Subject curriculum intent:	Students will use **speaking and listening, reading and listening skills** in every lesson. Students will identify and use features that writers use to engage and interest the reader (language, structure and form e.g. emotive language, capital letters and exclamation and question marks). They will sequence texts in which events are logical Students will create and shape their own texts, write texts linked to a book, and organise information. Students will develop understanding of spelling, punctuation and grammar.
Intent for this topic:	Students will revisit and build upon skills and knowledge developed in studying narrative and science fiction. This unit of study gives students the opportunity to experience and explore a range of science fiction stories. Students 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 that science fiction might involve a lesson about the nature of mankind. Students will learn how to plan, write, edit and proof read their own story in the style of science fiction. **Key Features of Text Type** Science fiction is a genre of speculative fiction that combines imaginative and futuristic concepts related to science and technology. Science fiction deals with the potential consequences of innovation in science and technology. Structure – **Beginning** – **introduce setting and characters** **Problem -** things start to go wrong. **Pivotal point** – how the situation gets worse and how the problem is handled **Consequence** – what happened after dealing with the problem **Resolution -** how things are put right. Language features – past tense; third person; descriptive language; dialogue; Visual features – clear structure, possibly illustrations **Suggested Texts:** War of the Worlds, The Time Machine H.G. Wells; Dr Who, Various authors, I, Robot Isaac Asimov
Key vocabulary taught within this topic:	Vocabulary revisited: Fiction, character, setting, hero, villain, conflict, overcome, resolution, describe, verb, adverb, adjective, simile, noun, pronoun, structure Topic specific vocabulary: Extra-terrestrial, space, technology, robotic, alien
Links to other subjects:	**Cross curricular links:** Music – electronic music etc Design & Technology - Drama – Role play and hot seating activities **RRS Articles:** This unit of work is linked to **Articles 14** of the UN Convention on the Rights of the Child. **Article 14** (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-5	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	Cold Task / Have a Go Task on a familiar subject Use an interesting stimulus/ starting point related to science fiction with minimal teaching and students to write a story Immersion – explore a range of science fiction texts, different settings and characters, explore similarities and differences and build up word bank of useful words. Watch clips of classic science fiction stories Explore structure of science fiction stories and highlight similarities and differences Tuning into the subject - identify typical science fiction language and definitions – matching games Power of 3 – use 3 phrases or words to describe. Role play – scenes from science fiction stories, interview the heroes and villains Introduce model science fiction text- story map and learn text. Box up model text, sequence the text – -Intro /what it is – hook in the reader – power of 3 -Sequence key events in story, setting and characters -Conclusion – create a dramatic ending Use Narrative Therapy & Colourful Semantics to learn model text
Wks 6-9	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	Students identify and arrange key features of a science fiction story. Students explore and rewrite character descriptions, events and settings Students explore structure of a science fiction story – opening, build up, problem, resolution, ending Students begin to create new characters (heroes, villains, aliens etc), settings and events Students design and describe aliens, robots, spacecraft etc. 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 10-12	Invention / Independent application	Students create original texts as independently as possible	Students use structure of a science fiction story Students create new characters, settings and plot to create a new science fiction story Use word bank and structure of original and innovated 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 text Hot Task / Students demonstrate what they have learnt – An independent task on a similar type of writing

