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# Years 4 and 5 Planning Exemplification

National Literacy Strategy (NLS) planning exemplification for both medium- and short-term planning is on the website [www.standards.dfes.gov.uk/literacy](http://www.standards.dfes.gov.uk/literacy). There are medium-term plans for Foundation Stage through to Year 6 entitled *An example of National Literacy Strategy medium-term planning*. These plans consist of the NLS Framework objectives clustered into units. Those for Years 4 and 5 are reproduced in this booklet on pages 5–10.

Four of the unit plans have been fully exemplified and resourced. There are

- Year 4 term 1 Plays
  - Year 4 term 3 Issues and Dilemmas 1
  - Year 4 term 3 Issues and Dilemmas 2
  - Year 5 term 1 Narrative Structure
- } Transition unit

The Year 4 term 3 units and the Year 5 term 1 unit have been created as a transition between the two years, for use where children move from First to Middle schools. There are common objectives in the units and the reading material has been chosen to create continuity. The children keep a reading journal in Year 4 and take it with them to their new school. Although originally intended for the transition between First and Middle schools, many teachers have found these units helpful in the transition from Year 4 to Year 5 in the same school. The planning for these units is reproduced in this booklet. The lesson notes and comprehensive teaching resources are available to be downloaded from the web and from the attached CD-ROM.

The Year 4 term 1 unit (Plays) is available on the website only.

# An example of Key Stage 1 and 2 medium-term planning – rationale

An effective medium-term plan:

- assembles the text, sentence and word level objectives into coherent (mostly two-week) units;
- recognises that some sentence and word level objectives will be taught discretely and others will be integrated into the theme of the unit;
- includes all objectives from the NLS Framework, repeating some as appropriate;
- indicates texts to be studied and pupil outcomes for each unit of work;
- indicates related speaking and listening emphases;
- orders the units in the term's timetable to make explicit links to related work in other curriculum areas;
- assumes the teacher will be reading a novel (or other texts) to the class on a regular basis outside the literacy hour throughout the term.

These units were assembled as follows:

- The related reading and writing text level objectives were clustered into themes – generally on the basis of text-type into approximately six/seven blocked units per term, of an average length of two weeks.
- The range of texts was added and suitable outcomes decided as suggested by the objectives. These outcomes are intended as suggestions for the tangible 'end product' of the unit that the children are motivated to complete, e. g. a piece of writing, a discussion, presentation, debate, reading journal entry. These are related to, but distinct from 'learning outcomes' which are linked to the teaching objectives and also to specific curriculum targets for the class, group or individual.
- Those sentence and word level objectives that directly and specifically supported the text level objectives in each unit were added and then further sentence level objectives were allocated to provide balanced coverage. Teachers may wish to relocate some of the word and sentence level objectives once they have decided the running order of the units and chosen texts.
- The word level objectives were allocated so that, depending on the key stage, all aspects of word level (e.g. phonics, spelling, vocabulary, handwriting) were addressed in most units, and all aspects of spelling (rules/conventions, strategies, practice and proofreading) were covered in every unit.

In Key Stage 1, the 'phonological awareness, phonics and spelling' objectives have been replaced by *Progression in phonics* steps. The remaining word level objectives have been grouped as follows:

- i) word recognition, graphic knowledge and spelling;
- ii) vocabulary extension;
- iii) handwriting.

In Key Stage 2, word level objectives are grouped as follows:

- i) spelling conventions and rules;
- ii) spelling strategies;
- iii) vocabulary extension;
- iv) handwriting.

- A limited number of speaking and listening emphases, drawn from the reading and writing text level objectives, were constructed so that there was progression and coverage through the years.

*continues . . .*

## An example of Key Stage 1 and 2 medium-term planning – rationale (*continued*)

In these medium-term plans the units are generally set out in the order in which the main text level objectives are listed in the NLS *Framework*. The units are not placed in a recommended running order, although in Key Stage 1, where there are two parts (e. g. Narrative 1 and 2), part 2 should not precede part 1. Each teacher will therefore need to decide the order on the basis of a number of considerations. These might include the following:

- Cross-curricular links: any unit may be placed to coincide with teaching in another subject to be used as a stimulus for writing. Non-fiction units may be placed so that the text-type is taught before being applied in another subject or so that the content from the other subject is the basis of the writing in the English lesson.
- Reading a class novel could begin during a poetry or non-fiction unit, so that the novel is well underway before using it in a narrative unit; on the other hand, there may be reasons for starting to read the novel to coincide with the beginning of a narrative unit, e. g. if the objective is on ‘openings’.
- Building up learning, for instance a poetry unit in which figurative language is covered may be followed by a narrative unit where this knowledge could be used.
- Linking outcomes to other events: in the summer term for Years 4 and 5 suggested outcomes include entries in the *Write Here Write Now 2003* writing awards. Full details are available on the *Write Here Write Now* web site at [www.writehere.org.uk](http://www.writehere.org.uk) or can be requested from the helpline on 0163 472 9825.

### Key

*PiP*: *Progression in phonics* (DfES 0604/2001)

*DEW*: *Developing early writing* (DfES 0055/2001)

*SB*: *Spelling bank* (KS2) (DfES 0086/2001)

*GfW*: *Grammar for writing* (DfES 0107/ 2000)

# An example of Year 4 medium-term planning Term 1

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
<b>Narrative: plot</b>	3, 4, 9, 10, 15 (GfW 25)	4 (GfW 23)	i) 2, 3, 4 ii) 1, 6 (SB p.22) iii) 11 iv) 15, 16	2	<ul style="list-style-type: none"> <li>Class novel</li> </ul>	<ul style="list-style-type: none"> <li>Story plans</li> <li>Story</li> </ul>
<b>Narrative: character and setting</b>	1, 2, 11, 12	3 (GfW 22)	i) 2, 3, 4 ii) 7 (SB p.23), 8 (SB p.24), 10 iii) 12 iv) 15, 17	2	<ul style="list-style-type: none"> <li>Short stories including some with an historical setting</li> </ul>	<ul style="list-style-type: none"> <li>Character sketch</li> <li>Personal response</li> </ul>
<b>Poetry</b>	7, 8, 14	2 (GfW 21)	i) 2, 3, 4 ii) 1, 9 (SB p.25-26) iii) 11, 13 iv) 15, 16	1	<ul style="list-style-type: none"> <li>Collections of poems on similar themes</li> </ul>	<ul style="list-style-type: none"> <li>Poems based on personal or imagined experience</li> </ul>
<b>Plays</b>	5, 6, 13	4 (GfW 23)	i) 2, 3, 4 ii) 5, 10 iii) 11, 14 (SB p.27) iv) 15, 17	2	<ul style="list-style-type: none"> <li>Playscripts</li> </ul>	<ul style="list-style-type: none"> <li>Playscript of known story</li> </ul>
<b>Newspapers/magazines</b>	16, 17, 18, 19, 20, 21, 23, 24	5 (GfW 24)	i) 2, 3, 4 ii) 1, 9 (SB p.25-26) iii) 11, 13, 14 (SB p.27) iv) 15, 16	3	<ul style="list-style-type: none"> <li>Newspaper reports and examples of newspaper page layouts.</li> <li>Non-fiction texts from print, Internet and CD-ROM sources</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper style reports using IT</li> </ul>
<b>Instructions</b>	22, 25, 26	1 (GfW 20)	i) 2, 3, 4 ii) 6 (SB p.22), 10 iii) 12 iv) 15, 17	2	<ul style="list-style-type: none"> <li>Instructional texts linked to other curriculum area, e.g. technology</li> </ul>	<ul style="list-style-type: none"> <li>Rules/instructions</li> </ul>
<b>Reports</b>	27	2 (GfW 21)	i) 2, 3, 4 ii) 1, 7 (SB p.23), 8 (SB p.24) iii) 11 iv) 15, 16	1	<ul style="list-style-type: none"> <li>Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological report</li> </ul>

# An example of Year 4 medium-term planning Term 2

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
<b>Narrative setting</b>	1, 2, 3, 4, 10, 13	1 (GfW 26)	i) 2, 3, 4 ii) 1, 5 (SB p.28) iii) 10, 13 iv) 14	2	<ul style="list-style-type: none"> <li>Stories, novels about imaginary worlds</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive writing: settings</li> </ul>
<b>Audience</b>	8, 9, 12	2 (GfW 27)	i) 2, 3, 4 ii) 7 (SB p.30), 8 iii) 9, 13 iv) 14, 15	2	<ul style="list-style-type: none"> <li>Stories in series</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative chapter story</li> </ul>
<b>Poetry</b>	4, 5, 6, 7, 11, 13	2 (GfW 27)	i) 2, 3, 4 ii) 1, 6 (SB p.29) iii) 11 iv) 14, 16	2	<ul style="list-style-type: none"> <li>Classic and modern poetry, including other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Poems</li> </ul>
<b>Notes and information texts</b>	14, 15, 16, 17, 18, 21, 22, 23	3, 4 (GfW 28)	i) 2, 3, 4 ii) 7 (SB p.30), 8 iii) 10, 12 iv) 14, 15	3	<ul style="list-style-type: none"> <li>Information books related to other curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>Page(s) for information texts linked to other curriculum texts</li> </ul>
<b>Explanation texts</b>	19 (GfW 29), 20, 24, 25	4 (GfW 28)	i) 2, 3, 4 ii) 1, 6 (SB p.29) iii) 13 iv) 14, 17	2	<ul style="list-style-type: none"> <li>Explanation texts</li> </ul>	<ul style="list-style-type: none"> <li>Explanation texts linked to another curriculum area (e.g. science)</li> </ul>

# An example of Year 4 medium-term planning

\* These units can be taught in any order except that the unit 'Issues and dilemmas 1' should precede 'Issues and dilemmas 2'.

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Poetry	4, 5, 6, 7, 9, 10, 14, 15	1 (GfW 30)	i) 2, 3, 4 ii) 1, 6 (SB p.33) iii) 11, (SB p.38) iv) 13, 15	2	• Poems in a variety of forms	• Poems in different forms
Issues and dilemmas 1	1, 3, 10, 11, 20, 24	1 (GfW 30), 2	i) 2, 3, 4 ii) 1, 5 (SB p.31-32) iii) – iv) 13, 14	2	• Class novel, extracts, short stories that raise issues	• Story in paragraphs • Reading journal
Issues and dilemmas 2	8, 9, 12, 20, 24	2, 3 (GfW 31)	i) 2, 3, 4 ii) 9 (SB p.36) iii) – iv) 13, 14	2	• Class novel, short stories, stories by one author	• Alternative endings to stories • Reading journal
Narrative reading and writing	2, 13	2, 3 (GfW 31), 4 (GfW 32)	i) 2, 3, 4 ii) 8 (SB p.35), 10 (SB p.37) iii) 12 (SB p.39) iv) 13, 14	3	• Stories from other cultures	• Extended narrative
Note-taking and discussion	16, 17, 20, 21, 22, 23, 24	1, 4 (GfW 32)	i) 2, 3, 4 ii) 1, 7 (SB p.34), 10 (SB p.37) iii) 11 (SB p.38) iv) 13, 15	3	• Texts from other curriculum areas including debates and editorials	• Planning debate • Debate • Letter, report or script presenting point of view • Summary
Persuasion	18, 19, 25	3 (GfW 31), 4 (GfW 32)	i) 2, 3, 4 ii) 8 (SB p.35), 9 (SB p.36) iii) 12 (SB p.39) iv) 13, 15	2	• Persuasive writing, e.g. adverts, circulars, fliers	• Advert, e.g. poster, radio jingle

Outcomes for the Poetry, Issues and dilemmas 2, Note-taking and discussion and Persuasion units could be entries for the Write Here Write Now 2003 writing awards. Full details are available on the Write Here Write Now web site at [www.writehere.org.uk](http://www.writehere.org.uk) or can be requested from the helpline on 0163 472 9825.

