
St Mary's English Curriculum Map The Power of Reading

This English Curriculum Maps has been devised to support our school in developing a text-based English Curriculum.

This Curriculum Maps demonstrate how we develop children's understanding of literary forms, wider knowledge of the world, empathy for the human experience and language competency by working with quality texts through carefully crafted planning sequences. It shows how language, grammar, phonics and spelling can be contextualised in meaningful ways and how to plan for progression; enabling children to work at greater depth in both reading and writing.

It provides a model for how we to develop the curriculum, based on our text choices and what they offer in terms of breadth of literary form as well as writing opportunities; across each year group and throughout the Primary School experience.

NURSERY Using a Power of Reading Teaching Sequence to Create an English Curriculum	<i>The Gruffalo- Julia Donaldson</i>	<i>Hello Friend -Rebecca Cobb</i>	<i>So Much- Trish Cooke</i>	<i>Bear Hunt-Michael Rosen</i>	<i>Gigantic Turnip-Aleksei Tolstoy</i>	<i>Biscuit Bear- Mini Bear</i>
Literary Form	Picture Book- Learning to Read Collection	Picture Book- Literature Collection	Picture Book- Learning to read collection	Picture Book- Learning to read collection	Picture Book- Literature Collection	Picture Book- Literature Collection
Link to Main EYFSP Area of Learning	Communication and Language- Rhyme PSED- Bravery	Understanding The World- Starting school and making friends	Understanding the World- Families Growing and changing	Understanding the World- Animals and Habitats Weather and Climate	Physical Development- Food and Nutrition Maths and Numbers	Physical Development- Food and Nutrition
PSED & Human Theme	Feelings Being Brave	Feelings Friendship	Families Feelings	Family Feelings	Feelings	Making Friends

		School				
<p>Phonics and Early Reading: Experience, Knowledge, Skills and Strategies</p>	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. • Understand the five key concepts about print • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. <ul style="list-style-type: none"> ▪ Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. • Develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> • Describe events in some detail. • Engage in story times. • Enjoy listening to longer stories and can remember much of what happens. • Articulate their ideas and thoughts in well-formed sentences. • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • Develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> • Demonstrate understanding when talking with others about what they have read. • Use some of their print and letter knowledge in their early writing • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. • Develop their own narratives and explanations by connecting ideas or events • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. • Develop their own narratives and explanations by connecting ideas or events • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Have an awareness of alliteration (Biscuit Bear) • Singing rhymes- Five currant buns, pat a cake, hot cross buns
<p>EYFS Communication and Language (30-50 months)</p>	<ul style="list-style-type: none"> • Listening to conversations of interest; stories with increasing attention and recall; joining in with repetitive refrains; anticipates key events and phrases in rhymes and stories. • Showing understanding of prepositions; beginning to understand 'why' and 'how' questions. • Beginning to use more complex sentences to link thoughts; can retell a simple past event in correct order; using talk to connect ideas, explaining what is happening and anticipates what might happen next, recalling and reliving past experiences; questioning why things happen and giving explanations; using a range of tenses; using intonation, rhythm and phrasing to make the meaning clear to others; using vocabulary focused on objects and people that are of 					

	particular importance to them; building up vocabulary that reflects the breadth of their experiences; using talk in pretending that objects stand for something else in play.					
Language Competency: through reading, talk and writing	<ul style="list-style-type: none"> • Book Talk 'Tell Me' ▪ Responding to illustration ▪ Role on the Wall ▪ Shared reading ▪ Freeze Frame and Hot seating ▪ Role-play and drama 	<ul style="list-style-type: none"> • Response to illustration • Reading aloud • Re-reading • Responding to reading through book talk and questioning • Learning through play • Writing in Role • Illustrating characters • Book talk 	<ul style="list-style-type: none"> • Shared reading • Role Play • Games- Matching character to text • Make story props • Paint and label characters • 	<ul style="list-style-type: none"> • Role Play • Use Puppets and props- small world • Respond to illustration • Reading aloud and re-reading • Revisiting, role play and re-enactment • Drama – Freeze-frame • Visualising and artwork 	<ul style="list-style-type: none"> • Reading aloud and rereading • Role Play and Drama- Greengrocer/ farmhouse • Illustration and Artwork - • Story mapping 	<ul style="list-style-type: none"> • Reading aloud and rereading • Role Play and Drama Cake shop • Illustration and Artwork • Performance storytelling
Physical Development	Fine motor art work Large construction Weaving Moving like various animals	Explore all the physical activities that take place in the school setting, playing with balls, hoops, riding bikes, building dexterity and motor skills by building bricks into towers, blowing bubbles, making movements with pom-poms. Have similar activities available in the provision to access and talk with them about what activities they like doing. If any of the activities make them	Fine motor art work Use range of tools and materials Begin to form some letters	Use large and small equipment to explore journeys and travelling. Look at prepositions like over, under, across, above, below, around and work out ways of travelling on equipment or around a space.	Investigate pushing and pulling in the setting. What different objects can be pushed and pulled? Which are easier / harder and why? Push tyres, pull carts etc.	<ul style="list-style-type: none"> • Make with the children and work with playdough and saltdough to create shapes with cutters and work on gross and fine motor skills. Investigate and explore the language of the story; mix, roll, shape, stamp • . Investigate different gymnastic movements, jumping, rolling

