

KS1 & KS2 English curriculum plan



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Our curriculum

All of our curricula share the same set of principles that guide our curriculum design to ensure our curricula are high-quality. They are:

Knowledge and vocabulary rich

Lessons and units are knowledge and vocabulary rich. Pupils will build on what they already know to develop deep knowledge and apply this knowledge in the form of skills.

Sequenced and coherent

Careful sequencing and attention to building coherence via vertical threads so that pupils build on prior knowledge and make meaningful connections.

Flexible

Our flexible curriculum enables schools to tailor our content to their curriculum and context.

Accessible

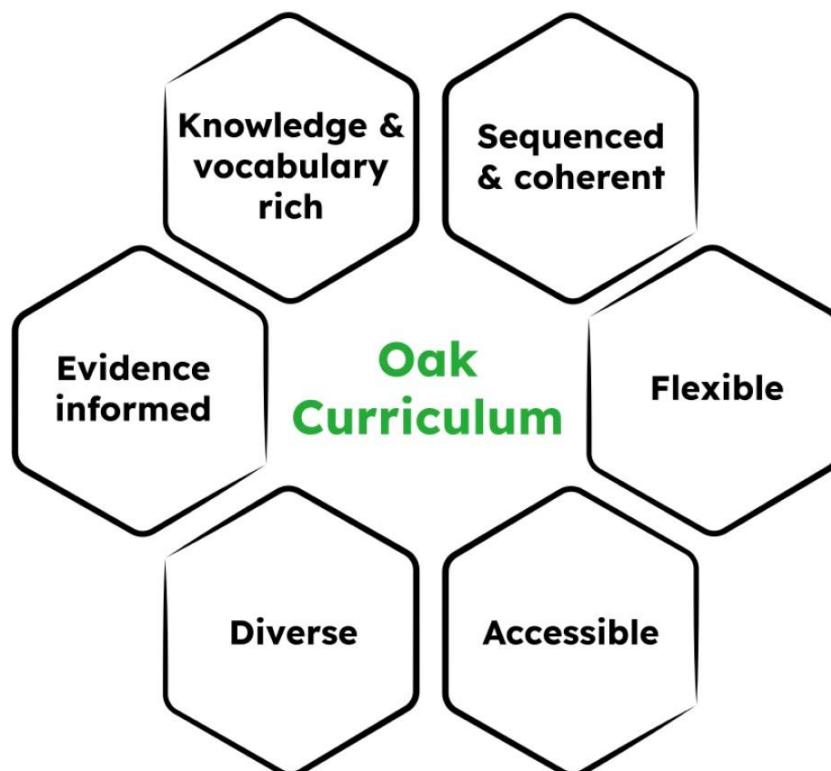
Creating an accessible curriculum that addresses the needs of all pupils and meets accessibility guidelines and requirements.

Diverse

We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Evidence-informed

We take an evidence-informed approach applying the science of learning and subjectspecific research.



Threads

What are threads?

We use threads to signpost groups of units that link to one another, that together build a common body of knowledge over time. We use the term thread, rather than vertical concepts, themes or big ideas, because it helps us bring to mind the visual concept of a thread weaving through the curriculum.

How to use threads

1. Familiarise yourself with all of the threads relating to the subject
2. Identify the unit you will be delivering
3. Review the threads associated with the unit
4. Audit where pupils have and will learn about these threads in your existing curriculum sequence.
5. Ensure you understand how the thread relating to your new unit has been framed in prior and future units
6. Review how the thread works within the unit you will be delivering
7. Teach and iterate your framing of the thread within the unit and across your curriculum sequence

Threads in subject

- Appreciation of poetry
- Book Club
- Developing essay writing
- Developing fiction writing
- Developing grammatical knowledge
- Developing handwriting fluency

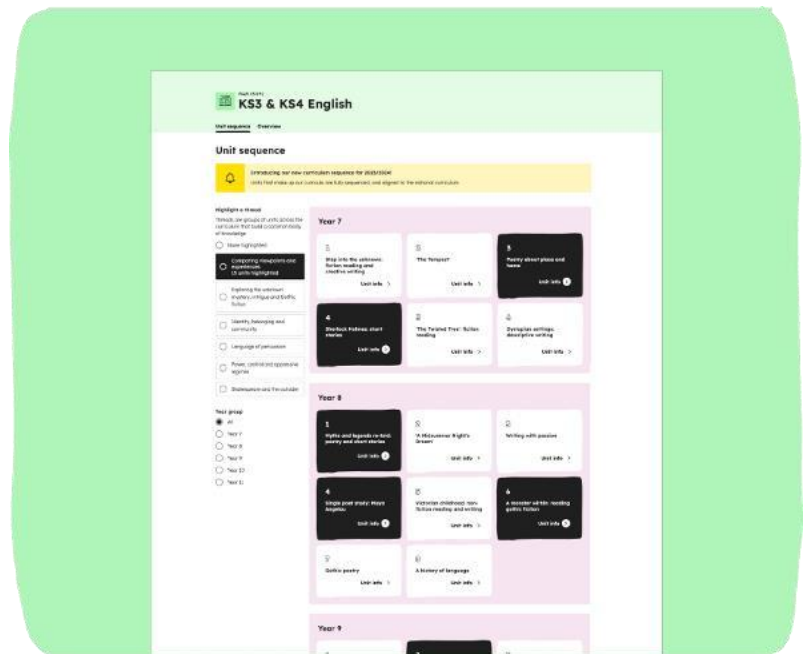
- Developing reading preferences
- Developing spelling accuracy
- Developing spoken language
- Developing vocabulary knowledge
- Fiction reading spine
- Modern literature strand 1: identity, belonging and community
- Nineteenth century literature
- Reading and writing texts that inform
- Traditional tales

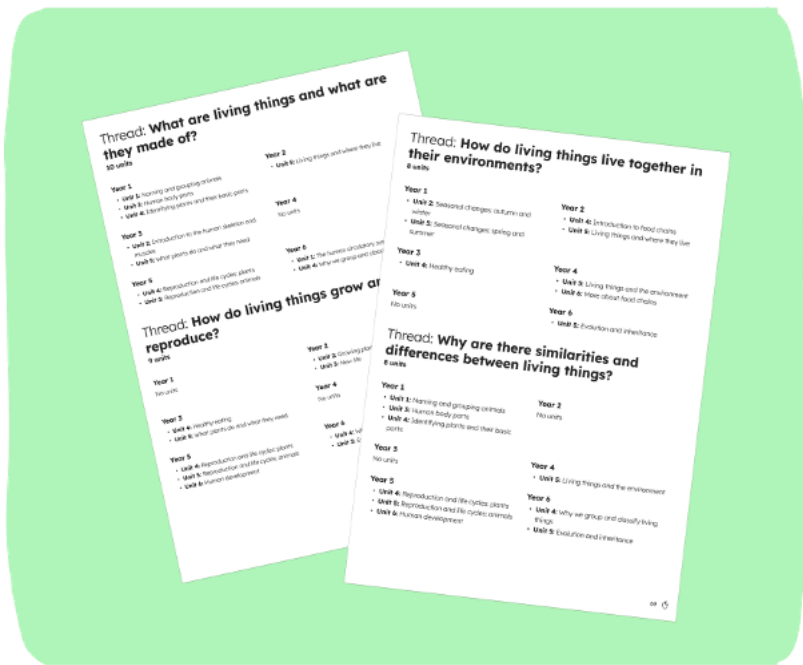
Tools for using threads

Online curriculum

Our interactive tool enables you to visualise how threads are sequenced across our curriculum plans.

[Go to online curriculum](#) ↗





Threads in this document
The appendix displays the threads and their related units.

[Go to threads appendix](#) ↓

English curriculum explainer

Aims and purpose

What are the aims and purpose of our curriculum?

With this curriculum, we aim to develop confident, articulate and accurate readers, writers and speakers. Pupils read a diverse range of increasingly complex and deep texts, write for a wide range of purposes with technical accuracy, and have multiple opportunities to develop their spoken language capabilities.

Oak curriculum principles

What overarching curriculum principles inform the design of our curriculum?

Knowledge and vocabulary rich

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, plays in learning. We map vocabulary across the curriculum, introduce it at the most appropriate moment and review it where necessary. New vocabulary, called key words, are signalled in bold in our lessons to indicate their importance. We use keywords to teach the most important new vocabulary, but other new vocabulary is defined or glossed as they appear. We have partnered with Mrs Wordsmith to develop pupils' narrative vocabulary. Our curriculum complements teaching pupils the knowledge they need to understand a text or topic with the space to develop their own ideas about the text or topic.

Sequenced and coherent

A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. Concepts are mapped across year 1 to year 11, ensuring coherence and allowing for their incremental development over time. Units often include links to different domains or topics within English, allowing for retrieval of previously taught content and demonstrating how closely linked different ideas can be. For example, technical writing developed in key stages 1 and 2 underpins writing in the secondary curriculum, but is subtly revisited and extended to meet the demands of the new year groups. Similarly, in the key stage 4 unit 'Leave Taking', learning draws on conceptual understanding of identity and belonging that has been taught across primary and secondary.

Evidence-informed

Our evidence-informed approach enables the rigorous application of research outcomes, science of learning and impactful best practice both in education in general and at a subject specific level. For example, the design of our resources reflects findings from Sweller's cognitive load theory and Mayer's principles of multimedia learning whilst our design draws on Rosenshine's principles of instruction. We also draw on findings from research organisations such as the Education Endowment Foundation (EEF). At the subject level, we have drawn on 'The Simple View of Reading' and 'The Simple View of Writing' to structure how we develop the different domains of reading and writing from primary to secondary, and build expertise on top of strong technical foundations.

Flexible

Our flexible approach helps schools use our resources in a way that suits their context and meets their different needs. Our curriculum can be used in its entirety or units can be selected to complement existing curricula. For instance, our 'appreciation of poetry' thread can be taken, adapted and implemented to provide a coherent set of poetry units in your curriculum. Our primary curriculum is carefully organised by domain so schools can use only single domains, such as handwriting, whilst continuing to use the rest of their own school curriculum. Our curriculum often provides different options so that schools and teachers can decide what knowledge is best for their pupils, for example when teaching about non-chronological reports in year 3, teachers can choose between the contexts of King Tut or Healthy Lifestyle - or teach through both. Our resources are adaptable so that, for example, teachers can easily replace models with their own live modelling, can edit or add checks for understanding, or adapt practice tasks to better reflect the prior knowledge of their pupils.

Our commitment to breadth and diversity can be seen in our choice of texts and authors. We are committed to showcasing incredible writing by the widest possible range of diverse authors. At primary, pupils study writers such as Joseph Coelho, John Lyons, Valerie Bloom and Ibtihaj Muhammad, as well as reading books on a wide range of cultures. At secondary, we offer

Accessible

Our curriculum is intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND. Aligned with EEF guidance, our resources have a focus on clear

explanations, modelling and frequent checks for understanding, with guided and independent practice. Lessons are chunked into learning cycles and redundant images and information are minimised and the narrative that accompanies stories and explanations are contained in a separate document, rather than on slides to manage cognitive load. We have removed reference to year groups in our resources so that they can be used when pupils are ready, regardless of their age. Our resources are purposefully created to be accessible, for example by using accessible fonts, colours with good contrast, and captions in our videos. In the core English domains such as handwriting, spelling and grammar, we focus on securing small steps to help all pupils build their confidence and accuracy in writing.

Oak subject principles

What subject specific principles inform the design of our curriculum?

Pupils regularly read a range of text types as a group and independently, have frequent opportunities to develop personal responses to texts, and build their background knowledge, tier 2 vocabulary and fluency to support comprehension.

Our lessons support the development of reading competence and independence. We use our lessons to ensure pupils have the background knowledge and vocabulary they need to access a text, and we give pupils the space, structure and support to develop their own ideas in response to a text. Throughout the reading and explanation sections of lessons, there are frequent discussion points to help pupils form and refine their ideas.

Writing for a range of purposes, expressing creativity and building writing stamina are developed alongside a deep understanding of grammar, sentence construction, disciplinary writing and underlying spelling patterns.

Our writing curriculum explicitly teaches pupils the grammar knowledge, handwriting competence and spelling rules to make them confident and accurate technical writers. This reduces cognitive load so pupils are able to write with more creativity and freedom. Building technical competence is paired with frequent writing practice throughout the curriculum, but the balance between them shifts over time. We prioritise opportunities for pupils to write with freedom so they develop their writing personality.

Frequent opportunities to develop the components of spoken language are included throughout the curriculum, and each lesson gives pupils multiple opportunities to talk and express their opinion.

Speaking is at the heart of our curriculum. There are opportunities for pupils to express their views and develop their ideas through talk. Throughout all domains, there are tasks with spoken language outcomes. We have deliberately moved away from a model where the final task in an English lesson is always a writing task. We also have a 'developing spoken language' domain that includes lessons and units on debate, presentations and performance to help build pupils' competence and confidence.

Text choice represents a diverse range of voices, backgrounds and cultures so the curriculum provides windows and mirrors to all pupils.

We have included writers and books from a diverse range of cultures and backgrounds, and deliberately chosen GCSE text options that focus on under-represented groups. From year 1 to year 11, our curriculum includes texts that will be windows for some pupils and mirrors for other pupils.

There is a single pathway through the resources that is ambitious for all pupils by offering a low floor and high ceiling in each lesson.

We do not split our resources into different ability groupings. Instead, all pupils can follow the same pathway through the curriculum no matter what their starting point is. We have carefully written questions and designed tasks to ensure it is possible for all pupils to attempt them. We expect teachers to adapt the lessons: support and scaffolding can be added or removed depending on the needs of pupils in the context.

National curriculum

How does our curriculum reflect the aims & purpose of the national curriculum?

There are seven aims of the English national curriculum. First, pupils need to ‘read easily, fluently and with good understanding’. Reading high-quality texts is the cornerstone of our curriculum, and throughout our lessons pupils practise reading to develop their fluency and understanding. As the curriculum develops, pupils read increasingly challenging texts and think about them in more complex ways.

Next, pupils should ‘develop the habit of reading widely and often, for both pleasure and information’. Our curriculum encourages broad reading habits. In our primary ‘developing reading preferences’ and ‘book club’ units, pupils explore their reading habits and look at different recommended texts based on genre preferences. At secondary, pupils read a wide range of text extracts during key stage 4 English language units: units such as ‘Read around the world’ and ‘Books that changed my world’ are explicitly designed to build pupils’ reading culture and awareness so they read more for pleasure.

Thirdly, pupils need to ‘acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language’. Keywords are listed at the beginning of all lessons, and are then repeated throughout the lesson to ensure important vocabulary is embedded. We also have a ‘vocabulary’ thread at primary to group the units that are only focused on vocabulary development. Similarly, grammar teaching is a key feature of the entire curriculum: at primary, we have units that teach grammar discreetly; at secondary, explicit grammar instruction is embedded within wider writing units. Across our curriculum, pupils also study units focused purely on reading or spoken language, and during these units they develop their understanding of the corresponding linguistic conventions.

Pupils also need to ‘appreciate our rich and varied literary heritage’. Our curriculum covers a broad range of classic texts from across our literary heritage, teaching five Shakespeare plays, learning about multiple romantic poets, and reading classic Victorian stories such as ‘Sherlock Holmes’ and ‘A Christmas Carol’. Our curriculum also includes modern examples of our rich and varied literary heritage, such as Andrea Levy’s ‘Small Island’, Elle McNicoll’s ‘A Kind of Spark’, Drew Daywalt’s ‘The Day the Crayons Quit’ and Winsome Pinnock’s ‘Leave Taking’.

Next, pupils need to ‘write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences’. Pupils start developing their confidence in this in primary, and then become increasingly confident with it as they move through secondary. We prioritise pupils developing their writing clarity and accuracy so they can later adapt it for different contexts. At primary, pupils study grammar, handwriting and spelling in discrete units and threads so that they have a strong foundation of clarity and accuracy. Pupils also study units in areas such as non-chronological reports and speech writing to help them build their writing agency and vary their writing for different contexts.

Pupils also need to ‘use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas’. Discussion is embedded throughout the curriculum and lessons: we use a discussion symbol to indicate key opportunities for discussion

in lessons, and we have included a high percentage of tasks that have spoken outcomes. Outside of its role in all lessons, we have a 'developing spoken language' thread to help build pupils' accuracy and confidence in spoken language: at primary, we have at least two dedicated spoken language units per year group; at secondary, we have at least one. Finally, the curriculum needs to ensure pupils 'are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.' This aim is covered extensively in the 'developing spoken language' thread mentioned above, as well as in other parts of the curriculum. From primary onwards, pupils learn the foundations of speaking and listening, before being introduced to presentation skills as well as debate. These are then picked up again in secondary as pupils practise more formal debate conventions and develop all the skills needed to give confident presentations.

Curriculum delivery

What teaching time does our curriculum require?

Our curricula for key stages 1-3 are designed for 36 weeks of curriculum time across the school year which leaves time for other activities both within and beyond the curriculum such as assessments or school trips.

In our primary English curriculum for key stages 1-2, the number of lessons we provide per year varies due to the changing nature of the subject. In year 1, we provide around 4 lessons per week to allow time for your phonics programme. This increases to over 6 lessons per week in year 2, and over 7 lessons per week in years 3 to 6. Our resources are designed to be taught by domain, so separate time in your timetable needs to be set aside for grammar, spelling, handwriting and reading, writing and oracy lessons. The set up of each class is different, so we recommend adapting the curriculum to fit into the shape of your class or school cadence.

Curriculum coherence

What are 'threads'?

We use threads to signpost groups of units that are linked around a particular topic or concept. We use the term thread, rather than vertical concepts, themes or big ideas, because it helps us to bring to mind the visual concept of a thread weaving through the curriculum.

Our English threads are:

Primary

- Fiction reading spine
- Traditional tales
- Reading and writing texts that inform
- Modern literature strand 1: identity, belonging and community
 - Developing essay writing
 - Developing grammatical knowledge
 - Developing handwriting fluency

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- Appreciation of poetry
- Developing spelling accuracy
- Developing vocabulary knowledge
- Developing reading preferences

- Book Club
- Developing spoken language
- Developing fiction writing
- Developing persuasive writing

Secondary

- Developing fiction writing
- Shakespeare and the outsider
- Exploring the gothic
- Developing spoken language
- Non-fiction reading and writing
- GCSE English Language
- Developing fiction writing
- Nineteenth century literature
- Modern literature strand 1: identity, belonging and community
- Modern literature strand 2: power, control and oppressive regimes

Our threads help teachers navigate our English curriculum by identifying and mapping important concepts in English teaching. At primary, we have threads for the domains of handwriting, spoken language, vocabulary, spelling and grammar. Knowledge and skills within reading and writing are broken down into narrower threads, such as ‘Traditional tales’ and ‘Reading and writing texts that inform’.

At secondary, our threads are selected to indicate connections by period, concept or theme. This includes threads such as ‘Exploring the gothic’ and ‘Shakespeare and the outsider’. ‘Modern Literature strand 1’ and ‘Modern Literature strand 2’ are two threads that link to GCSE outcomes.

Some threads are phase specific whilst others span primary and secondary. Domain threads tend to be primary only because the isolated teaching of grammar, spelling and handwriting normally concludes in primary school. Our ‘Developing spoken language’ thread for example, weaves across primary and secondary, mapping how pupils gain increasing knowledge and skill over both phases.

Recommendations from subject specific reports

How does the curriculum address and enact recommendations from subject specific reports (e.g. EEF guidance reports & Ofsted Research Review)?

Recent EEF guidance and the Ofsted subject report for English have advocated the importance of explicitly teaching and extensively practising the building blocks of literacy to ensure pupils have the working memory capacity to focus on fluency and creative ideas in their reading and writing. Our curriculum fully embodies these recommendations by providing comprehensive grammar, spelling and handwriting resources. We also break complex written tasks down into manageable small steps that can be taught, practised and learnt so that pupils are able to focus their working memory on writing creative original ideas fluently. For example, in the year 3 unit 'The Man on the Moon: narrative writing', pupils develop their narrative writing by mastering each part of the narrative journey in isolation: pupils spend multiple lessons on opening, buildup, climax and resolution writing so that they develop a more coherent understanding of the key elements of narrative writing.

Subject-specific needs

How does the curriculum deal with elements that arise from the specific needs of the subject?

How do our primary and secondary English curricula differ?

Despite a number of important similarities, primary and secondary English differ significantly in emphasis. At primary, pupils' learning is organised across the domains of handwriting, spelling, grammar, vocabulary, and reading, writing and oracy. At secondary, all these domains are combined because while at primary pupils are still building their word-reading and transcription skills, at secondary it is presumed that the majority of pupils have developed these competencies.

How did you choose the texts in the curriculum?

Text selection is the most challenging aspect of English curriculum design. There are nearinfinite possibilities and combinations that can form a high quality English curriculum. Our text selection has been drawn from the expertise in our curriculum partners, Fox Federation and Twyford CofE Trust. We chose texts to reflect the full range of life in the United Kingdom, and attempted to represent all backgrounds, regions and cultures, whilst also giving pupils a firm grounding in the history and traditions of English Literature.

What books are featured in the curriculum?

Year 1

- 'A Superhero Like You' by Dr. Ranj Singh
- 'The Three Billy Goats Gruff', traditional
- 'The Magic Porridge Pot', traditional
- 'Little Bo Peep', traditional
- 'Hickory Dickory Dock', traditional
- 'Five Little Ducks Went Swimming One Day', traditional

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Anna Hibiscus’ Song’ by Atinuke
 Lulu Gets a Cat’ by Anna McQuinn
 Zim Zam Zoom’, ‘Firework’, ‘Splish! Splash! Splosh’, ‘BEwARe’ by James Carter
 ‘Paddington’ by Michael Bond
 ‘Wild’ by Emily Hughes
 ‘Jack and the Beanstalk’, traditional
 ‘Ada Twist Scientist’ by Andrea Beaty

Year 2

- ‘Yoshi the Stonecutter’ by Becca Heddle
- ‘The Wolf, The Duck and The Mouse’ by Mac Barnett
- ‘The Planet in a Pickle Jar’ by Martin Stanev
- ‘The Proudest Blue’ by Ibtihaj Muhammad
- ‘Wide Open’ by Rachel Rooney
- ‘If You Could See Laughter’ by Mandy Coe
- ‘The Magic Box’ by Kit Wright
- ‘The Owl Who Was Afraid of the Dark’ by Jill Tomlinson
- ‘Don’t Cross the Line’ Isabel Minhós Martins
- ‘And Tango Makes Three’ by Justin Richardson and Peter Parnell
- ‘Emmeline Pankhurst: Little People, Big Dreams’ by Lisbeth Kaiser
- ‘The Children of Lir’, traditional
- ‘The Morning Rush’ by John Foster
- ‘Home Time’ by Rachel Rooney
- ‘Please Mrs Butler’ by Allan Ahlberg
- ‘Please do not feed the animals...’ by Robert Hull
- ‘What Did You Do at School Today?’ by James Carter
- ‘Grandad’s Island’ by Benji Davies
- ‘Leaf’ by Sandra Dieckmann

Year 3

- ‘Mulan’, traditional
- ‘The BFG’ by Roald Dahl
- ‘Miss Flotsam’, ‘There are things that lurk in the library’, ‘MORERAPS’, ‘If All the World were Paper’, ‘I am a Writer’ by Joseph Coelho
- ‘Swallow’s Kiss’ by Sita Brahmachari
- ‘The Pebble in my Pocket’ by Meredith Hopper

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- ‘The Moon Dragons’ by Dylan Sheldon
- ‘The Iron Man’ by Ted Hughes
- ‘Anasi and the Antelope Baby’, traditional
- ‘The Journey’ by Francesca Sanna
- ‘The Sheep Pig’ by Dick King-Smith
- ‘Marcy and the Riddle of the Sphinx’ by Joe Todd-Stanton
- ‘It’s All About... Rushing Rivers’ by Kingfisher
- ‘The Firework Maker’s Daughter’ by Phillip Pullman
- ‘Varjak Paw’ by S. F. Said
- ‘The Day the Crayons Quit’ by Drew Daywalt

Year 4

- ‘Curious Creatures Glowing in the Dark’ by Zoë Armstrong
- ‘Hansel and Gretel’, traditional
- ‘Little Red Riding Hood’, traditional
- ‘The Borrowers’ by Mary Norton
- ‘A Christmas Carol’ by Charles Dickens
- ‘El Deafo’ by Cece Bell
- ‘Walter Tull’s Scrapbook’ by Michaela Morgan
- ‘Into the Forest’ by Anthony Browne
- ‘Granny’s Sugarcake’, ‘Happy Hummingbird Food’, ‘Tadpole Comets’, ‘Carib Nightfall’ and ‘Carnival Dance Lessons’ by John Lyons
- ‘A Journey Through Greek Myths’ by Marchella Ward
- ‘Jabberwocky’ by Lewis Carroll
- ‘Escape from Pompeii’ by Christina Balit
- ‘The Wild Robot’ by Peter Brown
- ‘Arthur and the Golden Rope’ by Joe Todd-Stanton
- ‘The Happy Prince’ by Oscar Wilde
- ‘Greenling’ by Levi Pinfold
- ‘Danny Chung Does Not Do Maths’ by Maisie Chan
- ‘The Miraculous Journey of Edward Tulane’ by Kate DiCamillo

Year 5

- ‘How to Train Your Dragon’ by Cressida Cowell
- ‘Crazy about Cats’ by Owen Davey
- ‘The Viewer’ by Gary Crew
- ‘The Unforgotten Coat’ by Frank Cottrell-Boyce
- ‘The Highwayman’ by Alfred Noyes
- ‘The Listeners’ by Walter de la Mare

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- ‘Mirror’ by Jeannie Baker
- ‘Macbeth’ by William Shakespeare
- ‘Front Desk’ by Kelly Yang
- ‘Oliver Twist’ by Charles Dickens
- ‘Curiosity: the story of a Mars Rover’ by Marcus Motum
- ‘Princess Sophia Duleep Singh: My Story’ by Sufiya Ahmed
- ‘Wonder’ by R. J. Palacio

Year 6

- ‘Romeo and Juliet’ by William Shakespeare
- ‘The Adventure of the Blue Carbuncle’ by Arthur Conan Doyle
- ‘Coming to England’ by Floella Benjamin
- ‘Blackberry Blue’ by Jamila Gavin
- ‘The Girl of Ink and Stars’ by Kiran Millwood Hargrave
- ‘Shackleton’s Journey’ by William Grill
- ‘Beowulf’, traditional
- ‘When Stars are Scattered’ by Omar Mohamed and Victoria Jamieson
- ‘A Kind of Spark’ by Elle McNicoll
- ‘When the Sky Falls’ by Phil Earle
- ‘No Country’ by Patrice Aggs and Joe Brady
- ‘Frizzy’ by Claribel A Ortega
- ‘Cloud Busting’ by Malorie Blackman

Our curriculum partner

Fox Federation is a small federation of primary schools bringing a wealth of experience to the creation of our primary English curriculum. As well as having four English specialists within the federation, Fox Primary is the lead school for Initial Teacher Training for the West London Teaching Training Alliance, and key delivery partner to the Central London Teaching School Hub. The federation runs an extensive CPD programme that supports schools, locally and nationally.



Year 1 units

[View interactive sequence online](#) 

Reading, writing & oracy

1

Speaking and listening

2

'A Superhero Like You': reading and writing

3

'The Three Billy Goats Gruff': reading and writing

4

'The Magic Porridge Pot': reading and writing

5

Following and writing instructions to make a sandwich: reading and writing

6

Nursery rhymes: reading poetry

7

'Anna Hibiscus' Song': reading and writing

8

'The Three Little Pigs': reading and writing

9

Looking after pets: reading and writing

10

'Zim Zam Zoom' by James Carter: reading poetry

11

'Paddington': reading and writing

12

'Wild': reading and writing

13

'Jack and the Beanstalk': reading and writing

14

School trip: writing a recount

15

'Ada Twist Scientist': reading and writing

16

Speaking loud and proud

1. Speaking and listening

Year 1: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing spoken language

Unit description

In this unit, pupils develop speaking and listening skills by answering questions about themselves, giving and following instructions and retelling a story. They focus on clear speech, attentive listening, maintaining eye contact and responding in full sentences with relevant answers.

Why this, why now?

This first Year 1 speaking and listening unit builds on foundational communication skills developed through conversations, storytelling and role play in the EYFS.

Focusing on clear speaking, active listening, and forming full sentences, the unit helps pupils develop essential skills for effective classroom interactions and presentations. It also fosters social and emotional intelligence by teaching pupils how to communicate effectively and respectfully. These skills lay the groundwork for the next unit, where pupils

will speak and perform in front of an audience and share their opinions.

Lessons in unit

1. Asking and answering questions
2. Giving and following instructions
3. Retelling a story

Prior knowledge requirements

- Listening attentively means responding to what is heard with relevant questions, comments, or actions.
- Making comments and asking questions helps to clarify understanding of what has been heard.
- Conversations involve taking turns and engaging in back-and-forth exchanges with teachers and peers.
- Participating in discussions includes sharing ideas and using recently introduced vocabulary.
- Offering explanations includes suggesting why things might happen, using language from stories, non-fiction, rhymes, or poems.
- Expressing ideas and feelings involves speaking in full sentences and using past, present, and future tenses with conjunctions when appropriate.

2. 'A Superhero Like You': reading and writing

Year 1: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing
- Fiction reading spine

Unit description

In this unit, pupils engage with the characters, setting, and plot of 'A Superhero Like You'. Their writing focuses on people who help us, progressing in small steps. They begin by introducing nouns through one-word captions and advance to writing simple sentences that include an adjective.

Why this, why now?

This unit uses and builds on pupils' reading and writing experiences in the EYFS. For the first time, sentences are broken down to introduce nouns and adjectives. Pupils are supported by being provided with carefully scaffolded sentence stems, where they are only required to generate their own noun and adjective. This scaffolding helps pupils secure their use of capital letters and full stops, as well as their ability to check their writing makes sense. This unit prepares pupils for writing a sequence of simple

sentences within a narrative in the next unit 'The Three Billy Goats Gruff'.

Lessons in unit

1. Exploring the idea of a superhero and predicting
2. The theme of community in 'A Superhero Like You'
3. Characters in 'A Superhero Like You'
4. Writing captions about people who help us
5. Introducing adjectives to describe people who help us
6. Writing simple sentences about people who help us
7. Describing yourself
8. Writing about your future job

Prior knowledge requirements

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.
- Express their ideas and feelings about their experiences using full sentences.

- Draw on personal experiences and prior knowledge to what has been read
- Use and understand recently introduced vocabulary during discussions about stories and during role-play.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Forms most letters correctly and places a space in between each word
- Write simple phrases and sentences that can be read by themselves and others.

3. 'The Three Billy Goats Gruff': reading and writing

Year 1: Reading, writing & oracy

[Go to unit resources](#) 

Why this, why now?

This unit builds on pupils' learning about sentence composition from 'A Superhero Like You'. Pupils apply their knowledge of nouns and adjectives to write character descriptions, embedding noun phrases. They then transition to narrative writing, where they practise using their own adjectives within pre-constructed sentences for support. This unit prepares pupils for the next unit, 'The Magic Porridge Pot', where they will expand their sentences by

Threads

- Developing fiction writing
- Fiction reading spine
- Traditional tales

Unit description

In this unit, pupils explore traditional tales, sharing their preferences and focusing on 'The Three Billy Goats Gruff'. They orally retell a story using sequencing language. They also compose sentences including adjectives to describe the characters in the story. Finally, pupils write the story.

incorporating verbs and selecting appropriate adjectives and verbs independently.

Lessons in unit

1. Reading and responding to 'The Three Billy Goats Gruff'
2. Introduction to traditional tales
3. Imagining you are the characters: 'The Three Billy Goats Gruff'
4. Sequencing and making a story mountain: 'The Three Billy Goats Gruff'
5. Describing the troll in 'The Three Billy Goats Gruff'
6. Describing the goats in 'The Three Billy Goats Gruff'

7. Writing about characters, setting and plot: 'The Three Billy Goats Gruff'
8. Writing the end of the story: 'The Three Billy Goats Gruff'

Prior knowledge requirements

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.
- Express their ideas and feelings about their experiences using full sentences.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Use and understand recently introduced vocabulary during discussions about stories and during role-play.
- Anticipate – where appropriate – key events in stories.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

4. 'The Magic Porridge Pot': reading and writing

Year 1: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing
- Fiction reading spine
- Traditional tales

Unit description

In this unit, pupils explore magical elements of fairy tales in 'The Magic Porridge Pot'. They sequence the events using a story mountain and add sequencing language and descriptions to orally retell the story. Pupils also apply their understanding of verbs and adjectives to their narrative writing.

Why this, why now?

This unit builds on pupils' learning of narrative writing in 'The Three Billy Goats Gruff'. Pupils apply their knowledge of nouns and adjectives to the writing of descriptive sentences. They learn about verbs, selecting appropriate verbs to show characters' actions, and they write a narrative with a beginning, middle and end. To support their use of verbs, pupils orally rehearse their sentences in different ways before writing. This prepares pupils for the introduction to expanded noun phrases and the joining of two simple sentences in the next unit, 'Anna Hibiscus' Song'.

Lessons in unit

1. Reading and responding to 'The Magic Porridge Pot'
2. Comparing fairy tales

3. Imagining you are the characters in 'The Magic Porridge Pot'
4. Sequencing and making a story mountain: 'The Magic Porridge Pot'
5. Writing descriptive sentences
6. Writing the beginning of the story: 'The Magic Porridge Pot'
7. Writing the middle of the story: 'The Magic Porridge Pot'
8. Writing the end of the story: 'The Magic Porridge Pot'

Prior knowledge requirements

- Starting to use capital letters and full stops at the start and end of each sentence.
- Exposure to and opportunities to listen and respond to a range of traditional tales.
- Know that traditional tales have a beginning, middle and end.
- Know that some traditional tales have magical aspects.
- Ability to apply phonics knowledge to support decoding when reading and segmenting when spelling.
- Ability to read and write some common exception words.
- Compose simple sentences by saying out loud what they are going to write and re-reading back to check it makes sense.
- Ability to listen and respond to short stories that are read to them.
- Opportunities to sequence, retell and act out short stories.

5. Following and writing instructions to make a sandwich: reading and writing

Year 1: Reading, writing & oracy

[Go to unit resources](#) 

Threads

No threads

Unit description

In this unit, pupils practise following and writing instructions. They first design a sandwich and look at the features of instructions, before writing their set of instructions.

Why this, why now?

This unit uses and builds on pupils' understanding of writing from 'The Magic Porridge Pot'. This unit builds on that initial understanding as pupils start to write basic instructions, and think about writing for a very specific and useful purpose. This unit prepares pupils for the unit 'Looking after pets', where pupils will develop their ability to write commands.

Lessons in unit

1. Designing a sandwich
2. Features of instructions

3. Following instructions to make a sandwich
4. Writing the start of a set of instructions to make a sandwich
5. Writing instructions for how to make a sandwich

Prior knowledge requirements

- Starting to use capital letters and full stops at the start and end of each sentence.
- Ability to apply phonics knowledge to support decoding when reading and segmenting when spelling.
- Ability to read and write some common exception words.
- Ability to read and write some common exception words.
- Ability to understand and follow a sequence of four instructions.
- Developing knowledge of nouns and adjectives.

6. Nursery rhymes: reading poetry

Year 1: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Appreciation of poetry

Unit description

In this unit, pupils explore poetry by learning different nursery rhymes, some familiar and some unfamiliar. Pupils learn to listen to, discuss and recite nursery rhymes. They also consider rhyming words, tune and actions. Pupils learn to share their opinion on their preferred nursery rhyme.

Why this, why now?

This unit uses and builds on pupils' exposure to nursery rhymes in the EYFS as an introduction to poetry. Pupils will develop speaking and listening skills to discuss and perform a range of nursery rhymes. They will be supported to develop their own opinion on what they have heard and listen to others' opinions. Pupils will also compare nursery rhymes by considering similarities and differences. This prepares pupils for the next poetry unit 'Zim Zam Zoom by James Carter',

where they will be introduced to the terms 'poet' and 'poem' and compare and perform a range of poems by James Carter.