# An example of Year 5 medium-term planning Term 1

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
<b>Narrative structure</b>	1, 2, 4, 9, 13, 14 (GfW 38)	3, 6 (GfW 34)	i) 1, 2, 3 ii) – iii) 9	2	<ul style="list-style-type: none"> <li>Class novel</li> <li>Short stories</li> <li>Extracts</li> </ul>	<ul style="list-style-type: none"> <li>Reading journal</li> <li>Narrative planning</li> </ul>
<b>Plays</b>	5, 18, 19, 20	2 (GfW 33), 5, 7 (GfW 36)	i) 1, 2, 3 ii) 5 (SB 41–42) iii) 10	2	<ul style="list-style-type: none"> <li>Plays of known texts</li> </ul>	<ul style="list-style-type: none"> <li>Scene or short play to be performed</li> </ul>
<b>Aspects of narrative</b>	3, 10, 11, 12, 13, 15	4 (GfW 35), 5, 7 (GfW 36)	i) 1, 2, 3 ii) 5 (SB p.41–42) iii) 7, 10	2/3	<ul style="list-style-type: none"> <li>Class novel</li> <li>Short story</li> <li>Extracts</li> </ul>	<ul style="list-style-type: none"> <li>Two story beginnings</li> <li>Reading journal</li> <li>New scene or character written into a story</li> </ul>
<b>Poetry</b>	6, 7, 8, 16, 17	1, 4	i) 1, 2, 3 ii) 6 (SB p.43) iii) 9	2	<ul style="list-style-type: none"> <li>Range of poems</li> </ul>	<ul style="list-style-type: none"> <li>Two contrasting poems</li> </ul>
<b>Note-taking and recount</b>	21, 23, 24, 26, 27	1, 3 (GfW 34), 4 (GfW 35), 5 (GfW 36), 8 (GfW 37)	i) 1, 2, 3 ii) 4 (SB p.40) iii) 8 (SB p.44)	3	<ul style="list-style-type: none"> <li>Examples of notes</li> <li>Recounts of events, activities/visits related to other curriculum areas</li> <li>News reports</li> </ul>	<ul style="list-style-type: none"> <li>Notes for recounts</li> <li>Two recounts of same event for different readers</li> </ul>
<b>Instructions</b>	22, 25	3 (GfW 34), 9	i) 1, 2, 3 ii) 6 (SB p.43) iii) 8 (SB p.44)	1	<ul style="list-style-type: none"> <li>Instructions linked to other curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>Instructions to be tested</li> </ul>



# An example of Year 5 medium-term planning Term 2

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
<b>Traditional stories and fables</b>	1, 2, 3, 9, 11, 14	2 (GfW 33) 6 (GfW 41) 4, 10 (GfW 39)	i) 1, 2, 3 ii) 5 (SB p.48) iii) 12	2	<ul style="list-style-type: none"> <li>Traditional stories, fables</li> </ul>	<ul style="list-style-type: none"> <li>Written version of fable</li> <li>Oral retelling</li> </ul>
<b>Poetry</b>	4, 5, 6, 7, 10, 12	1 (GfW 28, 31), 3 (GfW 35)	i) 1, 2, 3 ii) 6 (SB p.49), 7 (SB p.50) iii) 11, 12	2	<ul style="list-style-type: none"> <li>Longer classic poetry</li> <li>Narrative poetry</li> </ul>	<ul style="list-style-type: none"> <li>Choral performance</li> <li>Additional verse of poem</li> </ul>
<b>Myths and legends</b>	1, 2, 8, 10, 11, 13	8, 9 (GfW 40) 5, 7, 9 (GfW 40)	i) 1, 2, 3 ii) 4, (SB p.45–47), 8 (SB p.51) iii) 10	3	<ul style="list-style-type: none"> <li>Myths and legends</li> </ul>	<ul style="list-style-type: none"> <li>Myth and/or legend</li> </ul>
<b>Note-taking and explanation texts</b>	15, 16, 17, 20, 21, 22, 24		i) 1, 2, 3 ii) 4 (SB p.45–47), 7 (SB p.50) iii) 9	2	<ul style="list-style-type: none"> <li>Range of explanatory texts linked to other curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>Notes</li> <li>Explanatory text for a younger audience</li> </ul>
<b>Non-chronological report</b>	16, 17, 18, 19, 22, 23, 24		i) 1, 2, 3 ii) 6 (SB p.49) iii) 9	2	<ul style="list-style-type: none"> <li>Range of non-chronological reports</li> </ul>	<ul style="list-style-type: none"> <li>Notes</li> <li>Non-chronological report related to other curriculum area</li> </ul>

# Term 3

## An example of Year 5 medium-term planning

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
<b>Narrative: empathy/point of view</b>	1, 2, 3, 7, 8	1, 2 (GfW 35), 3 (GfW 42), 5 (GfW 27)	i) 1, 2, 3 ii) 4 (SB p.52) iii) 11, 12, 13	2	<ul style="list-style-type: none"> <li>Range of novels, stories from variety of cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Short story written from point of view of different character</li> <li>Reading journal</li> </ul>
<b>Poetry</b>	4, 5, 6, 11		i) 1, 2, 3 ii) 5 (SB p.53-55) iii) 9	2	<ul style="list-style-type: none"> <li>Range of choral and performance poetry</li> </ul>	<ul style="list-style-type: none"> <li>Performance of poetry (two different styles including one example from 'older literature')</li> <li>Poem in style of one of the performance poems</li> </ul>
<b>Narrative: author style</b>	6, 8, 9, 10	1 (GfW 33), 2 (GfW 35)	i) 1, 2, 3 ii) 5 (SB p.53-55) iii) 8	2	<ul style="list-style-type: none"> <li>Stories/novel from variety of cultures, traditions</li> <li>Older literature</li> </ul>	<ul style="list-style-type: none"> <li>Reading journal</li> <li>Additional chapter written in style of author</li> </ul>
<b>Persuasion 1</b>	14, 15, 16, 19	1 (GfW 33), 2 (GfW 35)	i) 1, 2, 3 ii) 7 (SB p.57) iii) 11, 12, 13	2	<ul style="list-style-type: none"> <li>Leaflets</li> </ul>	<ul style="list-style-type: none"> <li>Debate</li> </ul>
<b>Persuasion 2</b>	12, 15, 16, 17	4, 6	i) 1, 2, 3 ii) 6 (SB p.56) iii) 9	2	<ul style="list-style-type: none"> <li>Range of letters</li> </ul>	<ul style="list-style-type: none"> <li>Letter of complaint</li> </ul>
<b>Persuasion 3</b>	13, 15, 16, 18	7 (GfW 43)	i) 1, 2, 3 ii) 4 (SB p.52) iii) 100	2	<ul style="list-style-type: none"> <li>Commentaries</li> </ul>	<ul style="list-style-type: none"> <li>Written commentary presenting two sides of an argument linked to other curriculum area</li> </ul>

Outcomes for the Poetry, Narrative and Persuasion units could be entries for the *Write Here Write Now 2003* writing awards. Full details are available on the *Write Here Write Now* web site at [www.writehere.org.uk](http://www.writehere.org.uk) or can be requested from the helpline on 0163 472 9825.

# Teaching sequence

for shared reading and writing through a unit

<p><b>Introduction to text</b></p>	<ul style="list-style-type: none"> <li>• establishing purpose for reading;</li> <li>• e.g. activating prior learning, experience or reading;</li> <li>• e.g. predicting content of book from cover and title.</li> </ul>
<p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• applying the searchlights model;</li> <li>• techniques to navigate texts;</li> <li>• comprehension strategies;</li> </ul>	<ul style="list-style-type: none"> <li>• the ‘searchlights’: phonic skill and knowledge, graphic knowledge, context, word recognition; fluency;</li> <li>• e.g. skimming, scanning, paragraphs and topic sentences, page layout;</li> <li>• e.g. predicting, deducing, inferring, speculating, making connections.</li> </ul> <p>Children use all of these strategies when they read. However, in Key Stage 1, the teaching focus is mostly on the basic skills toolkit, moving into a focus on navigating techniques in Years 3 and 4 and comprehension strategies in Years 5 and 6.</p> <p>It is important that the teacher demonstrates the use of a new strategy. For instance, you could demonstrate how to scan a paragraph looking for a specific fact, thinking aloud as you do so. Then tell the children a fact and ask them to scan for it. Ask the children to tell the class the process they went through.</p>
<p><b>Response to text</b></p>	<ul style="list-style-type: none"> <li>• e.g. likes and dislikes, what puzzles you and questions you would like to ask the author.</li> </ul>
<p><b>Development of specific reading objective(s)</b></p>	<ul style="list-style-type: none"> <li>• e.g. Year 4 Term 1 T1 to identify social, moral or cultural issues in stories, and to discuss how the characters deal with them; to locate evidence in text.</li> </ul>
<p><b>Analysing text</b> (reading for writing)</p>	<ul style="list-style-type: none"> <li>• analysing texts for structural and language features;</li> <li>• deriving principles of effective writing from these text models.</li> </ul> <p>This is an investigative activity which you would do in shared reading and then ask the children to repeat in pairs using another text during independent time. Their conclusions would be brought back to the plenary.</p>
<p><b>Introduction to writing</b> (on the basis of specific writing objective)</p>	<ul style="list-style-type: none"> <li>• gathering content for writing or transferring it from another curriculum area, for either fiction or non-fiction writing or stimulating writing through experience or discussion;</li> <li>• deciding purpose and audience for writing and choosing the form of writing to fulfil purpose and match audience.</li> </ul>
<p><b>Writing process</b> planning, drafting, revising, editing</p>	<p>Here the children are applying the principles they gleaned from their analysis of texts. They plan using the knowledge they have of text structure. When they compose (draft and revise) they use the sentence structures and language features to convey their meaning effectively. They are also applying their word level learning (drafting and editing).</p> <p>The use of demonstration, scribing and supported composition as described in <i>Grammar for Writing</i> is well established as a series of teaching strategies for teaching <b>drafting</b>. These strategies are equally important for teaching <b>planning</b> and could be used in teaching <b>revising</b> and <b>editing</b>.</p>

