

Structured and Sensory Learners English -Narrative - Goodnight Mr Tom

<p>Subject curriculum intent:</p>	<p>Students will use speaking and listening, reading and listening skills in every lesson. Students will discuss the key events and characters; and use role play / hot seating to explore key events and characters Students will identify and use features that writers use to engage and interest the reader (language and structure, e.g. descriptive language, plot). They will engage in detailed character /setting studies; and sequence texts in which events are logical Students will identify and use dialogue and speech marks Students will create and shape their own texts, write texts linked to a book, and organise information following the structure of a story. Students will develop understanding of spelling, punctuation and grammar. Reasoning - Children will predict and anticipate events based on the actions of key characters and settings using the language of cause and effect. Evaluation - Children will express their own views and preferences against agreed criteria to evaluate their own work and the work of others. Empathy - Writing, reading and listening to stories will help children to understand what others might be thinking or feeling in a particular situation. Social skills - When working collaboratively, children will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts. Communication - Children will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT when appropriate.</p>
<p>Intent for this topic:</p>	<p>Students will revisit and build upon skills and knowledge developed in studying narrative in previous years an a war related narrative in Autumn 1 of this year. In this unit students will experience and explore another narrative related to War and Peace They will identify and discuss common themes. Students will sequence the key events using lists, maps and storyboards and describe the key characters with reference to the text. Students will learn about evacuation and the concept of good versus evil. Students will learn the structure and features of a narrative. Students will learn how to plan, write, edit and proofread their own text in the style of a story related to the War and Peace. Suggested Texts: <i>Goodnight Mr Tom</i> by Michelle Magorian, <i>War Horse</i>, <i>Private Peaceful</i>, <i>Waiting for Anya</i>, <i>Friend or Foe</i>, <i>War Stories</i> by Michael Morpurgo</p>
<p>Key vocabulary taught within this topic:</p>	<p>Vocabulary revisited: Story, sequence, author, plot, beginning, build up, conflict (problem), resolution, end, conclusion, character, feelings, emotions, personality, motives, appearance, describe, setting, verb, adverb, adjective, simile, noun, pronoun, dialogue, language, structure, World War 2, evacuation, aeroplanes, bombs, air raids, countryside, city, Topic specific vocabulary: Character, feelings, emotions, personality, motives, appearance, bereavement, widower, sad, grieve, mother unkind, kind</p>
<p>Links to other subjects:</p>	<p>History - learning about WWII (key events), analysing sources, research Geography - location of different countries in WWII and places in Britain ICT - Typing and editing written work, creating short films / recording drama performances, creating a soundscape for The Blitz PSHE - Relationships, Morality</p> <p>RRS Articles: This unit of work is linked to Articles 9, 19 & 20 of the UN Convention on the Rights of the Child. Article 9 Children should not be separated from their parents unless it is for their own good. Article 19 Governements hould ensure that care properly cared and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them Article 20 Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.</p>

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-3	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	Cold Task / Have a Go Task Use an interesting stimulus/ starting point with minimal teaching and students to write a war story Immersion - explore a range of war stories/ texts about the war, , build up word bank of useful words. Explore structure of a war story. Introduce model text of <i>Goodnight Mr Tom</i> - story map and learn text. Role play scenes from model text Box up model text Use Narrative Therapy & Colourful Semantics to learn model text
Wks 4-5	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	Students identify and arrange key features of a war story Students explore and rewrite character descriptions and settings Students explore structure of a story - opening, build up, problem, resolution, ending Students begin to create new characters, settings and events Use word bank and structure of original text Use mind map to generate and record different ideas. Box up original text and amend / innovate key elements Use Narrative Therapy & Colourful Semantics to revise model text
Wks 5-6	Invention / Independent application	Students create original texts as independently as possible	Students use structure of a war story Students create new characters, setting and plot to create a new war story Use word bank and structure of original text Use mind map to generate and record different ideas. Students plan, review, edit and revise their writing. Use Narrative Therapy & Colourful Semantics to create new story Hot Task / Show us what you have learnt - An independent task on a similar type of writing