Lessons in unit

1. 'Little Bo Peep'
2. 'Hickory Dickory Dock'
3. 'Five Little Ducks Went Swimming One Day'
4. 'The Magic Porridge Pot'
5. Nursery rhymes performance

Prior knowledge requirements

- Opportunities to listen to and respond to nursery rhymes.
- Exposure to the idea of rhythm and rhyme.
- Some discrete practice of finding rhyming words (even if not securely doing this independently.)
- Ability to imitate a tune to the correct time.
- Opportunities to perform a song or rhyme in front of a group or class.

- Ability to say and do at the same time (e.g. sing and complete action at the same time)
- Ability to compare two things using the language of same and different.

commas to describe characters and settings. Pupils will carefully choose adjectives to write expanded noun phrases and then learn how to join two ideas using 'and'. They will also learn that we can use

7. 'Anna Hibiscus' Song': reading and writing

Year 1: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing
- Fiction reading spine
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils explore the characters, setting and plot in 'Anna Hibiscus' Song'. They apply their learning of adjectives to writing about characters and settings. In scaffolded writing tasks, they use adverbs to describe characters' actions, leading to writing a letter about their family.

Why this, why now?

This unit builds on pupils' understanding of adjectives and nouns, teaching them to create expanded noun phrases with

adverbs to describe verbs. This will prepare pupils for the next unit, 'Looking after Pets', where they will use a comma to write a list of nouns and continue to practise joining two ideas together using 'and'.

Lessons in unit

1. Character, setting and plot in 'Anna Hibiscus' Song'
2. The theme of happiness in 'Anna Hibiscus' Song'
3. Thinking from the character's perspective in 'Anna Hibiscus' Song'
4. Describing the setting in 'Anna Hibiscus' Song'
5. Writing descriptive sentences about the setting in 'Anna Hibiscus' Song'
6. Comparing adjectives and adverbs to show emotion
7. Character description of a family member

8. Writing the beginning of a letter: 'Anna Hibiscus' Song'
9. Writing the middle of a letter: 'Anna Hibiscus' Song'
10. Writing the end of a letter: 'Anna Hibiscus' Song'

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding when reading and segmenting when spelling.
- Ability to read and write some common exception words.
- Compose simple sentences by saying out loud what they are going to write and re-reading back to check it makes sense,
- Use adverbials of time at the start of a sentence.
- Understand that an adjective describes a noun.
- Understand that when you use two adjectives to describe a noun, a comma is placed between them.
- Ability to sequence sentences to form short narratives.
- Ability to write in the simple past tense by adding -ed to verbs.

8. 'The Three Little Pigs': reading and writing

Year 1: Reading, writing & oracy

[Go to unit resources](#) 

Threads

No threads

Unit description

In this unit, pupils read and respond to the traditional tale 'The Three Little Pigs'. Pupils first read the story, and look at it from different perspectives, before then writing their own version of the story.

Why this, why now?

This unit uses and builds on pupils' understanding of traditional tales from 'The Magic Porridge Pot'. In this unit, pupils are introduced to another traditional tale, and explore different ways of building and structuring a simple story. This unit prepares pupils for their next traditional tale unit, 'Jack and the Beanstalk', where they will practise reading and writing another traditional tale.

Lessons in unit

1. Reading and responding to the story 'The Three Little Pigs'
2. Thinking from different perspectives in 'The Three Little Pigs'
3. Character description of the wolf in 'The Three Little Pigs'
 - Ability to retell a simple story with a beginning, middle and end.

4. Description of the houses built in 'The Three Little Pigs'
5. Sequencing and retelling 'The Three Little Pigs' using a story mountain
6. Writing the beginning of a story: 'The Three Little Pigs'
7. Writing the middle of a story: 'The Three Little Pigs'
8. Writing the end of a story: 'The Three Little Pigs'

Prior knowledge requirements

- Understand the key features of a traditional tale.
- Be familiar with some traditional story telling vocabulary.
- Ability to apply phonics knowledge to support decoding when reading and segmenting when spelling.
- Ability to read and write some common exception words.
- Write simple sentences and start to write compound sentences.
- Understand that an adjective describes a noun.
- Understand that when you use two adjectives to describe a noun, a comma is placed between them.
- Ability to write in the simple past tense.

9. Looking after pets: reading and writing

Year 1: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine
- Reading and writing texts that inform

Unit description

In this unit, pupils will use the book 'Lulu Gets a Cat' as a springboard to learning about non-fiction information texts on cats. Pupils will compare fiction and non-fiction texts before learning how to write statement and command sentences for an information page about looking after cats.

Why this, why now?

This unit builds on pupils' understanding of how to join two ideas with 'and' and write statement sentences, while introducing them to command sentences. Pupils will also use a comma to write nouns in a list, building on their previous use of commas in sequencing language and expanded noun phrases. This unit prepares them for writing more detailed descriptions in the next unit, 'Paddington', where they will join similar ideas together using 'and' and apply their skills to writing a postcard.

Lessons in unit

1. Exploring illustrations in 'Lulu Gets a Cat'
2. Reading and responding to 'Lulu Gets a Cat' by Anna McQuinn
3. The theme of responsibility in 'Lulu Gets a Cat'
4. Thinking from Lulu's perspective and asking questions

5. Using non-fiction texts to recall and learn facts
6. Differences between fiction and nonfiction texts
7. Writing facts
8. Writing instructions
9. Writing facts in an information page
10. Writing an information report with commands

Prior knowledge requirements

- Understand the difference between fiction and non-fiction texts
- Ability to apply phonics knowledge to support decoding during reading and segmenting, when spelling
- Ability to read and write some common exception words
- Compose simple sentences by saying out loud what they are going to write and re-reading back, to check it makes sense
- Use adverbials of time at the start of a sentence
- Ability to write in the simple past tense by adding -ed to verbs
- Experience of discussing a range of fiction and non-fiction texts

10. 'Zim Zam Zoom' by James Carter: reading poetry

Year 1: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Appreciation of poetry

Unit description

In this unit, pupils explore the poems of James Carter in 'Zim Zam Zoom'. Pupils learn to listen to, discuss and recite four different poems. They will consider rhyming words, rhythm, onomatopoeia, description and actions. They will learn to share their opinion on their preferred nursery rhyme.

Why this, why now?

11. 'Paddington': reading and writing

Year 1: Reading, writing & oracy

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This unit uses and builds on pupils' learning of nursery rhymes. They will use taught listening, performance and discussion skills to consider the features of poems. Pupils will consider features, such as rhyme, rhythm, onomatopoeia and themes to compare similarities and differences in the different poems. They will develop speaking and listening skills by discussing and performing poems. Pupils will develop their own opinions on what they have heard and listen to others' opinions. This prepares pupils for poetry reading and analysis and for writing poetry for the first time in Year 2.

Lessons in unit

1. Introduction to Poetry: 'Zim Zam Zoom' by James Carter
2. Reading 'Firework Poem' by James Carter
3. Reading 'Splish! Splash! Splosh!' by James Carter
4. Reading 'BEwARe!' by James Carter
5. Performance of James Carter poems

Prior knowledge requirements

- Opportunities to listen and discuss poems and rhymes.
- Some practice of finding rhyming words in texts.
- Ability to learn a short rhyme by heart.

- Some practice in performing in front of a group.
- Ability to express an opinion using the words because verbally.
- Ability to compare by discussing similarities and differences.

Threads

- Developing fiction writing
- Fiction reading spine
- Modern literature strand 1: identity, belonging and community
- Reading and writing texts that inform
- Traditional tales

Unit description

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Why this, why now?

-

Lessons in unit

1. Characters, setting and plot in 'Paddington'
2. Comparing 'Coming to England' to 'Paddington'
3. Writing facts about Floella Benjamin
4. The theme of identity
5. Thinking from Paddington and Floella Benjamin's perspectives
6. Comparing emotions and feelings in 'Paddington'
7. Writing a character description of Paddington
8. Describing the setting of 'Paddington'
9. Writing a postcard from Paddington listing places and feelings
10. Writing a postcard with descriptions and questions

Prior knowledge requirements

- Understand that narratives have a beginning, middle and end.
- Uses adjectives to describe nouns.
- Ability to join two ideas using 'and'.
- Ability to apply phonics knowledge to support decoding when reading and segmenting when spelling.
- Ability to read and write some common exception words.
- Compose simple sentences by saying out loud what they are going to write and re-reading back to check it makes sense,
- Understand that when you use two adjectives to describe a noun, a comma is placed between them.

- Ability to write in the simple past tense by adding -ed to verbs.
- Uses phonics as the route to spelling through segmenting and using grapheme phoneme correspondences.

12. 'Wild': reading and writing

Year 1: Reading, writing & oracy

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Threads

- Developing fiction writing
- Fiction reading spine
- Modern literature strand 1: identity, belonging and community

13. 'Jack and the Beanstalk': reading and writing

Year 1: Reading, writing & oracy

[Go to unit resources](#) 

Unit description

-

Why this, why now?

-

Lessons in unit

1. Characters, settings and plot in 'Wild'
2. The theme of belonging in 'Wild'
3. Describing the setting of 'Wild'
4. Thinking from the girl's perspective in 'Wild'
5. Sequencing and making a story mountain for 'Wild'
6. Writing to introduce the characters and settings in the story 'Wild'

7. Writing to describe a problem in 'Wild'
8. Writing to resolve a problem in 'Wild'

Prior knowledge requirements

- Be familiar with some story telling vocabulary.
- Ability to apply phonics knowledge to support decoding when reading and segmenting when spelling.
- Ability to read and write some common exception words.
- Write simple sentences.
- Use adverbials of time at the start of a

sentence.

- Understand that an adjective describes a noun.
- Understand that when you use two adjectives to describe a noun, a comma is placed between them.
- Ability to write in the simple past tense.

Threads

- Developing fiction writing
- Fiction reading spine
- Traditional tales

Unit description

-

Why this, why now?

-

Lessons in unit

1. Exploring the genre of fairy tales in 'Jack and the Beanstalk'
2. Character description of the giant in 'Jack and the Beanstalk'
3. Character description of Jack in 'Jack and the Beanstalk'
4. Thinking from different perspectives: 'Jack and the Beanstalk'
5. Expressing an opinion about events and themes in 'Jack and the Beanstalk'
6. Retelling 'Jack and the Beanstalk' and using a story mountain
7. Writing the beginning of a story, introducing character and setting: 'Jack and the Beanstalk'
 - Understand that when you use two adjectives to describe a noun, a comma is placed between them.
 - Ability to write in the simple past tense.
 - Ability to retell a simple story with a beginning, middle and end.

8. Writing the middle, building suspense: 'Jack and the Beanstalk'
9. Writing the end of the story, building suspense: 'Jack and the Beanstalk'

Prior knowledge requirements

- Understand the key features of a traditional tale.
- Be familiar with some traditional story telling vocabulary.
- Ability to apply phonics knowledge to support decoding when reading and segmenting when spelling.
- Ability to read and write some common exception words.
- Write simple sentences.
- Use adverbials of time at the start of a sentence.
- Understand that an adjective describes a noun.

14. School trip: writing a recount

Year 1: Reading, writing & oracy

5. Writing the middle and end of a school trip recount

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils will write a recount from a personal experience. This is an opportunity to apply all grammatical and sentence building covered over the year to a real life context. This unit is designed for the Summer term of Y1 and should be used around the time of a school trip.

Why this, why now?

This unit applies all grammatical and sentence building work from previous units to a personal context. The unit also encourages pupils to discuss and apply grammatical skills for a range of purposes, such as using fronted adverbials of time and nouns in a list. Pupils will plan, orally rehearse and write a sequenced recount of a trip they have been on. This is the first unit where the pupils produce a plan, which will help to prepare them for the Year 2 writing curriculum.

Lessons in unit

1. What is a recount?
2. Using question prompts to plan a recount
3. Sequencing events in a recount
4. Writing the beginning of a school trip recount

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding when reading and segmenting when spelling.
- Ability to read and write some common exception words.
- Join two simple clauses with the joining word 'and'.
- Use adverbials of time at the start of a sentence.
- Understand that an adjective describes a noun.
- Understand that when you use two adjectives to describe a noun, a comma is placed between them.
- Understand that when you use two adjectives to describe a noun, a comma is placed between them.
- Ability to write in the simple past tense.
- Ability to recall a past event in sequence.
- Ability to answer questions about a personal event.

Threads

- Developing fiction writing

4. Using descriptive language to describe yourself
5. Exploring aspirations and the future: 'Ada Twist, Scientist'

15. 'Ada Twist Scientist': reading and writing

Year 1: Reading, writing & oracy

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-
- Fiction reading spine

Unit description

In this unit, pupils will engage in the story, 'Ada Twist Scientist'. Pupils will compare stories by the same author and share their preferences about which book they'd like to read. Pupils write character descriptions of Ada Twist and then apply this to writing a description of themselves.

Why this, why now?

This unit uses and applies all grammatical and sentence building work to narrative character descriptions as well as a personal description of themselves. If pupils completed the 'A Superhero Like You' unit, it will be an opportunity to compare their character descriptions of themselves at the start of the year to now, as well as measure their progress over the year in writing. This unit will prepare pupils to write descriptions of characters and settings in Year 2.

Lessons in unit

1. Characters and plot in the story 'Ada Twist, Scientist'
2. The theme of resilience in 'Ada Twist, Scientist'
3. Using evidence from 'Ada Twist,

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding when reading and segmenting when spelling.
- Ability to read and write some common exception words.
- Join two simple clauses with the joining word 'and'.
- Ability to think from another person's perspective.
- Understand that an adjective describes a noun.
- Understand that when you use two adjectives to describe a noun, a comma is placed between them.
- Understands simple present, past and future tenses and their purposes.
- Uses evidence from the text to explain answers.
- Ability to answer questions about a personal event.

16. Speaking loud and proud

Year 1: Reading, writing & oracy

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Threads

- Developing spoken language

Unit description

In this unit, pupils practise their speaking and listening skills in a performative way. Pupils learn the importance of speaking 'loud and proud' by standing up and using their voice for a range of purposes; show and tell, performing a poem and expressing an opinion.

Why this, why now?

This unit uses and builds on prior oracy work in the unit 'Speaking and Listening'. Pupils will use the skills they have learnt to project their voices, perform to others, answer questions and share their preferences. This unit requires pupils to have secured the prior skills of active listening, turn-taking and retelling. It will prepare pupils for future oracy units and initial debate as well as the discussion based elements of the English curriculum, including sharing book preferences, poetry performance and retelling a story.

Lessons in unit

1. Standing to speak in 'show and tell'
2. Performing a poem for an audience
3. Our likes and dislikes
4. Sharing our opinions about a text

Prior knowledge requirements

- Successful listening includes looking at the person speaking and paying close attention.
- Successful speaking includes speaking loudly and clearly enough for everyone to hear.
- Successful speaking includes using language relevant to the topic.
- Speaking in full sentences helps the listener understand what is being said.
- When answering questions, the response should be about the question.



Year 2 units

[View interactive sequence online](#) 

Reading, writing & oracy

1

'Yoshi the Stonecutter': reading

2

'Otherwise': narrative writing

3

'The Wolf, The Duck and the Mouse': book club

4

Monster pizza: instructions writing

5

'The Planet in a Pickle Jar': book club

6

The Great Fire of London: nonchronological report

7

'The Proudest Blue': reading and writing

8

Atinuke and other authors: information text

9

'The Magic Box': reading imaginative poetry

10

Nocturnal animals:
non-chronological
report

11

'The Owl who was
Afraid of the Dark':
reading

12

School trip: recount
writing

13

'Don't Cross the
Line!': book club

14

'Lucky Dip': narrative
writing

15

'And Tango Makes
Three': book club

16

'Emmeline
Pankhurst,
Little People Big
Dreams': reading

17

Florence Nightingale
and Mary Seacole:
non-chronological
report

18

Florence Nightingale:
diary writing

19

'The Children of Lir':
reading

20

Humorous poetry

21

'Grandad's Island':
book club

22

Spoken language:
sharing your opinion

23

Sharing our opinions:
agreeing and
disagreeing

24

'Leaf': book club

Grammar

1. 'Yoshi the Stonecutter': reading

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine
- Traditional tales

Unit description

In this unit, pupils read and explore the text, 'Yoshi the Stonecutter'. They use a range of strategies to decode words and build reading fluency. Finally, they learn to sequence the story and make connections to the text.

Why this, why now?

This unit uses and builds on pupils' understanding of traditional tales and their structure, which was explored in the prior unit 'Jack and the Beanstalk'. Pupils will have the opportunity to read the text aloud, using and applying their developing phonic knowledge. The unit supports pupils to read with expression, as well as teaching strategies for retrieving information from the text. This unit prepares pupils for the future unit, 'The Children of Lir', where they will read a longer traditional tale with more complex vocabulary in both word reading and comprehension.

Lessons in unit

1. Introduction to 'Yoshi the Stonecutter' and making links to our own experiences
2. Reading 'Yoshi the Stonecutter' and building fluency
3. Reading 'Yoshi the Stonecutter' with expression
4. Building comprehension of 'Yoshi the Stonecutter'
5. Sequencing 'Yoshi the Stonecutter' and making connections

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding.
- Ability to read common exception words.
- Ability to access a green banded book with 95% accuracy.
- Understand that traditional tales can be retold in different ways.
- Know that a traditional tale has a beginning, middle and end.
- Know that traditional tales are fictional and may have magical aspects.

2. 'Otherwise': narrative writing

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing
- Traditional tales

Unit description

In this unit, pupils write their own version of the short animation 'Otherwise'. Pupils write a narrative opening, build-up and climax, building on their understanding of beginning, middle, end narrative structuring from Year 1. Pupils edit their own writing at the end of the unit.

Why this, why now?

This unit uses and builds on pupils' knowledge of narrative writing skills built in the Year 1 unit 'Jack and the Beanstalk: reading and writing'. This is the first unit where pupils are exposed to the more sophisticated narrative structuring of opening, build-up, climax and resolution, which builds on their understanding from Year 1 of a story having a beginning, middle and end. Also for the first time, pupils write their narrative outcomes in this unit based on a short animation. This unit prepares pupils for the Year 2 unit 'Lucky Dip': narrative writing'.

Lessons in unit

- Understand that when you use two adjectives to describe a noun, a comma is placed between them
- Ability to write in the simple past tense
- Ability to recall a past event in sequence
- Ability to write questions punctuated by a question mark

1. Generating questions about the characters in the animated story 'Otherwise'
2. Sequencing and retelling the story of the animation 'Otherwise'
3. Generating vocabulary to use when writing the story of the animation 'Otherwise'
4. Planning to write the opening of the animated story 'Otherwise'
5. Writing the opening of the animated story 'Otherwise'
6. Planning to write the build-up of the animated story 'Otherwise'
7. Writing the build-up of the animated story 'Otherwise'
8. Planning to write the climax of the animated story 'Otherwise'
9. Writing the climax of the animated story 'Otherwise'
10. Editing your climax and a pre-written resolution of the animated story 'Otherwise'

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding when reading and segmenting when spelling
- Join two simple clauses with the joining word 'and'
- Use fronted adverbials of time at the start of a sentence
- Understand that an adjective describes a noun

3. 'The Wolf, The Duck and the Mouse': book club

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Book Club
- Traditional tales

Unit description

In this unit, pupils read and explore the narrative text, 'The Wolf, The Duck and the Mouse'. They explore the characters, setting and plot and summarise and retell the story. Finally, they identify and discuss the key themes in the text.

Why this, why now?

This unit uses and builds on pupils' understanding of narrative, which was explored in the prior unit 'Yoshi the Stonecutter'. Pupils will broaden their

1. Character, setting and plot in 'The Wolf, The Duck and the Mouse'
2. Exploring vocabulary in 'The Wolf, The Duck and the Mouse'
3. The theme of collaboration in 'The Wolf, The Duck and the Mouse'

Prior knowledge requirements

- Opportunities to listen to a range of stories beyond a level at which they can read independently
- Apply phonics knowledge to decode unfamiliar words.
- Read some common exception words.
- Ability to express their likes and dislikes about a text.
- Ability to explain their opinion using 'because'.
- Ability to listen to and respond to other

4. Monster pizza: instructions writing

Year 2: Reading, writing & oracy

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reading experiences to a richer, higher quality text. They will explore some of the precise and ambitious vocabulary used in the text and build their understanding through summarising the story verbally. This unit prepares pupils to analyse a character in more depth, which will be explored in the future unit, 'The Planet in a Pickle Jar', a narrative written from a character's perspective.

Lessons in unit

people's ideas, thoughts and opinions.

- Ability to discuss the use of rich vocabulary and their meanings
- Have some pleasure, motivation and interest in books
- Ability to talk about character, setting, plot and theme of a book

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils write a set of formal instructions, including a title and an ingredients list, for a fantasy disgusting pizza. Pupils learn about imperative verbs and precise adjectives that match the informative and formal tone of writing.

Why this, why now?

This unit uses and builds on pupils' knowledge of writing in a non-fiction style from the Year 1 unit 'School trip: writing a recount'. Here, pupils write formal

2. Generating ideas and vocabulary for instructions for how to make a monster pizza
3. Planning to write instructions for how to make a monster pizza
4. Writing the title, introduction and ingredients list for monster pizza instructions.
5. Writing instructions for how to make a monster pizza
6. Editing instructions for how to make a monster pizza

Prior knowledge requirements

5. 'The Planet in a Pickle Jar': book club

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

instructions, including a title and ingredients list, for a fantasy pizza. They learn about imperative verbs and how to stretch initial ideas for adjectives into more precise ones to write clear instructions. Pupils focus on using capital letters, full stops and commas after sequencing fronted adverbials. This unit prepares pupils for more non-fiction writing in the Year 2 unit 'The Great Fire of London: non-chronological report'.

Lessons in unit

1. Learning the features of instructions

- A verb is a doing or a being word.
- Full sentences have capital letters and full stops.
- Non-fiction texts are about real things.
- An adjective describes a noun.
- Fronted adverbials of time are sentence starters that tell the reader when something is happening.

Threads

- Book Club

Unit description

In this unit, pupils read the narrative text 'The Planet in a Pickle Jar'. They explore the rich vocabulary and detailed illustrations used in the text. Finally, they identify and discuss the key themes in the text, uncovering a message about family and the environment.

Why this, why now?

This unit uses and builds on pupils' experience of reading and engaging with a rich, high quality text, which was explored in the prior unit 'The Wolf, The Duck and the Mouse'. Pupils will explore the new vocabulary from the text and learn how illustrations can help to communicate meaning. In this unit, pupils will discuss the theme of protection relating to environment, family and belongings. This will prepare

6. The Great Fire of London: non-chronological report

Year 2: Reading, writing & oracy

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them for further exploration and discussion around themes in the future unit, 'Don't Cross the Line!'

Lessons in unit

1. Character, setting and plot in 'The Planet in a Pickle Jar'

2. Exploring vocabulary and illustrations in 'The Planet in a Pickle Jar'
3. The theme of protection in 'The Planet in a Pickle Jar'

Prior knowledge requirements

- Opportunities to listen to a range of stories beyond a level at which they can read independently.
- Ability to express their likes and dislikes about a text.
- Ability to explain their opinion using 'because'.
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Able to discuss the use of rich vocabulary and their meanings.
- Have some pleasure, motivation and interest in books.
- Ability to link events in books to personal

experiences and knowledge.

- Awareness of character, setting, plot and theme.
- Ability to apply phonics knowledge to decode unfamiliar words.
- Ability to read common exception words.

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils write a non-chronological report in three paragraphs about the important historical event of The Great Fire of London. Pupils generate knowledge and subject-specific vocabulary about the event. They then write an introduction and two further sections.

Why this, why now?

This unit uses and builds on pupils' knowledge of writing in a formal, non-fiction style from the Year 2 unit 'Monster pizza: instructions writing'. Here, pupils write a non-chronological report for the first time, learning some basic key features around how to structure a report with an introduction and themed paragraphs. Pupils focus on generating knowledge and key subject-specific vocabulary about the event at the start of the unit. This unit prepares pupils for more non-chronological report writing in the Year 2 unit 'Nocturnal animals: non-chronological report'.

Lessons in unit

1. Learning the features of a nonchronological report
2. Generating knowledge about The Great Fire of London

3. Analysing the language to use in a report about the Great Fire of London
4. Preparing the introduction of a report on The Great Fire of London
5. Writing the introduction of a report on The Great Fire of London
6. Planning a section on how the fire started for a non-chronological report
7. Writing the first section of a report on the Great Fire of London
8. Planning the second section of a report on the Great Fire of London
9. Writing the second section of a report on the Great Fire of London

Prior knowledge requirements

- Know the difference between fiction and non-fiction texts.
- Non-fiction texts are about real things.
- An information text is written to inform the reader.
- Compound sentences can be written using 'and'.
- Know how to write a statement or fact.
- Some non-fiction texts use subheadings

7. 'The Proudest Blue': reading and writing

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing
- Fiction reading spine
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils explore themes of identity and belonging, learning a range of strategies to develop reading fluency and comprehension. They learn to use techniques, such as co-ordination and fronted adverbials, as well as similes and precise vocabulary, to write about their own special item.

Why this, why now?

Building on the previous unit, pupils progress from discussing themes and events to using more advanced comprehension techniques to explore deeper meanings. They develop their use of complex grammatical structures to extend ideas and learn to express themselves effectively through detailed

descriptions, selecting precise vocabulary to express personal connections. The reading and writing skills honed in this unit prepare pupils for the next unit, where they will use a range of sentence types and apply coordination and subordination to the writing of an information text.

Lessons in unit

1. Understanding the authorial context of 'The Proudest Blue'
2. Reading 'The Proudest Blue' and developing fluency
3. Building comprehension of 'The Proudest Blue'
4. Engaging with key themes in 'The Proudest Blue'
5. Planning sentences about a special item based on 'The Proudest Blue'
6. Writing sentences about a special item based on 'The Proudest Blue'
7. Writing descriptive sentences about a special item based on 'The Proudest Blue'
8. Reading aloud writing based on 'The Proudest Blue'

Prior knowledge requirements

- An author is someone who writes a text.
- An illustrator is a person who draws pictures to illustrate a text.
- A story has a beginning, middle and ending.
- Able to discuss the use of rich vocabulary and their meanings.
- Ability to link events in books to personal experiences and knowledge.
 - Capital letters are used for proper nouns.
- Ability to apply phonics knowledge to decode unfamiliar words.
- Ability to read common exception words.
- Awareness of character, setting, plot and theme.
- A sentence begins with a capital letter and ends with a full stop.

8. Atinuke and other authors: information text

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils write an information text in three paragraphs about the author Atinuke. Pupils use research as a starting point to write their texts, which will include an introduction, a paragraph about her childhood and a paragraph about her jobs and books.

Why this, why now?

This unit uses and builds on pupils' knowledge of writing in the non-fiction style from the Year 2 unit 'The Great Fire of

1. Identifying the features of an information text to prepare for writing our own
2. Generating information about authors to prepare to write an information text
3. Planning and writing the introduction of an information text about an author
4. Planning the first section of an information text about an author
5. Writing the first section of an information text about an author
6. Planning the second section of an information text about an author
7. Writing the second section of an information text about an author

Prior knowledge requirements

- Non-fiction texts are often about real things

9. 'The Magic Box': reading imaginative poetry

Year 2: Reading, writing & oracy

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London: non-chronological report'. Here, pupils learn about the authors Atinuke, Roald Dahl and Ibtihaj Muhammad, writing an information text about Atinuke. They include an introduction and two further paragraphs: the first about her childhood and the second about her jobs and books. Pupils include a variety of fronted adverbials to sequence their ideas. This unit prepares pupils for more non-fiction writing in the Year 2 unit 'Nocturnal animals: nonchronological report'.

Lessons in unit

- A type of non-fiction text is an information text
- An information text's purpose is to inform the reader about a particular subject
- An author is a person who writes books

Threads

- Appreciation of poetry

Unit description

In this unit, pupils read and respond to three different imaginative poems by different poets. They will write their own imaginative poems following the same structure as 'The Magic Box'. Finally, pupils will perform their own poems to an audience.

Why this, why now?

This unit builds on the Y1 unit, 'Poetry: Nursery Rhymes', where pupils were introduced to several different nursery

10. Nocturnal animals: non-chronological report

Year 2: Reading, writing & oracy

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rhymes and began to explore the poetic devices used. In this unit, they will build on this by extending the repertoire of poems they've read and responded to and by looking at more poetic devices, such as similes. Pupils use Kit Wright's poem, 'The Magic Box', as a stimulus for writing their own imaginative poems. This unit prepares pupils for the future unit, 'Humorous Poetry', where they will build on their experience of poetry by exploring humorous poems by different poets.

Lessons in unit

1. Reading and responding to 'Wide Open' by Rachel Rooney
2. Reading and responding to 'If You Could See Laughter' by Mandy Coe

3. Reading and responding to 'The Magic Box' by Kit Wright
4. Writing your own imaginative poem
5. Performing your own imaginative poem

Prior knowledge requirements

- To know how to write a simple sentence with a capital letter and full stop
- To know that an adjective describes a noun

- To know that when you use two adjectives to describe a noun, a comma is placed between them
- To know that adverbs describe verbs
- To know that poetry is a form of writing
- To know that a poet is the name for a person who writes poetry

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils write a non-chronological report in three paragraphs about nocturnal animals. Pupils use two research lessons about bats and hedgehogs as the starting

point for writing an introduction and a paragraph about each nocturnal animal.

Why this, why now?

This unit uses and builds on pupils' knowledge of report writing from the Year 2 unit 'The Great Fire of London: nonchronological report'. Here, pupils review key features of non-chronological reports, including an introduction and themed paragraph structure; then they write their own report in three paragraphs. Pupils focus on including and defining key subjectspecific vocabulary throughout their reports. This unit prepares pupils for further nonchronological report writing in the Year 2 unit 'Florence Nightingale and Mary Seacole: non-chronological report'.

Lessons in unit

11. 'The Owl who was Afraid of the Dark': reading

Year 2: Reading, writing & oracy

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4. Writing the introduction of a nonchronological report about nocturnal animals
5. Planning to write a section about bats in a non-chronological report
6. Writing a section about bats in a nonchronological report
7. Planning to write a section about hedgehogs in a non-chronological report
8. Writing a section about hedgehogs in a non-chronological report
9. Delivering a presentation of a nonchronological report about nocturnal animals

Prior knowledge requirements

- Most texts can be sorted into two categories, fiction and non-fiction.
- A type of non-fiction text is an

-
1. Learning the features of a nonchronological report on nocturnal animals
 2. Generating information about bats to be used in a non-chronological report
 3. Generating information about hedgehogs for a non-chronological report

information text.

- An information text is read so that the reader can learn information about a particular subject.
- An information text can have a heading.
- An information text can be divided into paragraphs.

Threads

- Fiction reading spine
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils read and explore the text, 'The Owl Who Was Afraid of the Dark'. They use a range of strategies to build their understanding of the plot and the characters. Finally, they explore the key themes in the text and give a personal response.

Why this, why now?

This unit uses and builds on pupils' understanding of narrative, which was explored in the prior unit 'The Wolf, The Duck and The Mouse'. Pupils will have the opportunity to read the text aloud, using and applying their developing phonic knowledge. The unit reviews strategies for retrieving and inferring information from the text and pupils will engage in rich discussions to support their comprehension around plot and characters. This unit prepares pupils for analysing characters in more depth, which is explored in 'The Sheep Pig' in Year 3.

Lessons in unit

1. Reading the opening of 'The Owl Who Was Afraid of the Dark'

2. Character, setting and plot in 'The Owl Who Was Afraid of the Dark'
3. Building comprehension of 'The Owl Who Was Afraid of the Dark'
4. Understanding character in 'The Owl Who Was Afraid of the Dark'
5. Exploring themes in 'The Owl Who Was Afraid of the Dark'

Prior knowledge requirements

- Knowledge of the complete text, read independently or as a class.
- Some pleasure, motivation and interest in books.
- Opportunities to listen to a range of stories beyond a level at which they can read independently.
- Ability to express their likes and dislikes about a text.
- Ability to explain their opinion using 'because.'
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Discussion about the use of rich vocabulary and their meanings.

12. School trip: recount writing

Year 2: Reading, writing & oracy

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Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils write a recount in one paragraph about a school trip. Pupils use sequencing fronted adverbials with commas to order their recount chronologically and they focus on including expanded noun phrases - also punctuated with commas - to describe nouns.

Why this, why now?

This unit uses and builds on pupils' knowledge of recount writing from the Year 1 unit 'School trip: writing a recount'. Here, pupils review what it means to write chronologically, including by using

'Don't Cross the Line!': book club

sequencing fronted adverbials followed by

commas to order their sentences. Pupils focus on including expanded noun phrases to describe key nouns and on using 'because' and 'that' to stretch first ideas within their recounts. This unit prepares pupils for more non-fiction writing in the Year 2 unit 'Florence Nightingale and Mary Seacole: non-chronological report'.

Lessons in unit

1. Identifying the features of a recount on a school trip
2. Planning to write a recount about a school trip
3. Writing a recount about a school trip

Prior knowledge requirements

- To know that writing in the past tense tells the reader the action happened before now
- To know the features of a recount
- To know that a statement is a type of simple sentence that expresses a fact or an opinion and ends with a full stop
- To punctuate sentences correctly with

capital letters and full stops

Year 2: Reading, writing & oracy

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Threads

- Book Club

Unit description

In this unit, pupils read and explore the text, 'Don't Cross the Line!'. By reading a book with few words, pupils will use inference skills, relying on illustrations to understand the plot and key themes. They will engage in rich discussions, linking themes to their personal experiences.

Why this, why now?

This unit uses and builds on pupils' comprehension skills, which were developed in the prior unit, 'The Planet in a Pickle Jar'. Pupils will explore and discuss the layout of the text, make predictions and share their opinions. The unit will build on pupils' inference skills by reading a book with few words, relying on illustrations to understand the plot and key themes of authority, identity and collaboration. This unit prepares pupils for the future unit,

'Grandad's Island', where the illustrations play an important role in understanding the key themes about the characters, setting and plot.

Lessons in unit

1. Expressing an opinion about 'Don't Cross the Line!'
2. Linking to personal experiences and feelings in 'Don't Cross the Line!'

Prior knowledge requirements

- Opportunities to listen to a range of stories beyond a level at which they can read independently.
- Ability to express their likes and dislikes about a text.
- Ability to explain their opinion using 'because'.
- Ability to listen to and respond to other people's ideas, thoughts and opinions
- Ability to link books to their own personal experiences.
- Understand that illustrations can tell a story as well as words.
- Ability to discuss the use of rich vocabulary and their meanings.

- Has some pleasure, motivation and interest around books.

'Lucky Dip': narrative writing

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils write their own version of the short animation 'The Lucky Dip'. Pupils write using the narrative structure of opening, build-up, climax and resolution - a more sophisticated structure than beginning, middle, end. This unit can be used for KS1 writing teacher assessment purposes.

Why this, why now?

This unit uses and builds on pupils' knowledge of narrative writing skills from the Year 2 unit 'Otherwise': narrative writing'. Here, pupils write

another complete narrative, using the opening, build-up, climax, resolution

structure, based on a short animation called 'The Lucky Dip'. Vocabulary generation lessons for settings and characters begin the unit; pupils then develop their understanding of how to use a variety of sentence structures and fronted adverbials in different narrative sections. This unit prepares pupils for the Year 3 unit 'The BFG': reading and narrative writing'.

Lessons in unit

1. Sequencing and retelling the story of 'Lucky Dip'
2. Generating vocabulary to describe the setting of the story 'Lucky Dip'
3. Generating vocabulary to describe the characters in the story 'Lucky Dip'
4. Planning the opening of 'Lucky Dip'
5. Writing the opening of 'Lucky Dip'
6. Planning the build-up of 'Lucky Dip'
7. Writing the build-up of 'Lucky Dip'
8. Planning the climax of 'Lucky Dip'
9. Writing the climax of 'Lucky Dip'
10. Editing the climax and resolution of 'Lucky Dip'

Prior knowledge requirements

- Narrative writing is a form of fiction writing.
- Fiction writing can be stories that are not real.
- Stories can be separated into an opening, build-up, climax and resolution.
- Sentences have capital letters and full stops.
- Compound sentences use 'and/but/or' to join ideas.
- Fronted adverbials of time come at the start of a sentence and help the reader to understand when things are happening.
- A comma should be used to separate adjectives in an expanded noun phrase.
- Verbs may have adverbs next to them to add detail.