# Year 3 Target statements for Writing

## As for Year 2 and:

Phonics and spelling	<ul style="list-style-type: none"> <li>Attempt to spell unfamiliar words using known conventions and rules and a range of strategies including phonemic, morphemic and etymological.</li> <li>Spell words containing common prefixes and suffixes, e.g. <i>un-</i>, <i>dis-</i>, <i>-ly</i>, <i>-ful</i>.</li> <li>Spell inflected forms of words containing short vowel, doubling the final consonant where necessary, e.g. <i>win – winning</i>, <i>beg – begged</i>.</li> </ul>	WORD
Handwriting	<ul style="list-style-type: none"> <li>Write legibly with a joined hand, maintaining consistency in size and spacing.</li> </ul>	
Style: language effects	<ul style="list-style-type: none"> <li>Use interesting vocabulary; vary use of adjectives and verbs for impact.</li> <li>Select nouns to be specific, e.g. <i>poodle</i> rather than <i>dog</i>.</li> <li>Use terminology appropriate to text type.</li> </ul>	SENTENCE
Style: sentence construction	<ul style="list-style-type: none"> <li>Write simple and compound sentences.</li> <li>Begin to use some subordinators, e.g. <i>if</i>, <i>so</i>, <i>while</i>, <i>though</i>, <i>since</i>.</li> <li>Vary openings of sentence to avoid repetition.</li> </ul>	
Punctuation	<ul style="list-style-type: none"> <li>Demarcate sentence in the course of writing, using full stops, capital letters, question and exclamation marks, usually accurately.</li> <li>Begin to use speech marks and capital letters for a range of purposes.</li> <li>Secure the use of commas in a list.</li> </ul>	
Purpose and organisation	<ul style="list-style-type: none"> <li>Use 1st or 3rd person and tense consistently.</li> <li>Use a range of connectives that signal time.</li> <li>Vary story openings to create effects, such as building tension and suspense, creating moods, establishing character and scene setting.</li> <li>Begin to address reader, for instance by using questions in non-fiction.</li> <li>Write narrative with a build-up and with complication that leads towards a defined ending, using a paragraph for each.</li> <li>In non-fiction, begin using basic structure, e.g. introductory and concluding statements in non-chronological reports.</li> <li>Sequence sentence to extend ideas logically.</li> <li>Use language and structures from different text types for own writing.</li> </ul>	
Process	<ul style="list-style-type: none"> <li>Generate and collect suitable words and phrases before writing.</li> <li>Use different planning formats, e.g. charting, mapping, flow charts, simple storyboards.</li> <li>Make and use notes.</li> <li>Identify and consider audience and how this affects writing.</li> <li>Mentally rehearse writing, and cumulatively re-read, making adaptations and corrections.</li> <li>Be able to improve own writing and correct errors.</li> <li>Use IT to polish and present.</li> </ul>	

# Year 4 Target statements for Writing

As for Year 3 and:

Spelling	<ul style="list-style-type: none"> <li>Attempt to spell unfamiliar words using known conventions and rules, and a range of strategies including phonemic, morphemic and etymological.</li> <li>Spell the words for Y4 in Appendix List 2 in the <i>NLS Framework</i>.</li> <li>Distinguish the spelling of common homophones, e.g. <i>hear</i> and <i>here</i>.</li> <li>Use the dictionary to check spelling of words.</li> <li>Use the apostrophe for omission.</li> </ul>	WORD
Handwriting	<ul style="list-style-type: none"> <li>Use fluent joined handwriting for all writing except where other special forms are required.</li> </ul>	
Style: language effects	<ul style="list-style-type: none"> <li>Use adjectives and adverbs selectively to create variety and add interest.</li> <li>Use powerful verbs to show character or add impact.</li> <li>Use language precisely and selectively in relation to text types, for instance to persuade or convey information.</li> </ul>	
Style: sentence construction	<ul style="list-style-type: none"> <li>Write simple and compound sentences and begin to use relative clauses.</li> <li>Vary sentences showing characteristics of chosen form, adding phrases to enhance meaning.</li> </ul>	SENTENCE
Punctuation	<ul style="list-style-type: none"> <li>Demarcate at least half of a written composition correctly, using the Y3 range of punctuation marks.</li> <li>Begin to use the apostrophe for possession.</li> <li>Use commas to separate phrases and clauses within sentences.</li> <li>Use punctuation effectively in a range of text types.</li> </ul>	
Purpose and organisation	<ul style="list-style-type: none"> <li>Maintain consistent person and tense.</li> <li>Use main features of story structure to organise events, varying opening, build-ups, conflicts and endings.</li> <li>Use setting and characterisation to engage reader's interest, such as using the weather to create atmosphere.</li> <li>In non-fiction, use basic features of text types, such as introductory statements, followed by clear points leading to a conclusion.</li> <li>Use paragraphs to structure narrative, for instance isolating an initiating event or introduction. Use appropriate layout conventions for non-fiction.</li> <li>Show imagination through use of detail (e.g. to describe setting, build tension or show character's feelings or motives), creating interest, humour or suspense.</li> <li>In non-fiction, attempt to interest, instruct, persuade or amuse the reader.</li> </ul>	
Process	<ul style="list-style-type: none"> <li>Use different ways to plan writing, e.g. notes, diagrams, etc.</li> <li>Mentally rehearse writing and re-read as a matter of habit.</li> <li>Edit in relation to audience and purpose, enhancing or deleting, justifying choices.</li> </ul>	TEXT

# Year 5 Target statements for Writing

As for Year 4 and:

<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Spell the words for Y5 in Appendix List 2 in the NLS <i>Framework</i>.</li> <li>• Spell words containing more complex prefixes and suffixes, e.g. <i>circum-</i>, <i>ir-</i>, <i>im-</i>, <i>tion</i>, <i>-cian</i>.</li> <li>• Have strategies for spelling unstressed vowels in polysyllabic words, e.g. <i>etymological</i>, <i>mnemonic</i>.</li> <li>• Spell inflected forms of words containing short vowels and split digraphs, e.g. <i>hop</i> and <i>hope</i>, doubling the final consonant where necessary, e.g. <i>hopping</i>, or replacing the final 'e', e.g. <i>hoping</i>.</li> <li>• Use the apostrophe accurately for words ending in 's', e.g. <i>Dad's shoes: Their dads' tickets were invalid</i> (possession); <i>Dad's in the bath'</i> (contraction); <i>Their dads were all going to the match</i> (plural).</li> </ul>	<b>WORD</b>	
<b>Style: language effects</b>	<ul style="list-style-type: none"> <li>• Use well-chosen phrases and vocabulary to engage the reader.</li> <li>• Use appropriate grammatical features for different text types.</li> </ul>		<b>SENTENCE</b>
<b>Style: sentence construction</b>	<ul style="list-style-type: none"> <li>• Write complex sentences, selecting and using a wide range of subordinators.</li> <li>• Adapt or rearrange sentences in relation to text types, using subordinate clauses to add information, to give reasons and to explain.</li> <li>• Select appropriate word order in sentences to create interest and to increase precision, clarity and economy.</li> <li>• Write using direct and reported speech.</li> </ul>		
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Demarcate at least three out of four sentences correctly using the Y4 range of punctuation marks.</li> <li>• Use punctuation to create effects, e.g. slowing the pace of a sentence.</li> <li>• Make more use of commas to separate items in a list, clauses and phrases.</li> <li>• Use speech marks, with new lines for speaker and correct punctuation.</li> <li>• Secure apostrophe for omission and possession.</li> </ul>	<b>SENTENCE</b>	
<b>Purpose and organisation</b>	<ul style="list-style-type: none"> <li>• Use a repertoire of causal and logical connectives as well as those that signal time, e.g. <i>however</i>, <i>therefore</i>, <i>next</i>, <i>meanwhile</i>.</li> <li>• Secure grammatical agreement and coherence to avoid ambiguities and contradiction.</li> <li>• Draw writing, both narrative and non-fiction forms, towards a defined conclusion.</li> <li>• Suggest insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader.</li> <li>• Use setting to create and reflect changes in mood.</li> <li>• In non-fiction, apply features of non-fiction types for use in other curriculum subjects, e.g. instructional texts for technology.</li> <li>• Use paragraphs to structure plot, by shifting paragraphs for change of time, scene, action, mood or person.</li> <li>• In non-fiction, elaborate the basic structures of text types in order to make writing more effective in relation to audience and purpose.</li> <li>• Interest the reader through, for instance, including the narrator's viewpoint, the use of humour, gaining suspense through delay, or by the use of specific detail.</li> <li>• Adapt writing to be concise and clear, and use an impersonal style.</li> </ul>		<b>TEXT</b>
<b>Process</b>	<ul style="list-style-type: none"> <li>• Log ideas for writing in a journal.</li> <li>• Map text structures and lines of development.</li> <li>• Review and edit writing to produce final form, matched to the needs of an identified reader.</li> <li>• Refine own writing and evaluate work.</li> </ul>		

# Year 3 Target statements for Reading

## As for Year 2 and:

Word recognition and phonic knowledge	<ul style="list-style-type: none"> <li>Recognise a range of prefixes and suffixes to construct the meanings of words in context.</li> <li>Recognise the function of the apostrophe for omission and pronounce contracted forms correctly.</li> <li>Recognise the full range of consonant digraphs, e.g. <i>kn, wr, ph</i>.</li> </ul>
Grammatical awareness	<ul style="list-style-type: none"> <li>Read aloud with intonation and expression taking account of punctuation, e.g. commas to mark pauses and grammatical boundaries.</li> <li>Understand how pronouns in 1st, 2nd, 3rd person forms are used in sentences and apply this information to maintain understanding when reading.</li> <li>Understand how dialogue is punctuated and laid out and read with appropriate expression.</li> </ul>
Use of context	<ul style="list-style-type: none"> <li>Know how language is used to create effects, e.g. adjectives and adverbs for description and use to create detailed mental images.</li> <li>Use bibliographic knowledge, e.g. indexes to scan texts and locate specific information.</li> </ul>
Knowing how texts work	<ul style="list-style-type: none"> <li>Understand the difference between prose and playscript.</li> <li>Understand the features of page layout in non-fiction texts, e.g. titles, subheadings, labels, diagrams and charts.</li> <li>Understand how to use indexes to locate specific information.</li> </ul>
Interpretation and response	<ul style="list-style-type: none"> <li>Explore underlying themes and ideas, making clear reference to text.</li> </ul>
Library text	<ul style="list-style-type: none"> <li>When reading aloud show awareness and understanding of the different voices in stories.</li> <li>Discuss the actions of the main characters and justify views using evidence from the text.</li> </ul>
Non-fiction	<ul style="list-style-type: none"> <li>Identify the main point and summarise orally the content of a passage of text.</li> <li>Use notes to summarise the main points from a passage or text.</li> <li>Evaluate the usefulness of information, e.g. follow instructions to see if they work.</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>Sustain silent reading to include longer, more complex texts.</li> <li>Draw on knowledge of authors and types of books they write to inform choices.</li> <li>Read aloud confidently to an audience, e.g. playscript, a performance poem or favourite passage from a selected text.</li> </ul>

# Year 4 Target statements for Reading

## As for Year 3 and:

<b>Word recognition and phonic knowledge</b>	<ul style="list-style-type: none"> <li>Use knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meaning of words in context.</li> </ul>
<b>Grammatical awareness</b>	<ul style="list-style-type: none"> <li>Read aloud with intonation and expression taking account of punctuation, e.g. commas, dashes, hyphens.</li> <li>Use knowledge of how commas, connectives and full stops are used to join and separate clauses to maintain fluency and understanding when reading.</li> <li>Apply knowledge of the different uses of the apostrophe to maintain understanding.</li> </ul>
<b>Use of context</b>	<ul style="list-style-type: none"> <li>Understand narrative order and chronology, tracking the passing of time in stories.</li> <li>Know how style and vocabulary are linked to the purpose of the text, e.g. exaggerated writing in persuasive text.</li> </ul>
<b>Knowing how texts work</b>	<ul style="list-style-type: none"> <li>Understand how chapters and paragraphs are used to collect, order and build up ideas.</li> <li>Make use of non-fiction features, e.g. contents to scan, assess for relevance for intended purpose.</li> <li>Identify the features of different types of text, e.g. newspaper reports, non-chronological reports, explanations, persuasion and ICT texts and use appropriate reading strategies, e.g. scrolling through an ICT text.</li> </ul>
<b>Interpretation and response</b>  <b>Library text</b>  <b>Non-fiction</b>	<ul style="list-style-type: none"> <li>Identify and discuss issues locating evidence in the text.</li> <li>Interpret the effect the choice of language has to create moods, build tension, etc.</li> <li>Identify the use of expressive, descriptive and figurative language in prose and poetry and interpret the effect of the choice of language to create mood, build tension, etc.</li> <li>Respond critically to issues raised in stories, location evidence in text, and explore alternative courses of action and evaluate the author's solution.</li> <li>Prepare for factual research by evaluating what is known and locating relevant source to use.</li> <li>Evaluate specific texts with reference to text types, e.g. is an advert successful at persuading?</li> <li>Distinguish between fact and opinion and recognise the point of view being presented in a text.</li> </ul>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>Develop different reading styles for different text types, e.g. sustained silent reading for longer fiction and close reading for non-fiction.</li> <li>Describe and review own reading habits.</li> <li>Take part in peer group discussion on books.</li> </ul>