		feel worried or nervous, support them in building their confidence to try new things and talk about their feelings about activities and the experiences on offer in the setting.				etc. to perform as the acrobats in the circus.
Focussed Writing Opportunities	<p>Gruffalo art work</p> <p>Giving meaning to marks for:</p> <ul style="list-style-type: none"> Thought bubbles Notes to the animals Shopping Lists Recipes 	<p>Giving Meanings to marks for:</p> <ul style="list-style-type: none"> Name labels and labels for classroom areas and equipment Drawings to communicate likes and interests Speech bubbles Personal introductions Greetings/goodbye board Personal narratives about special friends Own story scenes in words and pictures 	<p>Giving Meanings to marks for:</p> <ul style="list-style-type: none"> Make a big book together Write list of people to invite to party Children make their own flap book 	<p>Give meaning to marks for:</p> <ul style="list-style-type: none"> Danger signs for bear cave Letters and notes to the characters Captions for photographs 	<p>Give meaning to marks for:</p> <ul style="list-style-type: none"> Labels for vegetables Growing Diaries Care labels Recipe writing Bookmaking Storymap Shared writing 	<p>Give meaning to marks for:</p> <ul style="list-style-type: none"> Storymapping Book making Signs for cake shop Labels for cake making photos Recipe writing

RECEPTION Using a Power of Reading Teaching Sequence to Create an English Curriculum	Blue Penguin- <i>Petr Horacek</i>	Ruby's Worry- <i>Tom Percival</i>	Anna Hibiscus' Song- <i>Atinuke</i>	Beware Of The Crocodile- <i>Martin Jenkins</i>	Errol's Garden- <i>Gillian Hibbs</i>	No Dinner- <i>Jessica Souhami</i>
Literary Form	Picture Book- Literature Collection	Picture Book- Literature Collection	Picture Book- Literature Collection	Information	Picture Book- Learning to Read	Picture Book- Learning to Read Indian Traditional Tale
Link to Main EYFSP Area of Learning	Understanding the World- Animals and Habitats The Polar Regions	PSED- Managing Emotions	Understanding The World- Around the world.	Understanding the World- Animals and their habitats	Understanding the World- Growing, plants and life cycles	Physical Development- Food and Nutrition Understanding the World- Forests and Rainforests
PSED & Human Theme	Being Different Making Friends Friendly Behaviour	Managing Emotions	Managing and expressing feelings Family- sense of self	Feelings- being scared	Managing and expressing feelings Family- sense of self	Age
Phonics and Early Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none"> Rhythm and rhyme- using 'whale language', Singing Six Little Penguins Sound discrimination 	<ul style="list-style-type: none"> Instrumental sounds Voice sounds- matching emotions 	<ul style="list-style-type: none"> Rhythm and rhyme- family songs Use phase 2 /3 sounds to read cvc words in text. 	<ul style="list-style-type: none"> Sing songs Rhyming words use phase 2 /3 sounds to read cvc words in text. 	<ul style="list-style-type: none"> Read and understand simple sentences. Use phonic knowledge to 	<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known

	<ul style="list-style-type: none"> Begin to use phase 2 sounds to read cvc words in text. 	<ul style="list-style-type: none"> Begin to use phase 2 /3 sounds to read cvc words in text. Reading taught high frequency/tricky words. 	<ul style="list-style-type: none"> Reading taught high frequency/tricky words. Instrumental and environmental sounds 	<ul style="list-style-type: none"> Reading taught high frequency/tricky words. 	<ul style="list-style-type: none"> decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. ♣ Write short sentences with words with known sound-letter correspondences 	<ul style="list-style-type: none"> letter– sound correspondences. Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. ♣ Demonstrate understanding when talking with others about what they have read.
<p>EYFS Communication and Language (40-60+ months)</p>	<ul style="list-style-type: none"> Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity. Answering 'how' and 'why' questions about their experiences and in response to stories or events. Expressing themselves effectively, showing awareness of listeners' needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future. 					
<p>Language Competency: through reading, talk and writing</p>	<ul style="list-style-type: none"> Respond to illustration Role on the Wall Reading aloud and rereading Role-play and Drama - Freeze-Frame, Role-play and Hot seating 	<ul style="list-style-type: none"> Response to illustration Freeze framing Telling of personal narratives Visualisation Book talk Reading aloud and re-reading 	<ul style="list-style-type: none"> Book talk- explore illustration and themes Explore vocabulary Drama- Re-enacting Explore rhythm 	<ul style="list-style-type: none"> Reponses to illustration Reading Aloud Role on the Wall Looking at Language Debate and Discussion 	<ul style="list-style-type: none"> Response to illustration Reading aloud and re-reading Role on the Wall Drawing and annotating Observational drawing 	<ul style="list-style-type: none"> Reading aloud and rereading Shared reading Role Play and Drama Freeze Frame and Thought Tracking Shared writing Music Debate and argument Story mapping