	B2 P4-6	B2 P7-8	B2 Step 1	B2 Step 2	B2 Step 3
Key Learning Theme: Stories related to WWII					
<p><u>Speaking and Listening</u></p> <p><u>Subject specific knowledge</u></p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately.</p>	<p><u>Students know</u> some key ideas and concepts used to communicate a story.</p> <p><u>Students know</u> the key element in questions about a story or experiences e.g. 'Who does Willie live with?', 'Where is Willie's Mum?'</p> <p><u>Students know</u> the language of requests and instructions containing at least two key words, signs or symbols.</p> <p><u>Students know</u> how to initiate and maintain short and simple conversations about a story.</p> <p><u>Students know</u> how to take turns and to listen to others in conversations and in role play.</p>	<p><u>Students know</u> up to four key words, signs or symbols to communicate key elements of a story.</p> <p><u>Students know</u> that events and experiences happen in the present, past and future.</p> <p><u>Students know</u> the importance of turn-taking, listening to /watching others and how to speak/ act in role play with confidence.</p> <p><u>Students know</u> conjunctions that communicate cause to link ideas e.g. because & so.</p> <p><u>Students know</u> how to form regular plurals.</p>	<p><u>Students know</u> the key vocabulary to retell a fictional story / part of a fictional story in their own words.</p> <p><u>Students know</u> the vocabulary to talk about the plot, a character or setting of a war story.</p> <p><u>Students know</u> how to gain, maintain and monitor the interest of the listener when retelling a story.</p> <p><u>Students know</u> how to add detail to extend their ideas.</p>	<p><u>Students know</u> a range of descriptive words that can be used to add detail and interest.</p> <p><u>Students know</u> familiar phrases from the story and complete the last phrase of a key sentence.</p> <p><u>Students know</u> the main characters and events of familiar stories.</p> <p><u>Students know</u> that stories have a beginning and an end point.</p> <p><u>Students know</u> an expanding range of vocabulary.</p>	<p><u>Students know</u> the main themes of war stories and what makes them interesting and relevant.</p> <p><u>Students know</u> the differences between written and spoken English and are beginning to be aware when Standard English is used or when informal language is used.</p> <p><u>Students know</u> that they can use more colloquial language in dialogue.</p> <p><u>Students know</u> that there are aware of different dialects and accents.</p>
<p><u>Speaking and Listening</u></p> <p><u>Subject specific skills</u></p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately.</p>	<p><u>Students are able to</u> combine two key ideas and concepts. They are able to combine single words, signs or symbols to communicate meaning and create desired impact on listeners.</p> <p><u>Students are able to</u> respond appropriately to questions about a story or experiences e.g. 'What does Mr Tom look like?'</p> <p><u>Students are able to</u> follow requests and instructions containing at least two key words, signs or symbols.</p> <p><u>Students are able to</u> initiate and maintain short and simple conversations about stories and experiences e.g.</p>	<p><u>Students are able to</u> listen, attend to and follow simple elements of a story for short stretches of time.</p> <p><u>Students are able to</u> attend to and respond to questions from adults and their peers about experiences, narratives and stories.</p> <p><u>Students are able to</u> communicate ideas about present, past and future events and experiences, using simple phrases and statements.</p> <p><u>Students are able to</u> link ideas using conjunctions that communicate cause e.g. because & so.</p>	<p><u>Students are able to</u> select a range of vocabulary to retell a fictional story / part of a fictional story in their own words.</p> <p><u>Students are able to</u> select a range of vocabulary to talk about a character, plot or setting in a war story.</p> <p><u>Students are able to</u> talk about matters of immediate interest relating to a fictional story e.g. the danger of war</p> <p><u>Students are able to</u> convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or narratives to provide some detail e.g.</p>	<p><u>Students are able to</u> enhance detail when retelling a story related to WWII</p> <p><u>Students are able to</u> vary volume, change tone or accent to maintain engagement of the audience when retelling a story.</p> <p><u>Students are able to</u> develop and explain ideas, using a more extensive vocabulary and begin to adapt style based on narrative.</p> <p><u>Students are able to</u> begin to show confidence in talking and listening, discussing preferences, characters and settings.</p>	<p><u>Students are able to</u> discuss the main themes of war stories and what makes them interesting and relevant.</p> <p><u>Students are able to</u> develop ideas through discussion with a group, responding to what they have read/heard with others and listening to the opinions of others.</p> <p><u>Students are able to</u> listen and respond by communicating ideas, expressing themselves confidently.</p> <p><u>Students are able to</u> use relevant comments and questions to show they have</p>