	B2 P 5-6	B2 P 7-8	B2 Step 1	B2 Step 2	B2 Step 3
Key Learning Theme: Narrative Science Fiction					
Speaking and Listening **Subject specific knowledge** How to communicate ideas effectively. How to respond to others appropriately.	Students know key ideas and concepts used to communicate a message. Students know strategies to communicate misunderstanding without changing the words used e.g. to repeat a word with a different intonation or facial expression. Students know how to identify the key element in questions about science fiction e.g. 'What is in the picture?', 'What do they look like?', 'Do you think they are real?' etc Students know a number of requests and instructions containing at least two key words, signs or symbols. Students know two key ideas contained within discussions about science fiction. Students know how to initiate and maintain short and simple conversations about science fiction. Students know how to take turns and to listen to others in conversations, role play and debates.	Students know up to four key words, signs or symbols to communicate a message or part of a narrative. Students know specific vocabulary to convey desired meaning to the listener. Students know the importance of turn-taking, listening to /watching others and how to speak/ act in role play with confidence. Students know conjunctions that communicate cause to link ideas e.g. because & so. Students know how to briefly listen and follow simple stories for short stretches of time Students know how to listen and respond to questions from adults and peers about experiences and science fiction.	Students know some well-known science fiction stories. Students know a range of vocabulary to communicate clearly about the content of texts, audio and video clips about science fiction. Students know how to take turns in a range of situations and groups. Students know how to listen to others and suggest some ways to respond appropriately. Students know how to gain, maintain and monitor the interest of the listener. Students know they need to speak clearly and audibly to convey meaning to a range of listeners. Students know how to add detail to extend their ideas	Students know a number of science fiction stories and their key characters. Students know that using intonation when role playing or describing a character or setting helps maintain the interest of the listener. Students know a range of vocabulary to discuss about a character or setting. Students know when the style of speech is changed to represent dialogue between characters. Students know that looking from speaker to speaker is body language that supports the speakers. Students know a range of vocabulary to respond to other people's responses, "I agree with." etc	Students know a number of science fiction stories, their key characters and the main plots. Students know formal and informal language and the differences in how people speak now and in the past. Students know some of the differences between written and spoken English Students know some vocabulary to use to add about characters and settings. Students know common morals and themes in science fiction.
Speaking and Listening **Subject specific skills** How to communicate ideas effectively.	Students are able to 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.	Students are able to link up to four key words, signs or symbols to communicate a message or part of a narrative in a group or one-to-one. Students are able to select and use specific vocabulary	Students are able to select a range of vocabulary to communicate clearly about the content of texts, audio and video clips about science fiction.	Students are able to use intonation when role playing or describing a character or setting related to a science fiction story. Students are able to include detail about a character or	Students are able to identify the theme a particular science fiction story. Students are able to discuss what they have read/heard with others, listening to their opinions

How to respond to others appropriately.	Students are able to make attempts to repair misunderstandings, without changing the words used e.g. by repeating a word with a different intonation or facial expression. Students are able to respond appropriately to questions in discussions about science fiction stories e.g. 'What is in the picture?, 'What do they look like?' 'Do you think they are real?' Students are able to understand requests and instructions containing at least two key words, signs or symbols. Students are able to identify two key ideas from discussion about a science fiction story or legend. Students are able to initiate and maintain short and simple conversations about science fiction. Students are able to take turns and to listen to others in conversations, presentations and debates about science fiction. .	to convey desired meaning to the listener. Students are able to take turns, listen and watch others and speak/ act in role play with confidence. Students are able to link ideas using conjunctions that communicate cause e.g. because & so. Students are able to listen, attend to and follow simple science fiction stories for short stretches of time. Students are able to listen and respond to, questions from adults and their peers about experiences and science fiction.	Students are able to take turns in a range of situations and groups. Students are able to listen to others and sometimes respond appropriately. Students are able to effectively convey meaning by gaining, maintaining and monitoring the interest of the listener. Students are able to speak clearly and audibly to convey meaning to a range of listeners. Students are able to include relevant detail to extend their ideas.	setting when discussing a science fiction story. Students are able to vary volume or change tone to maintain engagement of the audience. Students are able to use non-verbal gestures and actions in role playing elements from science fiction stories. Students are able to explore their ideas on a topic with others and listen and contribute to discussions. Students are able to show supportive body language when listening and look from speaker to speaker. Students are able to acknowledgesomeone else's opinion or information in their relevant answers and build on what anotherperson has said Students are able to work constructively with others and responds to a peer's contribution in discussing texts and images related to science fiction. Students are able to adjust the style of their speech when using dialogue between characters.	Students are able to use detail for effect in their discussions about characters and settings. Students are able to face the camera or audience, keep head raised, use facial expressions and appropriate gestures in discussion and role play about science fiction and conclude them effectively Students are able to sustain the attention of the listeners by using expression, indirectly or directly involving the audience explaining ideas and viewpoint, including relevant information and using appropriate vocabulary. Students are able to make relevant contributions in group or class discussions. Students are able to consider and respect the point of view of another and responds to the questions of others. Students are able to take an active role in role play and video/ audio productions Students are able to show different viewpoints or issues in role-play.

Suggested teaching activities
 	
How should I teach this?
	• Hot seat experts on a subject related to science fiction
	• Role play acting out key scenes from science fiction stories
	   ➢ Work collaboratively
	   ➢ Create blogs and vlogs about science fiction.
	   ➢ Perform and peer assess				