	<ul style="list-style-type: none"> • Tell Me: Book Talk • Shared writing • Visualisation • Gallery Walk • Conscience alley • Small world and re-enactment • Storytelling and story mapping • Story boxes 	<ul style="list-style-type: none"> • Role on the Wall • Looking at language • Writing in role • Shared writing • Illustration • Story mapping 	<ul style="list-style-type: none"> • Self portraits and writing about selves • Reading aloud and rereading • Visualising • Poetry 	<ul style="list-style-type: none"> • Shared and Modelled Writing • Reading aloud and re-reading • Role-Play and Drama • Visualising and Artwork • Small World Re-enactment • Reader's Theatre • Freeze Frame and Thought Tracking • Book Talk • Bookmaking and Publishing 	<ul style="list-style-type: none"> • Shared and modelled writing • Sharing personal narratives • Storytelling • Creative Writing • Bookmaking • Role Play • Freeze Frame and Thought Tracking • Writing in role • Shared reading • Book Talk • Real World Experiences 	<ul style="list-style-type: none"> • Performance storytelling • Performance reading • Oral storytelling and performance with puppets
<p>Physical Development</p>	<ul style="list-style-type: none"> • Moving like a penguin • Mark make in 'snow' • Create snowflakes using paper and scissors • Use range of materials for art work. 	<ul style="list-style-type: none"> • Use concepts in the book to allow children to focus on and develop gross motor skills, Ruby likes to swing, do they like to climb, run, jump, ride? Provide small and large scale equipment to support children in moving in different ways using their 	<ul style="list-style-type: none"> • Investigate different ways of moving and travelling, inspired by the cousins in the story. • Provide small and large scale equipment to support children in moving in different ways using their bodies. Also be aware that some of these activities 	<ul style="list-style-type: none"> • Use large and small equipment to explore travelling like a crocodile. Look at bringing to life prepositions from the text such as over, under, across, above, below, around, through and work out ways of interacting with equipment or around a space like the outdoor 	<ul style="list-style-type: none"> • Digging and planning • Using small world activities • Handle equipment and tools effectively, including pencils for writing. 	<ul style="list-style-type: none"> • Encourage the children to move like the animals in the story. • Using appropriate apparatus encourage the children to explore actions the animals might do; climb, slide, jump etc.

		<p>bodies. Also be aware that some of these activities might be things that could make some people worried. Talk about how we can support our friends who might be worried even if we are not.</p> <ul style="list-style-type: none"> • Develop fine motor skills by encouraging children to make their own pom-pom worries, that they could use to show that everyone has little worries sometimes or signal if they want to share a worry with a trusted friend or adult. Children can wind wool round a pom-pom maker, or card circles and snipping with scissors, sticking 	<p>might be things that could make some people nervous, rather than happy. Talk about how we can support our friends who might be worried even if we are not.</p> <ul style="list-style-type: none"> • Dance and move to African music, like Anna does with Uncle Tunde. Watch African dancers and copy and innovate own movements. 	<p>role-play area. Movement sessions focussed on the behaviours of the crocodiles could bring verbs such as twirling, thrashing, hunting, cruising, scraping, lurking to life; deepening children's understanding of the meanings of these words.</p>		
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		eyes and eyebrows.				
Focused Writing Opportunities	<ul style="list-style-type: none"> • Shared Journal • Caption Writing • Information writing • Letters of advice • Songs • Speech and thought bubbles • Retelling 	<ul style="list-style-type: none"> • Responses to illustrations • Personal Narratives • Letters • Cards • Illustrations sharing emotions • Writing in role • Story maps • Own fictional narratives 	<ul style="list-style-type: none"> • Shared Journal • Poetry • Speech/Thought Bubbles • Caption Writing • Recipe Writing • Card Writing • Own and Class made books 	<ul style="list-style-type: none"> • Lists • Warnings, advisory labels and rules • Notes of encouragement for friends • Descriptive labels for observational drawings • Explanation texts Statements and questions about crocodiles • Fact files • Map labels or keys • An appropriate choice of information text, such as: warning poster; life cycle diagram; a comic to sequence events; a picture book to create drama in the page turn; a 	<ul style="list-style-type: none"> • Responses to illustrations shared Personal Narratives • Responsive sentences • Writing in role • Plant care instructions • Notes and letters • Fieldwork journal • Labels and Captions • Descriptive annotations • Enquiry chart with statements and questions • Maps and plans • Lists • Leaflet or poster 	<ul style="list-style-type: none"> • Shared Journal • Thought Bubbles • Captions • Story map • Notes of advice • Recipes • Escape plans • Stories for puppet show

				lift the flap fact file to reveal hidden facts; a short film		
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YEAR 1 Using a Power of Reading Teaching Sequence to Create an English Curriculum	<i>Aaaah Spider- Lidia Monks</i>	<i>Orion and The Dark- Emma Yarlette</i>	<i>The Storm Whale- Benji Davies</i>	<i>Puffin Book of Poetry- Various</i>	<i>Lila and the Secret of Rain – David Conway and Jude Daly</i>	<i>Traction Man- Mini Grey</i>
Literary Form	Picture Book- Repeated Language	Picture Book	Picture Book	Poetry Book	Picture Book	Picture Book
Link to Main NC Area of Learning	Science- Animals and Habitats	Science- Light and Dark	Geography-Physical Environment	Art and Designs Rhyme and song	Climate Around the world	Creative- Comic Pop Art