	<p>living with friends of family, visiting the countryside.</p> <p><u>Students are able to</u> take turns and to listen to others in conversations about a story or experiences.</p>	<p><u>Students are able to</u> use regular plurals correctly.</p> <p><u>Students are able to</u> take part in role play with confidence.</p> <p><u>Students are able to</u> link up to four key words, signs or symbols to communicate about stories and experiences in a group or one-to-one.</p> <p><u>Students are able to</u> select and use specific vocabulary related to war stories to convey desired meaning to the listener.</p> <p><u>Students are able to</u> take turns, listen and watch others and speak/ act in role play with confidence.</p>	<p>about characters, plot or setting.</p> <p><u>Students are able to</u> listen to and follow what others say and usually respond appropriately.</p> <p><u>Students are able to</u> effectively convey meaning by gaining, maintaining and monitoring the interest of the listener.</p> <p><u>Students are able to</u> speak clearly and audibly to convey meaning to a range of listeners.</p> <p><u>Students are able to</u> include relevant detail to extend their ideas.</p>	<p><u>Students are able to</u> sustain listening to a longer story and show supportive body language when listening and look from speaker to speaker.</p> <p><u>Students are able to</u> work constructively with others and responds to a peer's contribution in discussing or planning a story.</p> <p><u>Students are able to</u> adjust the style of their speech and vary their accent to communicate the dialogue between characters in a story.</p> <p><u>Students are able to</u> speak clearly and use an expanding bank of vocabulary.</p> <p><u>Students are able to</u> retell the beginning and the end point of a story.</p>	<p>listened to or read a story carefully.</p> <p><u>Students are able to</u> begin to adapt what they are communicating to the needs of the listener, varying the use of vocabulary and level of detail.</p> <p><u>Students are able to</u> use Standard English when reading or retelling a story.</p> <p><u>Students are able to</u> use more colloquial language in dialogue and may change their accent.</p> <p><u>Students are able to</u> face the camera or audience, keep head raised, to use facial expressions and appropriate gestures when sharing a story with others.</p> <p><u>Students are able to</u> take an active role in role play.</p>
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<p><u>Suggested teaching activities</u> <u>How should I teach this?</u></p> <p>Spoken language/ speaking and listening.</p> <p>How to communicate ideas effectively. How to respond to others appropriately.</p>	<ul style="list-style-type: none"> • Hot seat characters from the story <ul style="list-style-type: none"> ➢ Develop understanding of character, personality and significant events ➢ Gain insight into motives and emotions ➢ Record key quotes • Role play key events / Film It / new scene or alternate ending <ul style="list-style-type: none"> ➢ Sequence parts of the story ➢ Work collaboratively ➢ Clear focus, e.g. character expressions, body movement, speaking in a specific tense, accent dialect ➢ Create short films by recreating scenes from the story ➢ Perform and peer assess • Puppet show - Use props/puppets to recreate a narrative • Soundscape - Use ICT skills to create a soundscape of the Blitz
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	B2 P4-6	B2 P7-8	B2 Step 1	B2 Step 2	B2 Step 3
Key Learning Theme: Stories related to WWII					
<p>Reading</p> <p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> <p>How to infer. How to understand how language is used. How to understand how structure is used How to compare.</p>	<p><u>Students know</u> a few words, symbols or pictures familiar to them in a story presented to them in a familiar way.</p> <p><u>Students know</u> familiar objects and their pictorial or symbolic representations.</p> <p><u>Students know</u> how to express their curiosity about a story at a simple level.</p> <p><u>Students know</u> a small number of words or symbols linked to the vocabulary of a war story.</p> <p><u>Students know</u> letters and short words related to a story.</p>	<p><u>Students know</u> key elements of a familiar story e.g. when the adult stops reading, students fill in the missing word.</p> <p><u>Students know</u> the difference between print or symbols and pictures in a war story.</p> <p><u>Students know</u> the conventions of reading e.g that texts flow from left to right and from top to bottom</p> <p><u>Students know</u> that words, symbols and pictures convey meaning within a piece of modern literature.</p> <p><u>Students know</u> 50% of the letters of the alphabet by shape, name or sound.</p> <p><u>Students know</u> what comes next in familiar word patterns, sentences and text structures.</p>	<p><u>Students know</u> some key information from a story.</p> <p><u>Students know</u> familiar words in a war story</p> <p>With some support, <u>students know</u> some graphemes and their corresponding phoneme.</p> <p>With some support, <u>students know</u> some common exception words.</p> <p><u>Students know</u> the vocabulary needed to express what they like when reading a war story.</p> <p><u>Students know</u> how full stops and other forms of punctuation are used..</p>	<p><u>Students know</u> why characters act in certain ways.</p> <p><u>Students know</u> that the emotions, the actions of others, and motives explain the actions of characters in a war story.</p> <p><u>Students know</u> a range of punctuation e.g. full stops, commas, question and exclamation marks, inverted commas etc</p> <p><u>Students know</u> new vocabulary related to a war story.</p> <p><u>Students know</u> that they can use a dictionary to check spelling or meaning of a word.</p> <p><u>Students know</u> the position of a letter in alphabet i.e. beginning, middle or end.</p> <p><u>Students know</u> how words are organised in a dictionary.</p>	<p><u>Students know</u> some key themes and features of a story..</p> <p><u>Students know</u> some conventions of story writing.</p> <p><u>Students know</u> the basic plots of simple stories.</p> <p><u>Students know</u> when the text isn't making sense</p> <p><u>Students know</u> that words are listed in a dictionary in alphabetical order</p> <p><u>Students know</u> the different types of punctuation used in fiction texts, including dialogue.</p>
<p>Reading</p> <p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p> <p>How to infer. How to understand how language is used. How to understand how structure is used How to compare.</p>	<p><u>Students are able to</u> use a few familiar words, symbols or pictures to derive meaning from a story.</p> <p><u>Students are able to</u> match objects to their pictorial or symbolic representations.</p> <p><u>Students are able to</u> ask and answer basic two key word questions about a story.</p> <p><u>Students are able to</u> select and recognise/ read a small number of words or symbols</p>	<p><u>Students are able to</u> join in a discussion about a war story.</p> <p><u>Students are able to</u> sequence 3 pictures and use them to re-tell a familiar story.</p> <p><u>Students are able to</u> show an interest in the activity of reading a piece of modern literature, using some text with pictures and symbols.</p> <p><u>Students are able to</u> apply the conventions of reading, following the text left to</p>	<p><u>Students are able to</u> recognise familiar words used in a story.</p> <p><u>Students are able to</u> re-tell a story to a peer.</p> <p><u>Students are able to</u> express their response to war story by identifying aspects that they like.</p> <p><u>Students are able to</u> express an opinion on the different characters in a story.</p>	<p><u>Students are able to</u> explain the actions of characters and compare to other characters in a war story.</p> <p><u>Students are able to</u> give a reason why they think something has happened in a story.</p> <p><u>Students are able to</u> show understanding that is generally accurate when reading of texts</p>	<p><u>Students are able to</u> identify some key features of a story.</p> <p><u>Students are able to</u> read, discuss and give their own views on the characters, setting and plot of a story</p> <p><u>Students are able to</u> draw inferences on what they have read/ heard.</p> <p><u>Students are able to</u> read texts with fluency and accuracy.</p>

