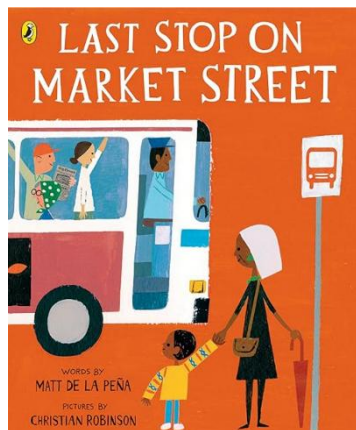


Book Studied/Genre

National Curriculum Coverage

Impact



Last Stop on Market Street
Matt de la Peña and Christian
Robinson

Own version narrative.

Word Reading

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read further common exception words, **noting unusual correspondences between spelling and sound** and where these occur in the word.

Writing Transcription

Spell by:

- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Learning to spell common exception words.
- Learning to spell more words with contracted forms.

Vocabulary, Grammar & Punctuation

- Correct choice and consistent use of present tense and past tense throughout writing.
- 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].
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use of -ly in Standard English to turn adjectives into adverbs
- Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]

Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

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

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about
- 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
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation

Beginning with the Discovery Point of a virtual bus ride through their local area, children use their senses to describe their experience. The poetic language of the text is then used to inspire children to write their own poetry for 'the bus that breathes fire'. Children write interview questions for the passengers on the bus to find out more about them, and use their senses to create further poetry to describe sights, sounds and smells of the journey. When CJ arrives at his destination, children explore the concepts of giving and charity through creating adverts for the Soup Kitchen, alongside advice notes explaining why it is important to help those in need and letters to the local community to encourage them to do so. The Writing Root culminates in children creating their own narrative based on a journey to help others using the poetic devices and language techniques explored throughout the Writing Root.

Outcomes:

Simple character descriptions, interview questions, senses poetry, advert, advice slips, letter.

Main Writing Outcome: Own version narrative

Reading Outcomes

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

- Discussing the sequence of events in books and how items of information are related.
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
 - Being introduced to non-fiction books that are structured in different ways.
- Understand both the books they can already read accurately and fluently and those they listen to by:**
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Making inferences on the basis of what is being said and done.
 - Predicting what might happen on the basis of what has been read so far.
 - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
 - Checking that the text makes sense to them as they read and correcting inaccurate reading.