			Geography- Weather Science- Animals and habitats Materials			History- Toys
PSED & Human Themes	Family Feelings	Fears Empathy	Empathy and kindness Loneliness and loss	Feelings		Feelings Friendship
Phonics and Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none"> • Singing songs • Read and understand simple sentences. • Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words. • Demonstrate understanding when talking with others 	<ul style="list-style-type: none"> • Read and understand simple sentences. • Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words. • Demonstrate understanding when talking with others • Discuss the sequence of events in books • Answer and ask questions • Predict what might happen based on what has been read • Draw inferences on the basis of 	<ul style="list-style-type: none"> • Increase familiarity with a range of stories • Explain and discuss understanding of books • Discuss the sequence of events in books • Discuss favourite words and phrases • Answer and ask questions • Predict what might happen on the basis of what has been read • Draw inferences on the basis of what is being said and done • Decode text using phonic level and taught reading skills. 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding • listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently. • link what they read or hear read to their own experiences. • recognise and join in with predictable phrases in poems and to recite some by heart; • draft and write by noting ideas, key phrases and vocabulary, and 	<ul style="list-style-type: none"> • Increase familiarity with a range of stories • Explain and discuss understanding of books • Discuss the sequence of events in books • Discuss favourite words and phrases • Be introduced to non-fiction texts that are structured in different ways • Answer and ask questions • Predict what might happen on the basis of what has been read • Draw inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • Increase familiarity with a range of books Explain and discuss understanding of books • Discuss the sequence of events in books • Answer and ask questions • Predict what might happen on the basis of what has been read • Draw inferences on the basis of what is being said and done Express views and opinions about reading

		what is being said and done	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	composing and rehearsing phrases and sentences orally; <ul style="list-style-type: none"> write for different purposes including poetry; 	<ul style="list-style-type: none"> Sequence sentences to form short narratives Write for different purposes including fictional narratives and information 	
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. Combining words to make sentences; joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Separable words; capital letters, full stops, question marks and demarcating sentences. Capital letters for names and the personal pronoun 'I'. <u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 					
Language Competency: through reading, talk and writing	<ul style="list-style-type: none"> Reading aloud and rereading Role Play and Drama Illustration and Artwork Poetry Performance storytelling 	<ul style="list-style-type: none"> Responding to illustration Book Talk Word collection Visualising Drama and role play Shared writing Role on the Wall Storytelling Writing in role 	<ul style="list-style-type: none"> Reading aloud Visualising Drawing and artwork Responding to illustration Drama and Role-Play Freeze Frame and Thought Tracking Role on the Wall Writing in role Looking at Language Book Talk: 'Tell Me' Shared writing Story mapping and re-enactment Oral storytelling 	<ul style="list-style-type: none"> Reading aloud and rereading Role play Visualising Drawing and annotating Responding to illustration and film Responding to music Shared reading Shared writing 	<ul style="list-style-type: none"> Reading aloud and rereading Book talk Visualising Drawing and annotating Story mapping Drama and role-play Writing in role Shared writing Book making 	<ul style="list-style-type: none"> Reading aloud and re-reading Book Talk Responding to illustration Role-play and drama Re-enactment through play Drawing and annotating Shared writing Book making

Extended Writing Outcome	<ul style="list-style-type: none"> • Shared Journal • Thought Bubbles • Caption Writing • Information Writing • Bookmaking • Shared Poem 	Book making- Writing the story from Dark's perspective.	Letter of advice to Noi Story map	Write own poetry	<ul style="list-style-type: none"> • Story mapping • Writing information texts 	<ul style="list-style-type: none"> • Writing in Role • Caption Writing • Letter Writing • Narrative Writing
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YEAR 2 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Mini Rabbit Not Lost- <i>John Bond</i>	Claude in the City- <i>Alex T Smith</i>	The Fox and the Star- <i>Coralie Bickford Smith</i>	The Jolly Postman- Alan and Janet Alhberg	Puffin Book of Fantastic Poems- <i>Various</i>	The Story Tree- Tales To Be Read Aloud- <i>Hugh Lupton</i>
Literary Form	Picture Book	Longer picture book	Picture Book	Picture Book	Poetry Book	Collection of European Folk tails
Link to Main NC Area of Learning	Science- Animals and Habitats Geography- Landscapes	Geography- City and town	Tradition Tales	Science- Materials Geography- Maps Maths- Mesuring and weighing	Varies- Depending on poems chosen	European Folk tails
PSED & Human Themes	Keeping safe- strangers Families	Telling the truth	Friendship Loss Courage	Implications for actions	Varies- Depending on poems chosen	Varies- Depending on stories chosen

