newspaper text. Navigate texts to locate and retrieve information in print and on screen. Explain how paragraphs are used to order ideas, and how they are linked.
Key Learning Writing	<ul style="list-style-type: none"> Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action</i>. Use commas to mark clauses in complex sentences. Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> Read and analyse a fairy tale in order to plan and write their own versions. Discuss and record ideas for planning e.g. <i>chunk a plot</i>. 	<ul style="list-style-type: none"> Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth</i>. 	<ul style="list-style-type: none"> Identify, select and effectively use pronouns. Explore, identify, collect and use noun phrases e.g. <i>The stranger, dressed in red and yellow...</i> Read and analyse non-fiction in order to plan and write their own versions. Identify and discuss the purpose, audience, language and structures of non-fiction for writing. Discuss and record ideas for planning e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan</i> Organise paragraphs in a newspaper report.
Suggested Texts	<p>Fairy Tales set in 1600s</p> <ul style="list-style-type: none"> The Pied Piper from Short Stories Short (here). Puss in Boots by Phillip Pullman. 	<ul style="list-style-type: none"> The Pied Piper of Hamelin illustrated version by Robert Browning and Kate Greenaway. The Pied Piper YouTube clip, Lancashire Grid for Learning (here). Old Possum's Book of Practical Cats by T.S. Eliot Macavity the Mystery Cat by T.S. Eliot 	<ul style="list-style-type: none"> BBC News 'Hamelin: German town hit by new plague of rats' Fairy Tale News by Colin and Jacqui Hawkins. The Fairy Tale Times by Sherill B Flora and J. Browning Wroe. Extra! Extra!: Fairy-Tale News from Hidden Forest by Alma Flor Ada (<i>be aware of American spellings</i>). The Pied Piper: News report from the Makewaves website

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Key Learning

Unit	Novel as a Theme	Non-chronological Reports
Outcome	Story based on a plot structure from a focus text.	Information poster with flip-flap facts.
Duration	3-4 weeks.	2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Listen to, read and discuss a range of fiction. Regularly listen to whole novels read aloud by the teacher. Read books for a range of purposes and respond in a variety of ways. Retell a range of stories. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>. Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because... 1/2/3 reasons</i>. Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>. Analyse and compare a range of plot structures. 	<ul style="list-style-type: none"> Listen to, read and discuss a range of non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i>. Analyse and evaluate texts looking at language, structure and presentation. Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>Clitheroe Castle is a worthwhile place to visit because... 1/2/3 reasons across a text</i>. Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Scan for dates, numbers and names. Navigate texts to locate and retrieve information in print and on screen.
Key Learning Writing	<ul style="list-style-type: none"> Create sentences with fronted adverbials for 'where'. Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones</i>. Explore, identify and use Standard English verb inflections for writing e.g. <i>We were instead of we was; I was instead of I were; I did instead of I done</i>. Read and analyse narrative in order to plan and write own version. Identify and discuss the purpose, audience, language and structures of narrative. Discuss and record ideas for planning e.g. <i>story board, boxing-up text types to create a plan</i>. Plan and write an opening paragraph which combines the introduction of a setting and character/s. Link ideas within paragraphs e.g. <i>fronted adverbials for when and where</i>. Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases</i>. 	<ul style="list-style-type: none"> Explore, identify and use Standard English verb inflections for writing e.g. <i>We were instead of we was; I was instead of I were; I did instead of I done</i>. Read and analyse non-fiction in order to plan and write their own. Identify and discuss the purpose, audience, language and structures of non-fiction for writing. Discuss and record ideas for planning e.g. <i>boxing-up text types to create a plan</i>. Organise paragraphs in non-fiction. Generate and select from vocabulary banks e.g. <i>technical language</i>. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

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Suggested Texts

- Gulliver's Travels by Miss Marie Crook.
 - Gulliver's Travels - A Chapter Book by Nick Eliopoulos.
 - Ladybird Classics: Gulliver's Travels by Ladybird.
 - Jonathan Swift's Gulliver.
 - Fig's Giant by Geraldine McCaughrean.
 - Gulliver's Travels 1939 Film on YouTube ([here](#)).
 - Gulliver's Travels 1977 Film (U Rated).
 - Gulliver's Travels 2010 Film (PG Rated).
 - Aladdin Arabian Nights Kindle Edition - Maplewood Books.
 - Around the World in Eighty Days – Ladybird version by Joyce Faraday.
 - The Dancing Bear by Michael Morpurgo.
 - Clockwork by Philip Pullman.
 - The Ice Palace by Robert Swindells.
- Picture Books:
- Leon and the Place Between by Graham Baker-Smith.
 - Hurricane by David Wiesner.
 - Free Fall by David Wiesner.
 - The Fantastic Flying Books of Mr Morris Lessmore by W.E Joyce.
- Planet Earth by Katie Daynes.
 - Usborne First Encyclopaedia of Our World by Felicity Brooks.
 - What is a map? from the Espresso website ([here](#)).
 - Artist factsheets from the Espresso website ([here](#)).
 - Sudan fact file from the Espresso website ([here](#)).
 - 'Why is Madrid so popular with tourists?' from the BBC Bitesize website ([here](#)).