	<p>linked to the vocabulary in a familiar war story.</p> <p><u>Students are able to match letters and short words related to a familiar story.</u></p>	<p>right, top to bottom and page following page.</p> <p><u>Students are able to recognise or read an increasing repertoire of familiar words or symbols within a war story.</u></p> <p><u>Students are able to extract some information from a war story.</u></p> <p><u>Students are able to predict elements of a familiar story e.g. when the reader pauses, students fill in the missing word.</u></p> <p><u>Students are able to extract information from words, symbols and pictures to convey meaning within a war story.</u></p>	<p>With some support, <u>students are able to use their phonic knowledge to read words and establish meaning when reading aloud.</u></p> <p><u>With some support, students are able to use their knowledge of common exception words to read words and establish meaning when reading aloud.</u></p> <p><u>Students are able to select the vocabulary needed to express what they like when reading a war story.</u></p> <p><u>Students are able to show some awareness of how different forms of punctuation are used in reading.</u></p>	<p><u>Students are able to listen to and read a range of fiction and non-fiction texts.</u></p> <p><u>Students are able to correctly identify how a story is structured e.g. use of capitals and font, paragraphs, full stops, commas, question and exclamation marks, inverted commas, key words etc</u></p> <p><u>Students are able to reread a text when attempting to understand new vocabulary</u></p> <p><u>Students are able to use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning</u></p> <p><u>Students are able to use knowledge of alphabet to open dictionary in an appropriate place.</u></p> <p><u>Students are able to read simple prefixes or suffixes without overt sounding.</u></p>	<p><u>Students are able to respond to character descriptions and show preferences.</u></p> <p><u>Students are able to make predictions about what might happen in a story.</u></p> <p><u>Students are able to compare books / stories sharing a similar theme.</u></p> <p><u>Students are able to identify the treatment of different characters in a war story.</u></p> <p><u>Students are able to identify specific vocabulary within a war story that captures the reader's / listener's interest.</u></p> <p><u>Students are able to identify the letters in a word sequentially and find the meaning of an unknown word using a dictionary.</u></p> <p><u>Students are able to confidently use knowledge of phonic structure.</u></p> <p><u>Students are able to use knowledge of root words, suffixes and prefixes to attempt new/longer words.</u></p>
<p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></p> <p>Reading</p> <p>How to infer.</p> <p>How to understand how language is used.</p> <p>How to understand how structure is used.</p> <p>How to compare.</p>	<ul style="list-style-type: none"> • Read extracts / simplified excerpts and answer comprehension questions (written and verbal) • Identify key information / key words • Make inferences and deductions • Identify and explore key language features of a war story. • Structure, nouns, verbs, adverbs, adjectives, similes & metaphors, colloquial language • Identify and explore the structure of a war story. • Plot - story mountain (beginning, middle and end), key events, sequencing • Characters • Setting • Conflict (problem in the story) 				