15. 'And Tango Makes Three': book club

Year 2: Reading, writing & oracy

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Threads

- Book Club

Unit description

In this unit, pupils read and explore the text, 'And Tango Makes Three'. They explore the characters, setting and plot and share their thoughts and opinions on the story. Finally, they explore the key themes in the text of love, family and identity.

Why this, why now?

In this unit, pupils will develop their comprehension around the characters, setting and plot and engage in rich discussions and make predictions. In the previous unit, 'Don't Cross the Line!', pupils were encouraged to link the text to their own personal beliefs and experiences. In this unit, the theme of family is explored, further encouraging pupils to link what they read to their personal experiences. This unit prepares pupils for the future unit

'Grandad's Island', where pupils will read and explore another text around a family, but in a different context.

Lessons in unit

1. Character, setting and plot in 'And Tango Makes Three'
2. Exploring the meaning of family in 'And Tango Makes Three'

Prior knowledge requirements

- Knowledge of the complete text, read independently or as a class
- Opportunities to listen to a range of stories beyond a level at which they can read independently.
- Ability to express their likes and dislikes about a text.
- Ability to explain their opinion using 'because'.
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Discussion about the use of rich vocabulary and their meanings.
- Some pleasure, motivation and interest in books.

- Some understanding and ability to find and discuss key themes in books.

information about Emmeline's character. This unit prepares pupils for the future unit,

16. 'Emmeline Pankhurst, Little People Big Dreams': reading

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils read and explore the text, 'Emmeline Pankhurst, Little People Big Dreams', learning about the features of a biography. Pupils will summarise the story and discuss what makes Emmeline Pankhurst a significant figure.

Why this, why now?

This unit uses and builds on pupils' understanding of narrative, which was explored in 'The Owl Who Was Afraid of the Dark'. In this unit, pupils will read a different type of narrative in the form of a biography about a significant historical figure. Pupils will sequence and retell the key events and build strategies for fluency and understanding. They will infer and discuss

'Florence Nightingale and Mary Seacole', where they will learn about other important historical figures.

Lessons in unit

1. Introduction to 'Emmeline Pankhurst, Little People Big Dreams' and features of a biography
2. Building comprehension of 'Emmeline Pankhurst, Little People Big Dreams'
3. Summarising 'Emmeline Pankhurst, Little People Big Dreams'

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding.
- Ability to read common exception words.

17. Florence Nightingale and Mary Seacole: nonchronological report

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils write a non-chronological report in four paragraphs based on Florence Nightingale and Mary Seacole. Pupils use research as the starting point for their reports, which will include an introduction, a paragraph on each historical figure and a conclusion.

Why this, why now?

This unit uses and builds on pupils' knowledge of non-chronological report writing from the Year 2 unit 'Nocturnal animals: non-chronological report'. Here, pupils review the key features of nonchronological reports, including how to use introduction and themed paragraph structuring; they then write their own complete report, this time including a conclusion. Pupils focus on hooking the

reader with techniques like rhetorical questions. This unit prepares pupils for more formal non-chronological report writing in the Year 3 unit 'The Portia Spider': nonchronological report'.

Lessons in unit

1. Generating knowledge of Florence Nightingale and Mary Seacole for a report
2. Planning to write a section about Florence Nightingale in a report
3. Writing a section about Florence Nightingale in a non chronological report
4. Planning to write a section about Mary Seacole in a non-chronological report
5. Writing a section about Mary Seacole in a non-chronological report
6. Writing the conclusion of a report on Florence Nightingale and Mary Seacole
7. Delivering a presentation of a report on Florence Nightingale and Mary Seacole

Prior knowledge requirements

- Know the difference between fiction and non-fiction texts.
- Non-fiction texts are about real things.
- An information text is written to inform the reader.
- Compound sentences can be written using 'and'.
- Know how to write a statement or fact.
- Some non-fiction texts use subheadings
- Know how to write questions punctuated with a question mark

This unit uses and builds on pupils' knowledge of who Florence Nightingale was from the Year 2 unit 'Florence Nightingale and Mary Seacole: non-chronological report'. This is the first diary writing unit that pupils encounter in the English curriculum. Pupils learn the key features of diary entries, including how to maintain the first person perspective and what an informal tone sounds like. They then write two diary

18. Florence Nightingale: diary writing

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils write two sections of a fictional diary entry based on the historical figure Florence Nightingale. Pupils use research around her life and career as a starting point for writing a diary entry, focusing on using the first person perspective consistently.

Why this, why now?

entries from Florence Nightingale's perspective. This unit prepares pupils for writing another diary entry in the Year 3 unit 'The Journey': diary writing'.

Lessons in unit

1. Identifying the features of a diary entry
2. Planning the first entry of Florence Nightingale's diary
3. Writing the first entry of Florence Nightingale's diary
4. Planning the second entry of Florence Nightingale's diary
5. Writing the second entry of Florence Nightingale's diary

Prior knowledge requirements

- To know that writing in the past tense tells the reader the action happened before now
- To know that a statement is a type of simple sentence that expresses a fact or an opinion and ends with a full stop
- To know that sentences are punctuated with capital letters and full stops
- To know that a simple sentence is a sentence about one idea that makes complete sense

19. 'The Children of Lir': reading

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine

Unit description

In this unit, pupils read and explore the traditional tale, 'The Children of Lir'. They will revisit the genre, as well as building strategies for fluency and comprehension. Finally, pupils will express their opinions about the text.

Why this, why now?

This unit uses and builds on pupils' understanding of traditional tales from other cultures, which was explored in 'Yoshi the Stonecutter'. Pupils will continue to apply their phonics skills for reading, as well as learning strategies to understand words and make sense of their reading. The unit supports pupils to read fluently and with expression. Pupils will explore the key themes in the text and share their opinions.

In the future unit, 'Mulan', pupils will build on this by reading a different traditional tale, exploring character and themes linked to their prior reading and experiences.

Lessons in unit

1. Revisiting the genre of traditional tales
2. Reading 'The Children of Lir' and building fluency
3. Reading 'The Children of Lir' with expression
4. Sequencing and making connections about 'The Children of Lir'
5. Expressing opinions about 'The Children of Lir'

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding.
- Ability to read common exception words.
- Ability to access an Purple banded book with 95% accuracy.
- Understand that traditional tales can be retold in different ways. Know that a traditional tale has a beginning, middle and end.
- Know that traditional tales are fictional and may have magical aspects.

- Know that we can make comparisons between different traditional tales.
- Know that some phraseology in traditional tales can be the same.

20. Humorous poetry

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Appreciation of poetry

Unit description

In this unit, pupils read and respond to a variety of humorous poems by different poets. They will learn about the poets, explore the meaning and themes within each poem and identify the poetic devices used. Pupils will practise reading each poem aloud with expression to convey meaning.

Why this, why now?

This unit uses and builds on pupils' knowledge and understanding of a variety of poetic devices, which were explored in the prior unit, 'The Magic Box': reading imaginative poetry'. In this unit, pupils use a range of different poems from different poets to explore how they use language choice and poetic devices to create

humour. Pupils will use their understanding of each poem to read aloud with expression and reflect on their reading. This unit prepares pupils for 'Performance Poetry', where they will respond to and perform a

variety of different poems.

Lessons in unit

1. Reading and responding to 'The Morning Rush' by John Foster
2. Performing the poem 'The Morning Rush' by John Foster
3. Reading and responding to 'Home Time' by Rachel Rooney
4. Reading and responding to 'Please Mrs Butler' by Allan Ahlberg
5. Reading and responding to 'Please do not feed the animals...' by Robert Hull 6. Responding to 'What Did You Do at School Today?' by James Carter and other poems

Prior knowledge requirements

- To know how to write a simple sentence with a capital letter and full stop
- To know that an adjective describes a noun
- To know that when you use two adjectives to describe a noun, a comma is placed between them
- To know that adverbs describe verbs
- To know that poetry is a form of writing
- To know that a poet is the name for a person who writes poetry

21. 'Grandad's Island': book club

- To know that poems can make the reader have an emotional response
- Year 2: Reading, writing & oracy**

[Go to unit resources](#) 

Threads

- Book Club
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils read and explore the picture book, 'Grandad's Island'. They explore the characters, setting and plot and share their thoughts and opinions on the story. Finally, they identify and discuss the key themes of family and separation.

Why this, why now?

This unit uses and builds on pupils' exploration of key themes of love and family, which were explored in the prior unit 'And Tango Makes Three'. In this unit, pupils will further consider and discuss what it means to be a family. Pupils will explore the new vocabulary from the text and learn how illustrations can help to communicate meaning. They will also practise reading with expression. In this unit, pupils continue to develop their personal responses to a text, which will prepare them for further exploration and

discussion around themes in the future unit, 'Leaf'.

Lessons in unit

1. Character, setting and plot in 'Grandad's Island'
2. Exploring vocabulary in 'Grandad's Island'
3. The theme of family in 'Grandad's Island'

Prior knowledge requirements

- Opportunities to listen to a range of stories beyond a level at which they can read independently.
- Ability to express their likes and dislikes about a text.
- Ability to explain their opinion using 'because'.
- Has some strategies to understand new vocabulary.
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Have some pleasure, motivation and interest in books.
- Uses phonics as a the route to decode unfamiliar words.
- Reads some common exception words.
- Reads with expression, including dialogue and taking note of punctuation.
- Understanding of character, setting, plot and theme.

22. Spoken language: sharing your opinion

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing spoken language

Unit description

In this unit, pupils learn how to share their opinions, giving reasons why they have an opinion using the word 'because'. They learn how to use these skills to convince people to agree with them. Pupils also build their performance and oracy skills, practising speaking loudly and clearly.

Why this, why now?

This unit uses and builds on pupils' ability to share their opinions in front of an audience from the Year 1 unit 'Speaking loud and proud'. Here, pupils will further develop their speaking skills, learning the importance of speaking loudly and clearly when sharing their opinions. Pupils learn to give reasons for their opinions and use these to convince others to see their point of view. Pupils will explore how we all have different opinions, preparing them for the following unit 'Sharing our opinions: agreeing and disagreeing'.

Lessons in unit

1. Sharing an opinion by speaking loudly and clearly
2. Giving a reason to explain an opinion
3. Convincing an audience to agree with your opinion

Prior knowledge requirements

- It is important to speak loudly so you can be heard.
- Standing up to talk is a more formal way of speaking.
- It is important to look at the person you are talking to.
- It is important to speak in full sentences.

understood and preparing them for the future unit, 'Oral Storytelling'.

Threads

- Developing spoken language

Lessons in unit

1. Explaining why you agree with an

23. Sharing our opinions: agreeing and disagreeing

Year 2: Reading, writing & oracy

[Go to unit resources](#) 

Unit description

In this unit, pupils learn how to share their opinions and have conversations. They learn the difference between agreeing and disagreeing with others and how to do this respectfully and politely. Pupils also build on their listening skills, practising paying close attention to the person speaking.

Why this, why now?

This unit builds on pupils' ability to share and explain their opinions, which were explored in the previous Year 2 unit 'Spoken language: sharing your opinion'. Here, pupils will learn how to politely and respectfully agree and disagree with one another, always giving reasons why. Pupils will further develop their conversational skills; taking turns to speak, listening carefully, asking questions and responding to others. Pupils will practise their speaking skills, making sure they are heard and

opinion

2. Explaining why you disagree with an opinion
3. Conversation building

Prior knowledge requirements

- Opinions are views that a person has about something and can be known as a 'point of view'.
- An audience is a group of people listening to or watching a performance or speaker.
- Speaking loudly and clearly is important when talking in front of an audience.
- Reasons should be used to explain why we have a particular opinion.
- 'Because' is the joining word that allows you to explain why you have an opinion.
- Convincing an audience requires strong reasons.

24. 'Leaf': book club

Year 2: Reading, writing & oracy

[Go to unit resources](#)

Threads

- Book Club
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils read and explore the picture book, 'Leaf'. They develop their understanding of the plot through rich discussions. Finally, they identify and discuss the key themes of belonging, kindness and the environment.

Why this, why now?

This unit builds on pupils' ability to give personal responses to key themes, which was developed in 'Grandad's Island'. In 'Leaf', pupils will develop this further by considering others in their responses, as well as actions they could take to support others. They will learn to make predictions using evidence and explore the rich vocabulary used in the text. Pupils will express opinions and listen to others, preparing them for the future unit, 'Developing Reading Preferences in Year 3', where pupils will start to learn about how to choose texts for themselves.

Lessons in unit

1. Introduction to the story 'Leaf'

2. Exploring vocabulary in 'Leaf'
3. The theme of belonging in 'Leaf'

Prior knowledge requirements

- Opportunities to listen to a range of stories beyond a level at which they can read independently.
- Ability to express their likes and dislikes about a text.
- Ability to explain their opinion using 'because'.
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Draw on personal experiences and knowledge to understand the theme of a text.
- Understand character, setting, plot and theme.
- Developing some strategies to understand unfamiliar vocabulary.
- Uses phonics as the route to decoding unfamiliar words.
- Reads some common exception word



Year 3 units

[View interactive sequence online](#) 

Reading, writing & oracy

1

Developing reading preferences in year 3

2

'Mulan': reading

3

'The BFG': reading and narrative writing

4

The Portia Spider: non-chronological report

5

Poet focus: 'Werewolf Club Rules' by Joseph Coelho

6

'The Man on the Moon': narrative writing

7

'Swallow's Kiss': book club

8

'The Pebble in my Pocket': reading

9

'The Moon Dragons': reading

10

Oral storytelling

11

'The Iron Man': reading

12

'The Iron Man': narrative writing

13

How Bees Make Honey:
explanation text

14

'Anansi and the Antelope Baby':
reading

15

'The Journey': diary writing

16

'The Sheep Pig':
reading

17

'Marcy and the Riddle of the Sphinx': book club

18

King Tut or Healthy Lifestyle:
nonchronological report

2 unit options

<p>19 'Rushing Rivers': reading</p>	<p>20 Mummification: explanation text</p>	<p>21 'The Firework Maker's Daughter': reading and diary writing</p>
<p>22 'The Firework Maker's Daughter': reading and narrative writing</p>	<p>23 Poetry inspired by big and small objects: understanding form</p>	<p>24 'Varjak Paw': book club</p>
<p>25 The Stone Age: non- chronological report</p>	<p>26 'The Day the Crayons Quit': reading and writing persuasive letters</p>	<p>27 Introduction to speeches</p>
<p>28 Reading and performing scripts</p>		

1. Developing reading preferences in year 3

Year 3: Reading, writing & oracy

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Threads

- Developing reading preferences

Unit description

In this unit, pupils will develop their reading preferences by exploring different genres and reflecting on their reading identity. Pupils will learn how to make effective text recommendations and create a reading community. Finally, they will develop their awareness of different forms in reading.

Why this, why now?

This unit uses and builds on 'The Planet in a Pickle Jar: book club', where pupils developed personal responses to a text. In this unit, pupils will develop reading for pleasure through exploration of a range of different text types, focusing on genre and form. They will be introduced to a range of authors and illustrators. Pupils will consider their reading identity and learn to make text

recommendations. This unit prepares pupils for 'Developing reading preferences in Year 4', where they will build on this knowledge through the introduction to a new range of texts.

Lessons in unit

1. Developing reading preferences in Year 3 through personal reflection
2. Developing reading preferences in Year 3 through appreciation of characters

3. Developing reading preferences in Year 3 through text recommendations
4. Developing reading preferences in Year 3 by exploring a range of forms

Prior knowledge requirements

- Knowledge of text types, including fiction, non-fiction and poetry.
- We read to get information and we read for pleasure.
- People read for different purposes.
- Reading develops imagination and curiosity
- Sharing texts aloud with others increases reading for pleasure.
- Recommending texts through informal book talk develops our awareness of other texts.
- Where, when and how we read is an important part of our unique reader identity.

2. 'Mulan': reading

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine
- Traditional tales

Unit description

In this unit, pupils read and explore the legend of 'Mulan'. They discuss folklore as a genre and build comprehension around the text. Finally, pupils will explore the key themes and the moral of the text.

Why this, why now?

This unit uses and builds on pupils' understanding of traditional tales from other cultures, which was explored in the prior unit, 'The Children of Lir', where pupils read a traditional tale from Ireland. Pupils will practise their skills in retrieval and inference in order to develop their comprehension of the story. Pupils will develop a character profile for 'Mulan' and explore the key themes in the text. This unit prepares pupils for the future unit, 'Moon Dragons', where children will encounter a female protagonist who also has to defy authority and challenge female stereotypes.

Lessons in unit

1. Understanding the genre of 'Mulan'
2. Engaging with the legend of 'Mulan'
3. Building comprehension of 'Mulan' through rich discussions
4. Developing a character profile for 'Mulan'
5. Exploring themes in 'Mulan'

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding in multisyllabic words.
- Ability to read common exception words by sight.
- Know how to retrieve information from a text.
- Know how to infer meaning from a text.
- Know traditional tales are passed through different generations.
- Know traditional tales are set in unspecified times.

3. 'The BFG': reading and narrative writing

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing
- Fiction reading spine

Unit description

In this unit, pupils write their own version of two sections of narrative based on 'The BFG', using their exploration of the original text by Roald Dahl in the accompanying reading unit. Pupils write a narrative opening and build-up, using literary devices to meet specific purposes.

Why this, why now?

This unit uses and builds on pupils' knowledge of story writing from the Year 2 unit 'Lucky Dip: narrative writing'. Here, pupils write their own version of two sections of this more sophisticated narrative: the opening and the build-up. Focused teaching centres around how to set a scene and how to increase tension, set within key Year 3 level sentence structures. Pupils are also expected to write more sentences per paragraph than in Year 2 narrative writing units. This unit prepares pupils for further narrative writing in the Year 3 unit 'The Man on the Moon': narrative writing'.

Lessons in unit

1. Engaging with 'The BFG'
2. Engaging with the opening chapter of 'The BFG'

3. Planning the opening of 'The BFG' (part one)
4. Writing the opening of 'The BFG' (part one)
5. Planning the opening of 'The BFG' (part two)
6. Writing the opening of 'The BFG' (part two)
7. Planning the build-up of 'The BFG' (part one)
8. Writing the build-up of 'The BFG' (part one)
9. Planning the build-up of 'The BFG' (part two)
10. Writing the build-up of 'The BFG' (part two)
11. Peer editing a narrative scene based on 'The BFG'
12. Publishing a narrative based on 'The BFG'

Prior knowledge requirements

- A narrative can be structured as an opening, build-up, climax and resolution.
- Each part of a story has a specific purpose and intended effect on the reader.
- The intended effect on the reader is achieved through careful vocabulary choices.
- Adjectives describe nouns and adverbials modify verbs.

There are three main types of sentences: simple, compound and complex.

-
- These must be punctuated accurately with a full stop, capital letter and a comma where needed.
- An adverbial complex sentence consists of a main clause and an adverbial subordinate clause.
- In visual literacy, a film director intends for the audience to feel a certain way at certain points of their film.
- Careful choices around camera angles, sound and colour are made by the film director.
- Vocabulary can be chosen to mirror the film director's choices.

4. The Portia Spider: non-chronological report

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research the appearance features and hunting strategies of the Portia Spider in order to write a non-chronological report about them. Pupils focus on using a range of fronted adverbials and subject-specific vocabulary to present their research in a well-structured report.

Why this, why now?

This unit builds on pupils' knowledge of nonchronological report writing from the Year 2 unit 'Florence Nightingale and Mary Seacole: non-chronological report'. Pupils structure their writing with an introduction, themed sections and a conclusion paragraph; they also write using a range of fronted adverbials and subject-specific vocabulary to ensure their writing flows. New learning includes using subheadings accurately within report writing. This unit prepares pupils for further non-chronological report writing in the Year 3 unit 'Healthy lifestyle or King Tut: non-chronological report'.

Lessons in unit

1. Structural features of a nonchronological report
2. Linguistic features of a nonchronological report about Portia spiders

3. Writing the introduction of a nonchronological report about Portia spiders
4. Planning a section on Portia spiders' appearance for a non-chronological report
5. Writing a section on Portia spiders' appearance for a non-chronological report
6. Planning a section on Portia spiders' hunting for a non-chronological report
7. Writing a section on Portia spiders' hunting for a non-chronological report
8. Editing two sections of a nonchronological report about Portia spiders
9. Writing the conclusion of a nonchronological report about Portia spiders
10. Presenting a non-chronological report about Portia spiders

Prior knowledge requirements

- The purpose of a non-chronological report is to inform its reader about a particular (usually real) subject.
- Non-chronological reports are a type of factual, non-fiction writing.
- Non-chronological reports are organised into paragraphs of related content each with its own subheading.
- Non-chronological reports can contain visual information, most commonly diagrams or photographs accompanied by a caption.

Grammatical and linguistic features of non-chronological reports include

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apostrophes for singular possession, subject-specific vocabulary and causal conjunctions.

- Nouns can be referred to in different ways in order to avoid repetition.
- Text flow can be achieved by writing simple, compound and adverbial complex sentences.
- Formal fronted adverbials are sentence starters followed by a comma.
- An apostrophe for singular possession is a punctuation mark used to show if a noun belongs to another singular noun.

5. Poet focus: 'Werewolf Club Rules' by Joseph Coelho

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Appreciation of poetry
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils read, respond to and perform a variety of poems by Joseph Coelho from the collection 'Werewolf Club Rules'. They learn about the poet, and write their own structured poem in response to 'MORERAPS' and a letter to Joseph Coelho about his poetry.

Why this, why now?

This unit uses and builds on pupils' understanding of a variety of poetic devices, which were explored in the unit, 'Humorous poetry'. In this unit, pupils will analyse several poems by Joseph Coelho, looking for any similarities and common themes. They will learn about specific poetic devices through the poem 'MORERAPS' and use this to write their own poems. Pupils will learn strategies to memorise and recite a poem by heart. This unit prepares pupils for the next Joseph Coelho unit on 'Overheard in a Tower Block', where they will learn more about how Coelho creates and performs poetry.

Lessons in unit

1. Learning about the poet Joseph Coelho

A letter can be sent in an envelope via post

2. Reading and responding to 'Miss Flotsam' by Joseph Coelho
3. Introduction to 'MORERAPS' by Joseph Coelho
4. Reading and responding to 'MORERAPS' by Joseph Coelho
5. Writing a structured poem in response to 'MORERAPS' by Joseph Coelho
6. Reading and responding to 'If All The World Were Paper' by Joseph Coelho
7. Reading and responding to 'I Am A Writer' by Joseph Coelho
8. Joseph Coelho poetry: learning and reciting a poem by heart
9. Generating a plan for a letter to be written to Joseph Coelho
10. Writing a letter to Joseph Coelho

Prior knowledge requirements

- A poet is the name for someone who writes poems
- Poems can also be referred to poetry
- Poetry is a form of writing
- Poems can make the reader feel different emotions
- Poetry does not follow the same grammatical rules as other forms of writing.
- Poetry can be read aloud or performed
- A letter can be written or typed and sent to a recipient as a means of communication
- A letter is a type of non-fiction writing
- A letter is written in the first person

6. 'The Man on the Moon': narrative writing

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils write their own version of the short film 'The Man on the Moon'. The unit encourages pupils to build on their understanding of the narrative structure of opening, build-up, climax and resolution. Each section is written with a focus on using certain sentence types.

Why this, why now?

This unit uses and builds on pupils' knowledge of narrative writing skills built in the Year 3 unit 'The BFG': reading and narrative writing'. In that unit, pupils learnt to write a narrative opening and build-up with increasing levels of sophistication and authorial intent; here, pupils write a complete narrative, using the opening, build-up, climax, resolution structure, to write their own version of a short film. This is more sophisticated than the KS1-level beginning, middle, end structure. This unit prepares pupils for the Year 3 unit 'The Iron Man': narrative writing'.

Lessons in unit

1. Developing initial responses to 'The Man on the Moon'
2. Summarising and sequencing the story of 'The Man on the Moon'

3. Generating ambitious vocabulary for narrative writing
4. Planning the opening of a narrative based on 'The Man on the Moon'
5. Writing the opening of a narrative based on 'The Man on the Moon'
6. Planning the build-up of a narrative based on 'The Man on the Moon'
7. Writing the build-up of a narrative based on 'The Man on the Moon'
8. Planning the climax of a narrative based on 'The Man on the Moon'
9. Writing the climax of a narrative based on 'The Man on the Moon'
10. Planning the resolution of a narrative based on 'The Man on the Moon'
11. Writing the resolution of a narrative based on 'The Man on the Moon'
12. Editing a narrative based on 'The Man on the Moon'

Prior knowledge requirements

- A narrative can be structured as an opening, build-up, climax and resolution.
- Each part of a story has a specific purpose and intended effect on the reader.
- The intended effect on the reader is achieved through careful vocabulary choices.
- Adjectives describe nouns and adverbials modify verbs.

There are three main types of sentences: simple, compound and complex

- These must be punctuated accurately with a full stop, capital letter and a comma where needed.
- An adverbial complex sentence consists of a main clause and an adverbial subordinate clause.

7. 'Swallow's Kiss': book club

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Book Club

Unit description

In this unit, pupils explore and discuss the text 'Swallow's Kiss'. They learn about verse novels as a type of narrative and discuss the key themes in the text. Finally, pupils will make connections and recommendations to enhance their reading experiences.

Why this, why now?

This unit uses and builds on the prior unit, 'Leaf', where pupils explored the theme of the environment. In this unit, pupils will develop their understanding of themes through engaging with an illustrated verse novel. They will engage with the key themes of empathy, hope and community and share take-away ideas and responses. Through rich discussions, pupils will explore the characters and make personal connections.

This unit prepares pupils for 'Poetry about personal experiences', where they will read and respond to a range of poems about feelings, emotions and experiences.

Lessons in unit

1. Developing understanding of 'Swallow's Kiss' through rich discussions
2. Developing responses to 'Swallow's Kiss' through rich discussions

Prior knowledge requirements

- Read or listened to 'Swallow's Kiss'.
- An understanding of free verse poetry.
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Ability to decode text fluently at an ageappropriate level.
- Ability to draw upon previous reading and make connections.

'The Pebble in my Pocket': reading

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils read and explore the narrative non-fiction text 'The Pebble in my Pocket'. They explore the vocabulary used in order to build comprehension around the text. Finally, pupils will sequence and summarise the main ideas of the story.

Why this, why now?

This unit uses and builds on the prior unit, 'Mulan', where pupils retrieved information and inferred meaning from a narrative. In this unit, pupils will become familiar with the features of a non-fiction narrative text and will continue to develop their skills of inference to uncover the deeper meaning of the story. Pupils will explore the vocabulary choices in the text and develop their understanding of how authors use language to enhance meaning. This unit

prepares pupils for exploration of a historical narrative in the future unit, 'Escape from Pompeii'.

Lessons in unit

1. Identifying the main idea of 'The Pebble in my Pocket'
2. Exploring vocabulary in 'The Pebble in my Pocket'
3. Analysing the author's choice of vocabulary in 'The Pebble in my Pocket'
4. Building comprehension of 'The Pebble in my Pocket'
5. Summarising the key events and ideas in 'The Pebble in my Pocket'

Prior knowledge requirements

- Ability to read common exception words by sight.
- Know that history is set in chronological order.
- Know how to retrieve information from a text.
- Know that authors enhance meaning through their choice of words and phrases.

9. 'The Moon Dragons': reading

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine
- Traditional tales

Unit description

In this unit, pupils read and explore the narrative fiction text 'The Moon Dragons'. They develop their comprehension and use inference to explore the character profile of the protagonist. Finally, pupils explore the key themes, as well as making connections and comparisons to other texts.

Why this, why now?

This unit uses and builds on the prior unit, 'Mulan', where children explored a traditional story where the female protagonist defies authority. In 'The Moon Dragons', the female protagonist also defies authority and challenges female stereotypes and pupils will draw comparisons between their reading. Pupils will identify the key character traits

of the protagonist, such as morality, bravery and resilience. This unit prepares pupils for the future unit 'Marcy and the Riddle of the Sphinx', where the protagonist also embarks on a quest and must overcome challenges to be successful.

Lessons in unit

1. Engaging with 'The Moon Dragons'
2. Building comprehension of 'The Moon Dragons' through rich discussions
3. Developing a character profile for Alina in 'The Moon Dragons'
4. Exploring themes in 'The Moon Dragons'
5. Making comparisons across books

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding in multisyllabic words.
- Ability to read common exception words by sight.
- Know how to retrieve information from a text.
- Know how to infer meaning from a text.

10. Oral storytelling

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing spoken language

Unit description

In this unit, pupils retell the fairy tale 'Goldilocks and the Three Bears', learning to sequence events and use precise, descriptive vocabulary to enhance their storytelling. They practise techniques to tell the story with charisma, culminating in an expressive retelling to an audience.

Why this, why now?

This unit builds on the conversational skills covered in Year 2 by developing pupils' oral narrative techniques, focusing on structured storytelling, precise language selection and expressive communication. Pupils refine their ability to sequence events, use descriptive vocabulary, and communicate with confidence. They also develop using varied tone, character voices, facial expressions and body language to engage and captivate their audience. This focus on expressive storytelling prepares pupils for analysing and applying public speaking techniques in the next unit.

Lessons in unit

1. Learning a story to retell it
2. Developing storytelling vocabulary
3. Telling a story with charisma
4. Retelling a story with charisma

Prior knowledge requirements

- Speaking in full sentences helps the listener understand what is being said.
- Successful speaking includes speaking loudly and clearly enough for everyone to hear.
- Speaking with volume helps to hold an audience's attention.
- Standing to speak helps to get the audience's attention.
- Actions help to add meaning to a performance.
- Successful listening includes looking at the person speaking and paying close attention.

11. 'The Iron Man': reading

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

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- Fiction reading spine
 - Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils read and explore the narrative 'The Iron Man'. They explore the genre of contemporary science fiction and read and discuss the story in detail. Finally, pupils will examine the traits of the different characters and explore the key themes in the text.

Why this, why now?

This unit uses and builds on the prior unit, 'The Sheep Pig', where children read and discussed a linear narrative. In 'The Iron Man', pupils will read and discuss a different narrative structure. They will develop their understanding of how authors use language to create tone and atmosphere within a text. They will explore the traits of the main characters in detail and identify the themes within 'The Iron Man' to explore issues and topics in their own lives.

'The Iron Man': narrative writing

This unit prepares pupils for 'The Iron Man Narrative Writing', where they will use the book as a stimulus for narrative writing.

Lessons in unit

1. Engaging with the opening chapter of 'The Iron Man'
2. Chapter 2 and humanity's response to the Iron Man
3. Chapter 3 and characterisation in 'The Iron Man'
4. Chapters 4 & 5 and the evolution of the Iron Man
5. Exploring themes in 'The Iron Man'

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding in multisyllabic words.
- Ability to read common exception words by sight.
- Ability to retrieve basic textual information.
- Ability to infer meaning from a text.
- Identify author's choice of language.
- A narrative usually follows a set story structure: opening, build-up, climax and resolution.
- Narratives usually have a protagonist and other characters.

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing

Unit description

In this unit, pupils write their own complete narrative version of 'The Iron Man', based on their understanding and exploration of the original text by Ted Hughes from the accompanying reading unit. Pupils write the full narrative arc from opening to build-up, climax and resolution.

Why this, why now?

This unit uses and builds on pupils' knowledge, understanding, analysis and exploration of the same text from the Year 3 unit 'The Iron Man: reading', in which they focused on how Ted Hughes uses language to create tone, atmosphere and characterisation. With this prior learning, pupils use their own linguistic devices to create appropriate tone and atmosphere for their own version of the narrative, applying appropriate vocabulary choices. This unit prepares pupils for further narrative writing in the Year 3 unit 'The Firework Maker's Daughter': reading and narrative writing'.

Lessons in unit

1. Sequencing and retelling the story of 'The Iron Man'
2. Planning the opening of 'The Iron Man'
3. Writing the opening of 'The Iron Man'
4. Planning the build-up of 'The Iron Man'
5. Writing the build-up of 'The Iron Man' (part one)
6. Writing the build-up of 'The Iron Man' (part two)
7. Planning the climax of 'The Iron Man'
8. Writing the climax of 'The Iron Man'
9. Planning the resolution of 'The Iron Man'
10. Writing the resolution of 'The Iron Man'.

Prior knowledge requirements

- A narrative can be structured as an opening, build-up, climax and resolution.
- Each part of a story has a specific purpose and intended effect on the reader.
- The intended effect on the reader is achieved through careful vocabulary choices.
- Adjectives describe nouns and adverbials modify verbs.
- There are three main types of sentences: simple, compound and complex.

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- These must be punctuated accurately with a full stop, capital letter and a comma where needed.
 - An adverbial complex sentence consists of a main clause and an adverbial subordinate clause.
 - Dialogue is used to advance the action in a narrative.

- Speech first in a sentence must be punctuated with inverted commas (with a comma, question or exclamation mark before the closing inverted commas). • The Iron Man was written by Ted Hughes in 1968 and is considered to be a classic modern fairytale.

13. How Bees Make Honey: explanation text

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research how bees make honey in order to write a clearly-presented explanation text. Pupils focus on writing facts using subject-specific vocabulary within Year 3 level sentence structures. Pupils learn to join two ideas of cause and effect across more than one sentence.

Why this, why now?

This unit uses and builds on pupils' knowledge of certain non-fiction writing conventions from the Year 3 unit 'The Portia Spider: non-chronological report'. Here, pupils write their first explanation text in this curriculum, using the paragraphing structure of an introduction, themed sections and conclusion. Pupils include a variety of formal fronted adverbials and a range of causal conjunctions in their writing. Year 3 level sentence structures are reviewed and applied. This unit prepares pupils for more explanation text writing in the Year 3 unit, 'Mummification: explanation writing'.

Lessons in unit

1. Identifying features of an explanation text in preparation for writing
2. Understanding and ordering how bees make honey

3. Generating vocabulary for an explanation text about how bees make honey
4. Writing the introduction of an explanation text about how bees make honey
5. Planning the first section of an explanation text about how bees make honey
6. Writing the first section of an explanation text about how bees make honey
7. Planning the second section of an explanation text about how bees make honey
8. Writing the second section of an explanation text about how bees make honey

Prior knowledge requirements

- The purpose of an explanation text to explain the process of how or why something happens.
- Explanation texts are a type of factual, non-fiction writing.
- Explanation texts are organised into paragraphs in chronological order of when the steps of the process happen.
- Explanation texts can contain visual information, most commonly diagrams or photographs accompanied by a caption.
- Important features of explanation texts include apostrophes for possession, subject-specific and factual vocabulary, numerical facts, sequencing and fronted adverbials of cause.
- Nouns can be referred to in a range of ways to avoid repetition.

14. 'Anansi and the Antelope Baby': reading

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine
- Traditional tales

Unit description

In this unit, pupils read and explore the folktale, 'Anansi and the Antelope Baby'. They use retrieval and inference to develop their comprehension of the text. Finally, pupils will explore the key themes and engage in rich discussions.

Why this, why now?

This unit uses and builds on learning around the features of traditional stories and morals, which is explored in the prior unit, 'Mulan'. In 'Anansi and the Antelope Baby', pupils will read a traditional folk tale and will develop their understanding of what a moral is. Pupils will continue to develop their skills of retrieval, inference and summarising to gain deeper

understanding of the story. This unit prepares pupils to develop their inference skills further with a more complex narrative and story structure in 'The Sheep Pig'.

Lessons in unit

1. Understanding the genre of 'Anansi and the Antelope Baby'
2. Reading the folktale 'Anansi and the Antelope Baby'
3. Building comprehension of 'Anansi and the Antelope Baby'

4. Building comprehension of 'Anansi and the Antelope Baby' through rich discussions
5. Drawing conclusions and making comparisons 'Anansi and the Antelope Baby'

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding in multisyllabic words.
- Ability to read common exception words by sight.
- Know how to retrieve information from a text.
- Know how to infer meaning from a text.
- Know folktales are short stories that often convey a moral.