<p>Reading: Experience, Knowledge, Skills and Strategies</p>	<ul style="list-style-type: none"> • To talk confidently about picture books and responses individual to them • <ul style="list-style-type: none"> ▪ To explore how language is used effectively to paint a picture for the reader and deepen their understanding ▪ To look at how words and pictures are used in a picture books to deepen the reader's understanding of the story 	<ul style="list-style-type: none"> • explain understanding of what is read; • discuss the sequence of events in books and how items of information are related; • discuss favourite words and phrases; • answer and ask questions; • predict what might happen on the basis of what has been read; • participate in discussion about what is read, taking turns and listening to others; • express views about reading. 	<ul style="list-style-type: none"> • To talk confidently about picture books and responses individual to them • <ul style="list-style-type: none"> ▪ To explore how language is used effectively to paint a picture for the reader and deepen their understanding ▪ To look at how words and pictures are used in a picture books to deepen the reader's understanding of the story 	<ul style="list-style-type: none"> • explain understanding of what is read; • discuss the sequence of events in books and how items of information are related; • discuss favourite words and phrases; • answer and ask questions; • predict what might happen on the basis of what has been read; • participate in discussion about what is read, taking turns and listening to others; <p>express views about reading.</p>	<ul style="list-style-type: none"> • to recognise simple recurring literary language in poetry; • explain and discuss understanding of poems; those they listen to and those read independently. • Develop pleasure in reading, motivation to read, vocabulary and understanding; • listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • listen to, discuss and express views about books at a level beyond that which they can read independently; • discuss the significance of the title and events; • link what they hear or read to own experiences; • explain understanding of what is read; • discuss the sequence of events in books and how items of information are related • ;discuss favourite words and phrases; • answer and ask questions; • predict what might happen on the basis of what has been read; • draw inferences on the basis of
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						<ul style="list-style-type: none"> what is being said and done; participate in discussion about what is read, taking turns and listening to others; express views about reading.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. <u>Terminology:</u> noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 					
Language Competency: through reading, talk and writing	<ul style="list-style-type: none"> Role-Play Visualisation Role on the Wall Freeze Frame and Thought Tracking Hot Seating Story Mapping and Graph of Emotion Conscience Alley 	<ul style="list-style-type: none"> Role on the Wall Drama and Role Play Storymapping Visualising 	<ul style="list-style-type: none"> Response to illustration Looking at language Role on the wall Use of Multimodal texts Drama and Role-Play Conscience Alley Book talk Story mapping Graph of Emotion 	Responding to illustration <ul style="list-style-type: none"> Drama and role-play Storymapping Story Boxes Shared writing Storytelling Discussion and Debate 	<ul style="list-style-type: none"> Reading aloud and rereading Role play Visualising Drawing and annotating Responding to illustration and film Responding to music Shared reading Shared writing 	<ul style="list-style-type: none"> Storytelling Book Talk Responding to illustration Role on the Wall Visualising Drama and role-play Drawing and annotating Debate and argument Writing in role Book-making

<p>Extended Writing Outcome</p>	<ul style="list-style-type: none"> • Writing in role ♣ Shared Writing • Drafting and Editing • Book Making and Publishing • Composing and writing poetry 	<ul style="list-style-type: none"> • Character descriptions for sock friends and Claude • City Poems • Story mapping • Postcard in role • Guide Book for the Museum • Newspaper Reports • Doctor's report • Own Claude story in an alternative setting 	<ul style="list-style-type: none"> • Persuasive letters • Non-chronological reports • Written retelling from an alternative perspective 	<p>Writing in role Book making Letter writing</p>	<ul style="list-style-type: none"> • Poems inspired by the collection • Descriptive writing 	<p>Book Making</p>
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YEAR 3 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Ug- Boy Genius of the Stone Age- <i>Raymond Briggs</i>	King Who Banned the Dark- <i>Emily Haworth-Booth</i>	King of the Sky	Pebble in My Pocket- <i>Meredith Hooper and Chris Coady</i>	Rhythm of the Rain	The Great Kapok Tree
Literary Form	Picture Book	Picture Book	Picture Book	Information Book	Picture Book	Picture Book
Link to Main NC Area of Learning	Stone Age- History	Science – dark ad light History- Monarchs	History- Early 20 th Century	Geography- Human and Physical Computing - Researching	Science- Water Cycle Geography	Science- Living Things and Plants Geography- Maps
PSED & Human Themes	Determination and Perseverance	Propaganda	Moving to a different country	Changes over time	Geographical Features	Looking after the environment
Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books checking that the book makes sense to them, discussing their understanding and 	<ul style="list-style-type: none"> Develop their understanding and enjoyment of stories and non-fiction. Developing knowledge and skills in reading non-fiction about a wide range of subjects. Justify their views about what they have read: with support at the 	<ul style="list-style-type: none"> Develop positive attitudes to reading by listening to and discussing a wide range of fiction Increase familiarity with a range of books Identify themes and conventions Discuss words and phrases 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 	<ul style="list-style-type: none"> Develop their understanding and enjoyment of stories and non-fiction. Developing knowledge and skills in reading non-fiction about a wide range of subjects. Justify their views about what they have read: with support at the 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books checking that the book makes