- Guided reading sessions using texts related to WWII
- Discussing the text
- Responding to the text verbally
- Comprehension activities, e.g. questions, storyboarding, key points & words/ phrases
- Activities to unpick language and structure

B2 P4-6

B2 P7-8

B2 Step 1

B2 Step 2

B2 Step 3

Key Learning Theme: Stories related to WWII

<p>Writing</p> <p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> <p>How to plan a narrative What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p><u>Students know</u> to identify marks or symbols associated with familiar spoken words, actions, images or events relating to a war story</p> <p><u>Students know</u> how to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy writing patterns.</p> <p><u>Students know</u> marks, letters, symbols and photographs to use in a war story.</p>	<p><u>Students know</u> that a story has a beginning, middle and end.</p> <p><u>Students know</u> to group letters and leaves spaces in their writing to form separate words.</p> <p><u>Students know</u> how a war story is arranged on the page, sequencing information from left to right and top to bottom and captions underneath any pictures</p>	<p><u>Students know</u> how to communicate meaning related to a story.</p> <p><u>Students know</u> how full stops are used in writing.</p> <p><u>Students know</u> how to clearly shape and correctly orientate letters.</p>	<p><u>Students know</u> alternative words to enhance their descriptive writing.</p> <p><u>Students know</u> to read through their work to check for appropriate punctuation and vocabulary choices when drafting and writing.</p> <p><u>Students know</u> when to use capital letters in their writing.</p> <p><u>Students know</u> how to spell high frequency words that do not conform phonetically.</p> <p><u>Students know</u> where to place a possessive apostrophe in regular and irregular plurals.</p>	<p><u>Students know</u> the style and layout of stories.</p> <p><u>Students know</u> the terms of grammar -subordinate clause, direct speech/inverted commas, preposition, conjunction, possessive pronoun, determiner, adverbial, vowel consonant</p> <p><u>Students know</u> the language of punctuation.</p> <p><u>Students know</u> how to spell high frequency words that do not conform to normal patterns.</p> <p><u>Students know</u> how to write in a joined up style and whether to use a diagonal; or horizontal join to a letter.</p>
<p>Writing</p> <p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p> <p>How to plan a narrative. What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p><u>Students are able to</u> produce marks or symbols associated with familiar spoken words, actions, images or events relating to a war story</p> <p><u>Students are able to</u> hold a pen correctly and to follow the lines on the page to trace, overwrite or copy shapes and straight line writing patterns.</p> <p><u>Students are able to</u> select and use meaningful marks, letters, symbols and</p>	<p><u>Students are able to</u> identify the beginning, middle and end sections of a story.</p> <p><u>Students are able to</u> place pictures in the correct order to retell a story.</p> <p><u>Students are able to</u> display knowledge of how a war story is arranged on the page, e.g. by writing or producing letter sequences going left to right and top to bottom.</p>	<p><u>Students are able to</u> use simple words and phrases to communicate meaning related to a war story.</p> <p><u>Students are able to</u> place the elements of a story in the correct order.</p> <p><u>Students are able to</u> add simple adjectives to writing to enhance detail.</p> <p><u>Students are able to</u> make contributions to class or</p>	<p><u>Students are able to</u> develop their ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops.</p> <p><u>Students are able to</u> build the simple profile of a character.</p> <p><u>Students are able to</u> build up a simple setting for a story.</p> <p><u>Students are able to</u> communicate meaning in their</p>	<p><u>Students are able to</u> use the main features of stories appropriately.</p> <p><u>Students are able to</u> sequence sentences, extend ideas logically and choose words for variety and interest.</p> <p><u>Students are able to</u> structure their writing into paragraphs.</p> <p><u>Students are able to</u> correctly use the basic</p>