	B2 P 5-6	**B2 P 7-8**	**B2 Step 1**	**B2 Step 2**	**B2 Step 3**

Key Learning Theme: Narrative: Science Fiction					
Reading **Subject specific knowledge** What do pupils need to know? How to infer. How to understand how language is used. How to understand how structure is used How to compare.	Students know a few words, symbols or pictures related to science fiction that are familiar to them when presented to them in a familiar way. Students know some objects and their pictorial or symbolic representations. Students know how to express their curiosity about content at a simple level. Students know a small number of words or symbols linked to familiar vocabulary in science fiction. Students know some letters and short words related to science fiction.	Students know some key elements of a science fiction story. Students know the conventions of reading e.g that texts flow from left to right and from top to bottom Students know what comes next in familiar word patterns, sentences and text structures. Students know the differences between print, symbols, pictures and dialogue in science fiction. Students know that words, symbols and pictures convey meaning within a science fiction story. Students know the shape name or sound of half the letters of the alphabet.	Students know some familiar words typically used in a science fiction story or legend. With some support, students know some graphemes and their corresponding phoneme. With some support, students know some common exception words. Students know a range of vocabulary needed to express what they like when reading a science fiction story. Students know how full stops are used in reading.	Students know and record key sentences in texts about science fiction. Students know some organisational conventions of science fiction, e.g. setting, conflict, resolution Students know some new vocabulary related to science fiction Students know that they can use a dictionary to check spelling or meaning of a word. Students know the position of a letter in alphabet i.e. beginning, middle or end Students know how words are organised in a dictionary.	Students know key themes, facts and opinions in different texts about science fiction and identify their own responses. Students know some of the common themes or morals of science fiction. Students know some elements of a science fiction story.. Students know when the text isn't making sense Students know that words are listed in a dictionary in alphabetical order Students know different types of punctuation used in texts related to science fiction.
Reading **Subject specific skills** What do pupils need to be able to do? How to infer. How to understand how language is used. How to understand how structure is used How to compare.	Students are able to use a few familiar words, symbols or pictures to derive meaning from a text or image related to science fiction. Students are able to match objects to their pictorial or symbolic representations. Students are able to ask and answer basic two key word questions about a science fiction story Students are able to select and recognise/ read a small number of words or symbols linked to familiar vocabulary in relation to science fiction.	Students are able to display interest in understanding and attaching meaning to a science fiction story Students are able to predict elements of a science fiction story e.g. when the reader pauses, students fill in the missing word. Students are able to identify print, symbols, pictures and dialogue in science fiction. Students are able to extract information from words, symbols and pictures and convey meaning within a science fiction story.	Students are able to identify familiar words typically used in science fiction. With some support, students are able to use their phonic knowledge to read words and establish meaning when reading aloud. With some support, students are able to use their knowledge of common exception words to read words and establish meaning when reading aloud. Students are able to select the vocabulary needed to express what they like when	Students are able to listen to and read a range of texts related to science fiction. Students are able to correctly identify how texts are organised, e.g. setting, conflict, resolution Students are able to reread a text when attempting to understand new vocabulary Students are able to use clues in the text to suggest the meaning of new words Students are able to use a dictionary to check spelling or meaning of a word.	Students are able to read, discuss and give their own views on science fiction and which elements might be real. Students are able to draw inferences on what they have read. Students are able to identify some key features of the narrative language used in science fiction. Students are able to identify specific vocabulary within a text that captures the reader's interest.

	Students are able to match letters and short words related to a science fiction story or legend.	Students are able to read a growing repertoire of familiar words or symbols typically used within science fiction.. Students are able to identify half the letters of the alphabet by shape, name or sound.	reading a science fiction story or legend. Students are able to begin to show awareness of how full stops are used in reading.	Students are able to use knowledge of alphabet to open dictionary in an appropriate place. Students are able to locate a word in a dictionary Students are able to decode unknown words using contextual knowledge. Students are able to read simple prefixes or suffixes without overt sounding out.	Students are able to compare images and texts from the Victorian period e.g. pre-Raphaelite paintings and Students are able to identify the letters in a word sequentially and find the meaning of an unknown word using a dictionary. Students are able to generate their own questions to research. Students are able to confidently use knowledge of phonic structure. Students are able to use knowledge of root words, suffixes and prefixes to attempt new/longer words

Suggested teaching activities
 	
How should I teach this?
	• Read extracts / simplified excerpts and answer comprehension questions (written and verbal)
	  ➢ Identify key information / key words
	  ➢ Make inferences and deductions
	• Identify key language features of a science fiction text
	  ➢ Structure, photo, illustration, picture, hook, introduction, conclusion, heading, caption, similes & metaphors,
	• **Guided reading sessions using science fiction texts**
	  ➢ Discussing the text
	  ➢ Responding to the text verbally
	  ➢ Comprehension activities, e.g. questions, storyboarding, key points & words/ phrases
	  ➢ Activities to unpick language and structure