	<p>exploring the meaning of words in context</p> <ul style="list-style-type: none"> • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • participating in discussions about books that are read to them and those 	<p>start of year 3 and increasingly independently by the end of year 4.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of non-fiction and reference books or textbooks • Retrieve and record information from non-fiction <p>Use dictionaries to check the meaning of words</p>	<p>that capture readers' interest and imagination</p> <ul style="list-style-type: none"> • Ask questions to improve understanding of the text • Draw inferences and justify inferences with evidence • Identify how language and structure contribute to meaning 	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and 	<p>start of year 3 and increasingly independently by the end of year 4.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of non-fiction and reference books or textbooks • Retrieve and record information from non-fiction • Use dictionaries to check the meaning of words 	<p>sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language,
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	<p>they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none"> • providing reasoned justifications for their views 			<p>challenging views courteously</p> <ul style="list-style-type: none"> • providing reasoned justifications for their views 		<p>considering the impact on the reader</p> <ul style="list-style-type: none"> • participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously <p>providing reasoned justifications for their views</p>
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. • <u>Terminology</u>: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks). 					
<p>Language Competency: through reading, talk and writing</p>	<p>Responding to Illustration</p> <ul style="list-style-type: none"> ♣ Reading Aloud ♣ Role on the Wall ♣ Collaborative Writing ♣ Book Making ♣ Developing Enquiry ♣ Role Play ♣ Writing in Role ♣ Conscience Alley 	<ul style="list-style-type: none"> • Response to Illustration • Reading Aloud • Re-reading • Role on the Wall • Looking at Language 	<p>Performing and Responding to Poetry</p> <ul style="list-style-type: none"> ▪ Freeze Frame ▪ Thought Tracking ▪ Dictogloss ▪ Conscience Alley ▪ Readers Theatre ▪ Dictogloss 	<ul style="list-style-type: none"> • Responding to Illustration • Reading Aloud • Developing Enquiry • Visualisation • Readers' Theatre • Storymapping 	<ul style="list-style-type: none"> • Response to illustration • Rereading and Text marking • Role on the Wall • Dictogloss • Thought Tracking 	<p>Poetry</p> <ul style="list-style-type: none"> ▪ Performance of a poem ▪ Explanation text <p>Debate</p> <ul style="list-style-type: none"> ▪ Report writing ▪ Writing in role

	<ul style="list-style-type: none"> ♣ Book Talk Script ♣ Instruction writing ♣ Postcard ♣ Information Writing ♣ Recount writing ♣ Comic Strip ♣ Persuasive Speech ♣ Advertisement ♣ Note ♣ Poetry ♣ Persuasive Presentation ♣ Non-Chronological Report 	<ul style="list-style-type: none"> • Using visual organisers • Discussion and Debate Role play and drama • Publishing and Bookmaking • Booktalk • Story mapping • Thoughts and ideas around a text in response to what has been read or seen in the illustrations Letter writing • Concept maps to explore story predictions and ideas • Writing in role Journalistic writing • text analysis • Free verse poetry • Performance of writing • Balanced argument in a written letter • Formal speech • Book review • Own narrative based on 	<p>Conscience Alley</p> <ul style="list-style-type: none"> ▪ Readers Theatre <p>Description</p> <ul style="list-style-type: none"> ▪ Greeting ▪ Diary ▪ Free Writing ▪ Balanced Argument or Persuasive Text ▪ Free Verse Poetry ▪ 	<ul style="list-style-type: none"> • Book Making ▪ Dictogloss • Freeze Frame ▪ • Writing in Role • Book Talk 	<ul style="list-style-type: none"> • Visualisation • Book Talk • Visual Organisers • Personal Narrative • Poetry • Writing in Role • Referential Writing • Persuasive Speech • Poetry • Biography • Explanatory (Informal) • Explanatory (Formal) • Narrative 	<ul style="list-style-type: none"> ▪ Argument writing ▪ Making a visual text ▪ Note of advice ▪ Playscript ▪ Extension of a narrative
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		themes of the book				
Extended Writing Outcome	Persuasive Writing Comic Book Writing	Own narrative based on themes of the book	Poetry writing Diary entry	Poetry		Extension of the narrative

YEAR 4 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Belonging <i>Jeannie Baker</i>	The Ice Palace <i>Robert Swindells</i>	Jemmy Button <i>Jennifer Ulman and Valerio Vidali</i>	The Iron Man <i>Ted Hughes</i>	Libba <i>Laura Veirs</i>	Tales of Wonder <i>Hugh Lupton</i>
Literary Form	Picture Book	Short novel	Picture Book	Modern Fairy Tale	Picturebook biography	Traditional Tales
Link to Main NC Area of Learning	Geography Art and Design History	Geography	History	Science	Art Geography	Geography
PSED & Human Themes	Environment	Family Bravery	Bullying Right and Wrong	Friendship Hero and villain	BAME Family Challenges	Morals
Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none"> Develop positive attitudes to reading by listening to and discussing a wide range of fiction Increase familiarity with a range of books 	<ul style="list-style-type: none"> Develop positive attitudes to reading by listening to and discussing a wide range of fiction and non-fiction 	<ul style="list-style-type: none"> Increase familiarity with a range of books; Identify themes and conventions; 	<ul style="list-style-type: none"> Develop positive attitudes to reading by listening to and discussing a wide range of fiction Increase familiarity with a range of books 	<ul style="list-style-type: none"> Develop positive attitudes to reading by listening to and discussing a wide range of fiction and non-fiction 	<ul style="list-style-type: none"> Develop their understanding and enjoyment of stories and non-fiction. Developing knowledge and skills in reading non-fiction about