# Year 5 Target statements for Reading

## As for Year 4 and:

<b>Word recognition and phonic knowledge</b>	<ul style="list-style-type: none"> <li>• Use knowledge of word, roots, derivations and spelling patterns to read unknown words.</li> <li>• Know how to work out the pronunciation of homophones using the context of the sentence.</li> </ul>
<b>Grammatical awareness</b>	<ul style="list-style-type: none"> <li>• In longer texts, maintain understanding by applying knowledge of the use of pronouns within sentence and between paragraphs.</li> <li>• Understand how complex sentence are constructed and punctuated and use this to deepen understanding when reading.</li> </ul>
<b>Use of context</b>	<ul style="list-style-type: none"> <li>• Understand how stories may vary, e.g. in pace, build up, sequence, complication and resolution.</li> <li>• Use bibliographical knowledge of fiction and non-fiction genres to make and confirm predictions of either structure/content or whilst reading.</li> </ul>
<b>Knowing how texts work</b>	<ul style="list-style-type: none"> <li>• Identify features of different fiction genres, e.g. science fiction, adventure, myths, legends.</li> <li>• Know structures and grammatical features of a range of non-fiction text types, e.g. explanations, recounts, persuasion.</li> <li>• Make use of features that enable the reader to locate specific information, e.g. contents, sections, headings.</li> </ul>
<b>Interpretation and response</b>	<ul style="list-style-type: none"> <li>• Infer meanings and critically evaluate text using a broad range of information and experience.</li> </ul>
<b>Literary text</b>	<ul style="list-style-type: none"> <li>• Identify the point of view from which a story is told and respond to this by, e.g. retelling from a different point of view.</li> <li>• Understand the difference between literal and figurative language, e.g. by discussing the effects of imagery in poetry and prose.</li> <li>• Recognise how characters are presented in different ways and respond to this with reference to the text.</li> <li>• Infer meaning with reference to text but also applying wider experience, e.g. why a character is behaving in a particular way.</li> </ul>
<b>Non-fiction</b>	<ul style="list-style-type: none"> <li>• Locate information confidently and efficiently by using appropriate skills, e.g. skimming, scanning text marking, using ICT resources.</li> <li>• Evaluate texts critically by comparing how different sources treat the same information.</li> </ul>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>• Develop an active response to own reading, e.g. by empathising with characters, imagining events.</li> <li>• Use the blurb, front cover, reviews, etc., to make informed decisions about which books to read.</li> <li>• Take part in peer group discussions and be prepared to widen reading experience based on recommendation.</li> </ul>

# Introduction to transition units

These transition units have been produced in response to requests from LEAs with middle schools where the children move from their first schools at the end of Year 4.

The object of the units is to create a bridge between the two school settings and help to alleviate the potential disruption of the change in environment, and often, organisational structure. The work is based on narrative reading and writing in both years. A connecting feature of the units is the use of a reading journal to deepen children's understanding of their reading. The reading journals will move with the children and give the Year 5 teachers an additional insight into the children's level of attainment. The title of the Year 4 unit is 'Issues and dilemmas' and it is in two parts. The title of the Year 5 unit is 'Narrative structure'. These units are part of a medium-term plan in which each term's objectives are clustered into themes (see page 4).

The objectives for the Year 4 and Year 5 units with a speaking and listening emphases are listed in full on pages 5 and 6.

There are plans for each unit and detailed lesson notes and resources to support the teacher. Teachers will wish to adapt these plans to their own circumstances.

## Year 4 unit

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The Year 4 unit is in two parts: Issues and dilemmas 1 and 2. Each part is a fortnight's work.

The unit is built around the following texts:

### Part 1

- Short story: *The Balaclava Story* from *The Fib and Other Stories* by George Layton
- Poem: *I Did a Bad Thing Once in Please Mrs Butler* by Allan Ahlberg

### Part 2

- Novel: *Woof!* by Alan Ahlberg
- Short story: *The Balaclava Story* from *The Fib and Other Stories* by George Layton

**It is essential that the novel is read to the children during the fortnight before the start of Part 2.**

It is not necessary for each child to have a copy of these texts. You will need to enlarge the poem and some pages of the novel and short story for shared reading. All other resources are provided.

## Year 5 unit

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This unit is a fortnight's work and is built around the following texts:

- Short story: *The Fib* from *The Fib and Other Stories* by George Layton
- Short story: *The Mouth Organ Boys* from *A Thief in the Village* by James Berry
- Novel: *The Lottie Project* by Jacqueline Wilson

It is not necessary for each child to have a copy of these texts. You will need to enlarge some pages of the novel and the short stories for shared reading. All other resources are provided.

# Framework objectives

	Year 4 Term 3 Issues and dilemmas 1	Year 4 Term 3 Issues and dilemmas 2	Year 5 Term 1 Narrative structure
<b>Text level</b>	<p>1 to identify social, moral or cultural issues in stories, and to discuss how the characters deal with them; to locate evidence in text.</p> <p>3 to understand how paragraphs or chapters are used to collect, order and build up ideas.</p> <p>10 to describe and review own reading habits and to widen reading experience.</p> <p>20 to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words.</p> <p>11 to explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character.</p> <p>24 to summarise in writing the key ideas from, e.g. a paragraph or chapter.</p>	<p>8 to write critically about an issue or dilemma raised in a story, explaining the problem, alternative courses of action and evaluating the writer's solution.</p> <p>9 to read further stories and poems by a favourite writer, making comparisons and identifying familiar features of the writer's work.</p> <p>20 to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words.</p> <p>12 to write an alternative ending for a known story about a dilemma and the issues it raises for the character.</p> <p>24 to summarise in writing the key ideas from, e.g. a paragraph or chapter.</p>	<p>1 to analyse the features of a good opening and compare a number of story openings.</p> <p>2 to compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution.</p> <p>4 to consider how texts can be rooted in the writer's experience.</p> <p>9 to develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.</p> <p>13 to record their ideas, reflections and predictions about a book, e.g. through a reading log or journal.</p> <p>14 to map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters.</p>
<b>Sentence level</b>	<p>1 to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes.</p> <p>2 to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading.</p>	<p>2 to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading.</p> <p>3 to understand how the grammar of a sentence alters when the sentence type is altered, when e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting e.g.:</p> <ul style="list-style-type: none"> <li>• the order of words;</li> <li>• verb tenses;</li> <li>• additions and/or deletions of words;</li> <li>• changes to punctuation.</li> </ul>	<p>3 to discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions.</p> <p>6 to understand the need for punctuation as an aid to the reader, e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list.</p>
<b>Word level</b>	<p>1 to read and spell words through:</p> <ul style="list-style-type: none"> <li>• identifying phonemes in speech and writing;</li> <li>• blending phonemes for reading;</li> <li>• segmenting words into phonemes for reading.</li> </ul>	<p>2 to identify mis-spelt words in own writing, to keep individual lists (e.g. spelling logs) to learn to spell them.</p> <p>3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> <li>• sounding out and spelling using phonemes.</li> </ul>	<p>1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) to learn to spell them.</p> <p>2 to use known spellings as a basis for spelling other words with similar patterns or related meanings.</p>

# Framework objectives (continued)

	Year 4 Term 3 Issues and dilemmas 1	Year 4 Term 3 Issues and dilemmas 2	Year 5 Term 1 Narrative structure
<p><b>Speaking and listening emphases</b> (devised for these units)</p>	<ul style="list-style-type: none"> <li>correct spelling and reading of high frequency words from KS1 and Y3;</li> <li>identifying syllabic patterns in multi-syllabic words;</li> <li>using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge when reading unfamiliar texts;</li> <li>recalling the high frequency words learnt in KS1 and Y3.</li> </ul> <p>2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them.</p> <p>3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> <li>sounding out and spelling using phonemes;</li> <li>using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);</li> <li>building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>;</li> <li>spelling by analogy with other known words, e.g. <i>light, fright</i>;</li> <li>using word banks, dictionaries.</li> </ul> <p>5 to explore the occurrence of certain letters, e.g. 'v' and 'k' and letter strings e.g. 'wa', (e.g. <i>swat, water</i>), 'wo' (e.g. <i>worship, won</i>) and 'ss' (e.g. <i>goodness, hiss, missile</i>) within words; deduce some of the conventions for using them at the beginnings, middles and endings of words.</p> <p>13 to use joined handwriting for all writing except where other special forms are required.</p> <ul style="list-style-type: none"> <li>to use discussion to explore dilemmas in stories;</li> <li>to express thoughts and feelings clearly;</li> <li>to use focused questioning to obtain; further information or insight.</li> </ul>	<ul style="list-style-type: none"> <li>using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);</li> <li>building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>;</li> <li>spelling by analogy with other known words, e.g. <i>light, fright</i>;</li> <li>using word banks, dictionaries.</li> </ul> <p>4 to practise new spellings regularly by 'look, say, cover, write, check' strategy.</p> <p>9 to recognise and spell the suffixes: <i>-ible, -able, -ive, -tion, -sion</i>.</p> <p>14 to build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.</p>	<p>3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> <li>building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;</li> <li>applying knowledge of spelling rules and exceptions;</li> <li>building words from other known words, and from awareness of the meaning or derivations of words;</li> <li>using dictionaries and IT spell checks;</li> <li>using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc).</li> </ul> <p>9 to collect and classify a range of idiomatic phrases, clichés and expressions, e.g. <i>the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up</i>.</p> <p>Compare, discuss, speculate about meaning/origins and check in dictionaries; use in own writing and be aware of when it is appropriate to use these in speech and writing.</p>
	<ul style="list-style-type: none"> <li>to use discussion to explore dilemmas in stories;</li> <li>to express thoughts and feelings clearly;</li> <li>to use focused questioning to obtain further information or insight.</li> </ul>		<ul style="list-style-type: none"> <li>to use discussion to explore the structure of stories;</li> <li>to use discussion to explore the relationship between personal experience and writing;</li> <li>in responding to writing, to express thoughts and feelings clearly.</li> </ul>

# Year 4 Term 3: Issues and dilemmas 1

## – Introduction

### Unit plan

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The plan of the unit is loosely based on a teaching sequence which starts by exploring the reading objectives and moves into writing. Some sentence and word level objectives are integrated into the shared text work; others are taught discretely. Speaking and listening are essential components of all teaching and learning but are given a particular focus in some elements of the plan.

### Outcomes and assessment

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The written outcomes from this part of the unit are the entries in the children's reading journals and a short story. Through these outcomes it will be possible to assess children on the objectives of the unit. Assessment opportunities can also be found in the children's contributions to discussion and other speaking and listening activities during the shared text work and plenary.