	<p>photographs to produce a story.</p>	<p><u>Students are able to</u> group letters and leave spaces in their writing to form separate words.</p> <p><u>Students are able to</u> Students select and link symbols and one or two simple key words to correctly retell a story from memory</p> <p><u>Students are able to</u> write or produce letter or symbol sequences moving from left to right and make accurate use of upper and lower case letters.</p>	<p>group discussions when planning a story.</p> <p><u>Students are able to</u> clearly shape and correctly orientate letters.</p> <p><u>Students are able to</u> show some awareness of how full stops are used in their writing.</p>	<p>writing, using appropriate and interesting vocabulary.</p> <p><u>Students are able to</u> use descriptive words and phrases to impact the reader.</p> <p><u>Students are able to</u> use capital letters correctly.</p> <p><u>Students are able to</u> use question marks and exclamation marks correctly in dialogue.</p> <p><u>Students are able to</u> use a class word bank to check spelling and spell words consistently in their piece of descriptive writing.</p> <p><u>Students are able to</u> usually spell correctly, simple, monosyllabic words and where there are inaccuracies the alternative is phonetically plausible.</p> <p><u>Students are able to</u> write their ascenders and descenders clearly and consistently.</p>	<p>grammatical structure of sentences.</p> <p><u>Students are able to</u> use a range of punctuation and grammatical devices s: eg fronted adverbials, conjunctions, adverbs and prepositions to express time and cause.</p> <p><u>Students are able to</u> usually spell words accurately, including common, polysyllabic words.</p> <p><u>Students are able to</u> accurately use punctuation to mark sentences e.g. full stops, capital letters and question marks.</p> <p><u>Students are able to</u> begin to structure writing into paragraphs.</p> <p><u>Students are able to</u> write in a mainly joined up style joining letters correctly and legibly.</p>
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Writing
 How to plan for a narrative text.
 What good looks like: appropriate form, language and structure.
 How to edit.
 How to proof read.

- Talk for Writing
- Rewriting a story using 'box it up' structure
- Writing own story using 'box it up' structure
- Sequence key events, use story mountain structure
- Book reviews
- Writing activities - character/setting descriptions, use adjectives / adverbs, informal letter writing (writing evacuee letters), rewrite a part of the story in own words / create an alternate ending, Create dialogue between two characters, e.g. speech bubbles, use of speech marks, re-write an excerpt as a play script

Online resources
<https://www.bbc.co.uk/programmes/b009t211/episodes/guide>
<https://www.iwm.org.uk/visits/iwm-north/whats-here>
<https://www.annefrank.org/en/>

Evidencing Work

Photographic & video evidence

Talk for writing worksheets

Phonics worksheets

Guiding reading records