	<ul style="list-style-type: none"> Identify themes and conventions Discuss words and phrases that capture readers' interest and imagination Ask questions to improve understanding of the text Draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning 	<ul style="list-style-type: none"> Increase familiarity with a range of books Identify themes and conventions Ask questions to improve understanding of the text Draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning 	<ul style="list-style-type: none"> Show understanding through intonation, tone, volume and action; Discuss words and phrases that capture readers' interest and imagination; Draw inferences about characters' feelings, thoughts, emotions and actions. 	<ul style="list-style-type: none"> Identify themes and conventions Discuss words and phrases that capture readers' interest and imagination Ask questions to improve understanding of the text Draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning 	<ul style="list-style-type: none"> Increase familiarity with a range of books Identify themes and conventions Ask questions to improve understanding of the text Draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning 	<ul style="list-style-type: none"> a wide range of subjects. Justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Listen to and discuss a wide range of non-fiction and reference books or textbooks Retrieve and record information from non-fiction Use dictionaries to check the meaning of words
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial. 					
Language Competency: through reading, talk and writing	<ul style="list-style-type: none"> Responding to Illustration Reading Aloud Role on the Wall Book Making 	<ul style="list-style-type: none"> Reading aloud and rereading Visualisation Drawing and annotating 	<ul style="list-style-type: none"> Reading aloud and re-reading Role Play and Drama Writing in role Visualising 	<ul style="list-style-type: none"> Reading aloud and rereading Visualisation Drawing and annotating Readers' theatre 	<ul style="list-style-type: none"> Visualisation Response to Illustration Developing Enquiry Role on the Wall 	<ul style="list-style-type: none"> Reading aloud and rereading Storyboards 'Tell me' Role play Reading journals

	<ul style="list-style-type: none"> Developing Enquiry Role Play Conscience Alley Writing in role Book Talk 	<ul style="list-style-type: none"> Drama and role-play Story mapping Writing in role Shared writing Poetry (list poems, imagery) Instructions (rules for playing a game) Recount (note, written in role) Non-chronological report (information leaflet) Thought bubbles, notes (writing in role) Captions Narrative ending 	<ul style="list-style-type: none"> Story boxes Shared writing Freeze frame Performance reading Drawing and annotating Writing in role Diary entry Poetry Argument Role on the wall Letter writing 	<ul style="list-style-type: none"> Drawing comparisons Drama and role-play Debate Writing in role Shared writing Annotated drawings Recounts (diary entries) Persuasive letter List poetry Questions Newspaper report 	<ul style="list-style-type: none"> Performance Reading Dictogloss Freeze Frame Thought Tracking Writing in Role Teacher in Role Book Talk Storymapping Personal Writing Poetry Information Writing Writing in Role: Diary or Letter Advertisement Poetry or Lyrics Persuasive Speech Writing in Role: Letter Liner Notes or Newspaper Article Biography 	<ul style="list-style-type: none"> Writing in role Role on the wall Visualising Shared writing Poetry Story maps Fact files Instructions Writing in role Narrative descriptions Book making Diary entry
Extended Writing Outcome	Poem writing Presentation	Narrative ending	Re-telling the story Poetry writing	Newspaper report	Biographical Writing	Diary Entry

YEAR 5 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Adventures of Odysseus <i>Hugh Lupton, Daniel Morden and Christina Balit</i>		Street Child <i>Berlie Doherty</i>		Pig Heart Boy <i>Malorie Blackman</i>	
Literary Form	Short Stories		Fiction Book		Fiction Book	
Link to Main NC Area of Learning	History- Greeks		History		Science	
PSED & Human Themes	Good/ evil Heroism		Injustice Cruelty Resilience Humanity		Choice Ethics Family	
Reading:	<ul style="list-style-type: none"> draw inferences such as inferring characters' 		<ul style="list-style-type: none"> Read and discuss a wide range of fiction 		<ul style="list-style-type: none"> draw inferences such as inferring characters' 	

<p>Experience, Knowledge, Skills and Strategies</p>	<p>feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • participate in discussions about books that are read to them and those they can read for themselves, building on • their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and 		<ul style="list-style-type: none"> • Read books that are structured in different ways • Identify and discuss themes and conventions • Discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language • Participate in discussions about books, 		<p>feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • participate in discussions about books that are read to them and those they can read for themselves, building on • their own and others' ideas and challenging views courteously • explain and discuss their understanding 	
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	<p>debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> provide reasoned justifications for their views 		<p>building on their own and others' ideas and challenging views</p> <ul style="list-style-type: none"> Explain and discuss their understanding of what they have read. 		<p>of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> provide reasoned justifications for their views 	
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> Converting nouns of adjectives into verbs using suffixes; verb prefixes. Relative clauses; indicating degrees of possibility using adverbs or modal verbs. Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 					
<p>Language Competency: through reading, talk and writing</p>	<p>Tell me – book talk</p> <ul style="list-style-type: none"> Reading aloud Visual approaches Drawing, mapping and annotating Shared writing <ul style="list-style-type: none"> Writing in role Roleplay Readers' theatre Comparison charts Storyboarding Storytelling Debate and argument <ul style="list-style-type: none"> Information posters 		<ul style="list-style-type: none"> Reading aloud and rereading Responding to visual images Visualisation Drawing and annotating Freeze-frame, thought tracking, hotseating, role-play Role on the wall For information on drama 		<ul style="list-style-type: none"> Tell me – booktalk Reading Aloud Debate and discussion Visual approaches Drama and role-play Writing in Role Drawing, mapping, annotating Shared Writing Diary entries 	