### Resources

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#### Texts

This part of the unit is built around the following texts:

- Short story: *The Balaclava Story* from *The Fib and Other Stories* by George Layton
- Poem: *I Did a Bad Thing Once* in *Please Mrs Butler* by Allan Ahlberg

**Note** If you are going to run the two parts of the unit as a month's work, you should start to read *Woof!* by Allan Ahlberg now.

#### Resource sheets

These include a page of ideas on reading journals and a number of texts for use with the children. For each text to be shared with the children there is an annotated version showing the points in the text to bring out for teaching the objective – whether these be for analysis or demonstration writing.

# Framework objectives and outcomes

## Text level

- 1 to identify social, moral or cultural issues in stories, and to discuss how the characters deal with them; to locate evidence in text;
- 3 to understand how paragraphs or chapters are used to collect, order and build up ideas;
- 10 to describe and review own reading habits and to widen reading experience;
- 11 to explore the main issues of a story by writing a story about a dilemma and the issues it raises for the characters;
- 20 to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words;
- 24 to summarise in writing the key ideas from, e.g. a paragraph or chapter.

## Sentence level

- 1 to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes;
- 2 to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading.

## Word level

- 1 to read and spell words through:
  - identifying phonemes in speech and writing;
  - blending phonemes for reading;
  - segmenting words into phonemes for reading;
  - correct spelling and reading of high frequency words from KS1 and Y3;
  - identifying syllabic patterns in multi-syllabic words;
  - using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge when reading unfamiliar texts.
- 2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them.
- 3 to use independent spelling strategies, including:
  - sounding out and spelling using phonemes;
  - using visual skills, e.g. recognising common letter strings and checking critical features (ie does it look right, shape, length, etc?);
  - building from other words with similar patterns and meanings, e.g. *medical, medicine*;
  - spelling by analogy with other known words, e.g. *light, fright*;
  - using word banks, dictionaries.
- 5 to explore the occurrence of certain letters, e.g. 'v' and 'k' and letter strings e.g. 'wa', (e.g. *swat, water*), 'wo' (e.g. *worship, won*) and 'ss' (e.g. *goodness, hiss, missile*) within words; deduce some of the conventions for using them at the beginning, middle and endings of words.
- 13 to use joined handwriting for all writing except where other special forms are required.

## Speaking and listening emphases (devised for this unit)

- to use discussion to explore dilemmas in stories;
- to express thoughts and feelings clearly;
- to use focused questioning to obtain further information or insight.

## Texts

- Short story: *The Balacava Story* from *The Fib and Other Stories* by George Layton
- Poem: *I Did a Bad Thing Once* in *Please Mrs Butler* by Allan Ahlberg

## Outcomes

- a three-section story, exploring a dilemma;
- two reading journal entries.



# Unit plan: Year 4 Term 3: Issues and dilemmas 1

<b>Speaking and Listening emphases</b> (devised for this unit)	<b>Texts</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>to use discussion to explore dilemmas in stories</li> <li>to express thoughts and feelings clearly</li> <li>to use focused questioning to obtain further information or insight</li> </ul>	Short story: <i>The Balacalava Story</i> from <i>The Fib and Other Stories</i> by George Layton Poem: <i>I Did a Bad Thing Once</i> in <i>Please Mrs Butler</i> by Allan Ahlberg	<ul style="list-style-type: none"> <li>a story, exploring a dilemma</li> <li>two reading journal entries</li> </ul>

Days	Whole class work	Whole class work	Independent/guided work	Plenary
1	<b>Spelling</b> Spelling bank investigation page 31 W5	<b>Shared text work – reading and S&amp;L</b> Read <i>The Balacalava Story</i> pages 1–6 (focus on paragraph structure). Discuss boy's problem and the dilemma he faces after the theft. T1, T3	<b>Reading and S&amp;L</b> Pages 4–6 <i>The Balacalava Story</i> . Pairs, text mark thoughts/feelings – diagram of evidence of contrasting feelings T1	<b>Reading and S&amp;L</b> Class diagram of evidence of contrasting feelings. Discussion of the boy's action, and likely consequences T1
2	<b>Shared text work – reading, sentence level and S&amp;L</b> Read rest of <i>The Balacalava Story</i> with the children. Focus on the use of punctuation, particularly of the speech and paragraphs. Discussion – dilemma and the boy's response. Reread pages 3–4 and hot-seat as the boy. Reread 7–8 and child hot-seat. Model questioning. Evaluate children's questions and child's answers T1, T3, S2	<b>S&amp;L</b> Hot-seat in pairs at various points in story. Choose one point for presentation in plenary T1	<b>S&amp;L</b> Hot-seat in pairs at various points in story. Choose one point for presentation in plenary T1	<b>S&amp;L</b> Pair enact hot-seat. Class discover point in text chosen. Repeat. Discussion – compare, contrast and generalise about the dilemma T1
3	<b>Shared text work – S&amp;L</b> Discuss – reading habits T10	<b>Sentence level work</b> <i>Grammar for Writing Unit 30</i> (pages 94-95) S1	<b>Sentence level work</b> <i>Grammar for Writing Unit 30</i> S1	<b>Sentence level work</b> <i>Grammar for Writing Unit 30</i> S1
4	<b>Spelling</b> Identify 'tricky' bits in list of high frequency and content words and establish strategies for learning and recall W3	<b>Shared text work – responding to reading</b> Read and analyse reading journal entry on reading habits. Demo-write part of journal entry on own reading habits T10	<b>Writing</b> Reading journal entry – reading habits T10	<b>Reading</b> Read poem <i>I Did a Bad Thing Once</i> Discussion – compare and contrast with theme of <i>The Balacalava Story</i> T1
5	<b>Shared text work – reading and planning for writing</b> Analyse structure of poem <i>I Did a Bad Thing Once</i> as basis for three part story. Plan story A. T3, T11	<b>Sentence level work</b> <i>Grammar for Writing Unit 30</i> S1	<b>Sentence level work</b> <i>Grammar for Writing Unit 30</i> S1	<b>Sentence level work</b> <i>Grammar for Writing Unit 30</i> S1
6	<b>Shared text work – planning for writing</b> Plan story B on three part structure T3, T11	<b>Spelling</b> Spelling bank page 32 W5	<b>Spelling</b> Spelling bank page 32 W5	<b>Spelling</b> Spelling bank page 32 W5
7	<b>Shared text work – writing, sentence and word level</b> Demo-write scribe first section from story plan A – opening and set up dilemma. Focus on punctuation. Re-read section and discuss T3, T11, S2, W1	<b>Shared text work – writing, sentence and word level</b> Read and analyse second section of story A. Look at punctuation T3, T11, S2, W1	<b>Writing</b> Write first section using story plan B. Revise and edit T3, T11, W1, 2 & 3	<b>Reading and S&amp;L</b> Share 2 or 3 versions of section; discuss T3, T11
8	<b>Spelling</b> Identify 'tricky' bits in words for learning W3	<b>Shared text work – writing, sentence and word level</b> Read and analyse second section of story A. Look at punctuation T3, T11, S2, W1	<b>Writing</b> Write second section using story plan B. Revise and edit T3, T11, W1, 2 & 3	<b>Reading and S&amp;L</b> Share 2 or 3 versions of section; discuss T3, T11
9	<b>Shared text work – writing, sentence and word level</b> Demo-write scribe third section from story plan A – climax and resolve dilemma. Focus on punctuation. Re-read story and discuss T3, T11, S2, W1	<b>Shared text work – writing, sentence and word level</b> Read one child's completed story. Discuss effectiveness. Demo-write summary of child's story T1, T11 T24	<b>Writing</b> Write third section using story plan B. Revise and edit T3, T11, W1, 2 & 3	<b>Reading and S&amp;L</b> Share 2 or 3 versions of stories. Discuss dilemma. Connect with other stories T1, T11
10	<b>Shared text work – reading, S&amp;L and writing</b> Read one child's completed story. Discuss effectiveness. Demo-write summary of child's story T1, T11 T24	<b>Writing</b> Write summary for <i>The Balacalava Story</i> T1, T11, T24	<b>Writing</b> Write summary for <i>The Balacalava Story</i> T1, T11, T24	<b>Reading and S&amp;L</b> Read some of summaries. Assess, through discussion, learning about dilemma T20, T1

# Year 4 Term 3: Issues and dilemmas 2

## – Introduction

### Unit plan

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The text focus for this unit picks up on the themes in the unit *Issues and dilemmas 1*. It will be necessary for the children to have been listening to *Woof!* by Allan Ahlberg during the preceding weeks as their class novel. It would also be useful to have a display of books by Allan Ahlberg that the children can browse through and make choices from for their independent reading.

In this unit the children start by developing their ability to read with understanding and to respond to reading by using a reading journal; looking at issues and dilemmas in further stories; exploring alternative courses of action; and looking at the work of a particular author. They will develop their narrative writing skills by focusing on story endings and composing alternative endings for particular stories.

Some sentence and word level objectives are integrated into the shared text work; others are taught discretely. Speaking and listening are essential components of all teaching and learning but are given a particular focus in some elements of the plan.

### Outcomes and assessment

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The written outcomes from this part of the unit are the entries in the children's reading journals and alternative endings to stories. Through these outcomes it will be possible to assess children on the objectives of the unit. Assessment opportunities can also be found in the children's contributions to discussion and other speaking and listening activities during the shared text work and plenary.

### Resources

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#### Texts

This part of the unit is built around the following texts:

- Novel: *Woof!* by Allan Ahlberg. Puffin Modern Classics 1998.
- Short story: *The Balaclava Story* from *The Fib and Other Stories* by George Layton. Macmillan Children's Books 1978.
- Poems: selected from *Please Mrs Butler* and *Heard it in the Playground* by Allan Ahlberg. Puffin Books.

**Note** Teachers may wish to note that another short story *The Fib* by George Layton is introduced in the sequel to this unit in Year 5 Term 1.

#### Resource sheets

These include a number of texts for use with the children. For some of these there is an annotated version showing the points in the text to bring out for teaching the objective – whether these be for analysis or demonstration writing.



# Framework objectives and outcomes

## Text level

- 8 to write critically about an issue or dilemma raised in a story, explaining the problem, alternative courses of action and evaluating the writer's solution;
- 9 to read further stories and poems by a favourite writer, making comparisons and identifying familiar features of the writer's work;
- 20 to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words;
- 12 to write an alternative ending for a known story about a dilemma and the issues it raises for the character;
- 24 to summarise in writing the key ideas from, e.g. a paragraph or chapter.

## Sentence level

- 2 to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading;
- 3 to understand how the grammar of a sentence alters when the sentence type is altered, when e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting e.g.:
  - the order of words;
  - verb tenses;
  - additions and/or deletions of words;
  - changes to punctuation.

## Word level

- 2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) to learn to spell them;
- 3 to use independent spelling strategies, including:
  - sounding out and spelling using phonemes;
  - using visual skills, e.g. recognising common letter strings and checking critical features (ie does it look right, shape, length, etc?);
  - building from other words with similar patterns and meanings, e.g. *medical, medicine*;
  - spelling by analogy with other known words, e.g. *light, fright*;
  - using word banks, dictionaries;
- 4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;
- 9 to recognise and spell the suffixes: *-ible, -able, -ive, -tion, -sion*;
- 14 to build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.

## Speaking and listening emphases (devised for this unit)

- to use discussion to explore dilemmas in stories;
- to express thoughts and feelings clearly;
- to use focused questioning to obtain further information or insight.

## Texts

- Novel: *Woof!* by Allan Ahlberg;
- Short story: *The Balaclava Story* from *The Fib and Other Stories* by George Layton;
- Poem: Poem: *I Did a Bad Thing Once in Please Mrs Butler* by Allan Ahlberg.