15. 'The Journey': diary writing

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

No threads

Unit description

In this unit, pupils write a diary entry based on the picture book 'The Journey' by Francesca Sanna. Pupils use the book as a starting point from which they write a diary entry, focusing on using

the first person perspective consistently and practising the skill of varying tense accurately.

Why this, why now?

This unit uses and builds pupils' knowledge of diary writing from the Year 2 unit 'Florence Nightingale: diary writing'. The unit starts with an analysis of the plot and characters in the picture book 'The Journey' by Francesca Sanna in order for pupils to understand and discuss key themes in the text. Pupils review key features of diary entries, then they write their own version of a diary entry from the perspective of one of the girls. This unit prepares pupils for writing another diary entry in the Year 3 unit 'The Firework Maker's Daughter': reading and diary writing'.

Lessons in unit

1. Engaging with the plot of 'The Journey'
2. Exploring the characters and key themes in 'The Journey'
3. Analysing the features of diary entries
4. Planning the first paragraph of a diary entry based on 'The Journey'

- A refugee is a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

5. Writing the first paragraph of a diary entry based on 'The Journey'
6. Planning the second paragraph of a diary entry based on 'The Journey'
7. Writing the second paragraph of a diary entry based on 'The Journey'
8. Publishing a diary entry based on 'The Journey'

Prior knowledge requirements

- A diary is a type of fiction writing.
- A diary entry is a way to recount important events from the writer's day.
- A diary entry is a way for the writer to convey their feelings about what happened in their day.
- A diary entry uses an informal style of writing.
- The book tells the story of two young girls, who lost their father in war. Their mother wants to move them to another country where they can be safe.
- They undertake a long journey across land and sea, and cross different borders. They face many obstacles on their journey.
- The story ends with family being near somewhere safe. They are yet to find a safe home.

16. 'The Sheep Pig': reading

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine

Unit description

In this unit, pupils read and explore the classic narrative 'The Sheep Pig'. They use retrieval and inference to develop their comprehension of the text. Finally, pupils identify the turning point in the story, marking the change in direction of the plot and discussing how this affects the story.

Why this, why now?

This unit uses and builds on learning around narrative structure and inference explored in the prior unit, 'Anansi and the Antelope Baby'. In this unit, pupils will read and listen to a more complex narrative and will discuss characterisation in more detail. They will explore the structure of the narrative and how turning points in the plot affect the story. This unit prepares pupils to develop their inference skills further with a

more complex narrative and story structure in 'The Borrowers' in Year 4.

Lessons in unit

1. Engaging with 'The Sheep Pig'
2. Building comprehension of 'The Sheep Pig' through rich discussions
3. Understanding character relationships in 'The Sheep Pig'
4. Reading 'The Sheep Pig' and discussing a turning point

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding in multisyllabic words.
- Ability to read common exception words by sight.
- Ability to retrieve basic textual information.
- Ability to infer meaning from a text.
- A narrative usually follows a set story structure: opening, build-up, climax and resolution.
- Narratives usually have a protagonist and other characters.

17. 'Marcy and the Riddle of the Sphinx': book club

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Book Club
- Traditional tales

Unit description

In this unit, pupils discuss and explore the story 'Marcy and the Riddle of the Sphinx'. They will develop their understanding of the features of a modern myth. Finally, pupils will explore the key themes in the text and develop a personal response.

Why this, why now?

This unit uses and builds on pupils' knowledge and understanding of a quest narrative, which was explored in the prior unit 'The Moon Dragons'. In this unit, pupils will read another quest narrative interwoven with themes of mythology. Pupils will identify and explore the key themes within the text and develop their confidence in sharing their interpretations and opinions through discussions with others. This unit

prepares pupils for further exploration of modern myths in the future unit 'Arthur and the Golden Rope', where pupils will draw comparisons between texts.

Lessons in unit

1. Developing an understanding of 'Marcy and the Riddle of the Sphinx'
2. Developing a personal response to 'Marcy and the Riddle of the Sphinx'

Prior knowledge requirements

- Have read or listened to 'Marcy and the Riddle of the Sphinx'.
- Have some understanding of myths.
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Some pleasure, motivation and interest in books.

18. King Tut or Healthy Lifestyle: non-chronological report

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Option 1: Healthy Lifestyle: non-chronological report

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research diet, exercise and sleep to write a non-chronological report about healthy lifestyle. Pupils focus on using a range of fronted adverbials and subject-specific vocabulary to present their research in a well-structured report. Pupils peer edit and present their reports.

Why this, why now?

This unit uses and builds on pupils' knowledge of non-chronological report writing from the Year 3 unit, 'The Portia Spider: non-chronological report'. Pupils write using the structure of an introduction, themed sections and conclusion; they also write using a range of formal and viewpoint fronted adverbials and subject-specific

vocabulary to ensure their writing flows cohesively. Pupils use subheadings to clearly signal each section. This unit prepares pupils for further non-chronological report writing in the Year 3 unit, 'The Stone Age: non-chronological report'.

Lessons in unit

1. Identifying features of a nonchronological report in preparation for writing
2. Recalling facts about healthy lifestyle for a non-chronological report
3. Writing the introduction of a nonchronological report about healthy lifestyle
4. Planning the paragraph about a healthy diet
5. Writing the paragraph about a healthy diet
6. Planning the paragraph about exercise and sleep

7. Writing the paragraph about exercise and sleep
8. Peer editing the paragraph about diet
9. Writing the conclusion of a nonchronological report about healthy lifestyle
10. Presenting a non-chronological report about healthy lifestyle

subject-specific vocabulary and causal conjunctions.

- Formal fronted adverbials are sentence starters followed by a comma.
- Exercise and a healthy diet contribute to a healthy lifestyle.
- Humans must learn how to lead a healthy lifestyle in order to look after themselves.

Prior knowledge requirements

- The purpose of a non-chronological report is to inform its reader about a particular subject.
- Non-chronological reports are a type of factual, non-fiction writing.
- Non-chronological reports are organised into paragraphs of related content each with its own subheading.
- Non-chronological reports can contain visual information, most commonly diagrams or photographs accompanied by a caption.
- Nouns can be referred to in a range of ways in order to avoid repetition.
- Text flow can be achieved by writing simple, compound and adverbial complex sentences.
- Grammatical and linguistic features of non-chronological reports include apostrophes for singular possession,

18. King Tut or Healthy Lifestyle: non-chronological report

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Option 2: King Tut: non-chronological report

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research the life and death of King Tut to write a nonchronological report. Pupils focus on using a range of fronted adverbials and subjectspecific vocabulary to present facts about King Tut in a clearly-structured report. Pupils peer edit and present their reports at the end.

Why this, why now?

This unit uses and builds on pupils' knowledge of non-chronological report writing from the Year 3 unit, 'The Portia Spider: non-chronological report'. Pupils write using the structure of an introduction, themed sections and conclusion; they also write using a range of formal and viewpoint fronted adverbials and subject-specific vocabulary to ensure their writing flows cohesively. Pupils use subheadings to clearly signal each section. This unit prepares pupils for further non-chronological report writing in the Year 3 unit, 'The Stone Age: non-chronological report'.

Lessons in unit

1. Identifying the features of a nonchronological report about King Tut
2. Recalling facts about King Tut for a nonchronological report
3. Writing the introduction of a nonchronological report about King Tut
4. Planning the paragraph about the life of King Tut
5. Writing the paragraph about the life of King Tut
6. Planning the paragraph about the death of King Tut
7. Writing the paragraph about the death of King Tut
8. Peer editing the paragraph about King Tut's death
9. Writing the conclusion of a nonchronological report about King Tut
10. Presenting a non-chronological report about King Tut

Prior knowledge requirements

- The purpose of a non-chronological report is to inform its reader about a particular subject.
- Non-chronological reports are a type of factual, non-fiction writing.
- Non-chronological reports are organised into paragraphs of related content each with its own subheading.
- Non-chronological reports can contain visual information, most commonly

diagrams or photographs accompanied by a caption.

- Nouns can be referred to in a range of ways in order to avoid repetition.
- Text flow can be achieved by writing simple, compound and adverbial complex sentences.
- Grammatical and linguistic features of non-chronological reports include apostrophes for singular possession, subject-specific vocabulary and causal conjunctions.
- Formal fronted adverbials are sentence starters followed by a comma.
- Exercise and a healthy diet contribute to a healthy lifestyle.
- Humans must learn how to lead a healthy lifestyle in order to look after themselves.

19. 'Rushing Rivers': reading

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils read and explore the nonfiction text 'Rushing Rivers'. They identify the features of a non-fiction text and use strategies to retrieve information. Finally, pupils summarise their learning on rivers, discussing it with others to help consolidate knowledge.

Why this, why now?

This unit uses and builds on pupils' learning around the features of non-fiction texts, which was explored through the non-fiction narrative 'The Pebble in my Pocket'. In this unit, pupils explore a non-fiction information text, identifying the specific layout features and how to navigate these to retrieve the desired information. This unit prepares pupils for future learning in 'Curious Creatures Glowing in the Dark', where children will develop their understanding of

these features and discuss how they can be used to engage the intended audience.

Lessons in unit

1. Analysing the features of the non-fiction book 'Rushing Rivers'
2. Reading a section of the non-fiction book 'Rushing Rivers'
3. Retrieving information from the nonfiction book 'Rushing Rivers'
4. Developing an understanding of rivers through our reading of 'Rushing Rivers'

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding in multisyllabic words.
- Ability to read common exception words by sight.
- Ability to retrieve basic textual information.
- Some understanding of the features of non-fiction.

20. Mummification: explanation text

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research the Ancient Egyptian process of mummification to write an informative and clearly-presented explanation text. Pupils focus on using a range of subject-specific vocabulary appropriately, set within Year 3 level sentence structures, including causal conjunctions.

Why this, why now?

This unit uses and builds on pupils' knowledge of explanation text writing from the Year 3 unit 'How Bees Make Honey: explanation text'. Pupils write using an introduction, themed sections, conclusion paragraphing structure, applying subheadings, a variety of formal and viewpoint fronted adverbials and a range of causal conjunctions to their writing. Year 3 level sentence structures are reviewed and applied. This unit prepares pupils for more explanation text writing in the Year 4 unit

'The digestive system: explanation writing'.

Lessons in unit

1. Identifying the features for an explanation text on mummification
2. Understanding the process of mummification
3. Generating vocabulary for an explanation text on the process of mummification
4. Writing the introduction of an explanation text about mummification
5. Planning an explanation text about mummification
6. Writing the first section of an explanation text about mummification
7. Writing the second section of an explanation text about mummification
8. Writing the conclusion of an explanation text about mummification

Prior knowledge requirements

- The purpose of an explanation text to explain the process of how or why something happens.
- Explanation texts are a type of factual, non-fiction writing.

- Explanation texts are organised into paragraphs in chronological order of when the steps of the process happen.
- Explanation texts can contain visual information, most commonly diagrams or photographs accompanied by a caption.
- Important features of explanation texts include apostrophes for possession, subject-specific, factual vocabulary, numerical facts, sequencing and causal conjunctions.

Nouns can be referred to in a range of ways to avoid repetition.

21. 'The Firework Maker's Daughter': reading and diary writing

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine
- Modern literature strand 1: identity, belonging and community

Unit description

Pupils explore the text's opening by summarising events and using inference to understand character traits and relationships. They identify Lila's emotions in the opening and use empathy to develop thoughts that convey these. Pupils then plan and write a diary entry from Lila's perspective.

Why this, why now?

This unit builds on pupils' prior experience of writing in character, including conveying emotions and switching between tenses in diary entries. By summarising events and using inference to understand Lila's character and relationships, pupils deepen their comprehension and empathetic writing skills. Writing from Lila's perspective further strengthens their ability to articulate emotions and thoughts with authenticity.

These skills prepare pupils for the next unit, where they will refine their diary-writing techniques.

Lessons in unit

The novel is a quest story where the main character, Lila, goes on an adventure to become a firework maker.

1. Engaging with the opening of 'The Firework Maker's Daughter'
2. Exploring character relationships in 'The Firework Maker's Daughter'
3. Developing a character profile for Lila from 'The Firework Maker's Daughter'
4. Analysing the features of a diary entry 5. Exploring emotions in the opening of 'The Firework Maker's Daughter'
6. Planning the first diary entry based on 'The Firework Maker's Daughter'
7. Writing the first diary entry based on 'The Firework Maker's Daughter'
8. Planning the second diary entry based on 'The Firework Maker's Daughter'
9. Writing the second diary entry based on 'The Firework Maker's Daughter'

Prior knowledge requirements

- A diary is a type of fiction writing.
- A diary entry is a way to recount important events from the writer's day.
- A diary entry is a way for the writer to convey their feelings about what happened in their day.
- A diary entry uses an informal style of writing.
- A diary entry requires the writer to switch confidently between the past and present tense.
- The Firework Maker's Daughter is a novella by Phillip Paulman set in India.

22. 'The Firework Maker's Daughter': reading and narrative writing

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing
- Fiction reading spine
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils develop their ability to summarise key events from the text, exploring Lila's feelings in the build-up to these. Pupils plan and write both the build-up and the climax of the story, focusing on developing their use of complex sentences, precise vocabulary and speech.

Why this, why now?

Building on 'The Iron Man' unit, where pupils developed skills in complex sentence and speech writing, this unit focuses on applying these to create detailed, engaging narratives. By summarising key events and exploring Lila's feelings, pupils deepen their understanding of character and narrative structure. Writing the build-up and climax refines their use of complex sentences, precise vocabulary, and speech. These skills prepare pupils for the next unit, where they will expand their use of subordinating conjunctions and integrate speech into complex sentences.

Lessons in unit

1. Reading the build-up in 'The Firework Maker's Daughter'

2. Understanding Lila's feelings in the build-up of 'The Firework Maker's Daughter'
3. Planning part 1 of the build-up of 'The Firework Maker's Daughter'
4. Writing part 1 of the build-up in 'The Firework Maker's Daughter'
5. Planning part 2 of the build-up of the 'The Firework Maker's Daughter'
6. Writing part 2 of the build-up in 'The Firework Maker's Daughter'
7. Reading the climax of 'The Firework Maker's Daughter'
8. Planning part 1 of the climax of 'The Firework Maker's Daughter'
9. Writing part 1 of the climax of 'The Firework Maker's Daughter'
10. Planning part 2 of the climax of 'The Firework Maker's Daughter'
11. Using speech in the climax of 'The Firework Maker's Daughter'
12. Writing part 2 of the climax of 'The Firework Maker's Daughter'

Prior knowledge requirements

- A narrative can be structured as an opening, build-up, climax and resolution.
- Each part of a story has a specific purpose and intended effect on the reader.
- The intended effect on the reader is achieved through careful vocabulary choices.

Adjectives describe nouns and adverbials modify verbs.

-
- There are three main types of sentences: simple, compound and complex.
- These must be punctuated accurately with a full stop, capital letter and a comma where needed.
- An adverbial complex sentence consists of a main clause and an adverbial subordinate clause.
- The Firework Maker's Daughter is a novella by Phillip Paulman set in India.
- The novel is a quest story where the main character, Lila, goes on an adventure to become a firework maker.
- Speech sentences are punctuated with inverted commas to distinguish the spoken words.

23. Poetry inspired by big and small objects: understanding form

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Appreciation of poetry

Unit description

In this unit, pupils read and respond to the classic sonnet, 'Ozymandias' by Percy Bysshe Shelley. They will learn to write a variety of different forms of poetry, including a haiku, kenning and free verse poem. Finally, they will perform their own free verse poems inspired by big and small objects.

Why this, why now?

This unit uses and builds on 'The Magic Box': reading imaginative poetry', where pupils used Kit Wright's poem 'The Magic Box' as inspiration to write their own imaginative poetry. In this unit, pupils will develop their knowledge by exploring a range of different poetic forms and structures. They will use some poetic devices to write a free verse poem about big and small objects. This unit prepares pupils for writing more of their own poetry, using the more abstract topic of weather, in 'Poetry inspired by weather'.

Lessons in unit

1. Reading and responding to 'Ozymandias' by Percy Bysshe Shelley
2. Learning how to write a haiku
3. Learning how to write a kenning poem about big and small objects

4. Preparing to write a poem about big objects
5. Writing a free verse poem about big objects
6. Preparing to write a poem about small objects
7. Writing a free verse poem about small objects
8. Performing your own poem inspired by big and small objects

Prior knowledge requirements

- Poems can use imagery to create an impression in the reader's mind.
- Some poems have a strict, regular form, whilst others do not.
- Repetition in poetry can be used to reinforce a point.
- Sounds can be used in poetry to create different effects.
- Punctuation in poetry can affect how a poem flows.
- Poets can appeal to the senses to help create a vivid image in the reader or listener's mind.
- Personification, similes and metaphors are language devices that can be used by poetry to create a particular impression.

24. 'Varjak Paw': book club

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Book Club

Unit description

In this unit, pupils explore and discuss the illustrated chapter book 'Varjak Paw'. They will share their opinion on the text and explore the key themes of hope, identity and self-discovery. Finally, pupils will engage in rich discussions, making connections and recommendations.

Why this, why now?

This unit uses and builds on pupils' understanding of characterisation and themes, which were explored in 'Swallow's Kiss'. In this unit, pupils will deepen their understanding of the range of ways characters and themes can be conveyed. Pupils will share take-away ideas and develop their confidence in making connections and recommendations to enhance the reading experience and broaden their understanding of literature. This unit prepares pupils for 'El Deafo: book club', where they will explore a graphic

novel text and develop their understanding of plot in another form.

Lessons in unit

1. Developing an understanding of 'Varjak Paw' through rich discussions
2. Developing responses to 'Varjak Paw' through rich discussions

Prior knowledge requirements

- Have read or listened to 'Varjak Paw'
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Some pleasure, motivation and interest in books.

25. The Stone Age: non-chronological report

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research the diet, housing and artefacts of people in the Stone Age to write a non-chronological report. Pupils focus on using a range of fronted adverbials, subject-specific vocabulary and facts to write a clearly-structured full report. Pupils publish their reports at the end.

Why this, why now?

This unit uses and builds pupils' knowledge of non-chronological report writing from the Year 3 unit 'Healthy lifestyle or King Tut: non-chronological report'. Pupils write using the paragraphing structure of an introduction, themed sections and conclusion ; they also write using a range of formal and viewpoint fronted adverbials and subject-specific vocabulary to ensure their writing flows cohesively. Pupils also use subheadings to clearly signal each section. This unit prepares pupils for further nonchronological report writing in the Year 4 unit 'Anglerfish: non-chronological report'.

Lessons in unit

1. Linguistic features of a nonchronological report about the Stone Age
2. Writing the introduction of a nonchronological report about the Stone Age
3. Planning the paragraph about diet in the Stone Age
4. Writing the paragraph about diet in the Stone Age
5. Planning the paragraph about houses in the Stone Age
6. Writing the paragraph about houses in the Stone Age
7. Planning the paragraph about artefacts in the Stone Age
8. Writing the paragraph about artefacts in the Stone Age
9. Writing the conclusion of a nonchronological report about the Stone Age
10. Publishing a non-chronological report about the Stone Age

Prior knowledge requirements

- The Stone Age is a prehistoric era before written records. It comes in

between the Ice Age and the Bronze Age.

- The Stone Age is split into three periods: Palaeolithic, Mesolithic and Neolithic.
- The purpose of a non-chronological report is to inform its reader about a particular subject.
- Non-chronological reports are a type of factual, non-fiction writing.
- Non-chronological reports are organised into paragraphs of related content each with its own subheading.
- Non-chronological reports can contain visual information, most commonly diagrams or photographs accompanied by a caption.
- Nouns can be referred to in a range of ways in order to avoid repetition.
- Text flow can be achieved by writing simple, compound and adverbial complex sentences.
- Grammatical and linguistic features of non-chronological reports include apostrophes for singular possession, subject-specific vocabulary and causal conjunctions.
- Formal fronted adverbials are sentence starters followed by a comma.

26. 'The Day the Crayons Quit': reading and writing persuasive letters

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine

Unit description

In this unit, pupils write a persuasive letter, using the picture book 'The Day the Crayons Quit' by Drew Daywalt as their starting point. They learn about persuasive writing devices, including flattery and rhetorical questions. Pupils learn and apply a variety of conventions of letter writing.

Why this, why now?

This unit uses and builds on pupils' knowledge of some non-fiction writing skills in the Year 3 unit 'Mummification: explanation text'. However, this is pupils' first experience of writing persuasively, learning specific persuasive techniques to apply to a formal letter. Pupils learn to use flattery and rhetorical questions successfully to persuade a letter's recipient, as well as how to apply conventions in formal letter writing. This unit prepares pupils for exploring more persuasive writing techniques in the Year 4 unit 'Healthy eating adverts: persuasive writing'.

Lessons in unit

1. Engaging with the plot of 'The Day the Crayons Quit'
2. Exploring the characters' emotions in 'The Day the Crayons Quit'
3. The features of a persuasive letter
4. Planning a persuasive letter
5. Writing the first paragraph of a persuasive letter
6. Writing the second paragraph of a persuasive letter
7. Peer editing a persuasive letter
8. Reading aloud a persuasive letter

Prior knowledge requirements

- First person is used when writing from a fictional character's perspective.
- A letter is a form of non-fictional written communication. These are usually written to facilitate communication between two individuals.
- A complex sentence is a sentence formed of a simple sentence joined with subordination.
- Questions are punctuated with a question mark.
- A compound sentence is formed of two simple sentences and the joining word 'and', 'but' or 'or'.

27. Introduction to speeches

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing spoken language

Unit description

In this unit, pupils explore public speaking, learning what makes a strong speaker and the purpose of a speech. They study famous speeches by Martin Luther King and Michelle Obama, examining how techniques like repetition and rhetorical questions engage and inspire audiences.

Why this, why now?

This unit builds on the oral storytelling skills from the previous unit, where pupils used expression, tone, and gestures to engage their audience. By exploring public speaking and analysing famous speeches, pupils deepen their understanding of how language and delivery captivate and inspire. Focusing on rhetorical questions and repetition enhances their ability to engage audiences and develop persuasive communication skills. These techniques also prepare pupils for the next unit, where they will read and perform play

scripts, honing their ability to convey meaning and emotion.

Lessons in unit

1. Speaking to an audience 2. What is a speech?
3. How Martin Luther King engages an audience
4. How Michelle Obama addresses an audience

Prior knowledge requirements

- Successful speaking includes speaking loudly and clearly enough for everyone to hear.
- Speaking in full sentences helps the listener understand what is being said.
- Using a varied tone helps to engage an audience.
- Standing to speak helps to get the audience's attention.
- Using body language and gestures to engage an audience will help to keep their attention.
- It is important to make eye contact with the audience.

28. Reading and performing scripts

Year 3: Reading, writing & oracy

[Go to unit resources](#) 

Threads

No threads

Unit description

In this unit, pupils read, engage with, analyse and act from play scripts for the first time. They learn about the conventions of scripts, directors and actors' roles within a cast and how to improvise at the end of the unit. Pupils also build their performance and oracy skills.

Why this, why now?

This unit uses and builds on pupils' knowledge of the text from the Year 2 unit 'The Owl who was Afraid of the Dark: reading'. Here, pupils engage with play scripts for the first time, building their understanding of play script conventions, how casts work and what improvising is. Pupils read and discuss scripts based on three different texts and they learn some fundamentals around how to improvise in a group. This unit prepares pupils for further play analysis in the Year 5 unit 'Shakespeare's 'Macbeth': narrative and soliloquy writing'.

Lessons in unit

1. Reading and performing a script based on 'The Owl who was Afraid of the Dark'
2. Reading and performing a script based on 'Charlotte's Web'
3. Reading and performing a script based on 'The Iron Man'
4. Improvising

Prior knowledge requirements

- Speaking loudly and clearly is important when talking in front of an audience.
- Speaking with volume helps to hold an audience's attention.
- Strategies to reduce nerves include rehearsing and practising calm breathing.
- Using a varied tone helps to engage an audience.
- Using body language and gestures to engage an audience will help to keep their attention.
- Rehearsals help us to reflect on our performance and improve before delivering it to an audience.
- Successful listening includes paying close attention to a performance.
- The second idea in an adverbial complex sentence is of lower importance to the first idea.

compound words.

- .
- A synonym is a word with the same or similar meaning.
- A noun is a person, place or thing.
- An adjective describes a noun.
- Words that often appear together can be called a word pair.
- Knowing a word's most common word pairs can help us to use the word precisely and effectively.

characters, including small, confident and shy words in the Year 3 unit 'Character: small, confident and shy words'. Here, pupils learn new words to support the descriptive writing of clever and clumsy characters. This unit prepares pupils for learning a wider range of vocabulary to describe settings and scenes in narrative writing, including wind and hot words, in the Year 4 unit 'Weather: wind and hot words'.

1. Rich vocabulary associated with clever or sly words
2. More rich vocabulary associated with clever or sly words
3. Rich vocabulary associated with clumsy or silly words
4. More rich vocabulary associated with clumsy or silly words

Prior knowledge requirements

- Using precise vocabulary helps to write more effectively for a particular purpose.
- A synonym is a word with the same or similar meaning.
- A noun is a person, place or thing.
- An adjective describes a noun.
- Words that often appear together can be called a word pair.
- Knowing a word's most common word pairs can help us to use the word precisely and effectively.

Year 4 units

[View interactive sequence online](#) 

Reading, writing & oracy

1

Developing reading preferences in Year 4

2

'Curious Creatures
Glowing in the Dark':
reading

3

Anglerfish:
nonchronological
report

4

'Hansel and Gretel':
reading

5

'Little Red Riding
Hood': journalistic
report

6

'The Borrowers':
narrative writing and
reading

7

'A Christmas Carol':
narrative writing and
reading

8

'El Deafo': book club

9

'Walter Tull's
Scrapbook': reading

10

'Into the Forest':
diary writing

11

John Lyons poetry

12

Healthy eating
adverts:
persuasive writing

13

'A Journey through
Greek Myths':
reading

14

'Jabberwocky':
narrative writing

15

The digestive
system: explanation
writing

16

'Escape from
Pompeii': reading

17

Weather: descriptive
writing

18

'The Wild Robot':
book club

19

Ancient Greeks or Anglo-Saxons: non-chronological report

2 unit options

20

'Arthur and the Golden Rope': reading

21

'The Happy Prince': narrative writing and reading

22

'Greenling': reading

23

'Whale Rider': narrative writing

24

Poetry inspired by weather

25

Speeches

26

'Danny Chung Does Not Do Maths': book club

27

'The Miraculous Journey of Edward Tulane': book club

28

Getting ready to debate

29

Poet focus:
'Overheard in a Tower Block' by Josph Coelho

1. Developing reading preferences in Year

4

Year 4: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing reading preferences

Unit description

In this unit, pupils will develop their reading preferences by exploring different genres and reflecting on their reading identity.

Pupils will learn how to make text recommendations and create a reading community. Finally, they will develop their awareness of different forms of non-fiction.

Why this, why now?

This unit uses and builds on the unit 'Developing reading preferences in Year 3', where pupils developed reading for pleasure through exploration of a range of text types. In this unit, pupils will consider their reading identity and learn to make text

1. Developing reading preferences in Year 4 through personal reflection
2. Developing reading preferences in Year 4 through appreciation of characters
3. Developing reading preferences in Year 4 through text recommendations
4. Developing reading preferences in Year 4 by exploring a range of forms

Prior knowledge requirements

- Knowledge of text types, including fiction, non-fiction and poetry.
- We read to get information and we read for pleasure.
- People read for different purposes.
- Reading develops imagination and curiosity.
- Sharing texts aloud with others increases reading for pleasure.
- Recommending texts through informal book talk develops our awareness of

2. 'Curious Creatures Glowing in the Dark': reading

Year 4: Reading, writing & oracy

[Go to unit resources](#) 

recommendations through curating their own bookshelves. They will learn about different forms of non-fiction, including magazines and newspapers. This unit prepares pupils for 'Developing reading preferences in Year 5', where they will build on this knowledge through the introduction to a range of texts suitable for Year 5.

Lessons in unit

other texts.

- Where, when and how we read is an important part of our unique reader identity.
- Reading for pleasure develops our motivation and desire to read.

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils read and explore the non-fiction text 'Curious Creatures Glowing in the Dark'. They will identify the features of a non-fiction text and use strategies to retrieve information. Finally, pupils will read the text to learn specifically about the anglerfish.

2. Building understanding of 'Curious Creatures Glowing in the Dark'
3. Building comprehension of 'Curious Creatures Glowing in the Dark'
4. Retrieving information on the Angler Fish from 'Curious Creatures Glowing in the Dark'

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding in multisyllabic words.

3. Anglerfish: non-chronological report

Year 4: Reading, writing & oracy

[Go to unit resources](#) 

Why this, why now?

This unit uses and builds on pupils' learning around the features of non-fiction texts, which was explored through the non-fiction information text 'Rushing Rivers' in Year 3. In this unit, pupils explore more non-fiction, learning about purpose, audience and layout. Pupils will develop their retrieval strategies to find information about glowing creatures. This unit prepares pupils for the future unit 'Crazy about Cats', where they will further discuss the features of non-fiction writing and consider the author's use of language to engage the reader.

Lessons in unit

1. Understanding the layout of a non-fiction book

- Ability to read common exception words by sight.
- Know how to retrieve information from a text.
- Know how to infer meaning from a text.
- Layout is how the content is presented on the page, such as titles and columns.

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research the anglerfish's appearance and habitat in order to write a non-chronological report. Pupils focus on

using a range of fronted adverbials, applying subject-specific vocabulary and writing in clear paragraphs. Pupils edit and publish their reports at the end of the unit.

Why this, why now?

This unit uses and builds pupils' knowledge of non-chronological report writing from the Year 3 unit 'The Stone Age: nonchronological report'. Pupils write using the structure of an introduction, themed sections and a conclusion; they also write using a range of formal and viewpoint fronted adverbials and subject-specific vocabulary to ensure their writing flows cohesively. This unit prepares pupils for more non-chronological report writing in the Year 4 unit 'Ancient Greeks or AngloSaxons: non-chronological report'.

Lessons in unit

1. Linguistic features of a nonchronological report about anglerfish
2. Writing the introduction of a nonchronological report about anglerfish
3. Planning a section about anglerfish

appearance for a non-chronological report

4. Writing a section about anglerfish appearance for a non-chronological report
5. Planning a section about anglerfish habitat for a non-chronological report
6. Writing a section about anglerfish habitat for a non-chronological report

7. Writing the conclusion of a nonchronological report about anglerfish
8. Editing the first half of a nonchronological report about anglerfish
9. Editing the second half of a nonchronological report about anglerfish
10. Publishing a non-chronological report about anglerfish

Prior knowledge requirements

- The purpose of a non-chronological report is to inform its reader about a particular (usually real) subject.
- Non-chronological reports are a type of factual, non-fiction writing.
- Non-chronological reports are organised into paragraphs of related content each with its own subheading.

4. 'Hansel and Gretel': reading

Year 4: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine
- Traditional tales

Unit description

In this unit, pupils read and explore the classic fairy tale 'Hansel and Gretel'. They use inference to develop their comprehension of the text and characters. Finally, pupils will explore the key themes and engage in rich discussions.

Why this, why now?

This unit uses and builds on learning around the features of traditional tales, which was explored in the prior unit,

5. 'Little Red Riding Hood': journalistic report

Year 4: Reading, writing & oracy

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'Anansi and the Antelope Baby'. In 'Hansel and Gretel', pupils read a classic fairy tale and have rich discussions about the plot and characters. Pupils continue to develop their skills of retrieval and inference and use the rich illustrations to support their understanding. This unit prepares pupils for 'Blackberry Blue', where they will read and explore a modern fairy tale, drawing upon traditional fairy tales and cultural influences.

Lessons in unit

1. Exploring the genre of 'Hansel and Gretel'
2. Engaging with 'Hansel and Gretel'

3. Developing comprehension of 'Hansel and Gretel' through rich discussions
4. Exploring characterisation in 'Hansel and Gretel'
5. Exploring the themes of 'Hansel and Gretel'

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding in multisyllabic words.
- Ability to read common exception words by sight.

- Know how to retrieve information from a text.
- Know how to infer meaning from a text.
- Know that stories have a beginning, middle and end.
- Know that a fairy tale often includes a conflict between good and evil.

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils write a journalistic report recounting the events of the fairy tale 'Little

Red Riding Hood'. Pupils learn to frame a fictional starting point as a newsworthy event before writing in paragraphs in the journalistic style, including incorporating witness quotes.

Why this, why now?

This unit uses and builds on pupils' understanding of non-fiction writing from the Year 4 unit 'Anglerfish: non-chronological report'. However, the focus here is on writing a journalistic report. In this unit, pupils are introduced to journalistic writing for the first time. Pupils learn to write in a journalistic tone a recount of a newsworthy event from a fictional stimulus, including quotations from bystanders. This unit prepares pupils for the Year 5 unit 'The Titanic: journalistic report writing', which is based on a true

4. Writing the opening of a journalistic report
5. Planning the recount section of a journalistic report
6. Writing the recount section of a journalistic report
7. Planning the quotes paragraph of a journalistic report
8. Writing the quotes paragraph of a journalistic report
9. Writing the closing of a journalistic report
10. Presenting a journalistic report on 'Little Red Riding Hood'

Prior knowledge requirements

- Non-fiction text types come in many forms.
- Any non-fiction text is factual.

6. 'The Borrowers': narrative writing and reading

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historical event.

Lessons in unit

1. Framing the story of 'Little Red Riding Hood' as a newsworthy event
2. Analysing the features of a journalistic report
3. Generating vocabulary for a journalistic report

- News can be reported in newspapers, magazines and online.
- There are many different news outlets.
- Paragraphs help organise texts.
- Information that is clearly presented and written is easier to follow.

Threads

- Developing fiction writing
- Fiction reading spine

Unit description

In this unit, pupils explore 'The Borrowers' through reading and writing activities. They sequence key events, analyse the setting and characters and write a descriptive setting piece. Pupils also plan, write, and edit sections of the build-up, developing their narrative writing skills.

Why this, why now?

This unit builds on the narrative writing skills developed in 'The Firework Maker's Daughter' by helping pupils further refine their use of descriptive language and complex sentence structures. By analysing the setting and characters in The Borrowers and writing descriptive and narrative sections, pupils develop their ability to create engaging stories. This focus develops pupils' narrative skills, preparing them for the next unit on 'A Christmas Carol', where they will apply and extend these skills by writing further sections of a narrative.

Lessons in unit

1. Engaging with 'The Borrowers'
2. Understanding the setting and characters in 'The Borrowers'
3. Describing the setting in 'The Borrowers'
4. Discussing a section of 'The Borrowers'

5. Planning a section of a narrative based on 'The Borrowers'
6. Writing a section of a narrative based on 'The Borrowers'
7. Editing a section of narrative writing based on 'The Borrowers'
8. Discussing a section of 'The Borrowers' (part 2)
9. Planning a section of a narrative based on 'The Borrowers' (part 2)
10. Writing a section of a narrative based on 'The Borrowers' (part 2)
11. Presenting a narrative based on 'The Borrowers'

Prior knowledge requirements

- A narrative can be structured as an opening, build-up, climax and ending.
- Each part of a story has a specific purpose and intended effect on the reader.
- The intended effect on the reader is achieved through careful vocabulary choices.
- Adjectives describe nouns and adverbials modify verbs.
- There are three main types of sentence structures: simple, compound and complex.
- Sentences must be punctuated accurately with a full stop, capital letter and a comma where needed.

- An adverbial complex sentence consists of a main clause and an adverbial subordinate clause.
- Speech first in a sentence must be punctuated with inverted commas (with a comma, question or exclamation mark before the closing inverted commas).

7. 'A Christmas Carol': narrative writing and reading

Year 4: Reading, writing & oracy

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Threads

- Developing fiction writing
- Fiction reading spine

Unit description

In this unit, pupils explore A Christmas Carol, learning about its context and developing comprehension through targeted questions. They analyse characterisation, themes, and the story's ending. Pupils then plan and write a setting description, along with the opening, build-up and climax.

Why this, why now?