Key Learning Theme: Narrative Science fiction

	B2 P 5-6	B2 P 7-8	B2 Step 1	B2 Step 2	B2 Step 3
Writing **Subject specific knowledge** What do pupils need to know? How to plan a narrative	Students know some marks or symbols associated with spoken words, actions, images or events relating to familiar information related to science fiction Students know how to hold a pen correctly and to follow the lines on the page to	Students know how to identify the beginning, middle and end sections of science fiction stories, Students know to group letters and leaves spaces in their writing to form separate words.	Students know some simple words and phrases to communicate meaning. Students know how full stops are used in writing. Students know how to clearly shape and correctly orientate letters.	Students know some vocabulary to include in their own science fiction story when planning their writing Students know alternative words to enhance description in their text and create a bigger impact on the reader.	Students know the style and layout of science fiction Students know the terms of grammar -subordinate clause, inverted commas, preposition, conjunction, possessive pronoun, determiner, adverbial, vowel consonant

What good looks like: appropriate form, language and structure. How to edit. How to proof read.	trace, overwrite or copy writing patterns. Students are able to identify marks, letters, symbols and photographs to use in a text related to a science fiction story.	Students know that writing can have a range of purposes including to entertain; to express emotions etc. Students know how a narrative is arranged on the page, sequencing information from left to right and top to bottom.	Students know how to correctly format a science fiction story	Students know to read through their work to check for appropriate punctuation and vocabulary choices when drafting and writing. Students know when to use capital letters in their writing. Students know how to spell high frequency words that do not conform phonetically. Students know where to place a possessive apostrophe in regular and irregular plurals. Students know how to correctly use inverted commas.	Students know the language of punctuation. Students know how to spell high frequency words that do not conform to normal patterns. Students know how to write in a joined up style and whether to use a diagonal; or horizontal join to a letter.
Writing **Subject specific skills** What do pupils need to be able to do? How to plan a narrative What good looks like: appropriate form, language and structure. How to edit. How to proof read.	Students are able to produce marks or symbols associated with spoken words, actions, images or events relating to familiar information related to science fiction Students are able to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy shapes and straight line writing patterns. Students are able to select and use meaningful marks, letters, symbols and photographs to produce a text related to a science fiction story or legend.	Students are able to order key sections of a familiar science fiction story and place them in the correct layout. Students are able to group letters and leaves spaces in their writing to form separate words. Students are able to select and link symbols and one or two simple key words to write down ideas related to a science fiction story. Students are able to write or produce letter or symbol sequences moving from left to right and make accurate use of upper and lower case letters.	Students are able to use simple words and phrases to communicate meaning. Students are able to begin to use full stops correctly in their writing. Students are able to clearly shape and correctly orientate letters. Students are able to place the elements of a science fiction story in the correct order.	Students are able to plan their science fiction story to effectively entertain; and capture the nature of science fiction literature. Students are able to consider what to include as essential information in their text, then discuss and record planning ideas. Students are able to discuss the layout and style and organise their information in an appropriate manner when planning their science fiction story. Students are able to use capital letters correctly, especially for names in their science fiction story. Students are able to use question marks and exclamation marks correctly	Students are able to examine style and layout of science fiction stories and suggest how they can recreate them, e.g. setting, character and the use of paragraphs. Students are able to examine language and grammar, explaining simply why specific words, phrases or styles are used, and naming them, e.g. speech, adjectives, adverbs etc Students are able to discuss and record their ideas, organising the ideas, noting specific vocabulary and dialogue etc Students are able to use simple devices to structure the writing and support the reader / listener

| | | | | and inverted commas for speech.

Students are able to use class word bank to check spelling and spell words consistently in their texts related to science fiction..

Students are able to write their ascenders and descenders clearly and consistently. | Students are able to read their own work to check for tense / spelling / punctuation errors.

Students are able to use a range of punctuation and grammatical devices s: eg fronted adverbials, conjunctions, adverbs and prepositions to express time and cause.

Students are able to check that pronouns make meaning clearer for the reader when evaluating and editing their work eg use of 'third person

Students are able to spell simple polysyllabic words and attempt to spell most words.

Students are able to write in a mainly joined up style joining letters correctly. |
|---|---|---|---|---|---|

Suggested teaching activities **How should I teach this?**	➤ Talk for Writing ➤ Rewriting a text using 'box it up' structure ➤ Writing own narrative / science fiction text using 'box it up' structure ➤ Vocabulary building ➤ Use adjectives / describing words ➤ Create storyboards

Online resources
Bing Videos
Star Trek, Star Wars, Star Trek, Flash Gordon

Evidencing Work
Photographic & video evidence
Talk for writing worksheets
Guiding reading records