## Outcomes

- Alternative endings to stories;
- Reading journal.

# Unit plan: Year 4 Term 3: Issues and dilemmas 2

<b>Speaking and Listening emphases (devised for this unit)</b>	<b>Texts</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>to use discussion to explore dilemmas in stories</li> <li>to express thoughts and feelings clearly</li> <li>to use focused questioning to obtain further information or insight</li> </ul>	Novel: <i>Woof!</i> by Allan Ahlberg Short story: <i>The Balaclava Story</i> from <i>The Fib and Other Stories</i> by George Layton Poem: <i>I Did a Bad Thing Once in Please Mrs Butler</i> by Allan Ahlberg	<ul style="list-style-type: none"> <li>Alternative endings to stories</li> <li>Reading journal</li> </ul>

Days	Whole class work	Whole class work	Independent/guided work	Plenary
1	<b>Spelling</b> Spelling bank investigation page 36. W9	<b>Shared text work – reading and S&amp;L</b> Read the journal entry for <i>Balaclava</i> . Focus on the 3rd & 4th paras. Discuss alternatives to the theft. T8, T20	<b>S&amp;L and writing</b> Pairs – discuss alternative courses of action. Make notes and prepare to feed back to group. T8	<b>Reading and S&amp;L</b> Discuss alternative suggestions. Evaluate with reference to text. Compare with the author's solution. T8
2	<b>Shared text work – reading and S&amp;L</b> Review class novel <i>Woof!</i> Discuss common themes in his poems and this novel. T9	<b>Sentence level work</b> <i>Grammar for Writing Unit 31</i> (pages 96–97). S3	<b>Sentence level work</b> <i>Grammar for Writing Unit 31</i> . S3	<b>Sentence level work</b> <i>Grammar for Writing Unit 31</i> . S3
3	<b>Shared text work – reading, S&amp;L and writing</b> Look at the way chapters 1–3 are used to build up to the dilemma – summarise. Re-read beginning of chapter 4, posing questions and making notes about Eric's dilemma. Identify and attend to punctuation marks. S2, T8, T20, T24		<b>Reading and writing</b> Continue reading chapter 4, identifying dilemmas, seeking evidence from text and summarising. T8, T24	<b>Writing</b> Collect together work on chapter 4. Devise a 1–2 sentence summary of chapter. T24
4	<b>Spelling</b> Identify 'tricky' bits in list of high frequency and content words and establish strategies for learning and recall W1, W3, W4	<b>Shared text work – responding to reading</b> Read extract from Ch.7 and the poem <i>Dog in the Playground</i> . Discuss how dogs are presented in Ahlberg's work and explore other themes. T9	<b>Reading and responding</b> Compare books with similar themes, look for links. Prepare labels for an author-focus book display. T9	<b>Reading and S&amp;L</b> Draw conclusions about common themes in the texts. Encourage further browsing and reading. T9
5	<b>Shared text work – reading and S&amp;L</b> Summarise orally and discuss way in which dilemma is resolved in <i>Woof!</i> T8, T24	<b>Sentence level work</b> <i>Grammar for Writing Unit 31</i> . S3	<b>Sentence level work</b> <i>Grammar for Writing Unit 31</i> . S3	<b>Sentence level work</b> <i>Grammar for Writing Unit 31</i> . S3
6	<b>Shared text work – reading/planning</b> Discuss what makes an effective ending – alternative ending to <i>Balaclava</i> . T12	<b>Spelling</b> Spelling bank page 36. W9	<b>Spelling</b> Spelling bank page 36. W9	<b>Spelling</b> Spelling bank page 36. W9
7	<b>Shared text work – writing</b> Review features of effective endings. Demo-write a further alternative ending for <i>Balaclava</i> . T12 Draw attention to sentence type, reviewing. S3		<b>Writing</b> Alternative ending to <i>Balaclava</i> . T12	<b>Speaking and listening</b> Discuss and compare alternative endings. T12
8	<b>Spelling</b> Identify 'tricky' bits in list of high frequency and content words and establish strategies for learning and recall. W1, W2, W4	<b>Shared text work – planning</b> Demonstrate how to plan an alternative ending to <i>Woof!</i> T12	<b>Writing</b> Begin to write an alternative ending to <i>Woof!</i> using the features of an effective story ending. T12	<b>Spelling and revising</b> Children read through their writing so far. Review spellings with particular reference to 'tricky' bits. W1, W2
9	<b>Shared text work – writing</b> Review a child's alternative ending to <i>Woof!</i> T12	<b>Writing</b> Children to complete alternative ending to <i>Woof!</i> – revise and edit. T12		<b>Reading and S&amp;L</b> Examine different endings for <i>Woof!</i> for examples of effective endings. T12
10	<b>Shared text work – S&amp;L and writing</b> Consider alternative endings for <i>Woof!</i> Discuss the pros and cons of being a boy or a dog with reference to the text. Work in role as a character from the story – try to convince Eric of a particular point of view. T8, T12		<b>Writing</b> Journal Entry – letter to Eric from one of the characters trying to convince him to be either a dog or a boy. T8, T12	<b>Reviewing learning</b> Reflect on content of unit. Ask children to identify what they have learnt and set target for further improvement. T8, T10, T12

# Year 5 Term 1: Narrative structure

## – Introduction

### Unit plan

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The plan of the unit (page 10) is loosely based on a teaching sequence which starts by exploring the reading objectives and moves into writing (see page 8 for an explanation of the teaching sequence). Some sentence and word level objectives are integrated into the shared text work; others are taught discretely. Speaking and listening are essential components of all teaching and learning but are given a particular focus in some elements of the plan. You may wish to adapt these plans to your own class. Examples of two teachers' adapted plans appear on pages 30–32.

### Outcomes and assessment

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The written outcomes from this part of the unit are the entries in the children's reading journals, planning of a complete story and a worked opening of a story. Through these outcomes it will be possible to assess children on the objectives of the unit. Assessment opportunities can also be found in the children's contributions to discussion and other speaking and listening activities during the shared text work and plenary.

### Resources

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#### Texts

This part of the unit is built around the following texts:

- Short story: *The Balaclava Story* from *The Fib and Other Stories* by George Layton. Macmillan Children's Books 1978
- Short story: *The Mouth-organ Boys* from *A Thief in the Village* by James Berry. Puffin Books
- Novel: *The Lottie Project* by Jacqueline Wilson. Corgi Yearling Books

**Note** Only one copy of each of these texts is required to teach the unit although some classroom copies are recommended for the children to read to themselves.

#### Resource sheets

These include a page of ideas on reading journals and a number of texts for use with the children. For each text to be shared with the children there is an annotated version showing the points in the text to bring out for teaching the objective – whether these be for analysis or demonstration writing.

# Framework objectives and outcomes

## Text level

- 8 to analyse the features of a good opening and to compare a number of story openings;
- 2 to compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution;
- 4 to consider how texts can be rooted in the writer's experience;
- 9 to develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described;
- 13 to record their ideas, reflections and predictions about a book, e.g. through a reading log or journal;
- 14 to map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters.

## Sentence level

- 3 to discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions;
- 6 to understand the need for punctuation as an aid to the reader, e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list.

## Word level

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
  - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
  - applying knowledge of spelling rules and exceptions;
  - building words from other known words, and from awareness of the meaning or derivations of words;
  - using dictionaries and IT spell checks;
  - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc);
- 9 to collect and classify a range of idiomatic phrases, clichés and expressions, e.g. the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up. Compare, discuss, speculate about meaning/origins and check dictionaries; use in own writing and be aware of when it is appropriate to use these in speech and writing.

## Speaking and listening emphases (devised for this unit)

- to use discussion to explore the structure of stories;
- to use discussion to explore the relationship between personal experience and writing;
- in responding to writing, to express thoughts and feelings clearly.

## Texts

- Short story: *The Balaclava Story* from *The Fib and Other Stories* by George Layton
- Short story: *The Mouth-organ Boys* from *A Thief in the Village* by James Berry
- Novel: *The Lottie Project* by Jacqueline Wilson

## Outcomes

- reading journal entries
- planning for a story
- the opening of a story.