This unit builds on pupils' narrative skills by developing their comprehension strategies and creative writing abilities. Pupils improve their reading skills through targeted retrieval and inference techniques, learning to analyse texts more critically and extract nuanced meanings. In writing, they develop more sophisticated communication by mastering varied sentence structures and selecting precise vocabulary that adds depth and clarity to their narratives. These skills prepare pupils for the next unit, where they will apply and develop narrative writing strategies.

Lessons in unit

1. Learning about the context of 'A Christmas Carol'
2. Developing comprehension of 'A Christmas Carol'

3. Exploring characterisation in 'A Christmas Carol'
4. Analysing the ending of 'A Christmas Carol'
5. Exploring and engaging with themes in 'A Christmas Carol'
6. Planning a setting description based on 'A Christmas Carol'
7. Writing a setting description based on 'A Christmas Carol'
8. Planning the opening of 'A Christmas Carol'
9. Writing the opening of 'A Christmas Carol'
10. Planning the build up of 'A Christmas Carol'
11. Writing paragraph one of the build up of 'A Christmas Carol'
12. Writing paragraph two of the build up of 'A Christmas Carol'
13. Editing the build-up of 'A Christmas Carol'
14. Planning the climax of a 'A Christmas Carol'
15. Writing the climax of 'A Christmas Carol'

Prior knowledge requirements

- Narrative writing is a type of fiction writing and can be called a story
- A story follows a plot and there are different parts called the opening, build up, climax and ending

- Characters are important people in the story and a setting is where the story takes place
- Authors make purposeful choices about the vocabulary they use
- Stories can be set in past time periods
- Written texts can be adapted into film versions of the story

8. 'El Deafo': book club

Year 4: Reading, writing & oracy

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Threads

- Book Club
- Modern literature strand 1: identity, belonging and community
- Reading and writing texts that inform

Unit description

In this unit, pupils explore and discuss the graphic novel memoir 'El Deafo'. They share their opinion on the text and explore the key themes of identity, family and selfacceptance. Finally, pupils engage in rich discussions around the characters in the text.

'Walter Tull's Scrapbook': reading

Why this, why now?

This unit uses and builds on pupils' experience of texts with connections to the real world. In 'Swallow's Kiss', pupils explored a fictionalised narrative about the refugee experience; in this unit pupils engage with a graphic novel retelling of

author Cece Bell's real-life experience of hearing loss. Pupils will continue to develop their understanding of characterisation and themes. This unit prepares pupils for 'When Stars are Scattered: book club', where they will explore a graphic novel memoir written by a refugee, which contains themes of war, politics and disability.

Lessons in unit

1. Developing an understanding of 'El Deafo' through rich discussions
2. Developing responses to 'El Deafo' through rich discussions

Prior knowledge requirements

- Ability to read both text and image in picturebook texts, knowing that they can create concurrent/divergent meaning.
- Read 'El Deafo'.
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Ability to decode text fluently at an

ageappropriate level.

- Ability to infer meaning from a text.

Year 4: Reading, writing & oracy

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Threads

- Fiction reading spine
- Modern literature strand 1: identity, belonging and community
- Reading and writing texts that inform

Unit description

In this unit, pupils read and explore the biography 'Walter Tull's Scrapbook'. They use retrieval and inference to develop their comprehension of the text and the historical context. Finally, they summarise Walter Tull's life by identifying significant moments.

Why this, why now?

This unit uses and builds on pupils'

'Into the Forest': diary writing

experience of reading around a person's real-life story, which was explored in the prior unit, 'El Deafo'. In this unit, pupils will focus on the story of a significant figure from Black British history. They explore the historical context and develop their comprehension through re-reading, answering questions and having rich discussions. This unit prepares pupils for the future unit 'Harriet Tubman: biographical writing', where they will examine the life of

Harriet Tubman and the impact she had on Black American History.

Lessons in unit

1. Introduction to Walter in 'Walter Tull's Scrapbook'
2. Understanding words and phrases from context in 'Walter Tull's Scrapbook'
3. Answering questions using evidence in 'Walter Tull's Scrapbook'
4. Making comparisons in 'Walter Tull's Scrapbook'
5. Summarising Walter's life using 'Walter Tull's Scrapbook'

Prior knowledge requirements

- Ability to infer meaning from a text.
- Ability to decode text fluently at an age appropriate level.
- Ability to draw upon previous reading and make connections.

Year 4: Reading, writing & oracy

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Threads

- Modern literature strand 1: identity, belonging and community

- Traditional tales

Unit description

In this unit, pupils write a diary entry based on the picture book 'Into the Forest' by Anthony Browne. Pupils use the book as a starting point from which they write a diary entry, focusing on using the first person perspective consistently and practising the skill of varying tense accurately.

Why this, why now?

This unit uses and builds on pupils' knowledge of diary writing from the Year 3 unit 'The Journey': diary writing'. The unit starts with the analysis of the plot of the picture book 'Into the Forest' by Anthony Browne, where pupils discuss key themes explored by Browne. Pupils then write their own version of a diary entry from the protagonist's perspective in three paragraphs. This unit prepares pupils for writing another diary entry in the Year 5 unit 'How To Train Your Dragon': diary and narrative writing'.

Lessons in unit

1. Engaging with the plot of 'Into the Forest'
2. Analysing features of a diary entry
3. Generating vocabulary for a diary entry based on 'Into the Forest'
4. Writing the opening of a diary entry based on 'Into the Forest'
5. Planning a paragraph of a diary entry based on 'Into the Forest'
6. Writing a paragraph of a diary entry based on 'Into the Forest'
7. Planning the final paragraph of a diary entry based on 'Into the Forest'
8. Writing the final paragraph of a diary entry based on 'Into the Forest'

Prior knowledge requirements

- A diary is a type of fiction writing.
- A diary entry is a way to recount important events from the writer's day.
- A diary entry is a way for the writer to convey their feelings about what happened in their day.
- A diary entry uses an informal style of writing.

11. John Lyons poetry

Year 4: Reading, writing & oracy

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Threads

- Appreciation of poetry
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils learn about the poet John Lyons. They read a variety of John Lyons' poems, analysing and comparing them and choosing one poem to perform. Finally, pupils write their own free verse poems, inspired by John Lyons' poetry.

Why this, why now?

This unit uses and builds on 'Poet Focus: Joseph Coelho', where pupils learned about the poet Joseph Coelho and read and analysed some of his poems. In this unit, pupils will extend their knowledge of famous poets by learning about another, John Lyons. They will respond to and reflect on some of his poems, as well as using his poetry as inspiration for writing their own, free verse poems. This unit prepares pupils for 'Poetry inspired by weather', where they will build on these experiences, reading and responding to a range of poems that link to the weather.

Lessons in unit

1. Learning about the poet John Lyons
2. Reading and responding to John Lyons' poem 'Granny's Sugarcake'
3. Comparing John Lyons' poems 'Happy Hummingbird Food' and 'Tadpole Comets'
4. Analysing the poem 'Carib Nightfall' by John Lyons
5. Performing poems written by the poet John Lyons
6. Generating vocabulary for a weather-themed poem
7. Writing a free verse poem about weather inspired by John Lyons' poems
8. Publishing and performing a free verse poem in the style of John Lyons
9. Analysing 'Carnival Dance Lesson' by John Lyons and generating vocabulary
10. Writing a free verse poem inspired by John Lyons' poem 'Carnival Dance Lesson'

Prior knowledge requirements

- Poems are a form of writing
- A poet is the name for a person who writes poetry
- Poems are often about feelings
- Poems do not follow the standard rules of writing
- Some poems may use rhyming words

12. Healthy eating adverts: persuasive writing

Year 4: Reading, writing & oracy

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Threads

No threads

Unit description

In this unit, pupils explore the features of persuasive adverts, focusing on engaging language and effective structure. They create persuasive headlines and generate compelling content for their own advert promoting chocolate energy balls. The unit culminates in publishing their completed advert.

Why this, why now?

This unit builds on pupils' previous learning of persuasive language by introducing a new persuasive format. In creating their own persuasive adverts, pupils learn how a variety of linguistic techniques can be used to communicate the product's unique selling point and capture the reader's attention. They also develop their ability to create a polished piece of work that is both visually and linguistically appealing. This unit prepares pupils for the next unit, where they will apply more sophisticated

persuasive techniques to real-world contexts, developing formal writing skills.

Lessons in unit

1. Analysing the features of a persuasive advert
2. Generating vocabulary for a persuasive advert
3. Generating phrases for a persuasive advert
4. Generating a headline and opening for a persuasive advert
5. Writing the first paragraph of a persuasive advert
6. Writing the second paragraph of a persuasive advert
7. Publishing a persuasive advert
8. Presenting a persuasive advert

Prior knowledge requirements

- Persuasive writing is a type of nonfiction writing
- All writing has a purpose
- Non-fiction writing is usually about something real and factual

13. 'A Journey through Greek Myths': reading

Year 4: Reading, writing & oracy

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Threads

- Fiction reading spine
- Traditional tales

Unit description

In this unit, pupils read and explore 'A Journey through Greek Myths'. They will develop their understanding of the features of Greek myths and read and discuss three different stories. Finally, pupils will compare myths and discuss themes.

Why this, why now?

This unit uses and builds on pupils' knowledge and understanding of myths, which were explored in the prior unit 'Marcy and the Riddle of the Sphinx'. In this unit, pupils will examine and discuss the features of a traditional myth. They will read and explore a range of well-known examples, building their comprehension through rich discussions and questioning. This unit prepares pupils for 'Arthur and the Golden Rope', where they will extend their understanding of myths by reading and exploring a modern myth.

Lessons in unit

1. Exploring the genre of 'A Journey through Greek Myths'
2. Reading the myth 'The Beginning of the World'
3. Engaging with the myth 'The Birth of Zeus'
4. Engaging with the myth 'The Trojan Horse'
5. Exploring themes in 'A Journey through Greek Myths'

Prior knowledge requirements

- Myths are traditional tales that explain natural phenomena or the origins of the world and often involve gods and heroes.
- Traditional tales can be retold and adapted in different ways by different authors.
- Traditional tales often reflect the social, historical, and cultural context in which they were created.
- Ability to decode text fluently at an ageappropriate level.

14. 'Jabberwocky': narrative writing

Year 4: Reading, writing & oracy

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Threads

- Appreciation of poetry
- Developing fiction writing

Unit description

In this unit, pupils write a full narrative based on the nonsense poem 'Jabberwocky' from 'Through the Looking-Glass' by Lewis Carroll. Pupils write an opening, build-up, climax and resolution, focusing on writing all parts of the narrative arc and devoting time to editing their writing.

Why this, why now?

This unit uses and builds on pupils' knowledge of the narrative writing style from the Year 4 unit 'A Christmas Carol': narrative writing and reading'. The unit starts with an analysis of the plot of the nonsense poem 'Jabberwocky' for pupils to clarify key plot events and to understand nonsense vocabulary used by Carroll. Pupils then write their own version of the complete narrative, writing an opening, build-up, climax and resolution. This unit prepares pupils for writing another

complete narrative in the Year 4 unit 'The Happy Prince': narrative writing'.

Lessons in unit

1. Understanding the plot of 'Jabberwocky'
2. Generating vocabulary to write a narrative based on 'Jabberwocky'
3. Planning the opening of a narrative based on 'Jabberwocky'
4. Writing the opening of a narrative based on 'Jabberwocky'
5. Planning the build-up of a narrative based on 'Jabberwocky'
6. Writing the build-up of a narrative based on 'Jabberwocky'
7. Peer editing the opening of a narrative based on 'Jabberwocky'
8. Planning the climax of a narrative based on 'Jabberwocky'
9. Writing the climax of a narrative based on 'Jabberwocky'
10. Planning the resolution of a narrative based on 'Jabberwocky'
11. Writing the resolution of a narrative based on 'Jabberwocky'
12. Editing the final two paragraphs of a narrative based on 'Jabberwocky'
13. Publishing a narrative based on 'Jabberwocky'

Prior knowledge requirements

- A narrative can be structured as an opening, build-up, climax and resolution.
- Each part of a story has a specific purpose and intended effect on the reader.
- The intended effect on the reader is achieved through careful vocabulary choices.
- Adjectives describe nouns and adverbials modify verbs.
- There are three main types of sentences: simple, compound and complex
- These must be punctuated accurately with a full stop, capital letter and a comma where needed.
- An adverbial complex sentence consists of a main clause and an adverbial subordinate clause.
- Speech first in a sentence must be punctuated with inverted commas (with a comma, question or exclamation mark before the closing inverted commas).

15. The digestive system: explanation writing

Year 4: Reading, writing & oracy

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Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research the human digestive system to write an informative and clearly-presented explanation text. Pupils focus on using an array of subject-specific vocabulary appropriately, set within Year 4 level sentence structures, applying causal conjunctions to explain certain features.

Why this, why now?

This unit uses and builds on pupils' knowledge of explanation text writing from the Year 3 unit 'Mummification: explanation text'. Pupils write using an introduction, themed sections and conclusion paragraphing structure, applying a range of formal and viewpoint fronted adverbials and a range of causal conjunctions to their writing. Year 4 level sentence structures are also reviewed and applied. This unit prepares pupils for more non-fiction writing in the non-chronological report style in the Year 4 unit, 'Ancient Greeks or AngloSaxons: non-chronological report'.

Lessons in unit

1. The features of an explanation text
2. Writing the introduction of an explanation text about the digestive system
3. Writing the first section of an explanation text about the digestive system

4. Writing the second section of an explanation text about the digestive system
5. Writing the conclusion of an explanation text about the digestive system

Prior knowledge requirements

- The purpose of an explanation text is to explain the process of how or why something happens to the reader.
- Explanation texts are a type of factual, non-fiction writing.
- Explanation texts are organised into paragraphs in chronological order of when the steps of the process happen.
- Explanation texts can contain visual information, most commonly diagrams or photographs accompanied by a caption.
- Important features of explanation texts include apostrophes possession, subject-specific, factual vocabulary, numerical facts and sequencing and causal conjunctions.
- Nouns and pronouns can be referred to in a range of ways to avoid repetition.

16. 'Escape from Pompeii': reading

Year 4: Reading, writing & oracy

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Threads

- Fiction reading spine
- Reading and writing texts that inform
- Traditional tales

Unit description

In this unit, pupils read and explore the historical fiction text, 'Escape from Pompeii'. They explore characterisation across the text and build comprehension through rich discussion. Finally, pupils discuss and engage with key themes in the text.

Why this, why now?

This unit builds on learning around narrative non-fiction, which was explored in the prior unit, 'The Pebble in my Pocket'. In this unit, pupils will broaden their knowledge of genre and read a historical fiction text set during the eruption of Mount Vesuvius. Pupils will continue to develop their skills of

retrieval, inference and summarising to gain deeper understanding of the context and themes. This unit prepares pupils for the future unit, 'Curiosity: The Story of a Mars Rover', where they will read and discuss another historical fiction text to deepen their understanding of the genre.

Lessons in unit

1. Introducing the context of 'Escape from Pompeii'
2. Exploring characterisation in 'Escape from Pompeii'
3. Building comprehension of 'Escape from Pompeii' through rich discussion
4. Turning points in 'Escape from Pompeii'
5. Exploring and engaging with themes in 'Escape from Pompeii'

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding in multisyllabic words.
- Ability to read common exception words by sight.
- Know how to retrieve information from a text.
- Know how to infer meaning from a text.

- Know that authors make word and phrase choices.

Weather: descriptive writing

Year 4: Reading, writing & oracy

figurative language within narrative in the Year 4 unit, 'The Happy Prince': narrative writing'.

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Threads

No threads

Unit description

In this unit, pupils practise discrete narrative writing skills, basing their writing around typical stormy or desert island weather. Pupils practise using figurative language appropriately and with increasing sophistication; they also finish the unit by illustrating their descriptive scene writing.

Why this, why now?

This unit builds on pupils' knowledge of some key narrative skills, making use of high-level vocabulary from the Year 4 units 'Weather: cloudy, dark and rainy words' and 'Weather: wind and hot words'. The unit begins with pupils reviewing some figurative language, including simile and personification, applying it to writing Year 4 level sentence structures with a focus on description to complete two outcomes: a description about a storm and a desert island. This unit prepares pupils for using

Lessons in unit

1. Linguistic features of descriptive writing
2. Practising using figurative language
3. Planning a stormy scene
4. Writing a stormy scene
5. Planning a desert island scene
6. Writing a desert island scene
7. Illustrating descriptive scenes

Prior knowledge requirements

- The purpose of descriptive writing is to create vivid imagery in the reader's mind
- Adjectives describe nouns
- Adverbs modify verbs
- Past tense in various forms shows that something has already happened

18. 'The Wild Robot': book club

Year 4: Reading, writing & oracy

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Threads

- Book Club

Unit description

In this unit, pupils explore and discuss the illustrated chapter book, 'The Wild Robot'. They will share their opinion on the text and explore the key

themes of identity, adaptation and technology. Finally, pupils will develop personal responses, as well as making connections to other texts.

Why this, why now?

This unit uses and builds on pupils' discussions around the themes of identity and belonging, which were explored in 'The Iron Man'. Pupils will return to these themes through exploration of characters and relationships. Pupils will learn the features of an illustrated chapter book, as well as building confidence in making connections and recommendations to enhance the reading experience. In this unit, pupils discuss the theme of nature vs technology, preparing pupils for the future unit, 'Greenling', where they will explore the theme of environmentalism through a picturebook text.

Lessons in unit

1. Developing an understanding of 'The Wild Robot' through rich discussions
2. Developing responses to 'The Wild Robot' through rich discussions

Prior knowledge requirements

- Knowledge of the complete text read independently or as a class.
- Ability to listen to and respond to other's ideas.
- A narrative usually follows a set story structure: opening, build-up, climax and resolution.
- Narratives usually have a protagonist and other characters.
- Ability to infer meaning from a text.
- Ability to draw comparisons between their reading.

19. Ancient Greeks or Anglo-Saxons: non-chronological report

Year 4: Reading, writing & oracy

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Option 1: Ancient Greeks: non-chronological report

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research the Ancient Greeks' religion and warfare to write a nonchronological report about them. Pupils focus on writing with cohesion, using a range of fronted adverbials, subject-specific vocabulary and Year 4 level sentence structures. Finally, pupils present their reports.

Why this, why now?

This unit uses and builds pupils' knowledge of non-chronological report writing from the Year 4 unit 'Anglerfish: non-chronological report'. Pupils again write using the structure of introduction, themed sections and conclusion; they also write using a range of formal and viewpoint fronted adverbials and subject-specific vocabulary to ensure their writing flows cohesively.

This unit prepares pupils for more nonchronological report writing with increased sophistication of vocabulary choices in the Year 5 unit, 'The Aye-Aye or Wild cats: nonchronological report'.

Lessons in unit

1. Linguistic features of a nonchronological report about Ancient Greeks
2. Writing the introduction of a nonchronological report about Ancient Greeks
3. Planning a section about Ancient Greek religion for a non-chronological report
4. Writing a section about Ancient Greek religion for a non-chronological report
5. Planning a section about Ancient Greek warfare for a non-chronological report
6. Writing a section about Ancient Greek warfare for a non-chronological report
7. Writing the conclusion of a nonchronological report about Ancient Greeks
8. Editing the first half of a nonchronological report about Ancient Greeks
9. Editing the second half of a nonchronological report about Ancient Greeks
10. Presenting a non-chronological report about Ancient Greeks

Prior knowledge requirements

- The Anglo-Saxons consisted of different groups of people originating from countries in Europe, who settled in Britain.

- The purpose of a non-chronological report is to inform its reader about a particular topic.
- Non-chronological reports are a type of factual, non-fiction writing.
- Non-chronological reports are organised into paragraphs of related content, each with their own subheading.
- Non-chronological reports can contain visual information, commonly accompanied by a caption.
- Important grammatical and linguistic features of non-chronological reports include apostrophes for possession, subject-specific vocabulary, numerical facts and causal conjunctions.
- Nouns can be referred to in a range of ways to avoid repetition.

19. Ancient Greeks or Anglo-Saxons: non-chronological report

Year 4: Reading, writing & oracy

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Option 2: Anglo-Saxons: non-chronological report

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research the AngloSaxons' settlements and farming to write a non-chronological report about them. Pupils focus on writing with cohesion, using a range of fronted adverbials, subject-specific vocabulary and Year 4 level sentence structures. Finally, pupils present their reports.

Why this, why now?

This unit uses and builds pupils' knowledge of non-chronological report writing from the Year 4 unit 'Anglerfish: non-chronological report'. Pupils again write using the structure of introduction, themed sections and conclusion; they also write using a range of formal and viewpoint fronted adverbials and subject-specific vocabulary to ensure their writing flows cohesively. This unit prepares pupils for more nonchronological report writing with increased sophistication of vocabulary choices in the Year 5 unit, 'The Aye-Aye or Wild cats: nonchronological report'.

Lessons in unit

1. Linguistic features of a nonchronological report about Anglo-Saxons
2. Writing the introduction of a nonchronological report about Anglo-Saxons
3. Planning a section about Anglo-Saxon settlements for a non-chronological report
4. Writing a section about Anglo-Saxon settlements for a non-chronological report
5. Planning a section about Anglo-Saxon farming for a non-chronological report
6. Writing a section about Anglo-Saxon farming for a non-chronological report
7. Writing the conclusion of a nonchronological report about Anglo-Saxons
8. Editing the first half of a nonchronological report about Anglo-Saxons
9. Editing the second half of a nonchronological report about Anglo-Saxons
10. Presenting a non-chronological report about Anglo-Saxons

Prior knowledge requirements

- The Anglo-Saxons consisted of different groups of people originating from

countries in Europe, who settled in Britain.

- The purpose of a non-chronological report is to inform its reader about a particular topic.
- Non-chronological reports are a type of factual, non-fiction writing.
- Non-chronological reports are organised into paragraphs of related content, each with their own subheading.
- Non-chronological reports can contain visual information, commonly accompanied by a caption.
- Important grammatical and linguistic features of non-chronological reports include apostrophes for possession, subject-specific vocabulary, numerical facts and causal conjunctions.
- Nouns can be referred to in a range of ways to avoid repetition.

20. 'Arthur and the Golden Rope': reading

Year 4: Reading, writing & oracy

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Threads

- Fiction reading spine
- Reading and writing texts that inform
- Traditional tales

Unit description

In this unit, pupils read and explore the story, 'Arthur and the Golden Rope'. They develop their understanding of the features of a modern myth and have rich discussion around the text. Finally, pupils explore the key themes in the text and develop a personal response.

Why this, why now?

This unit uses and builds on pupils' knowledge and understanding of myths, which were explored in the prior unit, 'A Journey through Greek Myths'. In this unit, pupils will learn about the features of a modern myth. Pupils will practise the skills of inference and retrieval to develop a good comprehension of the text. They will engage with the character of Arthur and explore how he may be considered a hero. This unit prepares pupils for future unit, 'Beowulf: narrative writing', where they will develop their understanding of

characterisation and portrayal of a hero character.

Lessons in unit

1. Exploring the genre of 'Arthur and the Golden Rope'
2. Engaging with 'Arthur and the Golden Rope'
3. Developing comprehension of 'Arthur and the Golden Rope' through rich discussion
4. Exploring characterisation in 'Arthur and the Golden Rope'
5. Exploring themes in 'Arthur and the Golden Rope'
6. Learning about the author and reflecting on 'Arthur and the Golden Rope'

Prior knowledge requirements

- Ability to apply phonics knowledge to support decoding in multisyllabic words.
- Ability to read common exception words by sight.
- Know how to retrieve information from a text.
- Know how to infer meaning from a text.

21. 'The Happy Prince': narrative writing and reading

Year 4: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing
- Fiction reading spine
- Traditional tales

Unit description

In this unit, pupils write a full narrative based on a rewritten version of the classic 'The Happy Prince'. Pupils write an opening, build-up, climax and resolution, focusing on all parts of the narrative arc in turn and building a full understanding of how each narrative section builds on another.

Why this, why now?

This unit uses and builds on pupils' knowledge of the narrative writing style from the Year 4 unit 'Jabberwocky': narrative writing'. The unit starts with an analysis of a rewritten version of the classic text, 'The Happy Prince', which involves pupils exploring the moral and characters of the text. Pupils then write their own version of the complete narrative, writing an opening, build-up, climax and resolution and learning to use specific devices for each narrative section. This unit prepares

pupils for more narrative writing in the Year 4 unit, 'Whale Rider': narrative writing'.

Lessons in unit

1. Engaging with the plot of 'The Happy Prince'
2. Exploring the moral and characters in 'The Happy Prince'
3. Planning the opening of 'The Happy Prince'
4. Writing the opening of 'The Happy Prince'
5. Planning the build-up of 'The Happy Prince'
6. Writing the build-up of 'The Happy Prince'
7. Planning the climax and resolution of 'The Happy Prince'
8. Writing the climax of 'The Happy Prince'
9. Writing the resolution of 'The Happy Prince'
10. Publishing a piece of narrative writing based on 'The Happy Prince'

Prior knowledge requirements

- A narrative is a type of fiction writing
- A narrative is organised into clear sections consisting of an opening, buildup, climax and ending

- Narratives have characters, settings and a plot
- Some narratives contain a moral for the reader
- You can write the opening of a narrative based on 'The Happy Prince'
- An author's choice of language has a purposeful effect on the reader

22. 'Greenling': reading

Year 4: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine

Unit description

In this unit, pupils read and explore the picturebook text, 'Greenling'. They will learn about the features of a fable and explore characterisation in the text. Pupils will develop an understanding of 'rewilding' and identify and engage in the key themes of community and sustainability.

Why this, why now?

This unit uses and builds on pupils' discussions around themes of the environment and identity, which were explored in 'The Wild Robot'. In this unit, pupils will return to these themes through exploration around characters and perspectives. Pupils will learn about

'rewilding' by reading around the text and use this knowledge to engage effectively in the story. Through discussion around the power of nature and its importance, this unit prepares pupils for the future unit, 'Blackberry Blue', where they will discuss how themes of nature are integrated into a contemporary, fairytale narrative.

Lessons in unit

1. Making predictions about 'Greenling'
2. Exploring the story 'Greenling'
3. Exploring characterisation in 'Greenling'
4. Reading around the text 'Greenling'
5. Exploring and engaging with themes in 'Greenling'

Prior knowledge requirements

- Ability to decode text fluently at an ageappropriate level.
- Ability to infer meaning from a text.
- A fable is a story that conveys a moral lesson.
- Environmental fables explore the relationship between humans and nature.

23. 'Whale Rider': narrative writing

Year 4: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing
- Modern literature strand 1: identity, belonging and community
- Traditional tales

Unit description

In this unit, pupils write a range of narrative outcomes based on the film 'Whale Rider'. They analyse sections of the film carefully, from which they write an opening, an emotive scene and a resolution. Pupils also practise using speech punctuation accurately in their narratives.

Why this, why now?

This unit builds on pupils' knowledge of successful narrative writing from the Year 4 unit, 'The Happy Prince': narrative writing'. The unit centres on analysing parts of the film 'Whale Rider' to understand characters and how emotive scenes develop. When pupils are writing, there is an emphasis on using accurate punctuation when using direct speech sentences to build characterisation. A range of Year 4 sentence structures and show-not-tell devices are also taught. This unit prepares pupils for narrative writing in the Year 5 unit 'How to Train Your Dragon': diary and narrative writing'.

Lessons in unit

1. Learning about the context of 'Whale Rider'
2. Retelling the story of 'Whale Rider'

3. Exploring characters' perspectives
4. Practising writing direct speech for 'Whale Rider'
5. Planning the opening of 'Whale Rider'
6. Writing the opening of 'Whale Rider'
7. Planning a narrative scene with direct speech in 'Whale Rider'
8. Writing a narrative scene with direct speech in 'Whale Rider'
9. Editing paragraphs of a narrative in 'Whale Rider'
10. Planning an emotive narrative scene in 'Whale Rider'
11. Writing paragraph one of an emotive narrative scene in 'Whale Rider'
12. Writing paragraph two of an emotive narrative scene in 'Whale Rider'
13. Planning the resolution of 'Whale Rider'
14. Writing the resolution of 'Whale Rider'
15. Publishing and reading my 'Whale Rider' narrative aloud

Prior knowledge requirements

- A narrative can be structured as an opening, build-up, climax and resolution.
- Each part of a story has a specific purpose and intended effect on the reader.
- The intended effect on the reader is achieved through careful vocabulary choices.
- Adjectives describe nouns and adverbials modify verbs.
- There are three main types of sentences: simple, compound and complex
- These must be punctuated accurately with a full stop, capital letter and a comma where needed.

- An adverbial complex sentence consists of a main clause and an adverbial subordinate clause.
- Speech first in a sentence must be punctuated with inverted commas (with a comma, question or exclamation mark before the closing inverted commas).

24. Poetry inspired by weather

Year 4: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Appreciation of poetry

Unit description

In this unit, pupils read, respond to and perform four different poems associated with weather. They discuss the poetic devices used and explore structure and imagery. Finally, they write their own poems inspired by the weather.

Why this, why now?

This unit uses and builds on 'John Lyons Poetry', where pupils read and responded to a range of poems by John Lyons, exploring form, structure and language, before writing poems of their own. In this unit, pupils build on these experiences, reading and responding to a range of poems that link to the weather. They explore form, structure and language, before generating ideas and writing poems of their own. This unit prepares pupils for 'Poetry inspired by animals', where they will build on this knowledge by reading and analysing classic and contemporary poetry about animals.

Lessons in unit

1. Introduction to 'Cosmic Disco' by Grace Nichols
by poetry to create a particular impression.

2. Poetic devices used in 'Cosmic Disco' by Grace Nichols
3. Performing 'Cosmic Disco' by Grace

Nichols

4. Reading and responding to 'Who Has Seen the Wind?' by Christina Rossetti
5. Reading and responding to 'When the Wind Blows' and 'Heatwave' by John Foster
6. Reading and responding to 'First Snow' by John Mole
7. Writing a poem about the snow
8. Preparing to write poetry inspired by rain
9. Writing a poem about the rain
10. Preparing to write poetry about the heat
11. Writing a poem about the heat
12. Publishing an original poem

Prior knowledge requirements

- Poems can use imagery to create an impression in the reader's mind.
- Some poems have a strict, regular form, whilst others do not.
- Repetition in poetry can be used to reinforce a point.
- Sounds can be used in poetry to create different effects.
- Punctuation in poetry can affect how a poem flows.
- Poets can appeal to the senses to help create a vivid image in the reader or listener's mind.
- Personification, similes and metaphors are language devices that can be used

25. Speeches

Year 4: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing spoken language

Unit description

In this unit, pupils learn why speeches are important and what makes a successful speech. They learn to use the PEPs structure to organise a speech and identify the purpose of speeches, exploring how they can provoke an emotional response. Pupils write their own speech and deliver it to an audience.

Why this, why now?

26. 'Danny Chung Does Not Do Maths': book club

Year 4: Reading, writing & oracy

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This unit builds on the Year 3 'Introduction to Speeches' unit by exploring the features of speeches in greater depth. By analysing how speeches can provoke an emotional response, pupils develop a deeper understanding of the power of language to evoke strong feelings and motivate action.

Learning the PEPs structure to organise their arguments enables pupils to strengthen their ability to persuade and captivate listeners. This unit prepares pupils for the next unit, where they will apply these skills to debates, using similar techniques to speak persuasively in front of an audience.

Lessons in unit

1. Understanding what speeches are and why they are important
2. Understanding the features of a successful speech
3. Adding structure to organise a speech
4. Deciding the purpose of a speech
5. Writing a speech
6. Delivering a speech to an audience

Prior knowledge requirements

- Speeches are read aloud to an audience.

- Speeches are more formal than usual conversation.
- There have been many famous speeches in world history.
- Speeches can be made by anyone, of any age.

Threads

- Book Club

1. Developing understanding of 'Danny Chung Does Not Do Maths' through rich discussion
 2. Developing responses to 'Danny Chung Does Not Do Maths' through rich discussions
-

Unit description

In this unit, pupils read and explore the novel, 'Danny Chung Does Not Do Maths'. They explore and discuss the story and its key themes of hope, prejudice and creativity. Finally, pupils explore the characters and relationships in the text and make personal connections and recommendations.

Why this, why now?

This unit uses and builds on pupils' exploration of the theme of identity, which was discussed in prior unit, 'El Deafo'. The protagonist in this text experiences similar challenges in relation to their cultural heritage. Pupils will engage in rich discussions around the characters, as well as building confidence in making connections and recommendations. In this unit, pupils explore traditions and stereotypes of Chinese families. It prepares pupils for future unit, 'Fizzy', where they will engage in a graphic novel exploring cultural expectations placed on a character of Dominican heritage.

Lessons in unit

Prior knowledge requirements

- Ability to draw upon previous reading and make connections.
- An understanding of what a stereotype is, and reasons they are held. • Read or listened to 'Danny Chung Does Not Do Maths'.
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Ability to decode text fluently at an ageappropriate level.

27. 'The Miraculous Journey of Edward Tulane': book club

Year 4: Reading, writing & oracy

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Threads

- Book Club

Unit description

In this unit, pupils explore and discuss the illustrated chapter book, 'The Miraculous Journey of Edward Tulane'. They share their opinion on the text and explore the key themes of love, compassion and loss. Finally, pupils make connections and recommendations for two other texts.

Why this, why now?

This unit uses and builds on the prior unit, 'Varjak Paw', where pupils explored an illustrated chapter book. In this unit, pupils will develop their understanding of the features of an illustrated chapter book, through exploration of a narrative containing themes of love, compassion and loss. Pupils will discuss friendships and relationships between the characters. This unit prepares pupils for the future unit, 'The Unforgotten Coat', where they will revisit the importance of friendship and love in the context of a nomad/refugee's experiences of migrating to England.

Lessons in unit

1. Developing understanding of 'The Miraculous Journey of Edward Tulane' through rich discussion
2. Developing responses to 'The Miraculous Journey of Edward Tulane' through rich discussions

Prior knowledge requirements

- Ability to decode text fluently at an ageappropriate level.
- Ability to infer meaning from a text.
- Identify how meaning is enhanced through the author's choice of language.
- Narratives can take different forms.

28. Getting ready to debate

Year 4: Reading, writing & oracy

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Threads

- Developing spoken language

Unit description

In this unit, pupils explore the concept of debating and the importance of justifying opinions. They learn what a motion is, how to create effective motions and techniques for agreeing or disagreeing respectfully. The unit concludes with an informal debate, allowing pupils to apply their skills.

Why this, why now?

This unit builds on the skills developed in the previous unit on speeches by extending pupils' understanding of how to construct and support an argument. By learning the fundamentals of debating - such as justifying opinions and engaging respectfully in disagreements - pupils further refine their ability to communicate clearly, listen actively, and express their views persuasively. This foundation in debating will prepare pupils for the next unit, where they will learn to prepare for and participate in formal debates, applying and strengthening their ability to justify opinions with reasoning.

Lessons in unit

1. What is a debate?
2. A motion to debate

3. Agreeing and disagreeing
4. An informal debate

Prior knowledge requirements

- Successful speaking includes speaking loudly and clearly enough for everyone to hear.
- Using a varied tone helps to engage an audience.
- Standing to speak helps to get the audience's attention.
- Using body language and gestures to engage an audience will help to keep their attention.
- It is important to make eye contact with the audience.
- Strategies to reduce nerves during public speaking include rehearsing and practising calm breathing.
- A good orator will engage their audience and deliver their speech in a charismatic and persuasive manner.
- A speaker can engage an audience through a variety of techniques, including repetition and rhetorical questions.
- Successful listening includes looking at the person speaking and paying close attention.

29. Poet focus: 'Overheard in a Tower Block' by Joseph Coelho

Year 4: Reading, writing & oracy

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Threads

- Appreciation of poetry

Unit description

In this unit, pupils read, explore and perform a selection of poems from Joseph Coelho's collection, 'Overheard in a Tower Block'. They are first introduced to the poet, before exploring the poems and getting tips from Joseph on how to perform the poems.

Why this, why now?

The unit uses and builds on pupils understanding of poetry, performance and Joseph Coelho from the unit 'Werewolf Club Rules'. This unit enriches and develops their understanding by reading more poems by Coelho, and starting to look at the performance of longer and more complex poems. This unit prepares pupils for the unit 'Poetry about personal experiences', where they will learn more about performance, and will see how a range of other poets approach performances about personal experiences.

- 2

Lessons in unit

1. Introduction to the poet Joseph Coelho
2. Reading and responding to 'There are things that lurk in the Library' by Joseph Coelho
3. Performing 'There are things that lurk in the library' by Joseph Coelho
4. Comparing Joseph Coelho's poems 'Teetering Towers' and 'City Kids'
5. Exploring and performing 'A Book for a Daughter' by Joseph Coelho

Prior knowledge requirements

- Knowing what a poem is.
- Knowing what the key features of a poem are.
- Experience of performing or reciting a poem
- Knowing what the key features of a poetry performance are.
- Knowing what makes a good poetry performance.
- Some previous experience of Joseph Coelho's poetry.

Threads

- Developing spelling accuracy

Year 5 units

[View interactive sequence online](#) 

Reading, writing & oracy

1

Developing reading preferences in Year 5

2

'How To Train Your Dragon': reading

3

'How to Train Your Dragon': diary and narrative writing

4

'Crazy about Cats': reading

5

The aye-aye or wild cats: non-chronological report

2 unit options

6

The Titanic: journalistic report writing

7

Introduction to debate

8

'The Viewer': narrative writing

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Poetry by Valerie Bloom

10

'The Unforgotten Coat': book club

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'The Highwayman': narrative writing

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Poetry about personal experiences

13

'The Listeners': reading

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School uniform: persuasive letter writing

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'Mirror': reading

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Shakespeare's 'Macbeth': narrative and soliloquy writing

17

'Front Desk': book club

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'Front Desk': persuasive letter writing

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'Oliver Twist': reading

20

'Curiosity: The Story of a Mars Rover': reading

21

The Amazon Rainforest: essay writing

22

'Princess Sophia Duleep Singh: My Story': reading

23

Harriet Tubman: biographical writing

24

Poetry inspired by animals

25

'Wonder': book club

26

Successful speeches

1. Developing reading preferences in Year 5

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing reading preferences

Unit description

In this unit, pupils develop their reading preferences by exploring different authors and illustrators. Pupils learn how to engage in 'book talk' and about the benefits of recommending texts. Finally, they develop their awareness of different 'forms' of reading, focusing on poetry.

Why this, why now?

This unit uses and builds on 'Developing reading preferences in Year 4', where pupils developed reading for pleasure through exploration of a range of text types. In this unit, pupils will continue to develop reading for pleasure by exploring historical fiction as a genre. They will develop their ability to make effective connections and recommendations and also learn about different forms of poetry. This unit prepares pupils for 'Developing reading preferences in Year 6', where they will build on their knowledge through the introduction to a range of texts suitable for Year 6.

Lessons in unit

1. Developing reading preferences in Year 5 through personal reflection
2. Developing reading preferences in Year 5 through appreciation of characters
3. Developing reading preferences in Year 5 through text recommendations
4. Developing reading preferences in Year 5 through exploring a range of forms

Prior knowledge requirements

- Knowledge of text types, including fiction, non-fiction and poetry.
- We read to get information and we read for pleasure.
- People read for different purposes.
- Reading develops imagination and curiosity
- Sharing texts aloud with others increases reading for pleasure.
- Recommending texts through informal book talk develops our awareness of other texts.
- Where, when and how we read is an important part of our unique reader identity.
- Reading for pleasure develops our motivation and desire to read.

2. 'How To Train Your Dragon': reading

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine

Unit description

In this unit, pupils read and explore the illustrated chapter book, 'How To Train Your Dragon'. They develop their understanding of characterisation and build comprehension of the text through rich discussions. Finally, pupils explore the themes of loyalty, bravery and what makes a hero.

Why this, why now?

This unit builds on the prior unit, 'Arthur and the Golden Rope', where pupils explored a modern myth that drew inspiration from Norse culture. In 'How To Train Your Dragon', pupils will read and discuss a longer, fictional narrative that draws from Norse culture and will discuss another unlikely hero. Pupils will explore common character traits of heroes. They will engage in 'Reader's Theatre', reading aloud with expression and intonation to bring characters and scenes to life. This unit prepares pupils for the future unit,

'Beowulf', where pupils will encounter a hero in an epic poem.

Lessons in unit

1. Engaging with the context of 'How To Train Your Dragon'
2. Exploring character, setting and plot in 'How To Train Your Dragon'
3. Building comprehension of 'How To Train Your Dragon' through rich discussions
4. Reflecting on key events in 'How To Train Your Dragon'
5. Exploring and engaging with themes in 'How to Train Your Dragon'

Prior knowledge requirements

- Ability to decode text fluently at an ageappropriate level.
- Ability to retrieve specific information from a text to deepen text understanding and analysis.
- Ability to infer meaning to draw broader conclusions about the text as a whole .
- Know that traditional tales often reflect the social, historical, and cultural context in which they were created.

3. 'How to Train Your Dragon': diary and narrative writing

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing

Unit description

In this unit, pupils use their knowledge of the text 'How To Train Your Dragon' to write a setting description, a narrative opening and a diary entry. Pupils use one stimulus to write for several outcomes, writing for different purposes by demonstrating certain techniques in each.

Why this, why now?

This unit builds on pupils' knowledge of a novel from the Year 5 unit 'How To Train Your Dragon': reading' as well as diary writing skills in the Year 4 unit 'Into the Forest': diary writing'. Pupils use knowledge of the text to create three pieces of writing, each using certain devices to meet the text purpose. Examples include precise vocabulary in the setting description, a range of sentence structures in the opening and first person and tense variation in the diary entry. This unit prepares pupils for more narrative opening writing in the Year 5 unit 'The Viewer': narrative writing'.

Lessons in unit

1. Understanding the context of 'How To Train Your Dragon'
2. Planning a setting description based on 'How To Train Your Dragon'
3. Writing a setting description based on 'How To Train Your Dragon'
4. Planning a narrative opening based on 'How To Train Your Dragon'
5. Writing a narrative opening based on 'How To Train Your Dragon'
6. Editing narrative writing based on 'How To Train Your Dragon'
7. Identifying features of a diary entry to write from 'How To Train Your Dragon'
8. Planning the opening of a diary entry based on 'How To Train Your Dragon'
9. Writing the opening of a diary entry based on 'How To Train Your Dragon'
10. Planning part one of the main body of a diary entry
11. Writing part one of the main body of a diary entry
12. Planning part two of the main body of a diary entry
13. Writing part two of the main body of a diary entry

14. Editing the main body of a diary entry
15. Planning the closing of a diary entry based on 'How To Train Your Dragon'
16. Writing the closing of a diary entry based on 'How To Train Your Dragon'

Prior knowledge requirements

- 'Fiction' is prose that describes imaginary events and people.
- 'Genre' means the style or category of the text.
- 'Fantasy' is a genre which includes themes such as magic and fictional creatures.
- A diary is a type of recount.
- Diaries are written in first person.
- Diaries are informal in tone.
- Diaries feature the writer's thoughts and feelings.

4. 'Crazy about Cats': reading

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils read and discuss the nonfiction text, 'Crazy about Cats'. They explore the features of a non-fiction text and build understanding of new vocabulary. Finally, pupils discuss the possible connections and purpose of the text.

Why this, why now?

This unit uses and builds on pupils' learning around the features of non-fiction texts, which was explored through the prior unit, 'Curious Creatures Glowing in the Dark'. In this unit, pupils explore more non-fiction, learning about purpose and layout and how the text is adapted to suit the intended audience. Pupils will develop their retrieval strategies to build comprehension. This unit prepares pupils for the future unit, 'The ayeaye or wild cats: non-chronological report', where they will use information they

read to write non-chronological reports on primates or wild cats.

Lessons in unit

1. Identifying the features of a non-fiction text with 'Crazy about Cats'
2. Analysing use of language in 'Crazy about Cats'
3. Building comprehension of 'Crazy about Cats' through rich discussion
4. Engaging with 'Crazy about Cats'
5. Considering the impact of 'Crazy about Cats'

Prior knowledge requirements

- Ability to decode text fluently at an ageappropriate level.
- Know that texts are written for different purposes.
- Know how to retrieve information from a text.

5. The aye-aye or wild cats: non-chronological report

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Option 1: The Aye-Aye: non-chronological report

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research aye-ayes' diets and adaptations to write an informative nonchronological report about them. They spend a whole lesson editing their writing, focusing on key Year 5 punctuation, sentence structures and vocabulary choices. Finally, pupils present their reports.

Why this, why now?

This unit uses and builds on pupils' knowledge of writing in a formal informative style from the Year 4 unit 'Ancient Greeks or Anglo-Saxons: non-chronological report'. Pupils continue to write using the structure of an introduction, themed sections and conclusion; they also write using a range of formal and viewpoint fronted adverbials to ensure their writing flows cohesively. This unit prepares pupils to

develop their understanding of structuring a long-form text in the first formal essay writing they will complete in the Year 5 unit, 'The Amazon Rainforest: essay writing'.

Lessons in unit

1. Identifying the features of a nonchronological report in preparation for writing about aye-ayes
2. Researching aye-ayes for a nonchronological report
3. Planning the introduction of a nonchronological report about aye-ayes
4. Writing the introduction of a nonchronological report about aye-ayes
5. Planning the diet section of a nonchronological report about aye-ayes
6. Writing the diet section of a nonchronological report about aye-ayes
7. Editing the diet section of a nonchronological report about aye-ayes
8. Planning the adaptations section of a non-chronological report about aye-ayes

9. Writing the adaptations section of a nonchronological report about aye-ayes
10. Planning the conclusion of a nonchronological report about aye-ayes
11. Writing the conclusion of a nonchronological report about aye-ayes
12. Presenting a non-chronological report about aye-ayes

Prior knowledge requirements

- The purpose of a non-chronological report is to inform its reader about a particular (usually real) subject.
- Non-chronological reports are a type of factual, non-fiction writing.

Non-chronological reports are organised into paragraphs of related content, using subheadings.

- Non-chronological reports can contain visual information, most commonly diagrams or photographs accompanied by a caption.
- Non-chronological reports contain subject-specific vocabulary and are usually written in formal tone.

5. The aye-aye or wild cats: non-chronological report

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Option 2: Wild Cats: non-chronological report

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research tigers' diets and adaptations to write an informative nonchronological report about them. They spend a whole lesson editing their writing, focusing on key Year 5 punctuation, sentence structures and vocabulary choices.

Finally, pupils present their reports.

Why this, why now?

This unit uses and builds pupils' knowledge of writing in a formal informative style from the Year 4 unit 'Ancient Greeks or AngloSaxons: non-chronological report'. Pupils continue to write using the structure of introduction, themed sections and conclusion; they also write using a range of formal and viewpoint fronted adverbials to ensure their writing flows cohesively. This unit prepares pupils to develop their understanding of structuring a long-form text in the first formal essay writing they will complete in the Year 5 unit 'The Amazon Rainforest: essay writing'.

Lessons in unit

1. Identifying the features of a nonchronological report in preparation for writing about tigers
2. Researching tigers for a nonchronological report
3. Planning the introduction of a nonchronological report about tigers
4. Writing the introduction of a nonchronological report about tigers
5. Planning the diet section of a nonchronological report about tigers
6. Writing the diet section of a nonchronological report about tigers
7. Editing the diet section of a nonchronological report about tigers
8. Planning the adaptations section of a non-chronological report about tigers
9. Writing the adaptations section of a nonchronological report about tigers
10. Planning the conclusion of a nonchronological report about tigers
11. Writing the conclusion of a nonchronological report about tigers
12. Presenting a non-chronological report about tigers

Prior knowledge requirements

- The purpose of a non-chronological report is to inform its reader about a particular (usually real) subject.
- Non-chronological reports are a type of factual, non-fiction writing.

Non-chronological reports are organised into paragraphs of related content, using subheadings.

- Non-chronological reports can contain visual information, most commonly diagrams or photographs accompanied by a caption.
- Non-chronological reports contain subject-specific vocabulary and are usually written in formal tone.

6. The Titanic: journalistic report writing

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils write a journalistic report as if they were a journalist reporting on the departure and voyage of the Titanic in 1912. Pupils incorporate their learning about modal verbs, parenthesis denoted by brackets and a full range of simple, compound and complex sentence structures.

Why this, why now?

This unit uses and builds on pupils' understanding of journalistic phraseology from the Year 4 unit 'Little Red Riding Hood': journalistic report'. Here, pupils continue to write using the structure of an introduction, recount and conclusion and to incorporate quotations from bystanders to add credibility to their journalistic tone. A significant difference in this unit is that they are reporting on a real-life historical event rather than a fictional one. This unit prepares pupils for the Year 6 unit, 'Climate emergency: journalistic report writing', also based on a real-life issue.

Lessons in unit

1. Identifying the features of a journalistic report in preparation for writing about the Titanic
Journalistic reports communicate information to the reader in a clear, succinct way.

2. Researching the Titanic in preparation for writing a journalistic report
3. Planning the opening of a journalistic report about the Titanic
4. Writing the opening of a journalistic report about the Titanic
5. Planning the first recount paragraph of a journalistic report about the Titanic
6. Writing the first recount paragraph of a journalistic report about the Titanic
7. Editing the first recount paragraph of a journalistic report about the Titanic
8. Planning the second recount paragraph of a journalistic report about the Titanic
9. Writing the second recount paragraph of a journalistic report about the Titanic
10. Planning and writing the quotes section of a journalistic report about Titanic
11. Planning the closing of a journalistic report about the Titanic
12. Writing the closing of a journalistic report about the Titanic

Prior knowledge requirements

- The purpose of a journalistic report is to inform its reader about an event.
- Journalistic reports are a type of factual recount.
- Journalistic reports are organised into paragraphs of related content.
- Journalistic reports feature a headline.
- Journalistic reports are often formal in tone.

7. Introduction to debate

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing spoken language

Unit description

In this unit, pupils develop their understanding of debating conventions, including justifying, making points, giving proof, summarising, responding, judging and scoring a debate. Pupils learn how best to prepare for a debate and how to write notes to deliver a speech during a debate.

Why this, why now?

This unit uses and builds on pupils' knowledge of debating introduced in the Year 4 unit 'Getting ready to debate'. Here, pupils review and develop their understanding of conventions around debating, including justifying, making points, giving proof, summarising,

responding, judging and scoring a debate. Pupils also learn how best to prepare for a debate and how to write notes to support the delivery of a speech within a debate. This unit prepares pupils for further speaking, listening and oracy work in the Year 5 unit, 'Successful speeches'.

Lessons in unit

1. Justifying an opinion
2. Making points and explanations in a debate
3. Giving proof and summarising an argument
4. Learning the roles in a debate and making a rebuttal
5. Making and responding to points of information
6. Preparing for a debate
7. Writing notes to support delivering a speech in a debate
8. Judging and scoring a debate

Prior knowledge requirements

- Persuasion is about using words and ideas to try to change someone's mind or behaviour.

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- Facts and opinions can both be used in order to persuade others.
 - An opinion is a view or belief that a person has.
 - Facts are a statement of truth.
 - When speaking in front of others, using a strong and clear voice is important.

'The Viewer': narrative writing

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing

Unit description

In this unit, pupils use a picture book stimulus to write the opening and build-up of a narrative. They develop their understanding of how to hook a reader through a narrative opening and how to build and maintain tension in a narrative build-up, using cohesive devices and shownot-tell.

Why this, why now?

This unit uses and builds on pupils' understanding of how to write an effective narrative opening from the Year 5 unit, 'How To Train Your Dragon: diary and narrative writing'. New learning here for Year 5 pupils includes how to lead on from

a narrative opening to a narrative build-up, applying a range of cohesive devices to build and maintain tension and to engage the reader. Pupils practise using show-not-tell devices to convey characters' feelings in a sophisticated way. This unit prepares pupils for the Year 5 unit, 'The Highwayman': narrative writing'.

Lessons in unit

1. Engaging with the plot of 'The Viewer'
2. Generating vocabulary to describe a setting in 'The Viewer'
3. Generating vocabulary to describe a character in 'The Viewer'
4. Planning the opening of 'The Viewer'
5. Writing the opening of 'The Viewer'
6. Planning the build-up of 'The Viewer'
7. Writing the build-up of 'The Viewer'
8. Editing the build-up of 'The Viewer'

Prior knowledge requirements

- 'Fiction' is prose that describes imaginary events and people.
- 'Genre' means the style or category of the text.
- "Fantasy" is a genre which includes themes such as magic and fictional creatures.
- Stories often consist of an opening, build-up, climax and resolution
- The author is the writer of a book
- The illustrator provides a book with pictures

9. Poetry by Valerie Bloom

Year 5: Reading, writing & oracy

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Threads

- Appreciation of poetry

Unit description

In this unit, pupils study the poetry of Valerie Bloom. They will read a selection of Valerie's poetry, practise responding to it, and they will listen to her reading her poetry too.

Why this, why now?

This unit uses and builds on pupils' understanding and appreciation of poetry from previous units, including 'Poetry about personal experiences'. In this unit, pupils look in detail at just one poet, and think about they have developed their responses to personal experiences over multiple poems. The unit prepares pupils for their future poetry units, including 'The Final Year', where they will look at a cohesive collection of poetry.

Lessons in unit

1. Exploring themes of love in 'You Are' and 'Mum Says She Loves Me'
2. Reading, responding to and performing 'My Heart is a Volcano'
3. Exploring connections to 'I Opened the Door'
4. Exploring themes of hate and anger in 'The Wall'

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5. Exploring themes of belonging and hope in 'Forest' & 'The Colours of My Dreams'

Prior knowledge requirements

- Ability to draw upon previous reading and make connections.
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Ability to decode text fluently at an ageappropriate level.
- Ability to infer meaning from a text.
- Ability to use strategies to support meaning-making when reading.
- Understanding of some examples of figurative language (simile, metaphor)

'The Unforgotten Coat': book club

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Book Club

Unit description

In this unit, pupils explore and discuss the novella, 'The Unforgotten Coat'. They will share their opinion on the text and explore the themes of identity, empathy and immigration. Finally, pupils will discuss the characters in the text, as well as making personal connections and recommendations.

Why this, why now?

This unit uses and builds on pupils' discussions around theme of identity, which was explored in 'The Wild Robot'. In this unit, pupils will delve deeper into the concept of belonging, exploring its connection to nomadic culture. Pupils will

continue to develop their understanding of characterisation and explore relationships within the text. This text explores the themes of identify and belonging within the context of the refugee experience, which will prepare pupils for the future unit, 'Front Desk', where they will explore this further and discuss migration.

Lessons in unit

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1. Developing an understanding of 'The Unforgotten Coat' through rich discussions
 2. Developing responses to 'The Unforgotten Coat' through rich discussions

Prior knowledge requirements

- Ability to decode text fluently at an ageappropriate level.
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Some pleasure, motivation and interest in books.

11. 'The Highwayman': narrative writing

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Appreciation of poetry
- Developing fiction writing

Unit description

In this unit, pupils use 'The Highwayman' by Alfred Noyes as the stimulus from which to write a character and setting description, a narrative build-up in third person prose and a section incorporating varied speech sentences. Pupils complete the unit reciting and memorising parts of the poem.

Why this, why now?

This unit builds on pupils' knowledge of narrative writing skills built in the Year 5 unit, 'The Viewer': narrative writing', in which pupils developed their use of cohesive devices and show-not-tell to convey character. Here, pupils develop their understanding of creating atmosphere and engaging the reader with figurative language. Pupils also practise a variety of speech punctuation, sentence structures and recital skills, reading and memorising from this classic narrative poem. This unit prepares pupils for the Year 5 unit, 'Shakespeare's 'Macbeth': narrative and soliloquy writing'.

Lessons in unit

1. Understanding the context of 'The Highwayman'

2. Analysing stanzas one and two of 'The Highwayman'
3. Planning a setting and character description based on 'The Highwayman'
4. Writing a setting and character description based on 'The Highwayman'
5. Analysing stanzas three and four of 'The Highwayman'
6. Planning the first part of the build-up of 'The Highwayman'
7. Writing the first part of the build-up of 'The Highwayman'
8. Planning and writing the second part of the build-up of 'The Highwayman'
9. Editing the build-up of 'The Highwayman'
10. Analysing stanzas five and six of 'The Highwayman'
11. Using drama to analyse the next section of 'The Highwayman'
12. Reviewing speech punctuation to write the next section of 'The Highwayman'
13. Planning the third part of the build-up of 'The Highwayman'
14. Writing the third part of the build-up of 'The Highwayman'
15. Editing the speech section of 'The Highwayman'
16. Learning and reciting stanzas one to three of 'The Highwayman'
17. Learning and reciting stanzas four to six of 'The Highwayman'

Prior knowledge requirements

- A poem is a piece of writing that uses imaginative words to share ideas, emotions or a story with the reader.
- A person who writes a poem is called a poet.
- An adjective describes a noun.
- A noun is a naming word for people, places or things.
- A verb is a doing, a being or a having word.

12. Poetry about personal experiences

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Appreciation of poetry
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils read, respond to and perform a variety of poems by different poets. They explore many themes, including love, hope, belonging, hate and resilience. Finally, pupils write their own poem about a personal experience.

Why this, why now?

This unit uses and builds on pupils' knowledge of writing poetry from the Y4 unit, 'Poetry inspired by weather'. In this unit, pupils will revisit a range of poetic forms and devices and build on their learning by reading, responding to and writing poems linked to feelings, relationships and experiences. Through the different poems, pupils will explore and discuss some complex themes. This unit prepares pupils for 'Poetry of place', where they will build on these experiences, reading and analysing classic and

contemporary poetry that evokes a strong sense of place, before writing their own.

Lessons in unit

1. Exploring themes of identity in 'Back to Me', 'Find Me', 'Friend' and 'Everyone'
2. Exploring themes of sadness in 'The Land of Blue'
3. Exploring themes of resilience in 'One of These Days' and 'Being Heard'
4. Reading, responding to and performing 'In the Heart of a Book'
5. Writing a poem about a personal experience

Prior knowledge requirements

- Ability to draw upon previous reading and make connections.
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Ability to decode text fluently at an ageappropriate level.
- Ability to infer meaning from a text.
- Ability to use strategies to support meaning-making when reading.
- Understanding of some examples of figurative language (simile, metaphor)

13. 'The Listeners': reading

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

where pupils will need to develop these skills further.

Threads

- Appreciation of poetry

Unit description

In this unit, pupils read and respond to the poem, 'The Listeners' by Walter de la Mare. They learn about the poet and examine the structure and language in the poem. Finally, pupils explore the imagery used and the key themes from the poem.

Why this, why now?

This unit builds on pupils' understanding of

14. School uniform: persuasive letter writing

Year 5: Reading, writing & oracy

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poetry, which was explored in the prior unit, 'The Highwayman', where pupils produced written outcomes based on a narrative poem. In 'The Listeners', pupils will read and respond to a narrative poem, examining language, structure and themes. Pupils will develop strategies to decode and comprehend new language, including using contextual knowledge. This will prepare pupils for the future unit, 'Sherlock Holmes: descriptive and letter writing', which contains language of the Victorian era and

Lessons in unit

1. First impressions and engaging with 'The Listeners' by Walter de la Mare
2. Understanding new vocabulary in 'The Listeners' by Walter de la Mare
3. Reading and responding to 'The Listeners' by Walter de la Mare
4. Examining structure and language in 'The Listeners' by Walter de la Mare
5. Identifying key themes in 'The Listeners' by Walter de la Mare

Prior knowledge requirements

- Ability to decode text fluently at an ageappropriate level.

- Ability to use strategies to support meaning-making when reading.
- Ability to infer meaning from a text.
- Ability to draw upon previous reading and make connections.

Threads

No threads

Unit description

In this unit, pupils write a formal persuasive letter to the Prime Minister. They learn about persuasive writing devices, including flattery, presumption, evidence and veiled threat. Pupils learn and apply a variety of conventions of formal letter writing.

Why this, why now?

This unit builds on pupils' first attempt at persuasive letter writing in the Year 3 unit, 'The Day the Crayons Quit': reading and writing persuasive letters' and persuasive writing techniques in the Year 4 unit 'Healthy eating adverts: persuasive writing'. Here, pupils bring a range of these skills together to persuade the Prime Minister to adopt a national school uniform policy in a formal letter. This builds pupils' abilities to use flattery, presumption, evidence and veiled threat appropriately. This unit prepares pupils for the Year 5 unit, 'Front Desk': persuasive letter writing'.

Lessons in unit

1. Identifying features of a persuasive letter
2. Generating points to use in a persuasive letter about school uniform
3. Planning the introduction of a persuasive letter about school uniform
4. Writing the introduction of a persuasive letter about school uniform
5. Planning the first argument of a persuasive letter about school uniform
6. Writing the first argument of a persuasive letter about school uniform

7. Planning the second argument of a persuasive letter about school uniform
8. Writing the second argument of a persuasive letter about school uniform
9. Planning and writing the conclusion of a persuasive letter about school uniform
10. Editing a persuasive letter about school uniform

Prior knowledge requirements

- A letter can be written or typed and sent to a recipient as a means of communication.
- A letter can be sent in an envelope via post.
- A letter is a type of non-fiction writing.
- Letters are organised into paragraphs.
- A paragraph is a section of a piece of writing that is indicated by a new line and an indentation.

15. 'Mirror': reading

Year 5: Reading, writing & oracy

[Go to unit resources](#)

Threads

- Fiction reading spine
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils explore and discuss the dual narrative text, 'Mirror'. They explore the two stories by inferring meaning from images in the text. Finally, pupils make connections to and from the text, as well as engaging with key themes.

Why this, why now?

This unit uses and builds on the prior unit, 'The Unforgotten Coat', where pupils discussed how cultural influences affect an individual. In 'Mirror', pupils will compare and contrast two families from different countries and cultural backgrounds through use of a dual narrative text. Pupils will make connections between the two stories in 'Mirror', as well as developing the skill of prediction. This unit prepares pupils for the future unit, 'Front Desk', where they will explore an individual's experience of moving to a new country.

Lessons in unit

1. Introducing the text and author of 'Mirror'
2. Inferring meaning from images in 'Mirror'
3. Using images to make comparisons and predictions in 'Mirror'
4. Making connections in 'Mirror'
5. Exploring and engaging with themes in 'Mirror'

Prior knowledge requirements

- Ability to decode text fluently at an ageappropriate level.
- Know how to infer meaning from a text.

16. Shakespeare's 'Macbeth': narrative and soliloquy writing

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing

Unit description

In this unit, pupils have their first taste of Shakespearean play scripts. They analyse the witches' prologue of this iconic play as a starting point for writing a narrative opening. Pupils investigate the central character, writing a soliloquy based on Macbeth's famous dagger monologue.

Why this, why now?

This unit builds on pupils' understanding of play scripts introduced in the Year 3 unit 'Reading and performing scripts'. Pupils experience an authentic Shakespearean script for the first time, analysing the witches' prologue and using it as inspiration to write a narrative opening that emphasises descriptive vocabulary to capture the scene's atmosphere. Pupils write a soliloquy from Macbeth's perspective, using tense variation, imagery and rhetorical questions. This unit prepares pupils for the Year 6 unit, 'Shakespeare's

'Romeo and Juliet': diary and narrative writing'.

Lessons in unit

1. Understanding the context of Shakespeare's 'Macbeth'
2. Understanding themes, characters and plot in Shakespeare's 'Macbeth'
3. Exploring characters and setting in the opening scene of 'Macbeth'
4. Generating vocabulary for the opening of 'Macbeth'
5. Planning part one of the opening of 'Macbeth'
6. Writing part one of the opening of 'Macbeth'
7. Planning part two of the opening of 'Macbeth'
8. Writing part two of the opening of 'Macbeth'
9. Peer editing the opening of a narrative based on 'Macbeth'
10. Analysing the main character in 'Macbeth'
11. Analysing a scene in the build-up of 'Macbeth'
12. Identifying the features of a soliloquy

13. Planning and writing the 'against' section of Macbeth's soliloquy
14. Planning and writing the 'for' section of Macbeth's soliloquy
15. Planning and writing the closing thoughts of Macbeth's soliloquy
16. Peer editing a soliloquy based on 'Macbeth'
17. Performing a soliloquy in character as Macbeth

Prior knowledge requirements

- William Shakespeare was a renowned English playwright, poet and actor.
- A play is a work of drama, usually consisting mostly of dialogue between characters and intended for theatrical performance.
- 'Fiction' is prose that describes imaginary events and people.
- 'Genre' means the style or category of the play.
- In a play, actors perform as the characters on stage.
- A playwright is a person who writes plays.

17. 'Front Desk': book club

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Book Club
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils explore and discuss the fictional novel, 'Front Desk'. They share their opinion on the text and explore the key themes of prejudice and discrimination. Finally, pupils discuss the characters in the text, as well as making personal connections and recommendations.

Why this, why now?

This unit uses and builds on the prior unit, 'Mirror', where pupils compared and contrasted two families from different countries and cultural backgrounds. In 'Front Desk', pupils will discuss the experience of moving to a new country and develop their personal responses to the text. Pupils will make connections and recommendations, enhancing the reading experience and broadening their understanding of literature. This unit prepares pupils for 'Front Desk: persuasive letter writing', where they will take

inspiration from a scene in the text 'Front Desk' to write a persuasive letter.

Lessons in unit

1. Developing an understanding of 'Front Desk' through rich discussions
2. Developing responses to 'Front Desk' through rich discussions

Prior knowledge requirements

- Read or have listened to 'Front Desk'.
- Ability to decode text fluently at an ageappropriate level.
- Know how to retrieve information from a text.
- Know how to infer meaning from a text.

18. 'Front Desk': persuasive letter writing

Year 5: Reading, writing & oracy

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Threads

- Modern literature strand 1: identity, belonging and community
- Reading and writing texts that inform

Unit description

In this unit, pupils take inspiration from a scene in the text 'Front Desk' to write a persuasive letter to elected councillors. They build up persuasive writing skills, including flattery, presumption, evidence and veiled threat. Pupils apply a variety of conventions of formal letter writing.

Why this, why now?

This unit uses and builds on pupils' analysis of a novel from the Year 5 unit 'Front Desk': book club' and their understanding of persuasive letter writing conventions from the Year 5 unit 'School uniform: persuasive letter writing'. Here, pupils combine the two units to take inspiration from a scene in the novel to write a persuasive letter to elected councillors. This requires them to use a formal tone, a wide range of persuasive techniques, cohesive devices and clear structuring. This unit prepares pupils for the Year 6 unit 'Sherlock Holmes': descriptive and letter writing'.

Lessons in unit

1. Understanding the context of 'Front Desk'
2. Understanding the purpose, layout and features of a persuasive letter
3. Identifying linguistic features and persuasive techniques
4. Planning the introduction of a persuasive letter, using inspiration from a text
5. Writing the introduction of a persuasive letter, using inspiration from a text
6. Planning part one of the main body of a persuasive letter
7. Writing part one of the main body of a persuasive letter, inspired by a text
8. Planning part two of the main body of a persuasive letter
9. Writing part two of the main body of a persuasive letter, inspired by a text
10. Editing the main body of a persuasive letter, inspired by a text
11. Planning and writing the conclusion of a persuasive letter, inspired by a text
12. Reading aloud a persuasive letter, inspired by a text

Prior knowledge requirements

- A letter can be written or typed and sent to a recipient as a means of communication
- A letter can be sent in an envelope via post.
- A letter is a type of non-fiction writing.
- Letters are organised into paragraphs.
- A paragraph is a section of a piece of writing that is indicated by a new line and an indentation.
- Persuasive letters can be formal in tone.
- Persuasive writing is text that tries to change someone's mind or behaviour.
- Persuasive techniques are structures or devices used in writing to try to change someone's mind or behaviour

19. 'Oliver Twist': reading

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils read and explore a version of Charles Dickens' novel, 'Oliver Twist'. They explore characterisation within the text, make predictions and engage in rich discussions about the plot. Finally, pupils identify and engage with the key themes in the text.

Why this, why now?

20. 'Curiosity: The Story of a Mars Rover': reading

Year 5: Reading, writing & oracy

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This unit uses and builds on the prior unit, 'A Christmas Carol': narrative writing and reading', where pupils used a Charles Dickens' text as a stimulus for their writing. In 'Oliver Twist: reading', pupils will read, discuss and explore another classic

narrative written by Charles Dickens and further develop their understanding of the historical context in which it was written. Pupils will continue to develop their skills of retrieval, inference, prediction and

summarising. This unit prepares pupils for 'Beowulf: reading', where they will read, discuss and explore an epic poem.

Lessons in unit

1. Introducing the context of 'Oliver Twist'
2. Exploring characterisation in 'Oliver Twist'
3. Building comprehension of 'Oliver Twist' through rich discussion
4. Turning points in 'Oliver Twist'
5. Exploring and engaging with themes in 'Oliver Twist'

Prior knowledge requirements

- Ability to decode text fluently at an ageappropriate level.
- Ability to retrieve specific information

from a text to deepen text understanding and analysis.

- Ability to infer meaning to draw broader conclusions about the text as a whole.
- Identify how authors use a range of literary devices to enhance meaning.

picturebook narrative based on real-life events.

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils read and explore the narrative non-fiction text, 'Curiosity: The Story of a Mars Rover'. They explore the context of Mars and the rover mission and answer a range of comprehension questions. Finally, pupils identify and engage with the key themes in the text.

21. The Amazon Rainforest: essay writing

Year 5: Reading, writing & oracy

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Lessons in unit

1. Understanding the context of 'Curiosity: The Story of a Mars Rover'
2. Exploring the story 'Curiosity: The Story of a Mars Rover'
3. Building comprehension of 'Curiosity' through rich discussion
4. Reading around the text 'Curiosity: The Story of a Mars Rover'
5. Exploring and engaging with themes in 'Curiosity: The Story of a Mars Rover'

Why this, why now?

This unit uses and builds on the prior unit, 'Escape from Pompeii: reading', where pupils explored a historical fiction picturebook narrative. In this unit, pupils will read, discuss and explore a non-fiction picturebook narrative based on space exploration. Pupils will learn about Mars and the Curiosity rover mission by reading around the text and use this knowledge to engage effectively in the narrative. This unit prepares pupils for future unit, 'Shackleton's Journey: reading', where they will read, discuss and explore another non-fiction

Prior knowledge requirements

- Ability to decode text fluently at an ageappropriate level.
- Know how to retrieve information from a text.
- Know how to infer meaning from a text.

Threads

- Developing essay writing
- Reading and writing texts that inform

Unit description

In this unit, pupils write their first formal essay of the primary curriculum. In it, pupils write about deforestation in the Amazon Rainforest with facts derived from research presented in clear paragraphs. The essay question given calls for pupils to write their essay as a single line of argument.

Why this, why now?

This unit uses and builds on formal writing skills developed in the Year 5 unit 'The AyeAye or Wild Cats: non-chronological report'. Here, pupils write their first essay of the primary curriculum. This requires them to interrogate what an essay question is asking them to write, using research, planning and paragraphs that build on each other to answer the question fully. The question given asks pupils to follow a single

4. Planning and writing the introduction to an essay
5. Planning and writing the first main paragraph of an essay
6. Planning and writing the second main paragraph of an essay
7. Planning and writing the conclusion of an essay

Prior knowledge requirements

- Non fiction writing is writing that is informative or factual rather than fictional.
- A paragraph is a section of a piece of writing that is indicated by a new line and an indentation
- A main clause is a group of words that contains a verb and makes complete sense

22. 'Princess Sophia Duleep Singh: My Story': reading

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

line of argument about how deforestation is negatively impacting the Amazon Rainforest. This unit prepares pupils for the Year 6 unit 'Polar regions: essay writing'.

Lessons in unit

1. Identifying the features of an essay
2. Researching deforestation in the Amazon rainforest
3. Setting out a logical argument in response to an essay title

- A subordinate clause is a group of words that contains a verb and does not make complete sense
- A complex sentence is a sentence formed of at least one main clause and a subordinate clause

Threads

- Fiction reading spine

- Reading and writing texts that inform

Unit description

In this unit, pupils read and explore the historical fiction text, 'Princess Sophia Duleep Singh: My Story'. They explore characterisation across the text and compare perspectives. Finally, pupils engage with the key theme of inequality and explore the legacy of the suffragettes.

