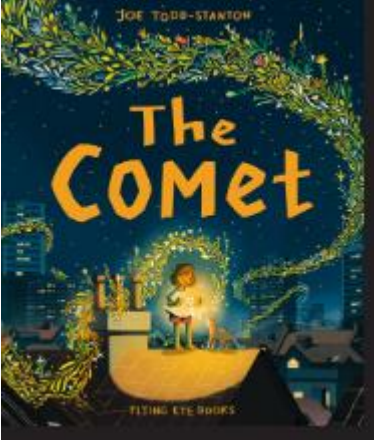


Book Studied/Genre	National Curriculum Coverage	Impact
 <p>The Comet – Joe Todd-Stanton</p> <p>Own version narrative</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. <p>Writing Transcription</p> <ul style="list-style-type: none"> • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. <p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Know how words can combine to make sentences • Separate words with spaces • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. 	<p>In this unit based on The Comet by Joe Todd-Stanton, the children arrive to find a small, mysterious glowing object has landed. They share Nyla’s story of life with her dad and write lists of the things Nyla loves to do in her home, But then dad has to move them to a city to take a new job: everything feels different and strange. Nyla writes to the children to ask for advice, to which the children respond. When Nyla catches sight of a comet, there is a moment of joy and the children explore movement by writing a poem using verbs. They write in role as Nyla and then explore sayings about the theme of home to write a description. They finish exploring the theme of home through creating noun phrases to weave into commands, written in the form of a recipe. After orally retelling the story of The Comet, the children plan their own version before drafting, editing and publishing The Shooting Star.</p> <p style="text-align: center;">Outcomes:</p> <p style="text-align: center;">Posters, letters of advice, poems, descriptions, writing in role, recipes</p> <p style="text-align: center;">Main Writing Outcome:</p> <p style="text-align: center;">Own version narrative called ‘The Shooting Star’.</p>

- Use expanded noun phrases for description and specification [*for example, the blue butterfly, plain flour, the man in the moon*].

Writing (Composition)

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing poetry
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary

Reading Objective Links

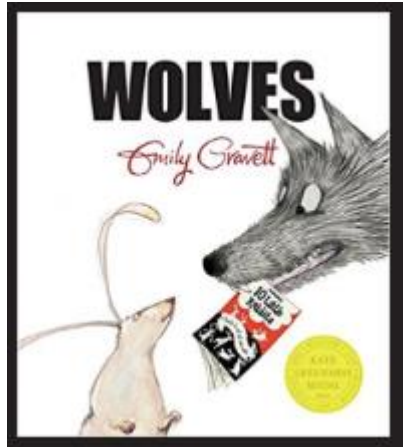
Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Recognising simple recurring literary language in stories and poetry (Y2)
- Discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Book studied/Genre



Wolves –

Emily Gravett

Non-chronological
leaflet

National Curriculum Coverage

Word Reading

- Phonics focus: Revision of /aw/ phoneme, e.g. claws, jaws. Learning of alternative spelling of known phonemes, e.g. /oo/ spelt 'o', e.g. wolves/wolf.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Writing Transcription

- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Vocabulary, Grammar & Punctuation

- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

Impact

The children receive a letter from the library to say that a book they borrowed is now overdue (the letter found at the back of 'Wolves'. Taking the book back to the library, they meet a fairy-tale character (adult in role), either Goldilocks or one of the three little pigs. The character explains that there are all sorts of 'rumours' flying around about wolves. Some people are saying they are good, others saying they are bad. The character asks children to help them find out what is fact and what is fiction and if they can create a leaflet that will educate the townsfolk about wolves so that they can keep safe.

Outcomes:

Captions, information writing, character descriptions and comparisons

Main Writing Outcome:

Information leaflet about wolves.

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Writing for different purposes

Consider what they are going to write before beginning by:

- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils

Reading Objective Links

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Answering and asking questions
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves