

# English Key Stage 1

Curriculum map





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

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.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



## 2. Units



**KS1 English is formed of 38 units and this is the recommended sequence:**

Unit Title	Recommended year group	Number of lessons
<b>1 The Magic Paintbrush: mood</b>	Year 1	10
<b>2 The Magic Paintbrush: created story ( mood)</b>	Year 1	10
<b>3 Recount: diary entry</b>	Year 1	10
<b>4 Monkeys and Hats: problems</b>	Year 1	10
<b>5 Monkeys and Hats: recycled story (problems)</b>	Year 1	10
<b>6 Instructions: How to make a paper crown</b>	Year 1	10
<b>7 Awongalema: description</b>	Year 1	10
<b>8 Awongalema: recycled story (description)</b>	Year 1	10
<b>9 Discussion: Should animals be kept in zoos?</b>	Year 1	10



<b>10</b>	<b>Honey and Trouble: character</b>	<b>Year 1</b>	<b>10</b>
<b>11</b>	<b>Honey and Trouble: recycled story (character)</b>	<b>Year 1</b>	<b>10</b>
<b>12</b>	<b>Persuasion: Buy my honey</b>	<b>Year 1</b>	<b>10</b>
<b>13</b>	<b>Anansi and Tiger</b>	<b>Year 1</b>	<b>10</b>
<b>14</b>	<b>Anansi and Tiger: Endings</b>	<b>Year 1</b>	<b>10</b>
<b>15</b>	<b>Information: All about Tigers</b>	<b>Year 1</b>	<b>10</b>
<b>16</b>	<b>Jack and the Beanstalk: characters, mood, problems</b>	<b>Year 1</b>	<b>10</b>
<b>17</b>	<b>Jack and the Beanstalk: created story (characters, mood, problems)</b>	<b>Year 1</b>	<b>10</b>
<b>18</b>	<b>Explanation: How beans grow</b>	<b>Year 1</b>	<b>10</b>
<b>19</b>	<b>How Butterflies Came to Be</b>	<b>Year 1</b>	<b>5</b>
<b>20</b>	<b>How Coyote Brought Fire to the Earth (1)</b>	<b>Year 2</b>	<b>10</b>
<b>21</b>	<b>How Coyote Brought Fire to the Earth (2)</b>	<b>Year 2</b>	<b>10</b>



<b>22</b>	<b>Instructions: How to defeat the fire giants</b>	<b>Year 2</b>	<b>10</b>
<b>23</b>	<b>Baba Yaga: openings</b>	<b>Year 2</b>	<b>10</b>
<b>24</b>	<b>Baba Yaga: created story (openings)</b>	<b>Year 2</b>	<b>10</b>
<b>25</b>	<b>Non-chronological report: All about Witches</b>	<b>Year 2</b>	<b>10</b>
<b>26</b>	<b>The Eagle Who Thought He Was A Chicken: characters and problems</b>	<b>Year 2</b>	<b>10</b>
<b>27</b>	<b>The Eagle Who Thought He Was A Chicken: recycled story (characters and problems)</b>	<b>Year 2</b>	<b>10</b>
<b>28</b>	<b>Explanation: How birds fly</b>	<b>Year 2</b>	<b>10</b>
<b>29</b>	<b>Ganesh Gets Married (1)</b>	<b>Year 2</b>	<b>10</b>
<b>30</b>	<b>Ganesh Gets Married (2)</b>	<b>Year 2</b>	<b>10</b>
<b>31</b>	<b>Who was right: Ganesh or Kartikeya?</b>	<b>Year 2</b>	<b>10</b>
<b>32</b>	<b>Persephone: endings</b>	<b>Year 2</b>	<b>10</b>
<b>33</b>	<b>Persephone: creation story (endings)</b>	<b>Year 2</b>	<b>10</b>

**34** Recount: news report

Year 2

10

**35** The Bird and the Forest Fire: middles

Year 2

10

**36** The Bird and the Forest Fire: recycled story (middles)

Year 2

10

**37** Persuasion: Why you should never light fires in a dry forest

Year 2

10

**38** The Unlucky Man

Year 2

5





# 3. Lessons

## Unit 1 The Magic Paintbrush: mood

10 Lessons

Lesson number	Lesson question	Pupils will learn
1.	To listen to and respond to a story	<ul style="list-style-type: none"><li>In this lesson, we will listen to the story 'The Magic Paintbrush' and map out the key points in the story.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will map, step and speak the story of the 'The Magic Paintbrush'</li></ul>
3.	To explore the main moods in the story	<ul style="list-style-type: none"><li>In this lesson, we will explore the different moods in the story of the 'The Magic Paintbrush' using drama.</li></ul>
4.	To use the past tense (ed)	<ul style="list-style-type: none"><li>In this lesson, we will learn how to write in the past tense and will begin to apply this to our story, 'The Magic Paintbrush'.</li></ul>



<b>5.</b>	<b>To make inferences based on what is said and done</b>	<ul style="list-style-type: none"><li>• In this lesson, we will be text detectives, using evidence from the text to help us unpick ideas.</li></ul>
<b>6.</b>	<b>To box up a story for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will box up the story and explore the moods in each section of the story.</li></ul>
<b>7.</b>	<b>To explore how writers create mood</b>	<ul style="list-style-type: none"><li>• In this lesson, we will create our own 'mood toolkit' by reading as a writer.</li></ul>
<b>8.</b>	<b>To write a story with clear moods (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will begin to write 'The Magic Paintbrush' story focusing on the mood created. We will write full sentences to describe action, setting, feelings and thoughts.</li></ul>
<b>9.</b>	<b>To write a story with clear moods (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will continue to write 'The Magic Paintbrush' story, focusing on the mood created. We will write full sentences to describe action, setting, feelings and thoughts.</li></ul>
<b>10.</b>	<b>To write a story with clear moods</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the ending of our story, 'The Magic Paintbrush', focusing particularly on the mood created.</li></ul>



## Unit 2 The Magic Paintbrush: created story ( mood)

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To generate ideas for a created story	<ul style="list-style-type: none"><li>In this lesson, we will begin to create our own stories using a plot matrix.</li></ul>
2.	To tell a created story from memory	<ul style="list-style-type: none"><li>In this lesson, we will use the 'Hear, Map, Step, Speak' method to begin to retell our own stories from memory.</li></ul>
3.	To explore the moods in a created story	<ul style="list-style-type: none"><li>In this lesson, we will explore the moods in our created stories using drama and mood mapping.</li></ul>
4.	To use the coordinating conjunction 'but'	<ul style="list-style-type: none"><li>In this lesson, we will learn how to extend our story sentences using 'but'.</li></ul>
5.	To give personal opinions about what is read	<ul style="list-style-type: none"><li>In this lesson, we will apply our reading strategies to a text and learn how to give our opinion.</li></ul>
6.	To box up a story for purpose	<ul style="list-style-type: none"><li>In this lesson, we will box up the stories we have created.</li></ul>

## **7. To explore how writers create mood**

- In this lesson, we will build our toolkit for creating mood by reading as a writer.



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## **8. To write a created story showing mood**

- In this lesson, we will begin to write our own stories about helping. We will learn how to write sentences that show different moods.

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## **9. To write a created story showing mood (Part 1)**

- In this lesson, we will write the next part of our created stories, using description of action, setting, thoughts and feelings to show mood.

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## **10. To write a created story showing mood (Part 2)**

- In this lesson, we will finish writing our created stories using our writers' toolkit for creating mood.
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Lesson number	Lesson question	Pupils will learn
1.	To listen to a recount	<ul style="list-style-type: none"><li>In this lesson, we will meet Ma Liang, the painter from 'The Magic Paintbrush', who will recount the events of the story from his point of view.</li></ul>
2.	To tell a recount from memory	<ul style="list-style-type: none"><li>In this lesson, we will hear, map, step and speak a recount.</li></ul>
3.	To deepen understanding of a recount through roleplay	<ul style="list-style-type: none"><li>In this lesson, we will take on the role of the painter Ma Liang using drama.</li></ul>
4.	To use the past tense	<ul style="list-style-type: none"><li>In this lesson, we will practise writing in the past tense which will help us to recount events.</li></ul>
5.	To retrieve information	<ul style="list-style-type: none"><li>In this lesson, we will learn to find key information when reading Cedric's diary.</li></ul>



<b>6.</b>	<b>To box up a recount for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will box up Ma Liang's diary extract and explore his thoughts and feelings.</li></ul>
<b>7.</b>	<b>To identify features of a recount</b>	<ul style="list-style-type: none"><li>• In this lesson, we will read as a writer and will create a toolkit for writing a diary.</li></ul>
<b>8.</b>	<b>To write a recount (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will begin to write Ma Liang's diary using our toolkit.</li></ul>
<b>9.</b>	<b>To write a recount (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will continue to write Ma Liang's diary using our toolkit.</li></ul>
<b>10.</b>	<b>To write a recount</b>	<ul style="list-style-type: none"><li>• In this lesson, we will finish writing Ma Liang's diary using our toolkit.</li></ul>

## Unit 4 Monkeys and Hats: problems

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen and respond to a story	<ul style="list-style-type: none"><li>In this lesson, we will listen to a story and think about how the plot works.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will learn to tell the story from memory using a four-step process called, 'Hear, Map, Step, Speak.'</li></ul>
3.	To retell the main events in a story	<ul style="list-style-type: none"><li>In this lesson, we will retell the main events in the story through drama and song.</li></ul>
4.	To use capital letters and full stops	<ul style="list-style-type: none"><li>In this lesson, we will learn how to use capital letters and full stops to write story sentences that make sense.</li></ul>
5.	To find information in the text	<ul style="list-style-type: none"><li>In this lesson, we will learn how to find important information in a text when we read, using our story, 'Monkeys and Hats'.</li></ul>



<b>6.</b>	<b>To explore a recycled character's thoughts and feelings</b>	<ul style="list-style-type: none"><li>• In this lesson, we will explore the main character's thoughts and feelings, given the problem he faces.</li></ul>
<b>7.</b>	<b>To write the first problem in the story</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write about what happens when the hatmaker loses his hats to the monkeys, making the problem really matter for our character.</li></ul>
<b>8.</b>	<b>To explore a character's thoughts and feelings (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will explore how the hatmaker's son feels when he meets the monkeys himself.</li></ul>
<b>9.</b>	<b>To explore a character's thoughts and feelings (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will explore how the hatmaker's son feels and reacts when the unexpected happens.</li></ul>
<b>10.</b>	<b>To write the second problem in the story</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write about what happens when the hatmaker's son meets the monkeys, making the problem really matter for our character.</li></ul>

## Unit 5 Monkeys and Hats: recycled story (problems)

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To generate ideas for a recycled story	<ul style="list-style-type: none"><li>In this lesson, we will generate ideas to change the character of the hatmaker to a new character of our own choice.</li></ul>
2.	To tell a recycled story from memory	<ul style="list-style-type: none"><li>In this lesson, we will tell our recycling stories from memory using the hear, map, step, speak process.</li></ul>
3.	To explore a character's thoughts and feelings	<ul style="list-style-type: none"><li>In this lesson, we will explore how our new character feels when faced with a big problem in our new recycled stories.</li></ul>
4.	To use adjectives to describe	<ul style="list-style-type: none"><li>In this lesson, we will use adjectives to describe our new story characters so we can picture them clearly in our imaginations.</li></ul>
5.	To retrieve information	<ul style="list-style-type: none"><li>In this lesson, we will learn how to retrieve key information from the text to help us better understand what we read.</li></ul>



<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn to box up as a planning tool for writing our story.</li></ul>
<b>7.</b>	<b>To write the opening of a recycled story</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the opening of our recycled stories, introducing character and problem.</li></ul>
<b>8.</b>	<b>To write the middle of a recycled story</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the middle of our recycled story, developing the problem for the second character.</li></ul>
<b>9.</b>	<b>To write the ending of a recycled story</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the ending of our recycled stories, showing how the character feels about what happens.</li></ul>
<b>10.</b>	<b>To edit and perform a recycled story</b>	<ul style="list-style-type: none"><li>• In this lesson, we will edit our stories to make some final improvements and then perform our finished stories.</li></ul>



## Unit 6 Instructions: How to make a paper crown

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen and respond to a set of instructions	<ul style="list-style-type: none"><li>In this lesson, we will listen to a set of instructions in role about how to make a magic hat and answer questions to check our understanding.</li></ul>
2.	To tell a set of instructions from memory	<ul style="list-style-type: none"><li>In this lesson, we will learn to recall a set of instructions from memory using a four step process - Hear, Map, Step, Speak.</li></ul>
3.	To role play a set of instructions	<ul style="list-style-type: none"><li>In this lesson, we will use role play to give instructions clearly and precisely.</li></ul>
4.	To use imperative verbs	<ul style="list-style-type: none"><li>In this lesson, we will use imperative verbs to give clear and precise instructions.</li></ul>
5.	To summarise main points	<ul style="list-style-type: none"><li>In this lesson, we will learn how to summarise the main points of a text .</li></ul>



<b>6.</b>	<b>To box up a recycled set of instructions</b>	<ul style="list-style-type: none"><li>• In this lesson, we will box up a recycled set of instructions, showing the overall structure and the purpose of each section.</li></ul>
<b>7.</b>	<b>To write a set of instructions (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the first part of our recycled set of instructions. We will use our boxed up plan to tell our instructions. Then we will use adjectives to describe magic objects in our opening.</li></ul>
<b>8.</b>	<b>To write a set of instructions (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the main part of our recycled set of instructions. We will make a list of what is needed and begin to use imperatives in each step.</li></ul>
<b>9.</b>	<b>To write a set of instructions (Part 3)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will continue to write the main part of our recycled set of instructions. We will write the 'what to do' section using time words, imperatives and adverbs.</li></ul>
<b>10.</b>	<b>To write and perform a set of instructions</b>	<ul style="list-style-type: none"><li>• In this lesson, we will finish writing our instructions and perform them in role.</li></ul>

## Unit 7 Awongalema: description

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen to and respond to a story	<ul style="list-style-type: none"><li>In this lesson, we will visit the forests of Africa as we listen to the story of Awongalema.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will use the 'Hear, Map, Step, Speak' method to begin to retell the story of Awongalema from memory.</li></ul>
3.	To describe using the senses	<ul style="list-style-type: none"><li>In this lesson, we will explore the story of Awongalema using all of our senses.</li></ul>
4.	To add -es for plural nouns	<ul style="list-style-type: none"><li>In this lesson, we will apply our knowledge of plurals to some descriptive sentences.</li></ul>
5.	To make inferences based on what is said and done	<ul style="list-style-type: none"><li>In this lesson, we will learn to use evidence from the text to make inferences about how characters are feeling.</li></ul>



<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will box up the story, exploring how we can describe using our senses in each section.</li></ul>
<b>7.</b>	<b>To explore how writers create vivid description</b>	<ul style="list-style-type: none"><li>• In this lesson, we will read as a writer and create a toolkit for our own descriptive writing.</li></ul>
<b>8.</b>	<b>To write a story using vivid description</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use all of our senses as we describe the first scene in the story of Awongalema.</li></ul>
<b>9.</b>	<b>To write a story using vivid description (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will continue to write a description of a scene in the story Awongalema, using our writers' toolkit.</li></ul>
<b>10.</b>	<b>To write a story using vivid description (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use all of our senses to describe the final scene in the story of Awongalema.</li></ul>

## Unit 8 Awongalema: recycled story (description)

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To generate ideas for a recycled story	<ul style="list-style-type: none"><li>In this lesson, we will begin to recycle the story of Awongalema by changing the animals. We will use a story map to support our retelling.</li></ul>
2.	To tell a recycled story from memory	<ul style="list-style-type: none"><li>In this lesson, we will hear, map, step and speak our recycled stories.</li></ul>
3.	To describe using the senses	<ul style="list-style-type: none"><li>In this lesson, we will learn to describe the animals in our recycled stories using all of the senses.</li></ul>
4.	To use repetition for description (including -est suffix)	<ul style="list-style-type: none"><li>In this lesson, we will explore how we can use repetition to create effects in our descriptions.</li></ul>
5.	To make informed predictions	<ul style="list-style-type: none"><li>In this lesson, we will use our reading detective skills to make predictions based on what we have read so far in a text.</li></ul>



<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will listen to our new recycled story again, we will think about the beginning, middle and end part of our story and box up the different sections.</li></ul>
<b>7.</b>	<b>To explore how writers create vivid description (Read as a Writer)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn how to identify descriptions of characters using our five senses. We will also use the multisensory description toolkit to show how writers create vivid descriptions.</li></ul>
<b>8.</b>	<b>To write a recycled story with a vivid description (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will recap the recycled story we have been writing. We will review the description toolkit and write the beginning part of our story using vivid description.</li></ul>
<b>9.</b>	<b>To write a recycled story with a vivid description (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will recap the recycled story we are writing, review the description toolkit and write the middle part of our story using vivid description.</li></ul>
<b>10.</b>	<b>To write a recycled story with a vivid description (Part 3)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will recap the recycled story, review the description toolkit and write the end part of their story using vivid description.</li></ul>

## Unit 9 Discussion: Should animals be kept in zoos?

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen to a discussion	<ul style="list-style-type: none"><li>In this lesson, we will hear a discussion about whether animals should be kept in zoos or not. We will also think about some other discussion questions and reasons for and against.</li></ul>
2.	To learn a discussion from memory	<ul style="list-style-type: none"><li>In this lesson, we will storymap and step and speak a discussion.</li></ul>
3.	To give reasons for and against	<ul style="list-style-type: none"><li>In this lesson, we will explore how to give reasons for and against an argument and then roleplay these opinions in a discussion.</li></ul>
4.	To use coordinating conjunctions	<ul style="list-style-type: none"><li>In this lesson, we will introduce the conjunctions 'or, but, and, so'. We will identify conjunctions in sentences, apply our new knowledge and reflect on the role of each conjunction.</li></ul>



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| <b>5.</b> | <b>To give personal opinions about what is read (discussion texts)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will think about how we can develop our own opinions using the discussion text about animals in zoos. We will then use these strategies to apply it to other discussion points.</li></ul>                                     |
| <b>6.</b> | <b>To box up for purpose</b>   | <ul style="list-style-type: none"><li>• In this lesson, we will review some of the for and against arguments and try to group them into categories. We will then explore the structure of a discussion text and box up the ideas into different paragraphs.</li></ul>                    |
| <b>7.</b> | <b>To identify features of a discussion (Read as a Writer)</b>         | <ul style="list-style-type: none"><li>• In this lesson, we will explore the different features of a discussion text and identify them. We will also think about what opinions we want to introduce in our writing.</li></ul>   |
| <b>8.</b> | <b>To write a discussion (Part 1)</b>                                  | <ul style="list-style-type: none"><li>• In this lesson, we will remind ourselves of the different sections of the text, we will also think about how to make sure we are speaking in a neutral tone throughout the discussion and complete the first part of our shared write.</li></ul> |



9.

### To write a discussion (Part 2)

- In this lesson, we will remind ourselves of the different sections of the text, we will also think about how to make sure we are speaking in a neutral tone throughout the discussion and complete the second part of our shared write.



10.

### To write a discussion (Part 3)

- In this lesson, we will remind ourselves of the different sections of the text, we will also think about how to make sure we are speaking in a neutral tone throughout the discussion and complete the third part of our shared write.



Lesson number	Lesson question	Pupils will learn
1.	To listen and respond to a story	<ul style="list-style-type: none"><li>In this lesson, we will listen to the story 'Honey and Trouble' and think about the characters and main plot points.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will create a story map and 'step' the story of 'Honey and Trouble'.</li></ul>
3.	To explore character through what they do, say, think and feel	<ul style="list-style-type: none"><li>In this lesson, we will use our character writing toolkit to explore the main inner quality of the monkey through song and a mood map.</li></ul>
4.	To use adjectives	<ul style="list-style-type: none"><li>In this lesson, we will think of adjectives to describe the character of the monkey, and use them to write sentences about his appearance and personality.</li></ul>
5.	To make inferences based on what is said and done	<ul style="list-style-type: none"><li>In this lesson, we will practise our reading strategies and look for clues to infer information about the wise woman of the forest.</li></ul>



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| 6. | <b>To box up for purpose</b>                                | <ul style="list-style-type: none"><li>• In this lesson, we will 'box up' our story of 'Honey and Trouble', focusing on how the monkey feels at different points in the story, and what this tells us about his character.</li></ul>  |
| 7. | <b>To explore how writers create interesting characters</b> | <ul style="list-style-type: none"><li>• In this lesson, we will read a section of our 'Honey and Trouble' story as a writer, thinking about how the woman has been described, using our writing toolkit, before adding to our monkey adjective list and writing independent sentences.</li></ul> |
| 8. | <b>To develop character in a story (Part 1)</b>             | <ul style="list-style-type: none"><li>• In this lesson, we will use our adjective list, and everything we have learned from the character writing toolkit, to start writing a description of the monkey, focusing first on his physical appearance and dress.</li></ul>                          |
| 9. | <b>To develop character in a story (Part 2)</b>             | <ul style="list-style-type: none"><li>• In this lesson, we will use our adjective list, and everything we have learned from the character writing toolkit, to continue writing a description of the monkey, focusing on how his actions show his personality.</li></ul>                          |

## 10.

### To develop character in a story

- In this lesson, we will use our adjective list, and everything we have learned from the character writing toolkit, to finish writing a description of the monkey, focusing on how his speech, thoughts and feelings, show us what he is like.
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## Unit 11 Honey and Trouble: recycled story (character)

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To generate ideas for a recycled story	<ul style="list-style-type: none"><li>In this lesson, we will start the process of 'recycling' the story of 'Honey and Trouble' by choosing new animal characters to swap in our story map.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will talk through and 'step' our new recycled version of 'Honey and Trouble'.</li></ul>
3.	To explore character through what they do, say, think and feel	<ul style="list-style-type: none"><li>In this lesson, we will use our character writing toolkit to explore the main inner quality of our new recycled animal character, thinking of adjectives to describe our character's appearance and personality.</li></ul>
4.	To use exclamations	<ul style="list-style-type: none"><li>In this lesson, we will explore sentences in our 'Honey and Trouble' story that express big feelings, and practise writing them with an exclamation mark.</li></ul>
5.	To find key information in the text	<ul style="list-style-type: none"><li>In this lesson, we will practise our reading strategies and look for information and clues to help us answer questions about one of our new recycled characters.</li></ul>



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| 6. | <b>To box up for purpose</b>                                  | <ul style="list-style-type: none"><li>• In this lesson, we will adapt our previous 'boxing up' of the 'Honey and Trouble' story to accommodate our new recycled animal characters, and make a character plan for one of our animal friends.</li></ul>  |
| 7. | <b>To explore how writers create interesting characters</b>   | <ul style="list-style-type: none"><li>• In this lesson, we will read a section of a recycled 'Honey and Trouble' story as a writer, thinking of how the recycled character of Sister Python has been described, using our writing toolkit, before considering how our new main character speaks and writing independent sentences.</li></ul> |
| 8. | <b>To show character clearly in a recycled story (Part 1)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will use our adjective list, and everything we have learned from the character writing toolkit, to start writing a description of our recycled main character, focusing first on their physical appearance and dress.</li></ul>   |
| 9. | <b>To show character clearly in a recycled story (Part 2)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will use our adjective list, and everything we have learned from the character writing toolkit, to continue writing a description of our recycled main character, focusing on how their actions show their personality.</li></ul>   |

## 10.

### To show character clearly in a recycled story (Part 3)

- In this lesson, we will use our adjective list, and everything we have learned from the character writing toolkit, to finish writing a description of our recycled main character, focusing on how their speech, thoughts and feelings, show us what they are like.
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## Unit 12 Persuasion: Buy my honey

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen to and respond to a persuasive advert	<ul style="list-style-type: none"><li>In this lesson, we will listen to the persuasive advert all about honey. We will notice rhyming words.</li></ul>
2.	To tell a persuasive map from memory	<ul style="list-style-type: none"><li>In this lesson, we will listen to the persuasive advert, draw a persuasive map and 'step' through the advert.</li></ul>
3.	To use the power of 3 for description	<ul style="list-style-type: none"><li>In this lesson, we will think of adjectives to describe the honey and put them into a sentence using a comma and the word 'and' to separate them.</li></ul>
4.	To write questions to hook the reader	<ul style="list-style-type: none"><li>In this lesson, we will explore the punctuation needed to write a question and how to write questions that hook the reader.</li></ul>
5.	To summarise key points in an advert	<ul style="list-style-type: none"><li>In this lesson, we will be create a poster to advertise the delicious honey. We will use adjectives to persuade.</li></ul>





<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will 'box-up' the persuasive advert and explore the purpose of each section.</li></ul>
<b>7.</b>	<b>To identify features of a persuasive advert (read as a writer)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will create a persuasive advert toolkit to help us write our own advert.</li></ul>
<b>8.</b>	<b>To write a persuasive advert (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the introduction for our own persuasive advert for chocolate cake. We will use the honey persuasive advert as a model for our own writing.</li></ul>
<b>9.</b>	<b>To write a persuasive advert (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will continue to write our persuasive advert for chocolate cake. We will write three persuasive reasons so that people will want to buy our chocolate cake and we will write a conclusion.</li></ul>
<b>10.</b>	<b>To perform a persuasive advert</b>	<ul style="list-style-type: none"><li>• In this lesson, we will recap our new persuasive advert and perform it from memory. We will learn how to use expression to persuade.</li></ul>



Lesson number	Lesson question	Pupils will learn
1.	To listen and respond to a story	<ul style="list-style-type: none"><li>In this lesson, we will listen to the story 'Anansi and Tiger' and think about the characters and main plot points in a plot matrix.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will create a story map and 'step' the story of 'Anansi and Tiger'.</li></ul>
3.	To role-play action clearly in a story	<ul style="list-style-type: none"><li>In this lesson, we will use our action writing toolkit to role-play as the different animal characters and explore what happens to them.</li></ul>
4.	To use the conjunction 'and' to join clauses	<ul style="list-style-type: none"><li>In this lesson, we will learn how to use the conjunction 'and' to join two sentences or clauses together.</li></ul>
5.	To summarise what we have read	<ul style="list-style-type: none"><li>In this lesson, we will practise our reading strategies as well as learning how to summarise the events of the story.</li></ul>



<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will 'box up' our story of 'Anansi and Tiger', focusing on the action taking place at different points in the story.</li></ul>
<b>7.</b>	<b>To explore how writers create clear action</b>	<ul style="list-style-type: none"><li>• In this lesson, we will read a section of our 'Anansi and Tiger' story as a writer, thinking of how the action is clearly described, using our writing toolkit, and hone in on the verbs, or 'doing words' that tell us what is happening.</li></ul>
<b>8.</b>	<b>To write clear action (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use everything we have learned from the action writing toolkit to start writing. We will put sentences in order. Then we will write about the actions Anansi takes against Tiger. Lastly, we will edit our work by swapping, adding and deleting words.</li></ul>
<b>9.</b>	<b>To write clear action (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use everything we have learned from the action writing toolkit to write about the actions Anansi takes against the Queen Bee. We will practise adding adjectives to sentences and editing sentences.</li></ul>
<b>10.</b>	<b>To write clear action (Part 3)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use everything we have learned from the action writing toolkit to write about the actions Anansi takes against Python.</li></ul>

## Unit 14 Anansi and Tiger: Endings

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To generate ideas for a recycled story	<ul style="list-style-type: none"><li>In this lesson, we will generate ideas for a recycled story, changing the things Tiger wants and Anansi's tricks.</li></ul>
2.	To tell a recycled story from memory	<ul style="list-style-type: none"><li>In this lesson, we will tell our recycled stories from memory using the four step process: Hear, Map, Step, Speak.</li></ul>
3.	To make the action clear	<ul style="list-style-type: none"><li>In this lesson, we will explore how to make the action in our recycled stories clear through song and role play.</li></ul>
4.	To make comparisons	<ul style="list-style-type: none"><li>In this lesson, we will make comparisons about our story characters by adding the suffixes - er and -ier.</li></ul>
5.	To make inferences based on what is said and done	<ul style="list-style-type: none"><li>In this lesson, we will make inferences about the characters of Tiger and Anansi based on what they say and do in the story.</li></ul>



<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will box up our recycled stories to show structure and purpose as a planning tool for writing.</li></ul>
<b>7.</b>	<b>To write the opening of a recycled story</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the opening of our recycled stories, with a focus on making the action clear.</li></ul>
<b>8.</b>	<b>To write the middle of a recycled story (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the middle of our recycled stories. We will focus on making the action clear by using a clear order. We will show where and when action takes place and we will add adjectives to our story.</li></ul>
<b>9.</b>	<b>To write the middle of a recycled story (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will be writing the middle of our recycled stories, with a focus on making the action clear by using adjectives and powerful verbs.</li></ul>
<b>10.</b>	<b>To write the ending of a recycled story and perform it</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the end of our recycled stories and perform them with a focus on making the action clear.</li></ul>

## Unit 15 Information: All about Tigers

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen and respond to an information text	<ul style="list-style-type: none"><li>In this lesson, we will listen to and join in with an information text all about tigers.</li></ul>
2.	To tell an information text from memory	<ul style="list-style-type: none"><li>In this lesson, we will create an information map and 'step' the information.</li></ul>
3.	To deepen an information text through role play	<ul style="list-style-type: none"><li>In this lesson, we will deepen our understanding of the information by getting into role.</li></ul>
4.	To add 's' to make nouns plural	<ul style="list-style-type: none"><li>In this lesson, we will explore nouns and how we can change them from a singular to a plural by adding 's'.</li></ul>
5.	To retrieve information	<ul style="list-style-type: none"><li>In this lesson, we will practise our reading strategies and look for clues to infer information about tigers.</li></ul>
6.	To box up for purpose	<ul style="list-style-type: none"><li>In this lesson, we will 'box up' the information and explore the purpose of each section.</li></ul>

**7. To identify features of an information text (Read as a writer)**

- In this lesson, we will create our information toolkit to help us write our own information text.



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**8. To write an information text (Part 1)**

- In this lesson, we will start to write our own information piece. We will focus on the introduction and identification.

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**9. To write an information text (Part 2)**

- In this lesson, we will continue our information piece. We will focus on habitat and conservation.

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**10. To write an information text (Part 3)**

- In this lesson, we will finish writing our information piece and edit our work.
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Lesson number	Lesson question	Pupils will learn
1.	To listen to a story	<ul style="list-style-type: none"><li>In this lesson, we will explore past tense verbs, learn our spellings for the 've' grapheme and listen to a new story. We will then create a plot matrix for the story and really focus on our 'problems that matter' toolkit.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will storymap our story and commit our story to memory by stepping and speaking the story.</li></ul>
3.	To describe a character	<ul style="list-style-type: none"><li>In this lesson, we will hot seat our main character to find out more about the giant. We will then use this information to describe the giant on a wanted poster.</li></ul>
4.	To use coordinating conjunctions	<ul style="list-style-type: none"><li>In this lesson, we will learn a new song all about problems and practise using coordinating conjunctions in sentences.</li></ul>
5.	To make inferences based on what is said or done	<ul style="list-style-type: none"><li>In this lesson, we will learn how to infer information from a text using inference strategies.</li></ul>





<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will build on our knowledge of problems that matter to 'box up' the main problem in the story 'Jack and the Beanstalk'.</li></ul>
<b>7.</b>	<b>To explore how writers make the problem matter</b>	<ul style="list-style-type: none"><li>• In this lesson, we will explore how a writer can make the problem of fairness clear when reading as a writer about the story of Jack's dad.</li></ul>
<b>8.</b>	<b>To make the problem matter in a story (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will apply our work on reading as a writer to begin writing about a problem that matters from the story.</li></ul>
<b>9.</b>	<b>To make the problem matter in a story (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will explore how a writer can make the problem of fairness clear when reading as a writer. We will read the part of the story where Jack takes his father's harp back from the giant and nearly gets caught.</li></ul>
<b>10.</b>	<b>To make the problem matter in a story (Part 3)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write about the problem in the story when Jack steals the harp and has to escape from the giant. We will apply our knowledge and skills from the previous sessions to make the problem matter and make it clear.</li></ul>

## Unit 17 Jack and the Beanstalk: created story (characters, mood, problems)

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To generate ideas for a created story	<ul style="list-style-type: none"><li>In this lesson, we will share ideas to create a new story about justice. We will plan our new story on a plot matrix.</li></ul>
2.	To tell a created story from memory	<ul style="list-style-type: none"><li>In this lesson, we will map, step and speak our new created story.</li></ul>
3.	To explore problems that matter	<ul style="list-style-type: none"><li>In this lesson, we will explore the problem within our created story. We will look at the character's thoughts, feelings and actions.</li></ul>
4.	To add suffixes to verbs	<ul style="list-style-type: none"><li>In this lesson, we will add the suffixes -ed and -ing to verbs.</li></ul>
5.	To find key information within the text	<ul style="list-style-type: none"><li>In this lesson, we will answer questions based on the new created story 'Pirate Pete and the Treasure Map'.</li></ul>



<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will box up the created story, focusing on the problems and solutions.</li></ul>
<b>7.</b>	<b>To read as a writer: Making the problem matter</b>	<ul style="list-style-type: none"><li>• In this lesson, we will become the writer and look at how problems that matter are written down. We will focus on identifying a problem, thinking about how the character feels and their actions.</li></ul>
<b>8.</b>	<b>To write a created story about justice (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the opening of our created story about justice. We will introduce our character, describe the setting and include an object.</li></ul>
<b>9.</b>	<b>To write a created story about justice (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the problems in our created story about justice with a focus on thoughts, feelings and actions.</li></ul>
<b>10.</b>	<b>To write a created story about justice (Part 3)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the solution and ending to our created story.</li></ul>

## Unit 18 Explanation: How beans grow

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen and respond to an explanation	<ul style="list-style-type: none"><li>In this lesson, we will listen to an explanation on 'How Beans Grow'.</li></ul>
2.	To tell an explanation map from memory	<ul style="list-style-type: none"><li>In this lesson, we will map, step and speak the explanation on 'How Beans Grow'.</li></ul>
3.	To explain steps in a process	<ul style="list-style-type: none"><li>In this lesson, we will explore the steps in the explanation through action and pictures.</li></ul>
4.	To use full stops	<ul style="list-style-type: none"><li>In this lesson, we will look at using full stops correctly.</li></ul>
5.	To retrieve information	<ul style="list-style-type: none"><li>In this lesson, we will read sections of the explanation text and answer questions based on what we have read.</li></ul>
6.	To box up for purpose	<ul style="list-style-type: none"><li>In this lesson, we will box up the cause and effect from the middle of the explanation.</li></ul>



## **7. To identify features of an explanation**

- In this lesson, we will identify the features of an explanation with a focus on cause and effect.
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## **8. To write an explanation (Part 1)**

- In this lesson, we will start to write an explanation on how Jack got rich based on the story of Jack and the Beanstalk. We will write cause and effect sentences using 'because' and 'so'.
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## **9. To write an explanation (Part 2)**

- In this lesson, we will continue to write our explanation on how Jack got rich based on the story of Jack and the Beanstalk. We will use cause and effect sentences to explain what Jack found out, what he stole and what happened at the end.
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## **10. To perform an explanation in role**

- In this lesson, we will perform our new explanation in the role of a news reporter.
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## Unit 19 How Butterflies Came to Be

## 5 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen and respond to a story	<ul style="list-style-type: none"><li>In this lesson, we will listen to a story about creation and think about how the plot works. We will use a plot matrix to check our understanding of the story.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will be learning to tell the story from memory using a four-step process called, 'Hear, Map, Step, Speak.'</li></ul>
3.	To describe using senses	<ul style="list-style-type: none"><li>In the lesson, we will explore our senses through our story and use a sensory grid to create a poem.</li></ul>
4.	To use capital letters for names	<ul style="list-style-type: none"><li>In this lesson, we will learn how to use a capital letter for names.</li></ul>
5.	To link our reading to our own experiences	<ul style="list-style-type: none"><li>In this lesson, we will look at the creator's bag and think about what we would use to bring joy.</li></ul>

## Unit 20 How Coyote Brought Fire to the Earth (1)

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen and respond to a story	<ul style="list-style-type: none"><li>In this lesson, we will listen to a story and discuss our favourite moments. We will then draw pictures of these moments and add labels to describe them in more detail.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will learn to tell the story from memory using a process called 'Map, Step, Speak'.</li></ul>
3.	To build descriptive language	<ul style="list-style-type: none"><li>In this lesson, we will build descriptive language in our stories through song.</li></ul>
4.	To use expanded noun phrases to describe	<ul style="list-style-type: none"><li>In this lesson, we will learn how to use expanded noun phrases to help describe characters in the story more vividly.</li></ul>
5.	To retrieve information	<ul style="list-style-type: none"><li>In this lesson, we will be practising our retrieval skills, learning how to find important information in the text.</li></ul>



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| 6.  | <b>To describe using the senses</b>                                     | <ul style="list-style-type: none"><li>• In this lesson, we will learn how to use the senses to write vivid description. We will draw pictures of key scenes and create sensory grids which we will then turn into descriptive poems.</li></ul>                 |
| 7.  | <b>To explore how writers make description vivid (read as a writer)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will learn to read and unpick a piece of descriptive writing to explore what writers do to make their description vivid. We will then come up with a list of tools to use in our writing.</li></ul> |
| 8.  | <b>To write a vivid description (Part 1)</b>                            | <ul style="list-style-type: none"><li>• In this lesson, we will take a key scene in the story and write it with a focus on making the description vivid to paint a clear picture for the reader.</li></ul>   |
| 9.  | <b>To write a vivid description (Part 2)</b>                            | <ul style="list-style-type: none"><li>• In this lesson, we will take another key scene in the story and write it with a focus on making the description vivid to paint a clear picture for the reader.</li></ul>   |
| 10. | <b>To write a vivid description (Part 3)</b>                            | <ul style="list-style-type: none"><li>• In this lesson, we will take a third key scene in the story and write it with a focus on making the description vivid to paint a clear picture for the reader.</li></ul>   |



## Unit 21 How Coyote Brought Fire to the Earth (2)

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To generate ideas for a recycled story	<ul style="list-style-type: none"><li>In this lesson, we will generate ideas to recycle the basic plot structure of the story, 'How Coyote Brought Fire to Earth' to create a completely new story of our own.</li></ul>
2.	To tell a recycled story from memory	<ul style="list-style-type: none"><li>In this lesson, we will learn to tell our new recycled stories from memory, using the process: Map, Step, Speak.</li></ul>
3.	To build descriptive phrases	<ul style="list-style-type: none"><li>In this lesson, we will draw pictures and create poems using the senses to build descriptive phrases for key scenes in our new stories.</li></ul>
4.	To use different sentence types	<ul style="list-style-type: none"><li>In this lesson, we will learn about the four different sentence types and how to use them to improve our descriptive writing.</li></ul>
5.	To make predictions	<ul style="list-style-type: none"><li>In this lesson, we will make informed predictions drawing on our existing knowledge and what we already know from the text.</li></ul>



<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will box up for purpose in order to plan for writing.</li></ul>
<b>7.</b>	<b>To write the opening of a recycled story</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the opening scene of our recycled stories, with a focus on making the description vivid to paint a clear picture for the reader.</li></ul>
<b>8.</b>	<b>To write the middle of a recycled story</b>	<ul style="list-style-type: none"><li>• In this lesson, we will start to write the middle section of our recycled stories, with a focus on making the description vivid to paint a clear picture for the reader.</li></ul>
<b>9.</b>	<b>To continue writing the middle of a recycled story</b>	<ul style="list-style-type: none"><li>• In this lesson, we will continue to write the middle of our recycled stories, with a focus on making the description vivid to paint a clear picture for the reader.</li></ul>
<b>10.</b>	<b>To write the ending of a recycled story</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the ending of our recycled stories, with a focus on making the description vivid to paint a clear picture for the reader. We will then tell our finished stories.</li></ul>

## Unit 22 Instructions: How to defeat the fire giants

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen to instructions and answer questions	<ul style="list-style-type: none"><li>In this lesson, we will learn how to defeat the fire giants by listening to a set of instructions! We will then map out those instructions and answer questions to check we have understood them.</li></ul>
2.	To tell a set of instructions from memory	<ul style="list-style-type: none"><li>In this lesson, we will use stepping and speaking to memorise our instructions which explain how to defeat the fire giants.</li></ul>
3.	To use imperative verbs	<ul style="list-style-type: none"><li>In this lesson, we will learn what an imperative verb is, practise using them and then identify them in sentences.</li></ul>
4.	To use the subordinating conjunctions 'when' and 'if'	<ul style="list-style-type: none"><li>In this lesson, we will learn about how to use 'when' and 'if' in our instructions and identify a subordinating conjunction. We will then write our own instructions using 'when' and 'if'.</li></ul>



## **5. To summarise key points**

- In this lesson, we will learn all about defeating the frost giants! We will read a set of instructions and then summarise them in different ways.

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## **6. To box up for purpose**

- In this lesson, we will create a box plan for our instruction writing all about the fire giants. We will think about the purpose of each section and then we will think about key words or phrases we want to use.

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## **7. To identify features of instructions**

- In this lesson, we will find out how to defeat the abominable stone giants! We will read the instructions and identify what makes them clear.

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## **8. To write a clear set of instructions (Part 1)**

- In this lesson, we will write the introduction and equipment list for our very own set of instructions so we can help other people to defeat the fire giants!

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## **9. To write a clear set of instructions (Part 2)**

- In this lesson, we will write our first four instructions to defeat the fire giants! We will think about all the features of instructions we have learnt about and how we can use them to make our instructions clear.
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10.

**To write a clear set of instructions (Part 3)**

- In this lesson, we will complete our instructions using time words, imperative verbs, 'when' and 'if', and adverbs.
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Lesson number	Lesson question	Pupils will learn
1.	Listen to a story and answer questions	<ul style="list-style-type: none"><li>In this lesson, we will hear a new story called 'Baba Yaga' and think about what we have understood from the story.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will memorise our story 'Baba Yaga' by hearing the story, mapping the story, stepping the story and speaking the story.</li></ul>
3.	To develop detail in the opening scene	<ul style="list-style-type: none"><li>In this lesson, we will develop detail about the character's feelings in the opening scene.</li></ul>
4.	To use prepositional phrases of place	<ul style="list-style-type: none"><li>In this lesson, we will use prepositional phrases of place to describe a setting we have created.</li></ul>
5.	To make inferences based on what is said and done	<ul style="list-style-type: none"><li>In this lesson, we will make inferences about the characters in our story.</li></ul>



<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will practise using apostrophes for possession. Then we will box up the opening of our story and look at how an opening hooks the reader.</li></ul>
<b>7.</b>	<b>To explore how writers create openings that hook</b>	<ul style="list-style-type: none"><li>• In this lesson, we will look at different openings for a story and analyse how description of setting, characters or action is used.</li></ul>
<b>8.</b>	<b>To write an opening that hooks (setting focus)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write our own opening that hooks for Baba Yaga. We will focus on building a vivid setting.</li></ul>
<b>9.</b>	<b>To write an opening that hooks (action focus)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write our own opening that hooks for Baba Yaga. We will focus on starting with a moment of exciting action.</li></ul>
<b>10.</b>	<b>To write an opening that hooks (character focus)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write our own opening that hooks for Baba Yaga. We will focus on introducing an engaging character.</li></ul>

## Unit 24 Baba Yaga: created story (openings)

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To generate ideas for a recycled story	<ul style="list-style-type: none"><li>In this lesson, we will generate ideas for our very own story, using a planning matrix to help.</li></ul>
2.	To tell a recycled story from memory	<ul style="list-style-type: none"><li>In this lesson, we will memorise our very own story by mapping, stepping and speaking.</li></ul>
3.	To deepen the opening	<ul style="list-style-type: none"><li>In this lesson, we will deepen our description of our setting, main character and precious object. We will do this by drawing and then labelling with descriptive phrases.</li></ul>
4.	To use similes for description	<ul style="list-style-type: none"><li>In this lesson, we will find similes and learn how to use similes to describe our monster.</li></ul>
5.	To give personal opinions about what is read	<ul style="list-style-type: none"><li>In this lesson, we will give our own opinions about extracts from Ms. Cashin's story.</li></ul>





<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will box up our opening scene of our very own story.</li></ul>
<b>7.</b>	<b>To write an opening that hooks</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write our opening to hook the reader so they want to keep reading our story.</li></ul>
<b>8.</b>	<b>To write a middle that builds drama (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will practise writing contractions and then write the middle of our story to build drama.</li></ul>
<b>9.</b>	<b>To write a middle that builds drama (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will finish the middle of our story, choosing words that create a frightening mood.</li></ul>
<b>10.</b>	<b>To write an ending that satisfies</b>	<ul style="list-style-type: none"><li>• In this lesson, we will finish our very own recycled story and think about how we can make sure it is a satisfying ending for our reader.</li></ul>

## Unit 25 Non-chronological report: All about Witches

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen to an information text and answer questions	<ul style="list-style-type: none"><li>In this lesson, we will hear our information text, 'All About Witches', map it and answer questions about it.</li></ul>
2.	To tell an information text from memory	<ul style="list-style-type: none"><li>In this lesson, we will memorise our information text by stepping it and speaking it.</li></ul>
3.	To use descriptive phrases	<ul style="list-style-type: none"><li>In this lesson, we will create our very own witch and draw them! Then we will label our witch with descriptive phrases.</li></ul>
4.	To use the present tense	<ul style="list-style-type: none"><li>In this lesson, we will think about where our witch lives and what they like to do. We will then write sentences about our witch in the present tense.</li></ul>
5.	To find key information in the text: The Ice Witch	<ul style="list-style-type: none"><li>In this lesson, we will read about the Ice Witch together and find key information.</li></ul>



<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will plan our information text about our very own witch by boxing up our information.</li></ul>
<b>7.</b>	<b>To identify features of an information text</b>	<ul style="list-style-type: none"><li>• In this lesson, we will read all about the Desert Witch and identify features of an information text to help us with our own writing.</li></ul>
<b>8.</b>	<b>To write an information text (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will introduce our witch and explain what they look like.</li></ul>
<b>9.</b>	<b>To write an information text (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write about where our witch lives and what their home is like.</li></ul>
<b>10.</b>	<b>To write an information text (Part 3)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write about how our witch behaves and conclude our information text.</li></ul>

## Unit 26 The Eagle Who Thought He Was A Chicken: characters and problems



Lesson number	Lesson question	Pupils will learn
1.	To listen to a story and answer questions	<ul style="list-style-type: none"><li>In this lesson, we will hear a new story, 'The Eagle Who Thought He Was a Chicken'. Then we will think about our understanding of the story by creating a story matrix.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will memorise our new story, 'The Eagle Who Thought He Was a Chicken' by hearing it, mapping it, stepping it and speaking it.</li></ul>
3.	To explore the problem from different characters' perspectives	<ul style="list-style-type: none"><li>In this lesson, we will explore the problem in our story when Brother Eaglet begins to realise he is not a chicken. We will explore the problem by interviewing the farmer, Mother Hen and the owl. We will be the interviewer and act as the owl.</li></ul>
4.	To use the progressive form of verbs	<ul style="list-style-type: none"><li>In this lesson, we will learn about the past progressive tense and write sentences about our story in this tense.</li></ul>



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| <b>5.</b> | <b>To make predictions</b>                              | <ul style="list-style-type: none"><li>• In this lesson, we will read a new story about the two eagles and make predictions about what will happen next.</li></ul>  |
| <b>6.</b> | <b>To explore a character's thoughts and feelings</b>   | <ul style="list-style-type: none"><li>• In this lesson, we will 'hot-seat' the chick to build our empathy for his problem. We will then write thought bubbles for each stage of the chick's problem to truly understand why this problem matters.</li></ul>  |
| <b>7.</b> | <b>To explore how writers make problems that matter</b> | <ul style="list-style-type: none"><li>• In this lesson, we will start to explore the concept of consequences. We will use a toolkit to read as a writer to develop our understanding of how writers create problems that matter.</li></ul>   |
| <b>8.</b> | <b>To write a problem of the story (Part 1)</b>         | <ul style="list-style-type: none"><li>• In this lesson, we will write the first stage of our story problem - when the owl laughs at the chick and tells him that he is in fact an eagle. We will write about the difficulty the chick encounters, think about possible consequences and consider the chick's thoughts and feelings. We will end with questions to prompt us to consider the wider learning from the story.</li></ul> |

9.

**To write a problem of the story (Part 2)**

- In this lesson, we will write the second stage of our story problem - when the chick is flying on the owl's back. We will write about the difficulty the chick encounters, think about possible consequences and consider the chick's thoughts and feelings.
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10.

**To write a problem of the story (Part 3)**

- In this lesson, we will write the third stage of our story problem and our solution. We will really delve deeply into exploring the chick's journey with his self esteem and identity.
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## Unit 27 The Eagle Who Thought He Was A Chicken: recycled story 10 Lessons (characters and problems)



Lesson number	Lesson question	Pupils will learn
1.	To generate ideas for a recycled story	<ul style="list-style-type: none"><li>In this lesson, we will create a new main character who believes they are one animal when they are actually another animal. We will complete a plot matrix to help us to bring our new story to life.</li></ul>
2.	To tell a recycled story from memory	<ul style="list-style-type: none"><li>In this lesson, we will listen to a modelled version of the recycled story and complete a story map. We will then use this story map to 'step' the story using freeze frames. Finally we will tell our own recycled version of the story.</li></ul>
3.	To show how a character is feeling	<ul style="list-style-type: none"><li>In this lesson, we will expand our writing skills by reading as a writer to consider how writers show self consciousness, nerves and relief. We will then have a go at creating our own actions to show not tell.</li></ul>



<b>4.</b>	<b>To use irregular past tense verbs</b>	<ul style="list-style-type: none"><li>• In this lesson, we will start by considering what a verb is. We will then look at examples of past tense verbs and use these to rehearse sentences about our story, 'The Eagle Who Thought He Was a Chicken'.</li></ul>
<b>5.</b>	<b>To make inferences based on what is said and done</b>	<ul style="list-style-type: none"><li>• In this lesson, we will find clues from the text to make inferences about Mother Hen.</li></ul>
<b>6.</b>	<b>To box up for a purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will box up our story from beginning to end with a focus on character and problem. We will draw a picture for each stage and then write a short summary of events.</li></ul>
<b>7.</b>	<b>To write a recycled story with a problem that matters (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write the beginning of our recycled story. We will think about how our problem is introduced and use our problem toolkit to guide our writing.</li></ul>
<b>8.</b>	<b>To write a recycled story with a problem that matters (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will write about our character being told that they are something different to what they believe. We will make our problem matter by using our problem toolkit to support us.</li></ul>



9.

**To write a recycled story with a problem that matters (Part 3)**

- In this lesson, we will write about our character facing their problem and feeling very perplexed. The use of our writer's toolkit will guide us in creating a problem that truly matters.



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10.

**To write a recycled story with a problem that matters (Part 4)**

- In this lesson, we will write the resolution and conclusion of our story. We will really consider what the learning for the world is.
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Lesson number	Lesson question	Pupils will learn
1.	To listen to an explanation	<ul style="list-style-type: none"><li>In this lesson, we will hear an explanation about how birds fly. We will then map out our explanation to help us to understand the sequence. We will end by stepping our explanation to help us to start learning the structure.</li></ul>
2.	To tell an explanation from memory	<ul style="list-style-type: none"><li>In this lesson, we will begin the lesson by exploring comprehension statements and explaining if they are true or false. We will then practise telling the explanation. We will create a flowchart to help us to remember the different stages of flight.</li></ul>
3.	To explore cause and effect	<ul style="list-style-type: none"><li>In this lesson, we will learn about the relationship between cause and effect. We will investigate cause and effect relationships when a bird flaps, glides and steers.</li></ul>
4.	To use subordinating conjunctions	<ul style="list-style-type: none"><li>In this lesson, we will explore the role of subordinating conjunctions. We will then craft sentences using when, it, that, and because. We will finish by considering the position of subordinating conjunctions in a sentence.</li></ul>



<b>5.</b>	<b>To summarise (explanations)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will read deeper explanations of how birds flap, glide and steer. We will then use three different methods to help us to develop our summarising skills.</li></ul>
<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will be creating our own flying fantastical character. We will then box up our explanations of how they fly.</li></ul>
<b>7.</b>	<b>To identify features of explanation (read as a writer)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will read some explanations about dragons flying. We will use our explanation toolkit to 'read as a writer' and identify explanation features. We will consider which strategies we can use in our own writing.</li></ul>
<b>8.</b>	<b>To write an explanation text (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use our boxing up plan that we created in lesson six of this unit to write the introduction and flapping paragraphs of our explanation.</li></ul>
<b>9.</b>	<b>To write an explanation text (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will plan our writing in this lesson by using a step plan. We will carefully consider the sequencing of our explanations. We will complete a shared write for our gliding paragraph.</li></ul>

## 10.

### To write an explanation text (Part 3)

- In this lesson, we will write our final paragraph about steering. After we have edited our writing we will perform our explanation text.
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Lesson number	Lesson question	Pupils will learn
1.	To listen to a story	<ul style="list-style-type: none"><li>In this lesson, we will be hearing and stepping our new, exciting story. Our story is, 'The Marriage of Ganesh'.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will revisit our story map to help us to become storytellers. We will complete a plot matrix to develop our understanding.</li></ul>
3.	To explore the main moods in the story	<ul style="list-style-type: none"><li>In this lesson, we will revisit our story map and then discover the different moods that the characters experience in the story.</li></ul>
4.	To use the four sentence types	<ul style="list-style-type: none"><li>In this lesson, we will deepen our knowledge of the story, as well as focusing on the grammar rules of the four different sentence types.</li></ul>
5.	To make inferences based on what is said or done	<ul style="list-style-type: none"><li>In this lesson, we will read more about the race around the world. We will make inferences and provide evidence from the story. At the end we will learn a poem about our story.</li></ul>



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| 6.  | <b>To box up for a purpose</b>                         | <ul style="list-style-type: none"><li>• In this lesson, we will focus on three parts of the story that have contrasting moods. We will 'box-up' our story to help us to fully understand which sections we will write about later in the unit.</li></ul>                                      |
| 7.  | <b>To explore how writers create mood</b>              | <ul style="list-style-type: none"><li>• In this lesson, we will meet our mood toolkit for the first time. We will then read extracts that create different moods and use our toolkit to 'read as a writer'. We will write down any ideas that we may want to use in future lessons.</li></ul> |
| 8.  | <b>To make our reader feel a certain mood (Part 1)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will complete a 'shared write' focusing on the library scene from our story, 'The Marriage of Ganesh'. We will use our toolkit to create a mood to move our reader.</li></ul>  |
| 9.  | <b>To make our reader feel a certain mood (Part 2)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will continue to write with the purpose of making a mood that moves our reader. We will focus on the scene where Kartikeya climbs the mountains.</li></ul>   |
| 10. | <b>To make our reader feel a certain mood (Part 3)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will explore the scene where Kartikeya confronts his brother. We will use all of our tools from our toolkit to create a mood that moves our reader.</li></ul>  |



Lesson number	Lesson question	Pupils will learn
1.	To generate ideas for a recycled story	<ul style="list-style-type: none"><li>In this lesson, we will generate new ideas to change the settings within our story, 'The Marriage of Ganesh'. We will then draw the alternative setting that we choose to create a new story map.</li></ul>
2.	To tell a recycled story from memory (focusing on moods that move us)	<ul style="list-style-type: none"><li>In this lesson, we will 'step' and 'speak' our new recycled version of our story. We will start to assess which moods best match which locations.</li></ul>
3.	To evoke a character's mood through their actions	<ul style="list-style-type: none"><li>In this lesson, we will change the setting of the start of our story. We will consider the actions that our characters could take to help evoke two contrasting moods.</li></ul>
4.	To vary sentences for effect	<ul style="list-style-type: none"><li>In this lesson, we will learn that different sentences can create different moods in a piece of writing. We will explore four different sentence level techniques to understand the impact they can have on the reader's mood.</li></ul>



<b>5.</b>	<b>To find key information in the text</b>	<ul style="list-style-type: none"><li>In this lesson, we will retrieve information from new extracts of our text, 'The Marriage of Ganesh'. We will use evidence to support our opinions and conclusions. There will also be opportunities to challenge the statement and suggest alternatives.</li></ul>
<b>6.</b>	<b>To box up for a purpose</b>	<ul style="list-style-type: none"><li>In this lesson, we will take a deeper look at our new locations for our recycled story. We will consider the mood of each place and summarise the plot.</li></ul>
<b>7.</b>	<b>To write a recycled story with a mood that moves (Part 1)</b>	<ul style="list-style-type: none"><li>In this lesson, we will reimagine the first scene of our story - focusing on our main characters interacting for the first time in the palace gardens. We will plan our writing through a sensory exploration.</li></ul>
<b>8.</b>	<b>To write a recycled story with a mood that moves (Part 2)</b>	<ul style="list-style-type: none"><li>In this lesson, we will explore how prepositions can help us to extend our spatial descriptions of places. We will craft our first descriptions of our innovated setting and focus on creating a mood that moves our reader.</li></ul>
<b>9.</b>	<b>To write a recycled story with a mood that moves (Part 3)</b>	<ul style="list-style-type: none"><li>In this lesson, we will start the lesson by creating alliterative actions. We will then use a staircase outline to signpost the mood development in our scene. Together we will use our mood toolkit to create a mood that moves our reader.</li></ul>



## 10.

### To write a recycled story with a mood that moves (Part 4)

- In this lesson, we will conclude the writing of our recycled story. We will focus on bringing together all of the language devices that we learnt to create an ending that truly moves our reader.
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## Unit 31 Who was right: Ganesh or Kartikeya?

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen to a discussion	<ul style="list-style-type: none"><li>In this lesson, we will listen to a discussion that explores both sides of the debate about whether Ganesh cheated by not physically travelling the world. We will then create a discussion map for the different parts of the discussion.</li></ul>
2.	To tell a discussion from memory	<ul style="list-style-type: none"><li>In this lesson, we will listen to the discussion again, then we will step the different parts of our discussion map and finally we will have a go at speaking the discussion out loud.</li></ul>
3.	To explore arguments for and against	<ul style="list-style-type: none"><li>In this lesson, we will explore what a balanced discussion is and then we will generate ideas for and against the argument that Ganesh cheated.</li></ul>
4.	To use subordinating conjunctions	<ul style="list-style-type: none"><li>In this lesson, we will explore how we can use subordinating conjunctions to add extra information to our sentences. We will focus on 'when', 'if', 'that' and 'because' and we will use these to create sentences about our story.</li></ul>



<b>5.</b>	<b>To find key information in the text</b>	<ul style="list-style-type: none"><li>• In this lesson, we will meet Retrieval Rabbit who will teach us how to use our retrieval skills. Together, we will read the discussion and then we will answer retrieval questions.</li></ul>
<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will box up the different sections of our discussion into; introduction, points for, points against and the conclusion. We will include drawings, key words/notes and the purpose for each part of the discussion.</li></ul>
<b>7.</b>	<b>To explore how a writer creates a balanced argument</b>	<ul style="list-style-type: none"><li>• In this lesson, we will listen to another balanced discussion about the question, 'should animals be kept in zoos?'. We will use our toolkit to explore what the writer did to create this discussion and then we will use the toolkit to write our own.</li></ul>
<b>8.</b>	<b>To write a balanced discussion (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will recap our boxing up plan and the features of a balanced argument. We will then write the introduction, including introducing the judge and the question to be discussed.</li></ul>
<b>9.</b>	<b>To write a balanced discussion (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will recap our boxing up plan and the features of a balanced argument. We will then write the three points for the argument.</li></ul>

10.

### To write a balanced discussion (Part 3)

- In this lesson, we will recap our boxing up plan and the features of a balanced argument. We will then write the three points against the argument and the conclusion.
- 





Lesson number	Lesson question	Pupils will learn
1.	To listen to a story and answer questions (Part 1)	<ul style="list-style-type: none"><li>In this lesson, we will listen to a new story called, 'Persephone' and we will answer some questions to help us understand the story.</li></ul>
2.	To listen to a story and answer questions (Part 2)	<ul style="list-style-type: none"><li>In this lesson, we will memorise our story, 'Persephone' by hearing the story, mapping the story and stepping the story.</li></ul>
3.	To listen to a story and answer questions (Part 3)	<ul style="list-style-type: none"><li>In this lesson, we will listen to the story, 'Persephone' and then we will speak the story using our story map. We will then deepen our understanding of the story's ending with a short writing activity.</li></ul>
4.	To use a singular possessive apostrophe	<ul style="list-style-type: none"><li>In this lesson, we will learn how to use an apostrophe to show possession.</li></ul>
5.	To make inferences based on what is said and done	<ul style="list-style-type: none"><li>In this lesson, we will be finding clues from the text to make inferences about the characters in the story, 'Persephone'.</li></ul>



<b>6.</b>	<b>To box up for a purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will explore the ending of the story more deeply and box up the main events in the ending, adding notes about the content and mood.</li></ul>
<b>7.</b>	<b>To explore how writers create satisfying endings</b>	<ul style="list-style-type: none"><li>• In this lesson, we will listen to the ending of the story, 'The Marriage of Ganesh' and we will focus on how the author writes a satisfying ending for the reader.</li></ul>
<b>8.</b>	<b>To write an ending showing consequences</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use our boxing up from lesson six of this unit to write our own ending for the story of, 'Persephone'. We will create a shared write together to make sure we include all of the important moments in the ending.</li></ul>
<b>9.</b>	<b>To generate ideas for an alternative ending</b>	<ul style="list-style-type: none"><li>• In this lesson, we will generate ideas for an alternative ending to the story. In this ending Hades refuses Zeus's deal. We will box up our ideas for our new ending together.</li></ul>
<b>10.</b>	<b>To write an alternative ending</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use our boxing up plan from the previous lesson to write our alternative ending to the story, 'Persephone'. We will create a shared write together to make sure we include all of the important moments in the new ending.</li></ul>

## Unit 33 Persephone: creation story (endings)

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To generate ideas for a created story	<ul style="list-style-type: none"><li>In this lesson, we will innovate the story and change the powers of the main character. We will use a story matrix to help us understand the impact changing the powers has on the other parts of the story.</li></ul>
2.	To tell a created story from memory	<ul style="list-style-type: none"><li>In this lesson, we will look at a created story. Then we will create our own story map and use it to step and speak the story.</li></ul>
3.	To explore the consequences of a character's actions	<ul style="list-style-type: none"><li>In this lesson, we will explore the consequences of the character's actions. In our deepening activity we will use our acting and writing skills to create a TV interview with our main character Apollo.</li></ul>
4.	To use apostrophes for contraction	<ul style="list-style-type: none"><li>In this lesson, we will go through the rule for using an apostrophe to join two words together. We will practice this with a matching and a spot the mistake game before trying to use contractions in sentences about the characters in our created story.</li></ul>



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| <b>5.</b> | <b>To summarise key information</b>                     | <ul style="list-style-type: none"><li>• In this lesson, we will meet Summarising Seal who will help us to understand how we can find the main points and ideas in a piece of writing. We will use our summarising skills to summarise the key points in my created story.</li></ul>                           |
| <b>6.</b> | <b>To box up for a purpose</b>                          | <ul style="list-style-type: none"><li>• In this lesson, we will use our story map to help with the boxing up of our created story. Our finished boxing up creation will have the main events in the first column, key words and notes in the second and notes about the reader's mood in the third.</li></ul> |
| <b>7.</b> | <b>To write an opening that hooks</b>                   | <ul style="list-style-type: none"><li>• In this lesson, we will write our opening to hook the reader. We will use lots of descriptive language to paint a picture of Apollo and the setting in the reader's mind</li></ul>  |
| <b>8.</b> | <b>To write a middle that builds drama</b>              | <ul style="list-style-type: none"><li>• In this lesson, we will write the middle of our story. During this part of the story the main problem of the story occurs so we will want to build drama for the reader through our writing.</li></ul>  |
| <b>9.</b> | <b>To explore how writers create satisfying endings</b> | <ul style="list-style-type: none"><li>• In this lesson, we will listen to the ending of the story, 'How Coyote Brought Fire to the Earth'. We will examine it using our endings toolkit and compare it to the ending of our created story.</li></ul>  |



**10.**

## **To write an ending that satisfies**

- In this lesson, we will use the toolkit to help us write an ending to our created story that satisfies the audience.
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Lesson number	Lesson question	Pupils will learn
1.	To listen to a news report	<ul style="list-style-type: none"><li>In this lesson, we will listen to a news report about Apollo's missing item. We will then map the story together using drawings to show the different parts of the news report.</li></ul>
2.	To tell a news report from memory	<ul style="list-style-type: none"><li>In this lesson, we will use our story map to create an action to represent each part of our news report. Once we've done this we will then have a go at speaking the story, using the story map and actions to help us if we need them.</li></ul>
3.	To deepen a news report through role play	<ul style="list-style-type: none"><li>In this lesson, we will take on the role of different characters and think about how we can change our voice, facial expressions and body language to demonstrate this character to an audience. We will focus mainly on a police officer interviewing Apollo about the crime.</li></ul>



- |           |  |   |
|-----------|--|---|
| <b>4.</b> | <b>To use past tense verbs</b>                   | <ul style="list-style-type: none"><li>• In this lesson, we will explore how the suffix -ed can be added to regular verbs to make them past tense. We will then use some of these past tense verbs in sentences linked to our news report.</li></ul>                               |
| <b>5.</b> | <b>To find key information in a text</b>         | <ul style="list-style-type: none"><li>• In this lesson, we will meet Retrieval Rabbit who will help us to understand how we find information in a text to answer questions. We will read sections of our news report and then answer some retrieval questions together.</li></ul> |
| <b>6.</b> | <b>To identify the features of a news report</b> | <ul style="list-style-type: none"><li>• In this lesson, we will look at the main sections and features that make up a TV news report. We will then use our imaginations to link these features to our own news story for Apollo's stolen item.</li></ul>                          |
| <b>7.</b> | <b>To box up for a purpose</b>                   | <ul style="list-style-type: none"><li>• In this lesson, we will box up the main sections and the content of our news report. We will draw pictures for the main events as well as including key words and notes on the reader's mood for each section.</li></ul>                  |
| <b>8.</b> | <b>To write an introduction that hooks</b>       | <ul style="list-style-type: none"><li>• In this lesson, we will write the introduction to our news report. We will first introduce the reporter and then introduce the news report using the 5 W's to guide us.</li></ul>   |

9.

### To write a middle that builds drama

- In this lesson, we will write the interview in a play script style. The questions will focus on the details of the situation as well as Apollo's emotions and opinions. We will use our imaginations to creatively write how Apollo might respond to the news reporter's questions.



10.

### To write an ending that satisfies

- In this lesson, we will finish writing our news report with a conclusion that recaps the story, explains what might happen next and ends on a call to action to the viewers. We will then practise performing our news reports, focusing on our tone of voice, facial expressions and body language.



Lesson number	Lesson question	Pupils will learn
1.	To listen to a story	<ul style="list-style-type: none"><li>In this lesson, we will listen to the story, 'The Bird and the Forest Fire' and create a plot matrix to help us understand the most important parts.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will recap our memory of the story, map the story and step through the story.</li></ul>
3.	To explore the middle of a story	<ul style="list-style-type: none"><li>In this lesson, we will compare the story middle with other traditional fairy tales, hot seat the main character and order vocabulary that we pull out from the middle of the story.</li></ul>
4.	To vary sentence length for effect	<ul style="list-style-type: none"><li>In this lesson, we will learn about simple and compound sentences. We will also think about what the effect of long and short sentences are and why we need variation.</li></ul>



<b>5.</b>	<b>To make predictions</b>	<ul style="list-style-type: none"><li>• In this lesson, we will think about why prediction skills are so important in reading. We will also find evidence from the text to make our own predictions in a writing activity.</li></ul>
<b>6.</b>	<b>To box up for a purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will box up, 'The Bird and the Forest Fire' focusing on the main events, key words and the reader's mood.</li></ul>
<b>7.</b>	<b>To explore how a writer builds drama</b>	<ul style="list-style-type: none"><li>• In this lesson, we will listen to the middle of another story. We will use the toolkit for middles that build drama to explore how the writer creates drama and suspense and then we will try writing our own.</li></ul>
<b>8.</b>	<b>To write a story with a dramatic middle (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use our boxing up and the toolkit to help us write the first two events in the middle of our story. We will focus on building drama for our reader through our use of time, uncertainty and vagueness.</li></ul>
<b>9.</b>	<b>To write a story with a dramatic middle (Part 2)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will use our boxing up and the toolkit to help us write the third and fourth events in the middle of our story. We will focus on building drama for our reader through our use of time, uncertainty and vagueness.</li></ul>

## 10.

### To write a story with a dramatic middle (Part 3)

- In this lesson, we will use our boxing up and the toolkit to help us write the final two events in the middle of our story. We will focus on building drama for our reader through our use of time, uncertainty and vagueness.
- 



## Unit 36 The Bird and the Forest Fire: recycled story (middles)

10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To generate ideas for a recycled story	<ul style="list-style-type: none"><li>In this lesson, we will begin to think about the character of the Eagle God more in order to tell the story from his perspective.</li></ul>
2.	To tell a recycled story from memory	<ul style="list-style-type: none"><li>In this lesson, we will learn a little bit more about the characters in our story, we will create a new story map for our new character and step and speak the story map.</li></ul>
3.	To deepen the middle part of the story	<ul style="list-style-type: none"><li>In this lesson, we will explore how the Eagle God's feelings develop throughout the middle part of the story. We will hot seat our character and use movement and role play to deepen the tension in the story.</li></ul>
4.	To vary sentence openers	<ul style="list-style-type: none"><li>In this lesson, we will be introduced to fronted adverbials and think about how to use them in order to make our writing varied. We will also self-assess our own work as tool for reflection.</li></ul>





<b>5.</b>	<b>To make inferences about what is being said or done</b>	<ul style="list-style-type: none"><li>• In this lesson, we will practise strategies to help us infer information from what is being said or done. We will do a writing activity to help us explain our opinions</li></ul>
<b>6.</b>	<b>To box up for purpose</b>	<ul style="list-style-type: none"><li>• In this lesson, we will box up our story into sections in order to fully understand the purpose of a beginning, a middle and an end.</li></ul>
<b>7.</b>	<b>To explore how writers build drama (read as a writer)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will look closely at the Middles that Build Drama Toolkit. We will explore how a writer can use the toolkit to help build tension and drama using key strategies.</li></ul>
<b>8.</b>	<b>To write a recycled story with a dramatic middle</b>	<ul style="list-style-type: none"><li>• In this lesson, we will review our boxing up version to prepare us to write our recycled story and generate ideas in order to help us write our beginning part of the story.</li></ul>
<b>9.</b>	<b>To write a dramatic middle of a story (Part 1)</b>	<ul style="list-style-type: none"><li>• In this lesson, we will review our boxing up version to prepare us to write our recycled story and generate ideas in order to help us write our middle part of the story.</li></ul>

**10.**

## **To write a dramatic middle of a story (Part 2)**

- In this lesson, we will explore how we can use 'Show Not Tell' as a technique to describe someone's emotions and actions. We will complete our writing of a dramatic middle and finish our story with an ending.
- 



## Unit 37 Persuasion: Why you should never light fires in a dry forest 10 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen to a speech and ask questions	<ul style="list-style-type: none"><li>In this lesson, we will hear a special announcement from a firefighter about the dangers of lighting fires in dry forests. We will then ask some questions to explore the speech further.</li></ul>
2.	To learn a speech from memory	<ul style="list-style-type: none"><li>In this lesson, we will map, step and speak the speech we have learned, in addition to recapping the information we have already heard in the persuasive speech.</li></ul>
3.	To explore persuasive techniques	<ul style="list-style-type: none"><li>In this lesson, we will explore what persuasive techniques are and why they are so important. We will then have a go at trying to persuade someone in a TV advert.</li></ul>
4.	To use commas to separate items in a list	<ul style="list-style-type: none"><li>In this lesson, we will review our four different sentence types and we will also apply our knowledge of commas to separate items in a list.</li></ul>



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|-----------|--|---|
| <b>5.</b> | <b>To give personal opinions about what is read (persuasion texts)</b> | <ul style="list-style-type: none"><li>• In this lesson, we will think about how we can give our own opinions when we read. We will carefully go through the steps of saying what we think, finding evidence in the text and then explaining our reasons for this.</li></ul> |
| <b>6.</b> | <b>To box up for purpose</b>   | <ul style="list-style-type: none"><li>• In this lesson, we will begin to think about what a persuasive speech from the Little Bird would be like. We will mindmap her thoughts and then box up our persuasive speech to prepare ourselves for our shared write.</li></ul>   |
| <b>7.</b> | <b>To identify persuasive language features (Read as a Writer)</b>     | <ul style="list-style-type: none"><li>• In this lesson, we will learn about relative clauses in our grammar focus, read as a writer to identify persuasive language features and also reflect on how to improve our writing using some challenge features.</li></ul>        |
| <b>8.</b> | <b>To write a persuasive speech (Part 1)</b>                           | <ul style="list-style-type: none"><li>• In this lesson, we will review our persuasion toolkit and write our first section of our persuasive text.</li></ul>   |
| <b>9.</b> | <b>To write a persuasive speech (Part 2)</b>                           | <ul style="list-style-type: none"><li>• In this lesson, we will review our persuasion toolkit, have a closer look at relative clauses and write our next two paragraphs of our persuasion text.</li></ul>   |

10.

### To write a persuasive speech (Part 3)

- In this lesson, we will review our persuasion toolkit and finish our final section of our shared write. We will review the entire persuasion speech and we will also think about what other kinds of persuasion texts we can write in the future.
- 



## Unit 38 The Unlucky Man

## 5 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To listen and respond to a story	<ul style="list-style-type: none"><li>In this lesson, we will listen to our new story, The Unlucky Man and talk about it together, using the plot matrix to help our understanding.</li></ul>
2.	To tell a story from memory	<ul style="list-style-type: none"><li>In this lesson, we will learn to tell the story of The Unlucky Man from memory using a four-step process called Hear, Map, Step, Speak.</li></ul>
3.	To explore character	<ul style="list-style-type: none"><li>In this lesson, we will explore the character of the unlucky man from the perspectives of other characters in the story.</li></ul>
4.	To show not tell how a character is feeling	<ul style="list-style-type: none"><li>In this lesson, we will reveal the character of the unlucky man through the thoughts and feelings of other characters.</li></ul>

**5.**

**To make inferences based on what is said and done**

- In this lesson, we will make inferences about the characters of both the unlucky man and the wise man based on what is said and done by himself and other characters in the story.
- 



# 4. Learn More



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### Section contents

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Knowledge organisation

Knowledge selection

Inclusive and ambitious

Pupil engagement

Motivation through learning

English at KS1

Reading

Writing

## 1. Coherence and flexibility



We strive to support schools by giving them an online learning offer that can be flexible to fit alongside their existing curriculum. We need to balance this together with coherence as complete flexibility would imply only standalone lessons where none can build upon any other. This is particularly important in English where we need to expose students to whole stories or texts and therefore require longer sequences of lessons to build up knowledge and skills.



## **2. Knowledge organisation**

For English at KS1, we have organised units to ensure a balance of coverage and progression across the year, incorporating key knowledge and skills relating to Phonics, Reading, Writing, Grammar and Spelling. Oracy underpins teaching in all units. All elements of English are embedded within the units, rather than being taught as separate strands. We will offer suggested sequences to ensure logical progression and development of knowledge and skills. The curriculum reinforces the reciprocal relationship between Reading and Writing. Although some phonics practice is embedded, Oak is not providing a phonics programme.

## **3. Knowledge selection**

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is being taught in schools so that we can serve them well and will follow the guiding principles of The National Curriculum.

## **4. Inclusive and ambitious**

We want Oak to be able to support all children. Our units will appropriately scaffolded so that children with different starting points can access them. This is supported by developing children's skills in Communication and Language throughout the Primary English Curriculum. Schools, who know their pupils best, will be essential in directing pupils to the lessons that will most help them.

## **5. Pupil engagement**

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction, just as we would with classroom teaching.

## **6. Motivation through learning**

Like all teachers, we recognise that clear presentation and teaching helps pupils keep participating in our lessons. We will build intrinsic motivation through children's success and enjoyment within lessons. However, we are teachers, and not entertainers. As English teachers, we believe in the power of storytelling and language to motivate and inspire children, and we hope to capture this in our video resources.



## 7. English at KS1

Oral stories from around the world provide the engaging context for teaching fiction, non-fiction, grammar and punctuation at KS1. Each year is divided into 2-week units with a focus on either fiction or non-fiction. For fiction, each unit has an overall learning focus designed to provide clear overarching purpose and explicitly teach high-quality fiction writing based on the following areas: action, character, problem, setting, mood, description, openings, middles, and endings. These build progressively over the year. For non-fiction, 6 non-fiction writing types are taught progressively over the course of each year. This is to provide balance between breadth and depth so that pupils have a strong foundation in these 6 genres before KS2.

**Communication and Language:** Oral rehearsal is placed at the heart of learning within every unit to support acquisition of language and fluent, confident communication. We know that pupils are not able to effectively write stories until they can effectively communicate their ideas. We will therefore continue to build upon the Communication and Language skills developed throughout the EYFS as part of our KS1 English Curriculum.

## 8. Reading

Each unit comprises 1 specific reading lesson linked to a key skill. Reading also takes place at various other points throughout a unit, in warm-ups, reading as a writer activities and when drafting and editing writing. Skills in reading are taught in relation to the stories and non-fiction pieces used in each unit. Key skills are repeated throughout the year to embed strategies and behaviours. The idea is that reading in context motivates pupils, supports understanding and reinforces the interrelationship between reading and writing.

Spelling is taught discretely with a new spelling rule taught every week. Spelling is taught in a fun, interactive way in 3 discrete sessions per week with a 'consolidation and review' week at the end of each half term. Common exception words are also taught each half term. Where possible, application will be linked to words in the story or non-fiction piece used in the corresponding unit.

## 9. Writing

The idea is that pupils learn to tell stories and non-fiction pieces from memory in their own words which develops memory, sequence and language. As mentioned above, there is a strong focus on writing for purpose. Each unit comprises a progressive sequence which builds towards an extended writing outcome for a particular purpose. First, the story or non-fiction piece is learnt orally. The learnt piece is then deepened for understanding and language acquisition using the creative arts including drama, poetry and writing. Once language and structure is internalised, pupils move into writing. Pupils will be taught to think like writers with key tools for planning, drafting (through shared writing) and editing. Pieces can then be recycled/created leading to independence. Over the course of the year, this process of learning will become familiar for pupils, building confidence, motivation and metacognition.