# Unit plan

Speaking and Listening focus (devised for this unit)		Texts	Outcomes
<ul style="list-style-type: none"> <li>to use discussion to explore the structure of stories</li> <li>to use discussion to explore the relationship between personal experience and writing</li> <li>in responding to writing, to express thoughts and feelings clearly</li> </ul>		<ul style="list-style-type: none"> <li>Short stories: <i>The Fib</i> from <i>The Fib and Other Stories</i> by George Layton</li> <li><i>The Mouth-organ Boys</i> from <i>A Thief in the Village</i> by James Berry</li> <li>Class novel: <i>The Lottie Project</i> by Jacqueline Wilson</li> </ul>	<ul style="list-style-type: none"> <li>Maps of story structure</li> <li>Alternative openings to stories</li> <li>Reading journal</li> </ul>
Whole class work	Whole class work	Independent/guided work	Plenary
<p><b>1</b></p> <p><b>Spelling</b> Look at high frequency and content words being learnt this week. Discuss 'tricky bits' and relate to known rules and conventions. Remind class about use of spelling logs. W1, W2, W3</p> <p><b>Shared text work – reading and S&amp;L</b> Read concluding half of <i>The Fib</i>, pausing and asking pupils to predict the outcome. Discuss pupils' response. Reflect on the story structure. T4, T9, T2</p>	<p><b>Shared text work – reading and S&amp;L</b> Introduce and read first half of <i>The Fib</i>. Discuss pupils' initial response. Focus on examples of the author drawing on his own experience of school days in 1950s. T4, T9</p> <p><b>Sentence level work</b> <i>Grammar for Writing</i> Unit 34. S6</p>	<p><b>Reading and S&amp;L</b> Pairs – discuss, mark and annotate a section of the text, identifying examples which suggest that the author has drawn on his own experience. T4</p> <p><b>Sentence level work</b> <i>Grammar for Writing</i> Unit 34. S6</p>	<p><b>Reading and S&amp;L</b> Feedback evidence and responses from previous activity. Make comparisons between author's experience and children's own experiences. Make notes on table. T4 T9</p> <p><b>Sentence level work</b> <i>Grammar for Writing</i> Unit 34. S6</p>
<p><b>2</b></p> <p><b>Shared text work – reading and S&amp;L</b> Read concluding half of <i>The Fib</i>, pausing and asking pupils to predict the outcome. Discuss pupils' response. Reflect on the story structure. T4, T9, T2</p>	<p><b>Shared text work – reading and S&amp;L</b> Introduce and read first half of <i>The Fib</i>. Discuss pupils' initial response. Focus on examples of the author drawing on his own experience of school days in 1950s. T4, T9</p> <p><b>Sentence level work</b> <i>Grammar for Writing</i> Unit 34. S6</p>	<p><b>Reading and S&amp;L</b> Pairs – discuss, mark and annotate a section of the text, identifying examples which suggest that the author has drawn on his own experience. T4</p> <p><b>Sentence level work</b> <i>Grammar for Writing</i> Unit 34. S6</p>	<p><b>Reading and S&amp;L</b> Feedback evidence and responses from previous activity. Make comparisons between author's experience and children's own experiences. Make notes on table. T4 T9</p> <p><b>Sentence level work</b> <i>Grammar for Writing</i> Unit 34. S6</p>
<p><b>3</b></p> <p><b>Shared text work &amp; sentence level – reading response through journal</b> Demonstrate writing of a reading journal entry re <i>The Fib</i> that concentrates on responding to similarities between the author's experiences, and the reader's. Incorporate teaching on punctuation. T4, T13, S6</p>	<p><b>Shared text work – reading and S&amp;L</b> Introduce and read first half of <i>The Mouth-organ Boys</i>. Discuss pupils' initial response and compare this story with <i>The Fib</i>. Look for evidence of author's experience of growing up in Jamaica. T4, T9</p> <p><b>Shared text work – response through journal</b> Remind children of the opening of the class novel, discuss the situation and characters – what might happen next and why. Demonstrate writing of a reading journal entry that is a reasoned prediction about the way the reader thinks the story will/should develop. Incorporate teaching on punctuation. T9, T13, S6</p>	<p><b>Reading response through journal</b> Children compose reading journal entry on <i>The Fib</i> which concentrates on responding to differences rather than similarities. T4, T13</p> <p><b>Spelling</b> Focus on strategies for spelling further polysyllabic words. Memorise them. W3</p> <p><b>Reading response through journal</b> Individuals compose a reading journal entry re <i>The Mouth-organ Boys</i> that is a reasoned prediction about the way the reader thinks the story will/should develop. T9, T13</p> <p><b>Word level work</b> Explore idiomatic phrases further: look for examples in texts read; compose sentences using phrases to show meaning; investigate origins of some phrases. W9</p>	<p><b>Speaking and listening</b> Discuss several of the children's journal entries. Compare interpretations of and reactions to the text. T4, T9, T13</p> <p><b>Spelling</b> Discuss problems with spelling polysyllabic words. Challenge pupils to use two such words in a sentence and write the whole sentence correctly. Assess their spelling accuracy. W3</p> <p><b>Reading response</b> Share some of the journal entries, compare and discuss predictions about the possible development of the story. T9</p> <p><b>Word level work</b> Add to class list and continue to classify. Discuss meaning and appropriate use (pupils to respond on whiteboards). W9</p>
<p><b>4</b></p> <p><b>Shared text work – reading and S&amp;L</b> Introduce and read first half of <i>The Mouth-organ Boys</i>. Discuss pupils' initial response and compare this story with <i>The Fib</i>. Look for evidence of author's experience of growing up in Jamaica. T4, T9</p> <p><b>Shared text work – response through journal</b> Remind children of the opening of the class novel, discuss the situation and characters – what might happen next and why. Demonstrate writing of a reading journal entry that is a reasoned prediction about the way the reader thinks the story will/should develop. Incorporate teaching on punctuation. T9, T13, S6</p>	<p><b>Spelling</b> Dictate sentences to practise writing this week's words. Focus on strategies for spelling polysyllabic words from high frequency list or vocab in other subjects. W3</p> <p><b>Word level work</b> Introduce idea of idiomatic phrases and expressions using examples from the text read. Discuss their meaning and use. Ask pupils to think of further examples, e.g. begin to list and classify. W9</p>	<p><b>Spelling</b> Focus on strategies for spelling further polysyllabic words. Memorise them. W3</p> <p><b>Reading response through journal</b> Individuals compose a reading journal entry re <i>The Mouth-organ Boys</i> that is a reasoned prediction about the way the reader thinks the story will/should develop. T9, T13</p> <p><b>Word level work</b> Explore idiomatic phrases further: look for examples in texts read; compose sentences using phrases to show meaning; investigate origins of some phrases. W9</p>	<p><b>Spelling</b> Discuss problems with spelling polysyllabic words. Challenge pupils to use two such words in a sentence and write the whole sentence correctly. Assess their spelling accuracy. W3</p> <p><b>Reading response</b> Share some of the journal entries, compare and discuss predictions about the possible development of the story. T9</p> <p><b>Word level work</b> Add to class list and continue to classify. Discuss meaning and appropriate use (pupils to respond on whiteboards). W9</p>
<p><b>5</b></p> <p><b>Shared text work – reading and S&amp;L</b> Introduce and read first half of <i>The Mouth-organ Boys</i>. Discuss pupils' initial response and compare this story with <i>The Fib</i>. Look for evidence of author's experience of growing up in Jamaica. T4, T9</p> <p><b>Shared text work – response through journal</b> Remind children of the opening of the class novel, discuss the situation and characters – what might happen next and why. Demonstrate writing of a reading journal entry that is a reasoned prediction about the way the reader thinks the story will/should develop. Incorporate teaching on punctuation. T9, T13, S6</p>	<p><b>Shared text work – analysis of reading</b> Discuss and demonstrate the "mapping" of the structure of <i>The Fib</i>, representing the mapping in two alternative ways. (GTW 38) T14</p>	<p><b>Analysis of reading</b> Map the structure of <i>The Mouth-organ Boys</i> to show the high and low points in the text. T14</p> <p><b>Analysis of reading</b> Pairs – explore and identify the features of the opening of one or two alternative stories. T1</p> <p><b>Writing</b> Plan and begin to write an alternative opening to <i>The Mouth-organ Boys</i> using the features of an effective opening. T1, W2, W3</p>	<p><b>Speaking and listening</b> Discuss and compare the structure of the two stories by looking at the high and low points in each. T2, T14</p> <p><b>Reading, speaking and listening</b> From analysis and investigation, build up class list of the features of a good opening. T1</p> <p><b>Writing</b> Use a child's plan and early work to demonstrate and discuss S3. T1, S3, W1</p>
<p><b>6</b></p> <p><b>Shared text work – reading and S&amp;L</b> Read concluding half of <i>The Mouth-organ Boys</i>. Discuss pupils' response. Look at the story structure by thinking about Deiry's problems. Consider the way that the author keeps back some information to create surprise ending. T9, T2</p> <p><b>Spelling</b> Look at high frequency and content words being learnt this week. Discuss 'tricky bits' and relate to known rules and conventions. W1, W2, W3</p> <p><b>Shared text work – analysis of reading</b> Through discussion and demonstration analyse the features of the openings of <i>The Fib</i>, <i>The Mouth-organ Boys</i>, and the ongoing novel, e.g. <i>The Lottie Project</i>. Compare and contrast. T1, S6</p>	<p><b>Shared text work – writing inc. sentence level</b> Discuss different ways the author might have opened <i>The Fib</i>. Demonstrate the writing of a short alternative opening to this story. Revise own writing and incorporate teaching on opened <i>The Mouth-organ Boys</i>. T1, S3, W2, W3</p>	<p><b>Analysis of reading</b> Map the structure of <i>The Mouth-organ Boys</i> to show the high and low points in the text. T14</p> <p><b>Analysis of reading</b> Pairs – explore and identify the features of the opening of one or two alternative stories. T1</p> <p><b>Writing</b> Plan and begin to write an alternative opening to <i>The Mouth-organ Boys</i> using the features of an effective opening. T1, W2, W3</p>	<p><b>Speaking and listening</b> Discuss and compare the structure of the two stories by looking at the high and low points in each. T2, T14</p> <p><b>Reading, speaking and listening</b> From analysis and investigation, build up class list of the features of a good opening. T1</p> <p><b>Writing</b> Use a child's plan and early work to demonstrate and discuss S3. T1, S3, W1</p>
<p><b>7</b></p> <p><b>Shared text work – reading and S&amp;L</b> Read concluding half of <i>The Mouth-organ Boys</i>. Discuss pupils' response. Look at the story structure by thinking about Deiry's problems. Consider the way that the author keeps back some information to create surprise ending. T9, T2</p> <p><b>Spelling</b> Look at high frequency and content words being learnt this week. Discuss 'tricky bits' and relate to known rules and conventions. W1, W2, W3</p> <p><b>Shared text work – analysis of reading</b> Through discussion and demonstration analyse the features of the openings of <i>The Fib</i>, <i>The Mouth-organ Boys</i>, and the ongoing novel, e.g. <i>The Lottie Project</i>. Compare and contrast. T1, S6</p>	<p><b>Shared text work – writing inc. sentence level</b> Discuss different ways the author might have opened <i>The Fib</i>. Demonstrate the writing of a short alternative opening to this story. Revise own writing and incorporate teaching on opened <i>The Mouth-organ Boys</i>. T1, S3, W2, W3</p>	<p><b>Analysis of reading</b> Map the structure of <i>The Mouth-organ Boys</i> to show the high and low points in the text. T14</p> <p><b>Analysis of reading</b> Pairs – explore and identify the features of the opening of one or two alternative stories. T1</p> <p><b>Writing</b> Plan and begin to write an alternative opening to <i>The Mouth-organ Boys</i> using the features of an effective opening. T1, W2, W3</p>	<p><b>Speaking and listening</b> Discuss and compare the structure of the two stories by looking at the high and low points in each. T2, T14</p> <p><b>Reading, speaking and listening</b> From analysis and investigation, build up class list of the features of a good opening. T1</p> <p><b>Writing</b> Use a child's plan and early work to demonstrate and discuss S3. T1, S3, W1</p>
<p><b>8</b></p> <p><b>Shared text work – reading and S&amp;L</b> Read concluding half of <i>The Mouth-organ Boys</i>. Discuss pupils' response. Look at the story structure by thinking about Deiry's problems. Consider the way that the author keeps back some information to create surprise ending. T9, T2</p> <p><b>Spelling</b> Look at high frequency and content words being learnt this week. Discuss 'tricky bits' and relate to known rules and conventions. W1, W2, W3</p> <p><b>Shared text work – analysis of reading</b> Through discussion and demonstration analyse the features of the openings of <i>The Fib</i>, <i>The Mouth-organ Boys</i>, and the ongoing novel, e.g. <i>The Lottie Project</i>. Compare and contrast. T1, S6</p>	<p><b>Shared text work – writing inc. sentence level</b> Discuss different ways the author might have opened <i>The Fib</i>. Demonstrate the writing of a short alternative opening to this story. Revise own writing and incorporate teaching on opened <i>The Mouth-organ Boys</i>. T1, S3, W2, W3</p>	<p><b>Analysis of reading</b> Map the structure of <i>The Mouth-organ Boys</i> to show the high and low points in the text. T14</p> <p><b>Analysis of reading</b> Pairs – explore and identify the features of the opening of one or two alternative stories. T1</p> <p><b>Writing</b> Plan and begin to write an alternative opening to <i>The Mouth-organ Boys</i> using the features of an effective opening. T1, W2, W3</p>	<p><b>Speaking and listening</b> Discuss and compare the structure of the two stories by looking at the high and low points in each. T2, T14</p> <p><b>Reading, speaking and listening</b> From analysis and investigation, build up class list of the features of a good opening. T1</p> <p><b>Writing</b> Use a child's plan and early work to demonstrate and discuss S3. T1, S3, W1</p>
<p><b>9</b></p> <p><b>Shared text work – reading and S&amp;L</b> Read concluding half of <i>The Mouth-organ Boys</i>. Discuss pupils' response. Look at the story structure by thinking about Deiry's problems. Consider the way that the author keeps back some information to create surprise ending. T9, T2</p> <p><b>Spelling</b> Look at high frequency and content words being learnt this week. Discuss 'tricky bits' and relate to known rules and conventions. W1, W2, W3</p> <p><b>Shared text work – analysis of reading</b> Through discussion and demonstration analyse the features of the openings of <i>The Fib</i>, <i>The Mouth-organ Boys</i>, and the ongoing novel, e.g. <i>The Lottie Project</i>. Compare and contrast. T1, S6</p>	<p><b>Shared text work – writing inc. sentence level</b> Discuss different ways the author might have opened <i>The Fib</i>. Demonstrate the writing of a short alternative opening to this story. Revise own writing and incorporate teaching on opened <i>The Mouth-organ Boys</i>. T1, S3, W2, W3</p>	<p><b>Analysis of reading</b> Map the structure of <i>The Mouth-organ Boys</i> to show the high and low points in the text. T14</p> <p><b>Analysis of reading</b> Pairs – explore and identify the features of the opening of one or two alternative stories. T1</p> <p><b>Writing</b> Plan and begin to write an alternative opening to <i>The Mouth-organ Boys</i> using the features of an effective opening. T1, W2, W3</p>	<p><b>Speaking and listening</b> Discuss and compare the structure of the two stories by looking at the high and low points in each. T2, T14</p> <p><b>Reading, speaking and listening</b> From analysis and investigation, build up class list of the features of a good opening. T1</p> <p><b>Writing</b> Use a child's plan and early work to demonstrate and discuss S3. T1, S3, W1</p>
<p><b>10</b></p> <p><b>Spelling</b> Dictate sentences to practise writing this week's words. Write sentence incorporating pairs of words. W1, W2, W3</p>	<p><b>Writing</b> Continue to write and revise alternative opening planned and begun previous day. T1, S3, W2, W3</p>	<p><b>Reviewing learning</b> Reflect on content of unit. Ask children to identify what they have learnt and set target for further learning.</p>	<p><b>Reviewing learning</b> Reflect on content of unit. Ask children to identify what they have learnt and set target for further learning.</p>

