

Structured and Sensory Learners English -Narrative -Lets Celebrate: Celebrations and Entertainment

<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 when exploring the theme of War and Peace in the Autumn term. In this unit students will experience and explore a narrative related to celebrations. 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 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 a celebration event. Suggested Texts: Charlie and the Chocolate Factory, Roald Dahl, The Fairground, Bag Books, Birthday Surprise, sensory story</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.</p> <p>Topic specific vocabulary: Competitions, lottery, jackpot, factory, fairground, dodgem, candyfloss</p>
<p>Links to other subjects:</p>	<p>PSHE - Self-awareness, Managing feelings, Maths: Measurement - size, capacity Science - Materials / changing states ICT - Researching information about topics, drafting, editing and presenting written work. RRS Articles: This unit of work is linked to Articles 30 and 31 of the UN Convention on the Rights of the Child. Article 30 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures. Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.</p>

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-2	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 story about a celebration Immersion - explore a range of stories about celebrations, different settings and characters, build up word bank of useful words. Explore structure of narrative. Introduce model text of Charlie and the Chocolate Factory / The Fairground - 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 3-4	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	Students identify and arrange key features of a narrative Students explore and rewrite character descriptions and settings Students explore structure of a narrative - 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 narrative Students create new characters, setting and plot to create a new narrative 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 text 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: Celebrations					
<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> key ideas and concepts used to communicate a story.</p> <p><u>Students know</u> the key element in questions about a story e.g. 'What does Mowgli do? What happens next?'</p> <p><u>Students understand</u> 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 story / part of a story in their own words.</p> <p><u>Students know</u> the vocabulary to talk about the plot, a character or setting of a familiar story.</p> <p><u>Students know</u> how to gain, maintain and monitor the interest of the listener when retelling a familiar 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 a familiar story and complete the last phrase of a key sentence.</p> <p><u>Students know</u> the main characters and events of a familiar story.</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 words.</p>	<p><u>Students know</u> the main themes of a familiar story and what makes a story interesting.</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>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 familiar story e.g. 'What is the problem at the start of the story? Who's is looking after Mowgli? etc.</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 a familiar story.</p>	<p><u>Students are able to</u> listen, attend to and follow simple elements of a familiar 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 and familiar 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> use regular plurals correctly.</p>	<p><u>Students are able to</u> select a range of vocabulary to retell a familiar story / part of a familiar 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 familiar story</p> <p><u>Students are able to</u> talk about matters of immediate interest relating to a familiar story e.g the noises and smells of a factory</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 stories to provide some detail e.g. about characters, plot or setting.</p>	<p><u>Students are able to</u> enhance detail when retelling a familiar story.</p> <p><u>Students are able to</u> vary volume, change tone or accent to maintain engagement of the audience when retelling a familiar 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 familiar stories.</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> sustain listening to a longer story and show supportive body language</p>	<p><u>Students are able to</u> discuss the main themes of familiar stories and what makes them interesting.</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 listened to or read a familiar story carefully.</p>

	<p><u>Students are able to take turns and to listen to others in conversations about a familiar story.</u></p>	<p><u>Students are able to take part in role play with confidence.</u></p> <p><u>Students are able to link up to four key words, signs or symbols to communicate about familiar stories and experiences in a group or one-to-one.</u></p> <p><u>Students are able to select and use specific vocabulary related to a familiar story to convey desired meaning to the listener.</u></p> <p><u>Students are able to take turns, listen and watch others and speak/ act in role play with confidence.</u></p>	<p><u>Students are able to listen to and follow what others say and usually respond appropriately.</u></p> <p><u>Students are able to effectively convey meaning by gaining, maintaining and monitoring the interest of the listener.</u></p> <p><u>Students are able to speak clearly and audibly to convey meaning to a range of listeners.</u></p> <p><u>Students are able to include relevant detail to extend their ideas.</u></p>	<p>when listening and look from speaker to speaker.</p> <p><u>Students are able to work constructively with others and responds to a peer's contribution in discussing or planning a story.</u></p> <p><u>Students are able to adjust the style of their speech and vary their accent to communicate the dialogue between characters in a familiar story.</u></p> <p><u>Students are able to speak clearly and use an expanding bank of vocabulary.</u></p> <p><u>Students are able to retell the beginning and the end point of a familiar story.</u></p>	<p><u>Students are able to adapt what they are communicating to the needs of the listener, varying the use of vocabulary and level of detail.</u></p> <p><u>Students are able to use Standard English when reading or retelling the narrative of a familiar story.</u></p> <p><u>Students are able to use more colloquial language in dialogue.</u></p> <p><u>Students are able to face the camera or audience, keep head raised, use facial expressions and appropriate gestures when sharing a familiar story with others.</u></p> <p><u>Students are able to take an active role in role play.</u></p>
<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 ➤ Create short films by recreating scenes from the story ➤ Perform and peer assess • Puppet show - Use props/puppets to recreate a story about a celebration • Soundscape - Use ICT skills to create a soundscape for the setting 				