	<ul style="list-style-type: none"> ▪ Annotated storyboards ▪ Diaries ▪ Speeches ▪ Notes for a debate 		<p>approaches, see resources</p> <ul style="list-style-type: none"> • Readers' theatre/scripting • Writing in role • Text marking and word collections • Story mapping • Discussion • Resources 		<ul style="list-style-type: none"> • Notes and scripts for debates • Scripts for short plays and books trailer • Persuasive texts • Letters (both formal and informal) • Poetry • Newspaper Articles • Emails 	
Extended Writing Outcome	<ul style="list-style-type: none"> ▪ Story writing ▪ Newspaper articles ▪ Letters 		<p>Diary writing Persuasive letter Script writing poetry</p>		Newspaper article	

YEAR 6 Using a Power of Reading Teaching Sequence to Create an English Curriculum	<i>Goodnight Mr Tom</i> Michelle Magorian	Tales from the Caribbean Trish Cooke	The Last Wild Piers Torday	Treason Berlie Doherty	Stormbreaker Anthony Harowitz	
Literary Form	Narrative Fiction	Collection of Tales	Adventure Narrative	Historical fiction narrative	Graphic novel	
Link to Main NC Area of Learning	History WW2	History Geography	Science- Classification Geography- Physical Environment	History	Science	
PSED & Human Themes	War Loss	Stereotypes	Politics Story	Family	Adventure	
Reading: Experience, Knowledge, Skills and Strategies	<p>Read and discuss a wide range of fiction</p> <ul style="list-style-type: none"> Read books that are structured in different ways Identify and discuss themes and conventions Discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their 	<p>asking questions to improve their understanding</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn 	<p>Increase familiarity with a range of books;</p> <ul style="list-style-type: none"> Identify themes and conventions and compare these across books they have read Show understanding through intonation, tone, volume and action; Discuss words and phrases that capture readers' interest and imagination; Draw inferences about characters' 	<p>asking questions to improve their understanding</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one 	<p>Read and discuss a wide range of fiction</p> <ul style="list-style-type: none"> Read books that are structured in different ways Identify and discuss themes and conventions Discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences such as inferring 	•

	<p>actions and justifying inferences with evidence</p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language Participate in discussions about books, building on their own and others' ideas and challenging views <p>Explain and discuss their understanding of what they have read.</p>	<p>from more than one paragraph, identifying key details that support the main ideas</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<p>feelings, thoughts, emotions and actions.</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet. Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning Predict what might happen from details stated and implied. 	<p>paragraph, identifying key details that support the main ideas</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views 	<p>characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language Participate in discussions about books, building on their own and others' ideas and challenging views Explain and discuss their understanding of what they have read. 	
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		<ul style="list-style-type: none"> provide reasoned justifications for their views 				
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. <u>Terminology</u>: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. 					
Language Competency: through reading, talk and writing	Reading aloud and re-reading <ul style="list-style-type: none"> Discussion and debate Book talk Drama and role-play Drawing and annotating Story mapping Visualisation 	Developing Enquiry <ul style="list-style-type: none"> Reading Aloud Dictogloss Book Talk Role on the Wall Story mapping <ul style="list-style-type: none"> Double Bubble Freeze Frame Thought Tracking Debate and Discussion Readers Theatre Book Making 	Response to illustration <ul style="list-style-type: none"> Book talk Role on the wall Role Play Conscience Alley Group movement Story mapping Dance Group discussion Debate and Argument Shared Writing 	Reading Aloud# <ul style="list-style-type: none"> 'Tell Me' – Book talk Visual Approaches Shared Writing Readers' Theatre Drama and Role Play Writing Poetry Writing in Role Riddles <ul style="list-style-type: none"> Poetry Notes for discussion and debate Annotations Letters Explanatory notes Narrative writing 	Diary entries <ul style="list-style-type: none"> Letters Reflective first person narratives Character profiles Notes for class discussion and debate Text for graphic novel adaptation Written comparisons 	
Extended Writing Outcome	Diary writing <ul style="list-style-type: none"> Writing in role Newspaper writing Poetry 	Information Text Newspaper Report <ul style="list-style-type: none"> Playscript Narrative 	Free verse Argument Extension to narrative	Letters <ul style="list-style-type: none"> Explanatory notes Narrative writing 	Graphic novel adaptations Writing Comparisons	