# Example of annotated unit plan, days 1 to 3

## Example of annotated unit plan by the teacher for Class 5 at Bracken Primary School.

5 groups: Saturn (AA), Neptune, Mars, Pluto (Av), Jupiter (BA)

*New vocab from geog and maths. Separate list of high-frequency words for JA to work on with Jupiter group.*

*Relate setting to work done on Queen's Jubilee last summer.*

*JA to sit near Louise, Aail, Charmaine and Sammy to encourage participation.*

	Whole class work	Whole class work	Independent/guided work	Guided reading	Plenary
1	<p><b>Spelling</b> Look at high frequency and content words being learnt this week. Discuss 'tricky bits' and relate to known rules and conventions. Remind class about use of spelling logs. W1, W2, W3</p> <p><b>Shared text work – reading and S&amp;L</b> Introduce and read first half of <i>The Fib</i>. Discuss pupils' initial response. Focus on examples of the author drawing on his own experience of school days in 1950s. T4, T9</p>	<p><b>Shared text work – reading and S&amp;L</b> Introduce and read first half of <i>The Fib</i>. Discuss pupils' initial response. Focus on examples of the author drawing on his own experience of school days in 1950s. T4, T9</p>	<p><b>Reading and S&amp;L</b> Pairs – discuss, mark and annotate a section of the text, identifying examples which suggest that the author has drawn on his own experience. T4</p>	<p><b>Neptune group</b> <i>Harry the Poisonous Centipede</i> chapters 4 to 6. Discuss Harry's lie, and predict chapter 8 from title.</p>	<p><b>Reading and S&amp;L</b> Feedback evidence and responses from previous activity. Make comparisons between author's experience and children's own experiences. Make notes on table. T4 T9</p>
2	<p><b>Shared text work – reading and S&amp;L</b> Read concluding half of <i>The Fib</i>, pausing and asking pupils to predict the outcome. Discuss pupils' response. Reflect on the story structure. 4, T9, T2</p>	<p><b>Sentence level work</b> <i>Grammar for Writing Unit 34</i>. S6</p>	<p><b>Sentence level work</b> <i>Grammar for Writing Unit 34</i>. S6</p>	<p><b>Saturn group</b> <i>War Boy. The Shop</i>. Discuss effect of pictures and author's use of real illustrations, e.g. pages 9, 25 and 32.</p>	<p><b>Sentence level work</b> <i>Grammar for Writing Unit 34</i>. S6</p>
3	<p><b>Shared text work &amp; sentence level – reading response through journal.</b> Demonstrate writing of a reading journal entry re <i>The Fib</i> that concentrates on responding to similarities between the author's experiences, and the reader's. Incorporate teaching on punctuation. T4, T13, S6</p>	<p><b>Reading response through journal</b> Children compose reading journal entry on <i>The Fib</i> which concentrates on responding to differences rather than similarities. T4, T13</p>	<p><b>Reading response through journal</b> Children compose reading journal entry on <i>The Fib</i> which concentrates on responding to differences rather than similarities. T4, T13</p>	<p><b>Mars group</b> As Neptune day 1.</p>	<p><b>Speaking and listening</b> Discuss several of the children's journal entries. Compare interpretations of and reactions to the text. T4, T9, T13</p>

*Nathan and Alan.*

*JA to work with Jupiter group and Ivan before session to pre-teach/refresh purpose of reading journals — show e.g. go over technical language etc.*



# Example of annotated unit plan, days 4 to 6

Find books in library re Jamaica for class collection and reference. Give Duwayne opportunity to talk about his holiday if he wishes.

Jk to work as on Monday. Use flap cards for 'Look cover' etc.

Devise support frame for BA pupils.

In pairs, correct partner's.

	Whole class work	Whole class work	Independent/guided work	Guided reading	Plenary
4	<p><b>Shared text work – reading and S&amp;L</b></p> <p>Introduce and read first half of <i>The Mouth-organ Boys</i>. Discuss pupils' initial response and compare this story with <i>The Fib</i>. Look for evidence of author's experience of growing up in Jamaica. T4, T9</p>	<p><b>Spelling</b></p> <p>Dictate sentences to practise writing this week's words. Focus on strategies for spelling polysyllabic words from high frequency list or vocab in other subjects. W3</p>	<p><b>Spelling</b></p> <p>Focus on strategies for spelling further polysyllabic words. Memorise them. W3</p>	<p><b>Pluto group</b></p> <p>As Neptune group day 1.</p>	<p><b>Spelling</b></p> <p>Discuss problems with spelling polysyllabic words. Challenge pupils to use two such words in a sentence and write the whole sentence correctly. Assess their spelling accuracy. W3</p>
5	<p><b>Shared text work – response through journal</b></p> <p>Remind children of the opening of the class novel, discuss the situation and characters – what might happen next and why. Demonstrate writing of a reading journal entry that is a reasoned prediction about the way the reader thinks the story will/should develop. Incorporate teaching on punctuation. T9, T13, S6</p>	<p><b>Reading response through journal</b></p> <p>Individuals compose a reading journal entry re <i>The Mouth-organ Boys</i> that is a reasoned prediction about the way the reader thinks the story will/should develop. T9, T13</p>	<p><b>Reading response through journal</b></p> <p>Individuals compose a reading journal entry re <i>The Mouth-organ Boys</i> that is a reasoned prediction about the way the reader thinks the story will/should develop. T9, T13</p>	<p><b>Jupiter group</b></p> <p><i>Fire! Fire!</i> Introduce book, establish range and text types of four parts. Read <i>Red Adair</i> – focus on fluency.</p>	<p><b>Reading response</b></p> <p>Share some of the journal entries, compare and discuss predictions about the possible development of the story. T9</p>
6	<p><b>Shared text work – reading and S&amp;L</b></p> <p>Read concluding half of <i>The Mouth-organ Boys</i>. Discuss pupils' response. Look at the story structure by thinking about Delroy's problems. Consider the way that the author keeps back some information to create surprise ending. T9, T2</p>	<p><b>Word level work</b></p> <p>Introduce idea of idiomatic phrases and expressions using examples from the text read. Discuss their meaning and use. Ask pupils to think of further examples, e.g. begin to list and classify. W9</p>	<p><b>Word level work</b></p> <p>Explore idiomatic phrases further: look for examples in texts read; compose sentences using phrases to show meaning; investigate origins of some phrases. W9</p>	<p><b>Mars group</b></p> <p>Chapters 7 to 9. Focus on effective word choices – locate by scanning.</p>	<p><b>Word level work</b></p> <p>Add to class list and continue to classify. Discuss meaning and appropriate use (pupils to respond on whiteboards). W9</p>

Use punctuation fans in mixed ability pairs.

Have five common examples for Jupiter group to explore with Jk.

Saturn group to use etymological dictionary.

Remind class of rules agreed in circle time re responding to/commenting on others' work: i) constructive comments ii) disagree not disrespect.

# Example of annotated unit plan, days 7 to 10

J&A to work as on days 1 and 4.

Prepare variety of questions: some literal, some that require summaries and some relating to themes.

Use texts from recent Guided reading.

Keep for display in reading area. Photocopy resource sheets 10 & 11 for use in Guided reading.

	Whole class work	Whole class work	Independent/guided work	Guided reading	Plenary
7	<b>Spelling</b> Look at high frequency and content words being learnt this week. Discuss 'tricky bits' and relate to known rules and conventions. W1, W2, W3	<b>Shared text work - analysis of reading</b> Discuss and demonstrate the "mapping" of the structure of <i>The Fib</i> , representing the mapping in two alternative ways. (GfW 38) T14	<b>Analysis of reading</b> Map the structure of <i>The Mouth-organ Boys</i> to show the high and low points in the text. T14	<b>Neptune group</b> As Mars day 6.	<b>Speaking and listening</b> Discuss and compare the structure of the two stories by looking at the high and low points in each. T2, T14
8	<b>Shared text work - analysis of reading</b> Through discussion and demonstration analyse the features of the openings of <i>The Fib</i> , <i>The Mouth Organ Boys</i> , and the ongoing novel, e.g. <i>The Lottie Project</i> . Compare and contrast. T1, S6	<b>Analysis of reading</b> Pairs - explore and identify the features of the opening of one or two alternative stories. T1	<b>Analysis of reading</b> Pairs - explore and identify the features of the opening of one or two alternative stories. T1	<b>Saturn group</b> Pages 44 to 59. Find and discuss evidence of adults' feelings/experiences.	<b>Reading, speaking and listening.</b> From analysis and investigation, build up class list of the features of a good opening. T1
9	<b>Shared text work - writing inc. sentence level</b> Discuss different ways the author might have opened <i>The Fib</i> . Demonstrate the writing of a short alternative opening to the story. Revise own writing and incorporate teaching on punctuation. Discuss different ways the author might have opened <i>The Mouth-organ Boys</i> . T1, S3, W2, W3	<b>Writing</b> Plan and begin to write an alternative opening to <i>The Mouth-organ Boys</i> using the features of an effective opening. T1, W2, W3	<b>Writing</b> Plan and begin to write an alternative opening to <i>The Mouth-organ Boys</i> using the features of an effective opening. T1, W2, W3	<b>Jupiter group</b> Forest fire section. Check comprehension, prompt group to locate specifics.	<b>Writing</b> Use a child's plan and early work to demonstrate and discuss S3. T1, S3, W1
10	<b>Spelling</b> Dictate sentences to practise writing this week's words. Write sentence incorporating pairs of words. W1, W2, W3	<b>Writing</b> Continue to write and revise alternative opening planned and begun previous day. T1, S3, W2, W3	<b>Writing</b> Plan and begin to write an alternative opening to <i>The Mouth-organ Boys</i> using the features of an effective opening. T1, W2, W3	<b>Pluto group</b> As Mars day 6.	<b>Reviewing learning</b> Reflect on content of unit. Ask children to identify what they have learnt and set target for further learning.

J&A to work as on days 1, 4 and 7.

J&A to sit with and support Jupiter children to keep them engaged.

Remind class of redrafting and editing code.

Devise writing frame for BA pupils.

Short-list: Maxine, Yeliz, Richard.