

Book studied/Genre	National Curriculum Coverage	Impact
<div data-bbox="143 231 539 678" data-label="Image"> </div> <p data-bbox="210 852 479 963" style="text-align: center;">Wolves – Emily Gravett</p> <p data-bbox="165 1059 524 1155" style="text-align: center;">Non-chronological leaflet</p>	<p data-bbox="600 165 779 191">Word Reading</p> <ul data-bbox="600 201 1200 335" style="list-style-type: none"> • 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. <p data-bbox="600 379 864 405">Writing Transcription</p> <ul data-bbox="600 414 1227 549" style="list-style-type: none"> • Learn 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 data-bbox="600 593 1052 619">Vocabulary, Grammar & Punctuation</p> <ul data-bbox="600 628 1236 948" style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>] • 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 <p data-bbox="600 992 873 1018">Writing (Composition)</p> <ul data-bbox="600 1027 1236 1305" style="list-style-type: none"> • Write about real events • Writing for different purposes • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence • Evaluate their writing with the teacher and other pupils 	<p data-bbox="1276 165 2056 517">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.</p> <p data-bbox="1585 571 1756 596" style="text-align: center;">Outcomes:</p> <p data-bbox="1352 612 1989 676" style="text-align: center;">Captions, information writing, character descriptions and comparisons</p> <p data-bbox="1487 734 1854 759" style="text-align: center;">Main Writing Outcome:</p> <p data-bbox="1469 775 1868 801" style="text-align: center;">Information leaflet about wolves.</p> <p data-bbox="1487 852 1854 877" style="text-align: center;">Reading Objective Links</p> <ul data-bbox="1276 932 2056 1212" style="list-style-type: none"> • Listen to, discuss and express views about a wide range of stories and non-fiction at a level beyond that at which they can read independently. • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • See a non-fiction book that is structured in different ways • Discuss and clarify the meanings of words, linking new meanings to known vocabulary <p data-bbox="1276 1257 2056 1321">Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul data-bbox="1276 1331 2056 1458" style="list-style-type: none"> • 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