	B2 P4-6	B2 P7-8	B2 Step 1	B2 Step 2	B2 Step 3
Key Learning Theme: Celebrations					
<p>Reading</p> <p>Subject specific knowledge</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 from a familiar story presented to them in a familiar way.</p> <p><u>Students know</u> key objects and their pictorial or symbolic representations.</p> <p><u>Students know</u> how to express their curiosity about a familiar story at a simple level.</p> <p><u>Students know</u> a small number of words or symbols linked to the vocabulary of a familiar story.</p> <p><u>Students know</u> key letters and short words related to a familiar 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 familiar 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 familiar story.</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> key information from a familiar story.</p> <p><u>Students know</u> familiar words in a familiar story.</p> <p>With some support, <u>students know</u> 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 familiar story.</p> <p><u>Students know</u> full stops and other forms of punctuation found in a familiar story.</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 familiar 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> some new vocabulary.</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> the key themes and features of a familiar 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>Subject specific skills</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>Students <u>are able to</u> use a few familiar words, symbols or pictures to derive meaning from a familiar story.</p> <p>Students <u>are able to</u> match objects to their pictorial or symbolic representations.</p> <p>Students <u>are able to</u> ask and answer basic two key word questions about a familiar story.</p> <p>Student <u>are able to</u> select and recognise/ read a small number of words or symbols linked to the vocabulary in a familiar story.</p>	<p>Students <u>are able to</u> join in a discussion about a familiar story.</p> <p>Students <u>are able to</u> sequence 3 pictures and use them to re-tell a familiar story.</p> <p>Students <u>are able to</u> show an interest in the activity of reading a familiar story, using some text with pictures and symbols.</p> <p>Students <u>are able to</u> apply the conventions of reading, following the text left to right, top to bottom and page following page.</p>	<p>Students <u>are able to</u> recognise familiar words used in a familiar story.</p> <p>Students <u>are able to</u> re-tell a familiar story to a peer.</p> <p>Students <u>are able to</u> express their response to a familiar story by identifying aspects that they like.</p> <p>Students <u>are able to</u> express an opinion on the different characters in a familiar story.</p> <p>With some support, students <u>are able to</u> use their phonic knowledge to read words and</p>	<p>Students <u>are able to</u> explain the actions of characters and compare to other characters in a familiar story.</p> <p>Students <u>are able to</u> give a reason why they think something has happened in a familiar story.</p> <p>Students <u>are able to</u> read of texts showing understanding and with accuracy</p> <p>Students <u>are able to</u> listen to and read a range of fiction and non-fiction texts.</p> <p>Students <u>are able to</u> correctly identify how a story is</p>	<p>Students <u>are able to</u> identify some key features of a familiar story.</p> <p>Students <u>are able to</u> read, discuss and give their own views on the characters, setting and plot of a familiar story.</p> <p>Students <u>are able to</u> draw inferences on what they have read/ heard.</p> <p>Students <u>are able to</u> read texts with fluency and accuracy.</p> <p>Students <u>are able to</u> respond to character</p>