Why this, why now?

23. Harriet Tubman: biographical writing

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

This unit builds on the prior unit, 'Escape from Pompeii: reading', where pupils read a fictionalised retelling of a historical event. In this unit, pupils will read about history through an imagined perspective, one which the author has researched extensively. Pupils continue to develop their inference skills by using evidence and will explore characterisation and perspectives. This unit prepares pupils for the future unit, 'Harriet Tubman: biographical writing', where they will write to inform about a significant person's life, including the impact they had and legacy they left behind.

Lessons in unit

1. Introducing the context of 'Princess Sophia Duleep Singh: My Story'

2. Exploring characterisation in 'Princess Sophia Duleep Singh: My Story'
3. Exploring perspective in 'Princess Sophia Duleep Singh: My Story'
4. Building comprehension of 'Princess Sophia Duleep Singh: My Story' through rich discussions
5. Exploring legacy and the suffragette movement in 'Princess Sophia Duleep Singh: My Story'

Prior knowledge requirements

- Ability to critically analyse the perspective an author writes from.
- Ability to decode text fluently at an ageappropriate level.
- Ability to draw upon previous reading and make connections.
- Ability to infer meaning from a text.

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils write a biography based on Harriet Tubman, centred around her significance as a historical figure, her early

life and her civil rights activism. Pupils conduct research about the subject and organise their research into clear paragraphs, using a range of cohesive devices.

Why this, why now?

This unit uses and builds on pupils' skills of writing about historical figures from the Year 2 unit 'Florence Nightingale and Mary Seacole: non-chronological report'. Here, pupils use a much wider range of sentence structures and cohesive devices, including parenthesis, to write a biographical text about a different important historical figure. New learning in this unit includes the terms 'biography' and 'biographical writing'. Pupils peer edit their written outcomes too. This unit prepares pupils for further biographical writing in the Year 6 unit 'Charles Darwin: biographical writing'.

Lessons in unit

1. Identifying the features of a biography
2. Researching Harriet Tubman in preparation for writing a biography
3. Planning and writing the introduction of a biography about Harriet Tubman
4. Planning and writing the section about Harriet Tubman's early life
5. Peer editing the early life section of a biography about Harriet Tubman
6. Planning the section about Harriet Tubman's activism
7. Writing the section about Harriet Tubman's activism

8. Planning and writing the conclusion of a biography about Harriet Tubman

Prior knowledge requirements

- Non fiction writing is writing that is informative or factual rather than fictional.
- A paragraph is a section of a piece of writing that is indicated by a new line and an indentation
- A main clause is a group of words that contains a verb and makes complete sense
- A subordinate clause is a group of words that contains a verb and does not make complete sense
- A complex sentence is a sentence formed of at least one main clause and a subordinate clause

24. Poetry inspired by animals

Year 5: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Appreciation of poetry

Unit description

In this unit, pupils read, respond to and perform classic and contemporary poetry about animals by a range of different poets. They explore form, structure and language, whilst developing personal responses. Finally, pupils use a range of strategies to support learning poetry by heart.

Why this, why now?

This unit uses and builds on pupils' knowledge of poetic forms, language and structure from the Y4 unit, 'Poetry inspired by weather'. In this unit, pupils build on this knowledge by reading and analysing classic and contemporary poetry about animals, whilst developing personal responses. Pupils will develop their poetry performance skills and learn some poetry by heart. This unit prepares pupils for 'Poetry of place', where they will build on these experiences, reading and analysing classic and contemporary poetry that evokes a strong sense of place, before writing their own poems.

Lessons in unit

- Poets can appeal to the senses to help create a vivid image in the reader or listener's mind.
- Personification, similes and metaphors are language devices that can be used by poetry to create a particular impression.

1. Reading and responding to 'The Invaders' and 'Kingfisher' by John Foster
2. Reading, responding to&performing 'A Bird came down the Walk' by Emily Dickinson
3. Reading and performing 'The Snow Leopard' by Philip Gross
4. Exploring human relationships with animals through poetry
5. Reading and responding to 'Pike' by Ted Hughes
6. Reading and performing 'Blackbird' by John Foster &'Hawk Roosting' by Ted Hughes
7. Introduction to 'The Tyger' by William Blake
8. Reading and responding to 'The Tyger' by William Blake
9. Performing 'The Tyger' by William Blake
10. Learning animal poetry by heart

Prior knowledge requirements

- Poems can use imagery to create an impression in the reader's mind.
- A text can be influenced by the time or place in which it was written.
- Some poems have a strict, regular form, whilst others do not.
- Repetition in poetry can be used to reinforce a point.
- Sounds can be used in poetry to create different effects.
- Punctuation in poetry can affect how a poem flows.

25. 'Wonder': book club

Year 5: Reading, writing & oracy

Prior knowledge requirements

- Have read or have listened to the book

[Go to unit resources](#) 

Threads

- Book Club
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils explore and discuss the novel, 'Wonder'. They share their opinion on the text and explore the key themes of discrimination and kindness. Finally, pupils discuss the characters in the text, as well as making personal connections and recommendations.

Why this, why now?

This unit builds on the prior unit, 'Front Desk: book club', where pupils developed a personal response to a text exploring migration. In this unit, pupils will read a text about disability, bullying and acceptance, developing their own personal responses. Pupils will make connections and recommendations, enhancing the reading experience and broadening their understanding of literature. This unit prepares pupils for the future unit, 'The Final Year', where they will explore different perspectives around themes of identity, family and self-expression, written in the form of a verse novel.

Lessons in unit

1. Developing an understanding of 'Wonder' through rich discussions
2. Developing responses to 'Wonder' through rich discussions

'Wonder'.

- Ability to decode text fluently at an ageappropriate level.
- Ability to retrieve specific information from a text to deepen text understanding and analysis.
- Ability to infer meaning to draw broader conclusions about the text as a whole.
- Narratives can take different forms dependent upon authorial intent.

26. Successful speeches

Year 5: Reading, writing & oracy

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2. How Greta Thunberg provokes an emotional response from an audience
3. How Emma Watson connects with an audience
4. How Malala Yousafzai uses humour and anecdotes in a speech

Threads

- Developing spoken language

Unit description

In this unit, pupils analyse abridged, rewritten versions of famous speeches made by Greta Thunberg, Emma Watson and Malala Yousafzai. They learn the techniques that the writer of each speech has used to ensure it meets its purpose.

Why this, why now?

This unit uses and builds on pupils' speaking and listening skills developed in the Year 5 unit 'Introduction to debate'. Pupils continue to use their speaking and listening skills as well as their reading skills to analyse and understand the power of speeches. Notably, pupils analyse abridged, rewritten versions of famous speeches made by Greta Thunberg, Emma Watson and Malala

Yousafzai, unpicking the techniques that the speech writer has used to ensure it meets its purpose. This unit prepares pupils for further discussion and oracy work in the Year 6 unit 'Talking Transitions'.

Lessons in unit

1. What makes a successful speech?
 - A range of sentence types in writing creates text flow.
 - A comma is an important piece of punctuation with more than one purpose, often used to demarcate clauses in compound and complex sentence structures.
 - noun.
 - Verbs exist in all languages.

Prior knowledge requirements

- A speech is the communication of someone's thoughts, through words, to an audience.
 - A successful speech will persuade an audience to agree with the main themes of the speech.
 - A speech should have a clear purpose.
 - A speech may use techniques such as rhetorical questions or repetition.
 - Speeches can provoke an emotional response.
 - It is important not to speak too fast when delivering a speech.
 - Using eye-contact helps to make a speech successful.
 - Using body language and gestures will help to reinforce your purpose for speaking.
1. Using the comma rules in non-finite complex sentences
 - subordinating conjunction has a different meaning.
 - A relative complex sentence is formed of at least one main clause and a relative subordinate clause.
 - A relative clause starts with a relative pronoun.



Year 6 units

[View interactive sequence online](#) 

Reading, writing & oracy

1 Developing reading preferences in Year 6	2 Shakespeare's 'Romeo and Juliet': diary and narrative writing	3 'The Final Year': reading
4 'Sherlock Holmes': descriptive and letter writing	5 'Coming To England': reading	6 Debating important topics
7 Charles Darwin: biographical writing	8 Pandas or Antarctic animals: non-chronological report 2 unit options	9 'Blackberry Blue': reading
10 'Girl of Ink and Stars': book club	11 'Shackleton's Journey': reading	12 Climate emergency: journalistic report writing
13 Poetry about migration	14 The Empire Windrush: diary writing	15 The Empire Windrush: essay writing

16

'Beowulf': reading

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'Beowulf': narrative writing

18

'When Stars are Scattered': book club

19

'A Kind of Spark': reading

20

'A Kind of Spark': narrative writing

21

'When the Sky Falls': reading

22

'When the Sky Falls': narrative and journalistic report writing

23

Polar regions: essay writing

24

Poetry of place

25

Early Islamic civilisation: essay writing

26

'No Country' and 'Frizzy': graphic novels exploring identity and belonging

27

'Cloud Busting': book club

28

Talking transitions

1. Developing reading preferences in Year

6

Year 6: Reading, writing & oracy

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Threads

- Developing reading preferences

Unit description

In this unit, pupils will develop their reading preferences by exploring text adaptations. Pupils will learn about the benefits of engaging with translated texts from around the world. Finally, they will develop their awareness of different forms of reading, focusing on picture books.

Why this, why now?

This unit uses and builds on 'Developing reading preferences in Year 5', where pupils developed reading for pleasure through exploration of a range of text types. In this unit, pupils will build on this knowledge through the introduction to a range of texts suitable for Year 6. They will learn the importance of reading books written by a range of authors/illustrators to learn about different cultures and perspectives. This unit prepares pupils for 'No Country and Frizzy: graphic novels', where they will explore a specific text type in more detail.

Lessons in unit

1. Developing reading preferences in Year 6 through personal reflection
2. Developing reading preferences by appreciating characters in adaptations

3. Developing reading preferences in Year 6 through text recommendations
4. Developing reading preferences in Year 6 through exploring a range of forms

Prior knowledge requirements

- Knowledge of text types, including fiction, non-fiction and poetry.
- We read to get information and we read for pleasure.
- People read for different purposes.
- Reading develops imagination and curiosity.
- Sharing texts aloud with others increases reading for pleasure.
- Recommending texts through informal book talk develops our awareness of other texts.
- Where, when and how we read is an important part of our unique reader identity.
- Reading for pleasure develops our motivation and desire to read.

2. Shakespeare's 'Romeo and Juliet': diary and narrative writing

Year 6: Reading, writing & oracy

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Threads

- Developing fiction writing

Unit description

In this unit, pupils learn to empathise with and understand different characters in one of Shakespeare's iconic plays. They write a diary entry from Juliet's perspective, a climactic narrative scene based on the duel scene and begin to debate around a key question raised from the play.

Why this, why now?

This unit builds on pupils' understanding of how Shakespeare develops character, a concept introduced in the Year 5 unit, 'Shakespeare's 'Macbeth': narrative and soliloquy writing'. Pupils develop empathy skills to write a compelling diary entry from a character's perspective, varying tense and language structures to suit its purpose. Climactic writing devices are developed to build tension in the writing of a duel scene, including short sentence structures, dialogue to move action forward and

precise verbs and adverbs. This unit prepares pupils for further Shakespeare study at KS3 level.

Lessons in unit

1. Understanding themes, characters and plot in 'Romeo and Juliet'
2. Exploring Juliet's emotions after meeting Romeo
3. Generating vocabulary for Juliet's diary entry
4. Planning Juliet's diary entries
5. Writing the first half of Juliet's diary entry
6. Writing the second half of Juliet's diary entry
7. Exploring Act III Scene 1 in 'Romeo and Juliet'
8. Exploring vocabulary relating to the duel scene
9. Planning the duel scene
10. Writing the first half of the duel scene
11. Writing the second half of the duel scene
12. Debating a question raised by Shakespeare's 'Romeo and Juliet'

Prior knowledge requirements

- William Shakespeare was a renowned English playwright, poet and actor.
- Shakespeare lived from 1564 to 1616.
- Queen Elizabeth I then King James I were the reigning English monarchs when Shakespeare was writing plays and poetry.
- Shakespeare wrote a total of 38 plays that can broadly be grouped into tragedies, comedies and historical plays.
- Shakespeare's plays were written at a time when the theatre was an important form of entertainment.
- The Globe Theatre in London was where Shakespeare's plays were most often performed during his lifetime.
- Shakespeare is widely regarded as a master of the English language and an important figure in the history of literature.
- Shakespeare's plays centre around complex themes and intricate plot structures.
- Deep meanings and messages are often conveyed in Shakespeare's plays.
- Shakespeare was particularly interested in the human condition.

3. 'The Final Year': reading

Year 6: Reading, writing & oracy

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Threads

- Appreciation of poetry

Unit description

In this unit, pupils read and explore the verse novel, 'The Final Year'. They will read and respond to the poems, exploring characterisation and relationships within the story. Finally, pupils will identify the key themes and share their personal responses.

Why this, why now?

This unit uses and builds on the prior unit, 'Wonder: book club', where pupils developed their own personal response to a text with themes of bullying and acceptance. In this unit, pupils will explore the themes of identity and self-expression through an illustrated verse novel. Pupils will explore the protagonist and his emotional journey in the story and develop their own take-away ideas. This unit prepares pupils for the future unit, 'Cloud Busting: book club', where they will explore different perspectives around themes of

friendship and bullying, also written in the form of a verse novel.

Lessons in unit

1. Introducing the context of 'The Final Year'
2. Exploring characterisation in 'The Final Year'
3. Reading and responding to poems from 'The Final Year'
4. Exploring emotions in 'The Final Year'
5. Reflecting on 'The Final Year'

4. 'Sherlock Holmes': descriptive and letter writing

Year 6: Reading, writing & oracy

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Threads

- Developing fiction writing
- Nineteenth century literature

Unit description

In this unit, pupils learn about conventions of detective fiction via one of the English canon's most famous series 'Sherlock Holmes'. They use knowledge of the central character to write a setting description and a persuasive letter from a member of the public in need of his services.

Why this, why now?

This unit uses and builds on using persuasive devices in the Year 5 unit 'School uniform: persuasive letter writing'. Pupils continue to use flattery, questioning, presumption and veiled threat with increasing sophistication to persuade the recipient of the letter, this time working to include robust reasons and evidence to persuade a detective to take on a case. To persuade effectively, pupils build knowledge of the character of Sherlock Holmes ahead

of letter writing. This unit prepares pupils for more character analysis in the Year 6 unit 'A Kind of Spark': narrative writing'.

Lessons in unit

1. Building knowledge of the historical context of 'Sherlock Holmes'
2. Understanding 'The Adventure of the Blue Carbuncle'
3. Exploring conventions of detective fiction
4. Exploring vocabulary for a setting description in 'Sherlock Holmes'
5. Planning a setting description in 'Sherlock Holmes'
6. Writing the first half of a setting description in 'Sherlock Holmes'
7. Writing the second half of a setting description in 'Sherlock Holmes'
8. Analysing the main character in 'Sherlock Holmes'
9. Identifying features of a persuasive letter written to Sherlock Holmes
10. Exploring a fictional mystery in the Victorian era
11. Generating persuasive techniques for a letter to Sherlock Holmes
12. Writing the introduction to a persuasive letter to Sherlock Holmes

13. Writing the first paragraph of a persuasive letter to Sherlock Holmes
14. Writing the second paragraph of a persuasive letter to Sherlock Holmes
15. Writing the conclusion of a persuasive letter to Sherlock Holmes
16. Peer editing a persuasive letter to Sherlock Holmes

Prior knowledge requirements

- A letter can be written or typed and sent to a recipient as a means of communication.
- A letter can be sent in an envelope via post.
- Persuasive techniques can be used in a letter to persuade the reader of the writer's position.
- Flattery, veiled threat and presumption are examples of persuasive techniques.
- Reasoning is used to strengthen the writer's position in a persuasive letter.
- Evidence or anecdotes may be used to justify points in a persuasive letter.
- Letters can be written to people known to us or not known to us.
- Letters can be formal in tone or colloquial in tone.
- The introduction and conclusion of a persuasive letter often mirror each other.
- Paragraphs of a persuasive letter are ordered coherently.

5. 'Coming To England': reading

Year 6: Reading, writing & oracy

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Threads

- Fiction reading spine

Unit description

In this unit, pupils read and explore the autobiographical memoir, 'Coming To England'. They engage with the cultural and historical context of the text and explore the imagery used to depict the setting and characters. Finally, pupils engage with the key themes of migration and discrimination.

Why this, why now?

This unit uses and builds on 'Princess Sophia Duleep Singh: My Story', where pupils read about a series of historical events through an imagined perspective. In this unit, pupils read about the Windrush Generation through a memoir written by Floella Benjamin. Pupils learn about the

migration of people from the Caribbean to England and explore the author's perspective. This unit prepares pupils for the future unit, 'Poetry about migration', where they will study the Windrush and its impact and legacy through song lyrics, deepening their awareness and understanding of the historical context.

Lessons in unit

1. Introducing the context of 'Coming To England'
2. Exploring setting in 'Coming To England'
3. Exploring characterisation in 'Coming To England'
4. Turning points in 'Coming To England'
5. Exploring and engaging with themes in 'Coming To England'

Prior knowledge requirements

- Ability to decode text fluently at an age appropriate level.
- Ability to draw upon previous reading and make connections.
- Ability to infer meaning from a text.

6. Debating important topics

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing spoken language

Unit description

In this unit, pupils recap on the features of a debate and use the PEPs structure to deliver a speech. They learn what makes

an effective debate motion and design their own. Pupils then prepare for and participate in a full debate, scoring their performances and reflecting on their speech delivery.

Why this, why now?

This unit builds on the Year 5 unit, 'Successful Speeches', by further developing pupils' ability to connect with an audience and provoke an emotional response. In this unit, pupils hone their ability to express ideas clearly, justify opinions and reflect on their own performance. They also put into practice the formal debating skills acquired in the

- A debate is a structured argument between two teams.
- The motion is the name for the belief or proposal that is being debated.
- The team that agrees with the motion is called the proposition and the team that disagrees with the motion is called the opposition.
- The PEPS structure stands for: point, explanation, proof, summary.
- In a debate, an argument should be clearly structured to make it more convincing.
- In a debate, an opinion must be justified with reasoning.
- A rebuttal point is a counter-argument

7. Charles Darwin: biographical writing

Year 6: Reading, writing & oracy

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Year 5 unit 'Introduction to Debate'. This unit prepares pupils for the next unit, where they will engage in respectful discussions about transitions to secondary school, refining their ability to listen, agree and disagree thoughtfully.

Lessons in unit

1. How to debate
2. Motions that matter
3. Preparing to debate
4. Holding a full debate
5. Reflecting on, reviewing and scoring a debate

Prior knowledge requirements

made against something specific that the opposing team has said.

- A point of information is a brief attempted interruption of someone's speech.
- The winning team in a debate can be decided by an audience vote, or a judge, or a panel of judges.

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research Charles Darwin's life and evolution theory in order to

write a biography. The biography is written chronologically, from his early life to university, his trip to the Galapagos and his theory of evolution. Finally, pupils present information about evolution to a group.

Why this, why now?

This unit uses and builds on conventions around biographical writing from the Year 5 unit, 'Harriet Tubman: biographical writing'. Pupils research the life and theory of Charles Darwin ahead of planning a biography. New learning includes pupils using a text map in the planning process - a device to organise ideas cohesively in a plan. Pupils use this text map to write with the full range of taught sentence structures across four paragraphs, using a formal tone throughout. This unit prepares pupils to write formally in the Year 6 unit, 'Climate emergency: journalistic report'.

8. Pandas or Antarctic animals: non-chronological report

Year 6: Reading, writing & oracy

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5. Writing the first half of a biography about Darwin and his theory of evolution
6. Writing the second half of a biography about Darwin and his theory of evolution
7. Presenting information about evolution

Prior knowledge requirements

- All living things grow, reproduce and interact with their environment.
- Scientists ask questions, make observations and test hypotheses.
- Scientific ideas develop over time.
- Many important scientists have contributed to scientific thinking and theory over time.
- There is a wide variety of living things on Earth.
- All living things have different characteristics, behaviours and adaptations.

Option 1: Antarctic animals: non-chronological report

Lessons in unit

1. Identifying features of a biography in preparation for writing about Darwin
 2. Researching Charles Darwin's life
 3. Researching Charles Darwin's theory of evolution
 4. Planning a biography about Charles Darwin's life and theory of evolution
- Living things can adapt to their environment over time.
 - Some changes over time can be gradual and others can be sudden.
 - Traits that help living things survive and reproduce are optimal for their survival.
 - Humans have a responsibility to know about the planet in order to protect its complex environment.

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research penguins' appearance, physical features, diet and habitat to write a non-chronological report about them. They specifically work on including varied ways to denote parenthesis for relevant factual information.

Why this, why now?

This unit uses and builds on conventions around non-chronological report writing from the Year 5 unit 'The Aye-Aye or Wild Cats: non-chronological report'. Pupils develop their ability to write generally about the subject within an introductory paragraph, with increasing specificity throughout the subsequent paragraphs and in summation in a concluding paragraph. Pupils demonstrate the use of brackets and commas for parenthesis of factual information. This unit prepares pupils to write in an analytical style in the Year 6 unit, 'The Empire Windrush: essay writing'.

Lessons in unit

1. Identifying features of a model nonchronological report about an insect
2. Exploring cohesive devices in a model non-chronological report about an insect
3. Researching information about a penguin's appearance and adaptations
4. Researching information about a penguin's habitat and diet
5. Researching information about threats to a penguin

6. Generating ideas for parenthesis in a report about a penguin
7. Writing the introduction of a nonchronological report about a penguin
8. Writing specific sections of a nonchronological report about a penguin
9. Writing further specific sections of a nonchronological report about a penguin
10. Writing the conclusion of a nonchronological report about a penguin
11. Peer editing a non-chronological report about a penguin
12. Publishing a non-chronological report about a penguin

Prior knowledge requirements

- A non-chronological report informs its reader about a particular subject.
- Non-chronological reports are a type of factual, non-fiction writing.
- An introduction begins a nonchronological report.
- Paragraphs of related content organised with subheadings are used to structure a non-chronological report.
- A paragraph is a section of a piece of writing that is indicated by a new line and an indentation.
- A conclusion closes a non-chronological report.
- Visual information, like diagrams, pictures or photographs, can be used to illustrate some particular information for the reader.
- Subject-specific vocabulary and formal tone are used in a non-chronological report.
- Cohesive devices are used to enhance text cohesion for the reader.

- Research involves taking notes and using a range of credible sources.

8. Pandas or Antarctic animals: non-chronological report

Year 6: Reading, writing & oracy

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Option 2: Pandas: non-chronological report

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils research pandas' appearance, physical features, diet and habitat to write a non-chronological report about them. They specifically work on including varied ways to denote parenthesis for relevant factual information.

Why this, why now?

This unit uses and builds on conventions around non-chronological report writing from the Year 5 unit 'The Aye-Aye or Wild Cats: non-chronological report'. Pupils develop their ability to write generally about the subject within an introductory paragraph, with increasing specificity throughout the subsequent paragraphs and in summation in a concluding paragraph. Pupils demonstrate the use of brackets and commas for parenthesis of factual information. This unit prepares pupils to write in an analytical style in the Year 6 unit, 'The Empire Windrush: essay writing'.

Lessons in unit

1. Identifying features of a model nonchronological report about a shark

2. Exploring cohesive devices in nonchronological reports
3. Researching information about pandas' appearance and physical features
4. Researching information about pandas' habitat and diet
5. Researching information about threats to pandas
6. Generating ideas for parenthesis in a non-chronological report about pandas
7. Writing the introduction of a nonchronological report about pandas
8. Writing specific sections of a nonchronological report about pandas
9. Writing further specific sections of a nonchronological report about pandas
10. Writing the conclusion of a nonchronological report about pandas
11. Peer editing a non-chronological report about pandas
12. Publishing a non-chronological report about pandas

Prior knowledge requirements

- A non-chronological report informs its reader about a particular subject.
- Non-chronological reports are a type of factual, non-fiction writing.
- An introduction begins a nonchronological report.

- Paragraphs of related content organised with subheadings are used to structure a non-chronological report.
- A paragraph is a section of a piece of writing that is indicated by a new line and an indentation.
- A conclusion closes a non-chronological report.
- Visual information, like diagrams, pictures or photographs, can be used to illustrate some particular information for the reader.
- Subject-specific vocabulary and formal tone are used in a non-chronological report.
- Cohesive devices are used to enhance text cohesion for the reader.
- Research involves taking notes and using a range of credible sources.

9. 'Blackberry Blue': reading

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine
- Traditional tales

Unit description

In this unit, pupils read and explore the collection of fairytales, 'Blackberry Blue'. They explore how 'Blackberry Blue' addresses and challenges stereotypes through its storytelling and characterisation. Finally, pupils identify connections in the traditional fairytale, 'Cinderella'.

Why this, why now?

This unit uses and builds on the prior Y4 unit, 'Hansel and Gretel: reading', where pupils discussed a modern version of a traditional tale. In this unit, pupils will develop this understanding by reading and exploring a modern fairy tale, discussing its

literary influences. Pupils will explore characters in the text and how they challenge stereotypes, which can often be found in traditional fairy tales. This unit prepares pupils for the future unit, 'Beowulf: narrative writing', where they will explore a more complex and classic traditional tale.

Lessons in unit

1. Reading and engaging with 'Blackberry Blue'
2. Exploring characterisation in 'Blackberry Blue'
3. Building comprehension of 'Blackberry Blue' through rich discussions
4. Making connections to 'Blackberry Blue'

Prior knowledge requirements

- Traditional tales often reflect the social, historical, and cultural context in which they were created.
- Traditional tales can be retold and adapted in different ways by different authors.
- Traditional tales often have recurring themes and motifs, such as good versus evil, heroism, or the power of love.

-
- Ability to decode text fluently at an ageappropriate level.
 - Ability to draw upon previous reading and make connections.

'Girl of Ink and Stars': book club

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Book Club
- Traditional tales

Unit description

In this unit, pupils explore and discuss the novel, 'Girl of Ink and Stars'. They identify the key themes in the text, which is a blended genre of myths and magical realism. Finally, pupils discuss the characters in the text, as well as making personal connections and recommendations.

Why this, why now?

This unit uses and builds on pupils' knowledge and understanding of myths, which was explored in the Y4 unit, 'Arthur and the Golden Rope'. In this unit, pupils will

explore a novel, which blends the genres of myth and magical realism, and discuss their responses to the text. Pupils will discuss and explore the heroic character traits of the protagonist, Isabella, and discuss her actions in the story. This unit prepares pupils for discussing different interpretations of the texts they read, which is explored further in 'When Stars are Scattered: book club'.

Lessons in unit

1. Developing understanding of 'The Girl of Ink and Stars' through rich discussions
2. Developing responses to 'The Girl of Ink and Stars' through rich discussions

Prior knowledge requirements

- Ability to decode text fluently at an ageappropriate level.
- Read or have listened to 'The Girl of Ink and Stars'.

-
- Ability to listen to and respond to other people's ideas, thoughts and opinions.

'Shackleton's Journey': reading

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils read and explore the nonfiction picturebook text, 'Shackleton's Journey'. They explore the context of the Antarctic expedition and examine the layout features of the text. Finally, pupils answer a range of comprehension questions and engage with the key themes.

Why this, why now?

This unit builds on the Y5 unit, 'Curiosity: The Story of a Mars Rover: reading', where pupils read and discussed a non-fiction, picturebook narrative based on space exploration. In this unit, pupils will read and discuss a more complex non-fiction, picturebook narrative, based on true events

of an Antarctic expedition led by Sir Ernest Shackleton in 1914. Pupils will use layout features and inference and retrieval skills to develop comprehension. This unit prepares pupils for the future unit, 'When the Sky Falls; reading', where they will read a text set during a similar time in history.

Lessons in unit

1. Introducing the context of 'Shackleton's Journey'
2. Examining the layout of 'Shackleton's Journey'
3. Building comprehension of 'Shackleton's Journey' through rich discussion
4. Answering a range of comprehension questions on 'Shackleton's Journey'
5. Exploring and engaging with themes in 'Shackleton's Journey'

Prior knowledge requirements

- Ability to decode text fluently at an ageappropriate level.
- Ability to retrieve information from a text.
- Ability to infer meaning from a text.

12. Climate emergency: journalistic report writing

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Reading and writing texts that inform

Unit description

In this unit, pupils get into role as a journalist attending a climate emergency protest, in preparation for writing a journalistic report based on the event. In so doing, pupils practise integrating direct speech throughout their report to add credibility to the point of view they are writing from.

Why this, why now?

This unit uses and builds on writing in the journalistic style from the Year 5 unit, 'The Titanic: journalistic report writing'.

Opportunities for wider political, geographical and scientific learning are on offer here; pupils get into role as a journalist attending a climate emergency protest, on which they write from the journalist's perspective. Pupils' reports are written cohesively with a range of sentence structures and speech punctuation is included with quotations. This unit prepares pupils for climate crisis essay writing in the Year 6 unit, 'Polar regions: essay writing'.

Lessons in unit

1. Exploring the structure of a journalistic report

2. Linguistic features of a journalistic report
3. Making a speech about environmental issues
4. Investigating a fictional protest in role as a journalist
5. Planning a journalistic report about a climate protest
6. Writing the first part of a journalistic report about a climate protest
7. Writing the second part of a journalistic report about a climate protest
8. Concluding and editing a journalistic report about a climate protest
9. Performing a radio broadcast based on a journalistic report

Prior knowledge requirements

- A journalistic report informs its reader about an event.
- Journalistic reports are a type of factual recount.
- A headline starts a journalistic report.
- Paragraphs of related content are used for structure.
- Formal language is used.
- Quotes may be integrated.
- Information is presented to the reader clearly and succinctly.

13. Poetry about migration

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Appreciation of poetry
- Modern literature strand 1: identity, belonging and community
- Reading and writing texts that inform

Unit description

In this unit, pupils read and respond to two songs by Lord Kitchener, written about his migration to the UK aboard the Empire Windrush. Pupils will explore, compare and contrast the two songs and make connections to their own lives and experiences.

Why this, why now?

14. The Empire Windrush: diary writing

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

This unit uses and builds on pupils' learning around the Windrush generation, which was explored in 'Coming to England: reading'. In this unit, pupils will explore perspectives of Empire Windrush passengers and the optimism they had arriving in Britain. They will develop understanding of different perspectives by exploring the artist's use of structure and language in the two songs.

This unit prepares pupils for 'The Empire Windrush: diary writing', where they will build a fuller picture of the historical background and infer possible thoughts, feelings and emotions of passengers.

Lessons in unit

1. Introducing the context of 'London is the Place for Me'
2. Exploring the purpose and audience of 'London is the Place for Me'
3. Exploring structure and language in 'London is the Place for Me'
4. Considering perspective in 'Sweet Jamaica'
5. Comparing and contrasting 'London is the Place for Me' and 'Sweet Jamaica'

Prior knowledge requirements

- Ability to critically analyse the perspective an author writes from.
- Ability to decode text fluently at an age appropriate level.

- Ability to draw upon previous reading and make connections.
- Ability to infer meaning from a text.
- Ability to use strategies to support meaning-making when reading.

Threads

No threads

Unit description

In this unit, pupils use research around the Empire Windrush and an account of a fictional passenger to write a diary entry from a Windrush passenger's perspective. They use a conversational tone and informal devices, including exclamatives and verbless sentences, to meet the writing purpose.

Why this, why now?

This unit uses and builds on pupils' understanding of diary writing from the Year 6 unit, 'Shakespeare's 'Romeo and Juliet': diary and narrative writing'. This time, pupils write the diary entry based on a real-life historical stimulus - the Empire Windrush. In so doing, pupils research the historical event, building empathy for the passengers on board. Pupils practise using informal devices, like exclamatives, first person, verbless sentences and conversational tone. This unit prepares pupils for essay writing on the same stimulus in the Year 6 unit, 'The Empire Windrush: essay writing'.

Lessons in unit

1. Exploring the Empire Windrush and the experiences of its passengers
2. Retelling a Windrush story
3. Generating ideas for the diary entries of a Windrush passenger
4. Planning the diary entries of an imagined Windrush passenger
5. Writing the diary entry of a Windrush passenger before their arrival in the UK

6. Writing the diary entry of a Windrush passenger after their arrival in the UK

Prior knowledge requirements

- The Second World War lasted from 1939 to 1945.
- Some of the major powers involved in the Second World War were Germany, Japan, the United States of America and the Soviet Union.
- Nazi Germany was defeated by the end of the Second World War.
- There was a major human cost of the war with millions of lives lost, including those of civilians and soldiers.
- Economies, societies and cultures of different countries around the world were affected by the Second World War.
- The Second World War has shaped significant parts of the modern world.
- The United Nations was formed on 24 October 1945 after the Second World War had ended.
- Important lessons are learned after wars.
- Migration is the movement of individuals or groups of people from one place to another often across long distances.
- Immigration is the act of entering and settling in a country that is not a person's country of origin for the purpose of living and working permanently.

15. The Empire Windrush: essay writing

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing essay writing
- Reading and writing texts that inform

Unit description

In this unit, pupils use research of the Empire Windrush to write an essay about why the Windrush Generation immigrated and what life in Britain was like for them. Pupils write formally throughout, using facts and varied sentence structures, and they follow a clear line of argument across the essay.

Why this, why now?

This unit builds on the Year 6 unit, 'The Empire Windrush: diary writing', in which pupils learnt about the historical context and lived experience of Caribbean immigrants' arrival in Britain after World War II. In this unit, pupils base an essay on research around the moment in history concerned, why the Windrush Generation immigrated, what their expectations were and what their experiences of arriving and staying in Britain were like, including sensitive themes of racism and prejudice. This unit prepares pupils to write another essay in the Year 6 unit, 'Polar regions: essay writing'.

Lessons in unit

1. Identifying features of an essay in preparation for writing about the Windrush
2. Researching the Windrush in preparation for writing an essay

3. Planning and writing the introduction of an essay about the Windrush
4. Planning and writing the first section of an essay about the Windrush
5. Planning and writing the second section of an essay about the Windrush
6. Planning and writing the conclusion of an essay about the Windrush

Prior knowledge requirements

- Economies, societies and cultures of different countries around the world were affected by the Second World War.
- Migration is the movement of individuals or groups of people from one place to another often across long distances.
- Immigration is the act of entering and settling in a country that is not a person's country of origin for the purpose of living and working permanently.
- Caribbean immigrants arrived in Britain on the Empire Windrush after the Second World War.
- Britain had been affected greatly by the Second World War.
- Changes in law meant that all citizens of the Commonwealth had the right to settle and work in the UK.
- The British Empire once comprised 23% of the world's population.
- Caribbean immigrants brought cultural influences to Britain.
- Many British people did not welcome West Indian immigrants into their community.

- Many West Indian immigrants experienced racism, prejudice and discrimination after arriving in Britain.

16. 'Beowulf': reading

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine
- Traditional tales

Unit description

In this unit, pupils read and explore a translation and adaptation of the Old English epic poem 'Beowulf', written by Kevin Crossley-Holland. They explore the

language and the context of the poem and then explore and discuss the chapters sequentially, gaining strong comprehension.

Why this, why now?

This unit uses and builds on the prior unit, 'Blackberry Blue', where pupils read and discussed the features of a traditional tale. In 'Beowulf', pupils develop their understanding of traditional tales by discussing and reading a complex, classic tale. Pupils learn about the historical context of the epic poem and explore some of the archaic language used in each chapter. This unit prepares pupils for the future unit, 'Beowulf Narrative Writing', where they will use the book as a stimulus for writing.

Lessons in unit

1. Beowulf begins his quest
2. Beowulf among the Danes
3. Characterisation of Beowulf and Grendel
4. Beowulf faces a new foe
5. Beowulf completes his Danish mission

6. Beowulf and the dragon

7. Beowulf's burial

Prior knowledge requirements

- Ability to decode text fluently at an age appropriate level.
- Know how to retrieve information from a text.
- Know how to infer meaning from a text.
- Know that authors make word and phrase choices.

