



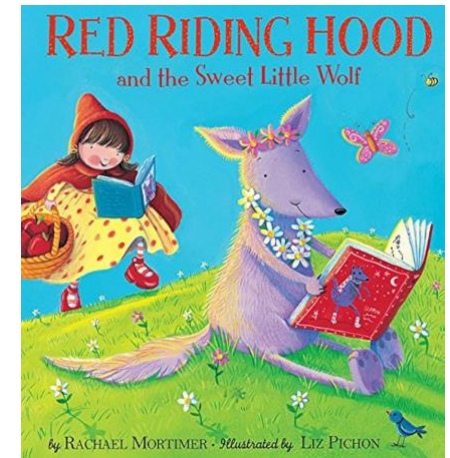
Rowan Class

Autumn Term 2

Theme: Traditional Tales with a Twist

Vehicle Text: Red Riding Hood and Sweet Little Wolf by

Rachel Mortimer



Narrative

Written Outcomes:

Character description

Story ending

Extract from a story

Key Skills in reading

- Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.
- Listen to a range of texts at a level beyond that at which they can read independently including stories.
- Activate prior knowledge and raising questions e.g. *what do we know?* What do we want to know? What have we learned?
- Make contributions in whole class and group discussion.
- Give opinions and supporting with reasons e.g. *was the Prince / Goldilocks / Jack a good or a bad character?*
- Make personal reading choices and give reasons for choices.
- Make inferences about characters and events using evidence from the text.

Key Skills in writing

- Say, write and punctuate simple and compound sentences using the connectives *and*, *but* and *or*.
- Select, generate and effectively use verbs.
- Use past tense for narrative.
- Plan and discuss what to write about e.g. *story mapping*, *collecting new vocabulary*, *key words and ideas*.
- Use specific text type features to write for a range of audiences and purposes e.g. *to entertain*.
- Write about fictional events.
- Proofread to check for errors in spelling, grammar and punctuation.

Poetry

Written Outcomes:

Acrostic poems

Key Skills in Reading

- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
- Read further common exception words, noting tricky parts.
- Read frequently encountered words quickly and accurately without overt sounding and blending.
- Listen to a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry.
- Identify, discuss and collect favourite words and phrases.
- Make personal reading choices and explain reasons for choices.
- Introduce and discuss key vocabulary within the context of a text.
- Make predictions using evidence from the text.
- Listen and respond to contributions from others.

Key Skills in Writing

- Say, write and punctuate simple and compound sentences using the connectives *and*, *but*, *or*.
- Use subordination for time, e.g. *when*, *while*, *as*, *before*, *after*.
- Use subordination for reason, e.g. *because*, *if*, *unless*.
- Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas.
- Use specific text type features to write for a range of audiences and purposes.
- Write simple poems based on models.
- Evaluate their writing with adults and peers.
- Proofread to check for errors in spelling, grammar and punctuation.

Non-fiction

Written Outcomes:

Diary entry recount (in character)

Persuasive letter (to parents - in character)

Instructions - recipe for soup

Instructions - how to build a house

Key Skills in reading

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Sequence and discuss the main events in instructions.
- Read a range of non-fiction texts including instructions.
- Make contributions in whole class and group discussion.
- Listen and responding to contributions from others.
- Consider other points of view.

Key Skills in writing

- Use **commas** to separate items in a list.
- Select, generate and effectively use **verbs**.
- Plan and discuss what to write about e.g. *key words and ideas*.
- Use specific text type features to write for a range of audiences and purposes e.g. *to instruct*.
- Edit and improve their own writing in relation to audience and purpose.
- Evaluate their writing with adults and peers.
- Proofread to check for errors in spelling, grammar and punctuation.