	<p>Students <u>are able to</u> match letters and short words related to a familiar story.</p>	<p>Students <u>are able to</u> recognise or read an increasing repertoire of familiar words or symbols within a familiar story</p> <p>Students <u>are able to</u> display interest in extracting information from a familiar story.</p> <p>Students <u>are able to</u> predict elements of a familiar story e.g. when the reader pauses, students fill in the missing word.</p> <p>Students <u>are able to</u> extract information from words, symbols and pictures convey meaning within a familiar story.</p>	<p>establish meaning when reading aloud.</p> <p>With some support, students <u>are able to</u> use their knowledge of common exception words to read words and establish meaning when reading aloud.</p> <p>Students <u>are able to</u> select the vocabulary needed to express what they like when reading a familiar story.</p> <p>Students <u>are able to</u> show some awareness of how different forms of punctuation are used in reading.</p>	<p>organised, e.g. use of capitals and font, paragraphs, full stops, commas, question and exclamation marks, inverted commas, key words etc</p> <p>Students <u>are able to</u> reread a text when attempting to understand new vocabulary</p> <p>Students <u>are able to</u> use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning</p> <p>Students <u>are able to</u> use knowledge of alphabet to open dictionary in an appropriate place.</p> <p>Students <u>are able to</u> read simple prefixes or suffixes without overt sounding.</p>	<p>descriptions and show preferences.</p> <p>Students <u>are able to</u> make predictions about what might happen in a familiar story.</p> <p>Students <u>are able to</u> compare books / stories sharing a similar theme.</p> <p>Students <u>are able to</u> identify the treatment of different characters in a familiar story.</p> <p>Students <u>are able to</u> identify specific vocabulary within a story that captures the reader's / listener's interest.</p> <p>Students <u>are able to</u> identify the letters in a word sequentially and find the meaning of an unknown word using a dictionary.</p> <p>Students <u>are able to</u> confidently use knowledge of phonic structure.</p> <p>Students <u>are able to</u> use knowledge of root words, suffixes and prefixes to attempt new/longer words.</p>
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<p><u>Suggested teaching activities</u> <u>How should I teach this?</u> Reading How to infer. How to understand how language is used. How to understand how structure is used. How to compare.</p>	<ul style="list-style-type: none"> • Read extracts / simplified excerpts and answer comprehension questions (written and verbal) <ul style="list-style-type: none"> ➢ Identify key information / key words ➢ Make inferences and deductions • Identify key language features of a story. <ul style="list-style-type: none"> ➢ Structure, word picture, similes & metaphors, alliterative, assonance, colloquial language • Identify and explore the structure of a story. • <u>Guided reading sessions using celebration themed texts</u> <ul style="list-style-type: none"> ➢ Discussing the text ➢ Responding to the text verbally ➢ Comprehension activities, e.g. questions, storyboarding, key points & words/ phrases ➢ Activities to unpick language and structure
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	B2 P4-6	B2 P7-8	B2 Step 1	B2 Step 2	B2 Step 3
Key Learning Theme: Celebrations					
<p>Writing</p> <p>Subject specific knowledge</p> <p><u>What do pupils need to know?</u></p> <p>How to plan a story What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p><u>Students know</u> marks or symbols associated with familiar spoken words, actions, images or events relating to a familiar 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> some key marks, letters, symbols and photographs to use in a familiar 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 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> some simple words and phrases to communicate meaning related to a familiar 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> some alternative words to enhance their 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> that 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>Subject specific skills</p> <p><u>What do pupils need to be able to do?</u></p> <p>How to plan a story What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p><u>Students are able</u> to produce marks or symbols associated with familiar spoken words, actions, images or events relating to a familiar story.</p> <p><u>Students are able</u> to 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</u> to select and use meaningful marks, letters, symbols and photographs to produce a familiar story.</p>	<p><u>Students are able</u> to identify the beginning, middle and end sections of a familiar story.</p> <p><u>Students are able</u> to place pictures in the correct order to retell a familiar story.</p> <p><u>Students are able</u> to display knowledge of how a 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</u> to group letters and leaves spaces in their writing to form separate words.</p> <p><u>Students are able</u> to select and link symbols and one or two simple key words to</p>	<p><u>Students are able</u> to use simple words and phrases to communicate meaning related to a familiar story.</p> <p><u>Students are able</u> to place the elements of a familiar story in the correct order.</p> <p><u>Students are able</u> to add simple adjectives to writing to enhance detail.</p> <p><u>Students are able</u> to make contributions to class or group discussions when planning a familiar story.</p> <p><u>Students are able</u> to clearly shape and correctly orientate letters.</p>	<p><u>Students are able</u> to develop their ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops.</p> <p><u>Students are able</u> to build the simple profile of a character.</p> <p><u>Students are able</u> to build up a simple setting for a story.</p> <p><u>Students are able</u> to communicate meaning in their writing, using appropriate and interesting vocabulary.</p> <p><u>Students are able</u> to use descriptive words and phrases to impact the reader.</p> <p><u>Students are able</u> to use capital letters correctly.</p>	<p><u>Students are able</u> to use the main features of stories appropriately.</p> <p><u>Students are able</u> to sequence sentences, extend ideas logically and choose words for variety and interest.</p> <p><u>Students are able</u> to loosely structure their writing into paragraphs.</p> <p><u>Students are able</u> to correctly use the basic grammatical structure of sentences.</p> <p><u>Students are able</u> to use a range of punctuation and grammatical devices s: eg fronted adverbials,</p>

		<p>correctly retell a familiar story from memory</p> <p>Students <u>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>Students <u>are able to</u> show some awareness of how full stops are used in their writing.</p>	<p>Students <u>are able to</u> use question marks and exclamation marks correctly in dialogue.</p> <p>Students <u>are able to</u> use a class word bank to check spelling and spell words consistently in their piece of writing.</p> <p>Students <u>are able to</u> mainly spell correctly simple, monosyllabic words and where there are inaccuracies the alternative is phonetically plausible.</p> <p>Students <u>are able to</u> write their ascenders and descenders clearly and consistently.</p>	<p>conjunctions, adverbs and prepositions to express time and cause.</p> <p>Students <u>are able to</u> mainly spell words accurately, including common, polysyllabic words.</p> <p>Students <u>are able to</u> accurately use punctuation to mark sentences e.g. full stops, capital letters and question marks.</p> <p>Students <u>are able to</u> write in a mainly joined up style joining letters correctly and legibly.</p>
<p>Writing How to plan a story. What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<ul style="list-style-type: none"> ➤ Talk for Writing ➤ Rewriting a story using 'box it up' structure ➤ Writing own story using 'box it up' structure ➤ Writing activities ➤ Vocabulary building ➤ Use adjectives / describing words ➤ Write own story about a celebration ➤ Write descriptions ➤ Create storyboards ➤ Write similes and metaphors 				
<p>Online resources Teacher Resources Roald Dahl Roald Dahl Day lesson - The Power of Words - BBC Teach You Tube clips of Charlie & the Chocolate Factory films</p>					
<p>Evidencing Work Photographic & video evidence Talk for writing worksheets Phonics worksheets Guiding reading records</p>					