17. 'Beowulf': narrative writing

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing
- Traditional tales

Unit description

In this unit, pupils rewrite the build-up, climax and resolution of the historical classic 'Beowulf', focusing on interspersing dialogue to convey atmosphere and advance the action. Pupils work to generate vocabulary that is appropriate for each section of the narrative.

Why this, why now?

This unit uses and builds on the Year 6 unit, 'Beowulf': reading', in which pupils analysed a modernised version of the text. Techniques for increasing and

maintaining tension in a build-up, describing powerful action in a climax and conveying a sense of calm in a resolution are developed whilst maintaining use of a range of cohesive devices. This unit prepares pupils for sophisticated narrative writing in the Year 6 unit, 'A Kind of Spark': narrative writing', where pupils finesse writing a build-up and climax and focus on switching tense to highlight a jump in perspective.

Lessons in unit

1. Understanding the historical context and the plot of 'Beowulf'
2. Retelling the story of 'Beowulf and the dragon'
3. Generating vocabulary for the build-up of 'Beowulf and the dragon'
4. Planning the build-up of 'Beowulf and the dragon'
5. Writing the first half of the build-up of 'Beowulf and the dragon'
6. Writing the second half of the build-up of 'Beowulf and the dragon'
 - Epic poems are narrative poems that are often very long.
 - Epic poems often track adventures of heroic characters.
 - Themes of courage, honour and struggle against adversity are often explored through epic poetry.
 - Epic poems can feature dialogue.
7. Generating vocabulary for the climax of 'Beowulf and the dragon'
8. Planning the climax and resolution of 'Beowulf and the dragon'
9. Writing the first half of the climax and resolution of 'Beowulf and the dragon'
10. Writing the second half of the climax and resolution of 'Beowulf and the dragon'

Prior knowledge requirements

- Beowulf is classified as an epic poem.
- Beowulf was originally written in Old English.
- Old English was the language spoken in Anglo Saxon England before the Norman Conquest.
- The poem follows the character of Beowulf and his battles both in youth and in age.
- The text is believed to have been written between 700 - 750 CE.
- Beowulf is one of the most frequently translated texts of Old English literature.

18. 'When Stars are Scattered': book club

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Book Club

Unit description

In this unit, pupils explore and discuss the graphic novel memoir, 'When Stars are Scattered'. They discuss Omar Mohamed's experience of living in a refugee camp in Kenya and identify the key themes in the text. Finally, pupils make personal connections and recommendations.

Prior knowledge requirements

- Ability to read both text and image in graphic novels, inferring possible meaning.
- Read 'When Stars are Scattered'.
- Ability to listen to and respond to other people's ideas, thoughts and opinions.
- Ability to decode text fluently at an age appropriate level.

19. 'A Kind of Spark': reading

Year 6: Reading, writing & oracy

Why this, why now?

This unit uses and builds on pupils' knowledge and understanding of graphic novels, which was explored in 'El Deafo: book club'. In this unit, pupils respond to a memoir in graphic novel form with increasingly mature themes, exploring the refugee experience. Pupils engage with the themes of perseverance and hope and share their own unique, take-away ideas from the text. This unit prepares pupils for the future unit, 'No Country and Frizzy: graphic novels exploring identity and belonging', where they will explore a fictional narrative with some similar themes.

Lessons in unit

1. Developing understanding of 'When Stars are Scattered' through rich discussions
2. Developing responses to 'When Stars are Scattered' through rich discussions

[Go to unit resources](#) 

Threads

- Fiction reading spine
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils read and explore the novel, 'A Kind of Spark'. They gather evidence about the characters by inferring from the text and compare characters both within and between texts. Finally, pupils explore the key concepts and themes from the text.

Why this, why now?

This unit uses and builds on pupils' understanding of characterisation, which was explored in 'Girl of Ink and Stars',

where pupils read a narrative with a strongwilled, female protagonist in a magical setting. In this unit, pupils read through the lens of a female protagonist in a contemporary, modern Scottish setting. Pupils explore characterisation through the lens of a neurodiversity individual and gather evidence to support inferences made. This unit prepares pupils for 'A Kind of Spark: narrative writing', where they will use the book as a stimulus for writing.

Lessons in unit

1. Gathering evidence about characters and their relationships
2. Inferring characters' thoughts and motives
3. Exploring relationships and perspectives
4. Making comparisons
5. Exploring concepts and themes in 'A Kind of Spark'

Prior knowledge requirements

- Ability to decode text fluently at an age appropriate level.
- Ability to draw upon previous reading and make connections.
- Ability to infer meaning from a text.

20. 'A Kind of Spark': narrative writing

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing

Unit description

In this unit, pupils write a build-up and climax based on the text, 'A Kind of Spark'. They learn to switch tense to highlight a jump in perspective from narrative prose to an internal monologue and from present to past tense to indicate a flashback. These outcomes can be used for KS2 SATS writing.

Why this, why now?

This unit uses and builds on the Year 6 unit 'Beowulf': narrative writing', in which pupils built up techniques for increasing and maintaining tension in a build-up and describing powerful action in a climax. Here, pupils finesse their writing of a build-up and climax by learning to switch between tenses to move from third person narrative prose to internal monologue and to indicate a flashback. These sophisticated techniques allow pupils to write with creative authorial flair. This unit's outcomes can be used for pupils' KS2 writing

portfolios as they demonstrate all taught cohesive devices.

Lessons in unit

1. Understanding the historical context of the Scottish witch trials
2. Exploring Addie's character
3. Using drama to explore a character 'low'
4. Adopting different perspectives
5. Planning the build-up of 'A Kind of Spark' including switches in perspective
6. Writing the first half of the build-up of 'A Kind of Spark'
7. Writing the second half of the build-up of 'A Kind of Spark'
8. Self-editing the build-up of 'A Kind of Spark'
9. Exploring a historical scenario linked to 'A Kind of Spark'
10. Exploring Addie's speech in the climax of 'A Kind of Spark'
11. Planning the climax of 'A Kind of Spark' including flashbacks
12. Writing the first section of the climax of 'A Kind of Spark'
13. Writing the next two sections of the climax, including a flashback
14. Writing the final sections of the climax, including a flashback
15. Self-editing the climax of 'A Kind of Spark'

Prior knowledge requirements

- 'A Kind of Spark' was written by Elle McNicoll.

- Elle McNicoll is autistic.
- Autism is a lifelong neurological disorder that affects verbal and non-verbal communication and social interaction.
- Autism is a spectrum disorder.
- The protagonist of 'A Kind of Spark' is Addie, an autistic 11-year-old.
- 'A Kind of Spark' is set in contemporary Juniper close to Edinburgh, Scotland.
- Addie advocates for understanding and acceptance in her community.
- Witches have been portrayed throughout history as individuals, mainly women, who possess supernatural powers.
- Accusations of witchcraft and witch trials have occurred in various cultures and time periods.
- This writing unit is predicated on an understanding of the whole text of 'A Kind of Spark'.

21. 'When the Sky Falls': reading

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine

Unit description

In this unit, pupils read and explore the novel, 'When the Sky Falls'. They discuss the historical context and explore the main characters and their motives. Finally, pupils spot comparisons and connections between the characters and explore the key concepts and themes within the text.

Why this, why now?

This unit uses and builds on pupils' understanding of characterisation, which was explored in 'A Kind of Spark', where pupils explored a narrative through the lens of a neurodiverse individual. In this unit, pupils explore the historical setting of the Second World War through the lens of a young boy. They explain character motives and make inferences about character emotions based on evidence within the text. This unit prepares pupils for 'When the Sky Falls': narrative and journalistic report

writing', where they will use the book as a stimulus for writing.

Lessons in unit

1. Exploring characterisation in 'When the Sky Falls'
2. Explaining characters' motives
3. Making comparisons and connections
4. Exploring characters' emotions
5. Exploring concepts and themes in 'When the Sky Falls'

Prior knowledge requirements

- Ability to infer meaning from a text.
- Ability to draw upon previous reading and make connections.
- Ability to decode text fluently at an age appropriate level.

22. 'When the Sky Falls': narrative and journalistic report writing

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing fiction writing

Unit description

In this unit, pupils write a narrative climax and a journalistic report based on the text, 'When the Sky Falls', focusing on changing tone and style to meet each outcome's purpose. The journalistic report is based on an event in the novel. These outcomes can be used for KS2 SATS writing.

Why this, why now?

This unit uses and builds on the Year 6 unit, 'Climate emergency: journalistic report writing', in which pupils got into role as a journalist writing a report based on the climate emergency. Here, pupils use a fictional event from the novel 'When the Sky Falls' to write a narrative climax and a journalistic report, using climactic narrative techniques like short sentences and fast time adverbials in the first and key journalistic phraseology and passive voice

in the second. This unit's outcomes can be used for pupils' KS2 writing portfolios as they demonstrate all taught cohesive devices.

Lessons in unit

1. Understanding the structure and historical context of 'When the Sky Falls'
2. Generating ideas for a narrative climax scene in 'When The Sky Falls'
3. Planning a narrative climax scene in 'When The Sky Falls'
4. Writing the first half of a narrative climax scene in 'When The Sky Falls'
5. Writing the second half of a narrative climax scene in 'When The Sky Falls'
6. Generating ideas for a journalistic report based on 'When the Sky Falls'
7. Planning a journalistic report based on 'When The Sky Falls'
8. Writing the first half of a journalistic report based on 'When The Sky Falls'
9. Writing the second half of a journalistic report based on 'When The Sky Falls'
10. Self-editing a journalistic report based on 'When The Sky Falls'

Prior knowledge requirements

- When *The Sky Falls* was written by Phil Earle.
- When *The Sky Falls* is set in 1941 during the Second World War.
- The Second World War was a major global conflict between 1939 - 1945.
- The German leader, Adolf Hitler, began the war by invading Poland in 1939.
- A 12-year-old boy, Joseph Palmer, is sent from rural Yorkshire to the city.
- Joseph finds himself in the care of Margaret Farrelly.
- Several challenges impact Joseph's life in the city.
- Historical details are interwoven through the fictional narrative.
- Figurative language used by a writer can give the reader deeper insight into characters, setting and plot.
- Images used by a writer can have more than one meaning.

23. Polar regions: essay writing

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing essay writing
- Reading and writing texts that inform

Unit description

In this unit, pupils learn about how climate change is affecting the polar regions. They organise their knowledge into a clear essay structure with an introduction, paragraphs and a conclusion. They then write an essay that outlines how climate change is negatively impacting the polar regions.

Why this, why now?

This unit uses and builds on pupils' knowledge of how to write a clear, wellstructured essay from the previous Year 6 unit, 'The Empire Windrush: essay writing'. The question for this essay requires pupils to write a single line of argument, maintaining that rising global temperatures affect the polar regions negatively. Pupils write with credibility, using statistics, facts, evidence bases, logic, passive voice, persuasive techniques and structure. This unit prepares pupils for further essay writing in the Year 6 unit, 'Ancient Islamic civilisation: essay writing'.

Lessons in unit

1. Understanding the structure, features and purpose of an essay
2. Researching the polar regions and their importance
3. Researching the threats to the polar regions

4. Preparing to write an essay
5. Writing the first half of an essay
6. Writing the second half of an essay
7. Making a speech about the effects of climate change on the polar regions

Prior knowledge requirements

- An essay is a formal piece of writing that deals with a single subject.
- The purpose of an essay can be to present a coherent argument in response to a stimulus or question.
- An essay can attempt to persuade the reader of a certain viewpoint.
- Persuasion of a certain viewpoint is more likely to occur if the writer's credibility is maintained.
- An essay flows logically.
- Established facts and relevant evidence can be used to strengthen the writer's position on a subject.
- Clear, concise language helps to clarify points being made.
- An introduction opens an essay and a conclusion closes an essay.
- Each paragraph has an introductory sentence and focuses on a single idea.
- Warming of the polar regions is causing ice to melt and sea levels to rise.

24. Poetry of place

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Appreciation of poetry
- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils read, respond to and perform classic and contemporary poetry about a range of settings. They explore imagery and form, whilst developing personal responses and comparing poems. Finally, pupils write their own poem about a place of significance.

Why this, why now?

This unit uses and builds on 'Poetry about migration', where pupils explored poetry through music lyrics. In this unit, pupils engage with a range of settings through several poets and their work. They explore form and imagery and give personal responses to the poems, including some

3. Reading and responding to 'No. 115 Dreams' by Jackie Kay
4. Reading and responding to 'Tempest Avenue' by Ian McMillan
5. Developing background knowledge about 'London' by William Blake
6. Exploring imagery in 'London' by William Blake
7. Exploring form in 'London' by William Blake
8. Performing the poem 'London' by William Blake
9. Exploring impact in 'London' by William Blake
10. Writing a poem about a place
11. Exploring imagery in 'The City of my birth' by Karl Nova
12. Performing the poem 'The City of my birth' by Karl Nova

Prior knowledge requirements

- Ability to decode text fluently at an age

25. Early Islamic civilisation: essay writing

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

evidence to justify their ideas. This unit prepares pupils for 'No Country and Frizzy: graphic novels exploring identity and belonging', where they will explore how identity and belonging can be portrayed through settings and characterisation in the graphic novel form.

Lessons in unit

1. Exploring imagery in 'Eastbourne' by Joseph Coelho
2. Comparing two poems on similar themes, 'Richmond Park' & 'The Old Farmer's Song'

appropriate level.

- Ability to draw upon previous reading and make connections.
- Ability to infer meaning from a text.
- Ability to use strategies to support meaning-making when reading.

Threads

- Developing essay writing
- Reading and writing texts that inform

Unit description

In this unit, pupils research the Abbasid dynasty of early Islamic civilisation and why it is referred to by historians as a 'Golden Age'. They organise their knowledge into a clear essay structure with an introduction, paragraphs and a conclusion. They then write an essay that aims to inform.

Why this, why now?

This unit uses and builds on pupils' knowledge of writing a single line of argument essay from the previous Year 6 unit, 'Polar regions: essay writing'. The question for this essay requires pupils to express and explain an array of researched information about an early civilisation. Pupils practise writing with credibility, using facts derived from research that are organised in a clear structure from introduction to themed paragraphs to conclusion, presented using the full range of sentence structures and cohesive devices. This unit prepares pupils for further analytical writing at KS3 level.

Lessons in unit

1. Identifying features of an essay for writing about early Islamic civilisation
2. Researching early Islamic civilisation
3. Plan and write the introduction of an essay about early Islamic civilisation
4. Planning and writing section one of an essay about early Islamic civilisation
5. Planning and writing section two of an essay about early Islamic civilisation
6. Planning and writing the conclusion of an essay about early Islamic civilisation
7. Presenting our knowledge related to early Islamic civilisation

Prior knowledge requirements

- An essay is a formal piece of writing that deals with a single subject.

- The purpose of an essay can be to present a coherent argument in response to a stimulus or question.
- An essay can attempt to persuade the reader of a certain viewpoint.
- Persuasion of a certain viewpoint is more likely to occur if the writer's credibility is maintained.
- An essay flows logically.
- Established facts and relevant evidence can be used to strengthen the writer's position on a subject.
- Clear, concise language helps to clarify points being made.
- An introduction opens an essay and a conclusion closes an essay.
- Each paragraph has an introductory sentence and focuses on a single idea.
- Third person and passive verbs can be used to strengthen writer's control in an essay.

26. 'No Country' and 'Frizzy': graphic novels exploring identity and belonging

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Fiction reading spine

Unit description

In this unit, pupils read and explore two fictional graphic novel texts, 'No Country' and 'Frizzy'. They discuss the context of both graphic novels. Finally, pupils explore the visual, narrative and contextual elements of specific scenes and discuss the key themes within each text.

Why this, why now?

This unit uses and builds on pupils' understanding of the codes and conventions in graphic novels, which were explored in 'When Stars are Scattered: book club'. In this unit, they will explore the form in greater detail, ensuring pupils gain an understanding of key features and more complex terminology. Pupils will learn how both image and text can create meaning on their own. Both texts explore the themes of identity and belonging and will prepare pupils for the future unit, 'Cloud Busting: book club', where they will consider how reading a narrative in verse can convey themes.

27. 'Cloud Busting': book club

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Lessons in unit

1. Introducing the context of 'No Country'
2. Identity and characterisation in 'No Country'
3. Analysing a scene in 'No Country'
4. Exploring themes in 'No Country'
5. Introducing the context of 'No Country' SS
6. Identity and characterisation in 'No Country' SS
7. Analysing a scene in 'No Country' SS
8. Exploring themes in 'No Country' SS
9. Introducing the context of 'Frizzy'
10. Identity and characterisation in 'Frizzy'
11. Analysing a scene and exploring themes in 'Frizzy'

Prior knowledge requirements

- Ability to read both text and image in graphic novels, inferring possible meaning.
- Ability to draw upon previous reading and make connections.
- Ability to decode text fluently at an age appropriate level.
- Ability to critically analyse the perspective an author writes from.

Threads

- Appreciation of poetry
- Book Club

- Modern literature strand 1: identity, belonging and community

Unit description

In this unit, pupils explore and discuss the verse novel, 'Cloud Busting'. They will identify the features of verse novels and the range of poetic forms used by the author. Finally, pupils will discuss the characters in the text and develop a personal response.

Why this, why now?

This unit uses and builds on pupils' understanding of verse novels, which was explored in the prior unit 'The Final Year: reading'. In this unit, pupils will read and explore a verse novel that discusses similar themes using a range of poetic forms. Pupils will explore different perspectives around the key themes of friendship and bullying and develop their own take-away ideas. This unit prepares pupils for reading in secondary school, where they will build on their knowledge of text types and genres through the introduction to a range of texts suitable for Year 7.

Lessons in unit

1. Developing understanding of 'Cloud Busting' through rich discussions
2. Developing responses to 'Cloud Busting' through rich discussions

Prior knowledge requirements

- Ability to decode text fluently at an age appropriate level.

- Ability to retrieve specific information from a text to deepen text understanding and analysis.
- Ability to infer meaning to draw broader conclusions about the text as a whole.
- Identify how authors use a range of literary devices to enhance meaning .
- Know that authors make decisions about how to structure a narrative.

28. Talking transitions

Year 6: Reading, writing & oracy

[Go to unit resources](#) 

Threads

- Developing spoken language

Unit description

In this unit, pupils practise speaking and listening skills to turn take, agree and disagree respectfully and share opinions about the transition of leaving primary school to go to secondary school. Pupils develop their ability to listen without judgement to their peers' opinions and feelings.

Threads in English

[See how to use threads](#) ↑

Appreciation of poetry

Book Club

Developing essay writing

Developing fiction writing

Developing reading preferences

Developing spoken language

Fiction reading spine

Modern literature strand 1: identity, belonging and community

Nineteenth century literature

Thread,

Reading and writing texts that inform

Traditional tales

'Appreciation of poetry'

Year 2

- **Unit 1**, 'Performance poetry'

Year 4

- **Unit 1**, 'Laura Mucha: performance poetry'

Reading, writing & oracy

Year 1

- **Unit 6**, 'Nursery rhymes: reading poetry'
- **Unit 10**, 'Zim Zam Zoom' by James Carter: reading poetry'

Year 2

- **Unit 9**, 'The Magic Box': reading imaginative poetry'
- **Unit 20**, 'Humorous poetry'

Year 5

- **Unit 9**, 'Poetry by Valerie Bloom'
- **Unit 11**, 'The Highwayman': narrative writing'
- **Unit 12**, 'Poetry about personal experiences'
- **Unit 13**, 'The Listeners': reading'
- **Unit 24**, 'Poetry inspired by animals'

Year 4

- **Unit 11**, 'John Lyons poetry'
- **Unit 14**, 'Jabberwocky': narrative writing'
- **Unit 24**, 'Poetry inspired by weather'
- **Unit 29**, 'Poet focus: 'Overheard in a Tower Block' by Joseph Coelho'

Year 6

- **Unit 3**, 'The Final Year': reading'
- **Unit 13**, 'Poetry about migration'
- **Unit 24**, 'Poetry of place'
- **Unit 27**, 'Cloud Busting': book club'

Year 3

- **Unit 5**, 'Poet focus: 'Werewolf Club Rules' by Joseph Coelho'

Thread,

- **Unit 23**, 'Poetry inspired by big and small objects: understanding form'

Thread,

Reading, writing & oracy 'Book Club'

Year 2

- **Unit 3**, 'The Wolf, The Duck and the Mouse': book club'
- **Unit 5**, 'The Planet in a Pickle Jar': book club'
- **Unit 13**, 'Don't Cross the Line!': book club'
- **Unit 15**, 'And Tango Makes Three': book club'
- **Unit 21**, 'Grandad's Island': book club'
- **Unit 24**, 'Leaf': book club'

Year 5

- **Unit 10**, 'The Unforgotten Coat': book club'
- **Unit 17**, 'Front Desk': book club'
- **Unit 25**, 'Wonder': book club'

Year 4

- **Unit 8**, 'El Deafo': book club'
- **Unit 18**, 'The Wild Robot': book club'
- **Unit 26**, 'Danny Chung Does Not Do Maths': book club'
- **Unit 27**, 'The Miraculous Journey of Edward Tulane': book club'

Year 6

- **Unit 10**, 'Girl of Ink and Stars': book club'
- **Unit 18**, 'When Stars are Scattered': book club'
- **Unit 27**, 'Cloud Busting': book club'

Year 3

- **Unit 7**, 'Swallow's Kiss': book club'
- **Unit 17**, 'Marcy and the Riddle of the Sphinx': book club'
- **Unit 24**, 'Varjak Paw': book club'

'Developing essay writing'

Thread,

Reading, writing & oracy

Year 5

- **Unit 21**, 'The Amazon Rainforest: essay writing'

Year 6

- **Unit 15**, 'The Empire Windrush: essay writing'
- **Unit 23**, 'Polar regions: essay writing'
- **Unit 25**, 'Early Islamic civilisation: essay writing'

Thread,

Reading, writing & oracy

'Developing fiction writing'

Year 1

- **Unit 2**, 'A Superhero Like You': reading and writing'
- **Unit 3**, 'The Three Billy Goats Gruff': reading and writing'
- **Unit 4**, 'The Magic Porridge Pot': reading and writing'
- **Unit 7**, 'Anna Hibiscus' Song': reading and writing'
- **Unit 11**, 'Paddington': reading and writing'
- **Unit 12**, 'Wild': reading and writing'
- **Unit 13**, 'Jack and the Beanstalk': reading and writing'
- **Unit 15**, 'Ada Twist Scientist': reading and writing'

Year 2

- **Unit 2**, 'Otherwise': narrative writing'
- **Unit 7**, 'The Proudest Blue': reading and writing'
- **Unit 14**, 'Lucky Dip': narrative writing'

Year 5

- **Unit 3**, 'How to Train Your Dragon': diary and narrative writing'
- **Unit 8**, 'The Viewer': narrative writing'
- **Unit 11**, 'The Highwayman': narrative writing'
- **Unit 16**, 'Shakespeare's 'Macbeth': narrative and soliloquy writing'

Year 4

- **Unit 6**, 'The Borrowers': narrative writing and reading'
- **Unit 7**, 'A Christmas Carol': narrative writing and reading'
- **Unit 14**, 'Jabberwocky': narrative writing'
- **Unit 21**, 'The Happy Prince': narrative writing and reading'
- **Unit 23**, 'Whale Rider': narrative writing'

Year 6

- **Unit 2**, 'Shakespeare's 'Romeo and Juliet': diary and narrative writing'
- **Unit 4**, 'Sherlock Holmes': descriptive and letter writing'
- **Unit 17**, 'Beowulf': narrative writing'

Thread,

Reading, writing & oracy

- **Unit 20**, 'A Kind of Spark': narrative writing'
- **Unit 22**, 'When the Sky Falls': narrative and journalistic report writing'

Year 3

- **Unit 3**, 'The BFG': reading and narrative writing'
- **Unit 6**, 'The Man on the Moon': narrative writing'

- **Unit 12**, 'The Iron Man': narrative writing'
- **Unit 22**, 'The Firework Maker's Daughter': reading and narrative writing'

Thread,

Thread,

Reading, writing & oracy

'Developing reading preferences'

Year 5

- **Unit 1**, 'Developing reading preferences in Year 5'

Year 4

- **Unit 1**, 'Developing reading preferences in Year 4'

Year 6

- **Unit 1**, 'Developing reading preferences in Year 6'

Year 3

- **Unit 1**, 'Developing reading preferences in year 3'

Thread,

'Developing spelling accuracy'

Spelling

Year 2

- **Unit 1**, 'Alternative GPCs for long vowels'
- **Unit 2**, 'Alternative GPCS for consonants and homophones'
- **Unit 3**, 'Suffixes'

Year 3

- **Unit 1**, 'Writing -ed and -ing suffixes'
- **Unit 2**, 'More suffixes and silent letters'
- **Unit 3**, 'Prefixes, homonyms and homophones'

Year 5

- **Unit 1**, 'Verb, adjective and noun suffixes'
- **Unit 2**, 'Noun suffixes, letter strings and homophones'
- **Unit 3**, 'Etymology and prefixes'

Year 4

- **Unit 1**, 'Verb and adjective suffixes'
- **Unit 2**, 'Noun and adjective suffixes'
- **Unit 3**, 'Suffixes, etymology and homophones'

Year 6

- **Unit 1**, 'Homophones and tense'
- **Unit 2**, 'Letter strings, etymology and curriculum words'
- **Unit 3**, 'Review and revision of all taught spelling'

'Developing spoken language'

Year 1

- **Unit 1**, 'Speaking and listening'
- **Unit 16**, 'Speaking loud and proud'

Thread,

Reading, writing & oracy

Year 2

- **Unit 22**, 'Spoken language: sharing your opinion'
- **Unit 23**, 'Sharing our opinions: agreeing and disagreeing'

Year 5

- **Unit 7**, 'Introduction to debate'
- **Unit 26**, 'Successful speeches'

Year 4

- **Unit 25**, 'Speeches'
- **Unit 28**, 'Getting ready to debate'

Year 6

- **Unit 6**, 'Debating important topics'
- **Unit 28**, 'Talking transitions'

Year 3

- **Unit 10**, 'Oral storytelling'
- **Unit 27**, 'Introduction to speeches'

'Developing vocabulary knowledge'

Vocabulary

Year 5

- **Unit 1**, 'Taste and smell words'
- **Unit 2**, 'Action words'

Year 4

- **Unit 1**, 'Weather: wind and hot words'
- **Unit 2**, 'Weather: cold, calm and stormy words'
- **Unit 3**, 'Weather: cloudy, dark and rainy words'

Year 3

- **Unit 1**, 'Character: big, beautiful and eye words'

Thread,

- **Unit 2**, 'Character: small, confident and shy words'
- **Unit 3**, 'Character: clever and clumsy words'

Year 6

- **Unit 1**, 'Emotions words'
- **Unit 2**, 'Setting words'

'Fiction reading spine'

Year 1

- **Unit 2**, 'A Superhero Like You': reading and writing'
- **Unit 3**, 'The Three Billy Goats Gruff': reading and writing'
- **Unit 4**, 'The Magic Porridge Pot': reading and writing'
- **Unit 7**, 'Anna Hibiscus' Song': reading and writing'
- **Unit 9**, 'Looking after pets: reading and writing'
- **Unit 11**, 'Paddington': reading and writing'
- **Unit 12**, 'Wild': reading and writing'
- **Unit 13**, 'Jack and the Beanstalk': reading and writing'
- **Unit 15**, 'Ada Twist Scientist': reading and writing'

Year 2

- **Unit 1**, 'Yoshi the Stonecutter': reading'
- **Unit 7**, 'The Proudest Blue': reading and writing'
- **Unit 11**, 'The Owl who was Afraid of the Dark': reading'
- **Unit 19**, 'The Children of Lir': reading'

Year 5

- **Unit 2**, 'How To Train Your Dragon': reading'
- **Unit 15**, 'Mirror': reading'
- **Unit 19**, 'Oliver Twist': reading'
- **Unit 22**, 'Princess Sophia Duleep Singh: My Story': reading'

Year 4

- **Unit 4**, 'Hansel and Gretel': reading'
- **Unit 6**, 'The Borrowers': narrative writing and reading'
- **Unit 7**, 'A Christmas Carol': narrative writing and reading'

Thread,

Reading, writing & oracy

- **Unit 9**, "Walter Tull's Scrapbook': reading'
- **Unit 13**, "A Journey through Greek Myths': reading'
- **Unit 16**, "Escape from Pompeii': reading'
- **Unit 20**, "Arthur and the Golden Rope': reading'
- **Unit 21**, "The Happy Prince': narrative writing and reading'
- **Unit 22**, "Greenling': reading'

Year 6

- **Unit 5**, "Coming To England': reading'
- **Unit 9**, "Blackberry Blue': reading'
- **Unit 16**, "Beowulf': reading'

- **Unit 19**, 'A Kind of Spark': reading'
- **Unit 21**, 'When the Sky Falls': reading'
- **Unit 26**, 'No Country' and 'Frizzy': graphic novels exploring identity and belonging'

Year 3

- **Unit 2**, 'Mulan': reading'
- **Unit 3**, 'The BFG': reading and narrative writing'
- **Unit 9**, 'The Moon Dragons': reading'
- **Unit 11**, 'The Iron Man': reading'
- **Unit 14**, 'Anansi and the Antelope Baby': reading'
- **Unit 16**, 'The Sheep Pig': reading'
- **Unit 21**, 'The Firework Maker's Daughter': reading and diary writing'
- **Unit 22**, 'The Firework Maker's Daughter': reading and narrative writing'
- **Unit 26**, 'The Day the Crayons Quit': reading and writing persuasive letters'

Thread,

'Modern literature strand 1: identity, belonging and community'

Reading, writing & oracy

Year 1

- **Unit 7**, 'Anna Hibiscus' Song': reading and writing'
- **Unit 11**, 'Paddington': reading and writing'
- **Unit 12**, 'Wild': reading and writing'

Year 2

- **Unit 7**, 'The Proudest Blue': reading and writing'
- **Unit 11**, 'The Owl who was Afraid of the Dark': reading'
- **Unit 14**, 'Lucky Dip': narrative writing'
- **Unit 21**, 'Grandad's Island': book club'
- **Unit 24**, 'Leaf': book club'

Year 5

- **Unit 12**, 'Poetry about personal experiences'
- **Unit 15**, 'Mirror': reading'
- **Unit 17**, 'Front Desk': book club'
- **Unit 18**, 'Front Desk': persuasive letter writing'
- **Unit 19**, 'Oliver Twist': reading'
- **Unit 25**, 'Wonder': book club'

Year 4

- **Unit 8**, 'El Deafo': book club'
- **Unit 9**, 'Walter Tull's Scrapbook': reading'
- **Unit 10**, 'Into the Forest': diary writing'
- **Unit 11**, 'John Lyons poetry'
- **Unit 23**, 'Whale Rider': narrative writing'

Year 6

- **Unit 13**, 'Poetry about migration'
- **Unit 19**, 'A Kind of Spark': reading'
- **Unit 24**, 'Poetry of place'
- **Unit 27**, 'Cloud Busting': book club'

Year 3

- **Unit 5**, 'Poet focus: 'Werewolf Club Rules' by Joseph Coelho'

- **Unit 6**, 'The Man on the Moon': narrative writing'
- **Unit 11**, 'The Iron Man': reading'
- **Unit 21**, 'The Firework Maker's Daughter': reading and diary writing'
- **Unit 22**, 'The Firework Maker's Daughter': reading and narrative writing'

Vocabulary

Year 2

- **Unit 1**, 'Feelings vocabulary'

Thread,
'Nineteenth century literature'

Reading, writing & oracy

Year 6

- **Unit 4, 'Sherlock Holmes':** descriptive and letter writing'

Thread, 'Reading and writing texts that inform'

Reading, writing & oracy

Year 1

- **Unit 9**, 'Looking after pets: reading and writing'
- **Unit 11**, 'Paddington': reading and writing'
- **Unit 14**, 'School trip: writing a recount'

Year 2

- **Unit 4**, 'Monster pizza: instructions writing'
- **Unit 6**, 'The Great Fire of London: non-chronological report'
- **Unit 8**, 'Atinuke and other authors: information text'
- **Unit 10**, 'Nocturnal animals: non-chronological report'
- **Unit 12**, 'School trip: recount writing'
- **Unit 16**, 'Emmeline Pankhurst, Little People Big Dreams': reading'
- **Unit 17**, 'Florence Nightingale and Mary Seacole: non-chronological report' •
- **Unit 18**, 'Florence Nightingale: diary writing'

Year 5

- **Unit 4**, 'Crazy about Cats': reading'
- **Unit 5**, 'The aye-aye or wild cats: non-chronological report'
- **Unit 6**, 'The Titanic: journalistic report writing'
- **Unit 18**, 'Front Desk': persuasive letter writing'
- **Unit 20**, 'Curiosity: The Story of a Mars Rover': reading'
- **Unit 21**, 'The Amazon Rainforest: essay writing'
- **Unit 22**, 'Princess Sophia Duleep Singh: My Story': reading'
- **Unit 23**, 'Harriet Tubman: biographical writing'

Year 4

- **Unit 2**, 'Curious Creatures Glowing in the Dark': reading'
- **Unit 3**, 'Anglerfish: non-chronological report'
- **Unit 5**, 'Little Red Riding Hood': journalistic report'
- **Unit 8**, 'El Deafo': book club'
- **Unit 9**, 'Walter Tull's Scrapbook': reading'
- **Unit 15**, 'The digestive system: explanation writing'
- **Unit 16**, 'Escape from Pompeii': reading'
- **Unit 19**, 'Ancient Greeks or Anglo-Saxons: non-chronological report'
- **Unit 20**, 'Arthur and the Golden Rope': reading'

Thread,

Year 6

- **Unit 7**, 'Charles Darwin: biographical writing'

- **Unit 8**, 'Pandas or Antarctic animals: non-chronological report'
- **Unit 11**, 'Shackleton's Journey': reading'
- **Unit 12**, 'Climate emergency: journalistic report writing'
- **Unit 13**, 'Poetry about migration'
- **Unit 15**, 'The Empire Windrush: essay writing'
- **Unit 23**, 'Polar regions: essay writing'
- **Unit 25**, 'Early Islamic civilisation: essay writing'

Year 3

- **Unit 4**, 'The Portia Spider: non-chronological report'
- **Unit 8**, 'The Pebble in my Pocket': reading'
- **Unit 13**, 'How Bees Make Honey: explanation text'
- **Unit 18**, 'King Tut or Healthy Lifestyle: non-chronological report'
- **Unit 19**, 'Rushing Rivers': reading'
- **Unit 20**, 'Mummification: explanation text'
- **Unit 25**, 'The Stone Age: non-chronological report'

Thread, 'Traditional tales'

Reading, writing & oracy

Year 1

- **Unit 3**, "The Three Billy Goats Gruff": reading and writing'
- **Unit 4**, "The Magic Porridge Pot": reading and writing'
- **Unit 11**, "Paddington": reading and writing'
- **Unit 13**, "Jack and the Beanstalk": reading and writing'

Year 2

- **Unit 1**, "Yoshi the Stonecutter": reading'
- **Unit 2**, "Otherwise": narrative writing'
- **Unit 3**, "The Wolf, The Duck and the Mouse": book club'

Year 4

- **Unit 4**, "Hansel and Gretel": reading'
- **Unit 10**, "Into the Forest": diary writing'
- **Unit 13**, "A Journey through Greek Myths": reading'
- **Unit 16**, "Escape from Pompeii": reading'
- **Unit 20**, "Arthur and the Golden Rope": reading'
- **Unit 21**, "The Happy Prince": narrative writing and reading'
- **Unit 23**, "Whale Rider": narrative writing'

Year 6

- **Unit 9**, "Blackberry Blue": reading'
- **Unit 10**, "Girl of Ink and Stars": book club'
- **Unit 16**, "Beowulf": reading'
- **Unit 17**, "Beowulf": narrative writing'

Year 3

- **Unit 2**, "Mulan": reading'
- **Unit 9**, "The Moon Dragons": reading'
- **Unit 14**, "Anansi and the Antelope Baby": reading'
- **Unit 17**, "Marcy and the Riddle of the Sphinx": book club'



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