

English



We will be improving our writing using Mrs C's the Write Stuff. Each unit will follow a particular genre and lessons will focus on learning chunks to create a paragraph of writing. These paragraphs will build an individual piece of writing of the chosen genre. Each learning chunk will begin with either analysis of a text extract, drama, a soundscape, a film clip and/or anything else which will **'initiate'** a wealth of words/ phrase bank. This will be used by the whole class to create a **'model'**. Both of these combined with provide pupils a chance to **'engage'** and construct sentences of their

own, using words and phrases gathered in the beginning and the rules laid out in the model. There will be opportunity for pupils to **'deepen the moment'** for each learning chunk if they complete their sentences effectively with time to spare. Each unit will end with an independent write using the skills they have developed.

The writing genres we will cover in Summer One;

Wolves in the Walls - Narrative

| Immersion to text | | | | | |
|---|--|---|---|--|---|
| <p>The hook - introduce the story and understand the shape of the story through repeated practise.</p> | <p>Soundscape - Use instruments and body percussion to create sounds Lucy may have heard through the walls and when the wolves broke out.</p> | <p>Wolf eyes - Think about feeling words Lucy experienced when the wolves came out of the walls and the reaction the wolves may have seen from her - sketch wolf eyes.</p> | <p>Wolf art Create charcoal drawings of the wolves</p> | <p>Drama! Using soundscape ideas from previous lesson, re-enact the story using sounds; one character as Lucy and 3 wolves.</p> | <p>Wolf tails! In preparation for our wolf tea party, we will be making wolf ears and a wolf tail!</p> |

| Sentence stacking and experience days | |
|--|--|
| Teaching/ learning sequence | Steps to success |
| Lucy heard noises | Rhyme, alliteration and verbs (power of three) |
| Middle of the night | Time adverbial, simile, rhetorical questions |
| Nobody believes Lucy | Dialogue, repetition for effect, subjunctive form |
| Experience day | Think about scary noises and our body responses to being scared. Think about what we do to comfort ourselves when we are scared. |
| Confiding in Pip puppet | Dialogue, verbs, sights (determiner) |
| Wolves come out of the walls | Pathetic fallacy, precise verbs, relative clause (action) |
| Midnight sky | Short sentences, metaphor, simile |
| Shadows | Prepositions, adjectives and show-not-tell sentences and questions |
| Lucy slips in the wall | Touch, simile, conjunction |
| Experience day | Class party - dress as wolves and have a class party! |
| Wolf party | Precise verb, taste, conjunction and past progressive tense |
| Hounding out the wolves | Repetition for effect, alliteration and conclusion |
| Rats/ snakes research | Research another animal for Big Write |

Wonderful Wolves - Non-chronological report about wolves

| Sentence stacking and experience days | |
|---------------------------------------|---|
| Teaching/ learning sequence | Steps to success |
| Hook/ heading | Amazing fact using a simile, positive adjectives and a snappy title to hook the reader! |
| Experience day | Wolf research - search for interesting facts about wolves, search for word meanings e.g. mammal, carnivore, predator, alpha, den, packs |
| Glossary | Defining word meanings from yesterday using bullet points |
| Introduction | Introduce wolves using a time adverbial (how long they have been around), rhetorical question, noun phrases. |
| Special | What makes wolves do special? Directly address the reader with special facts about wolves |
| Skills | Explain special wolf skills using complex sentences. |
| Body | Describe the wolf using technical vocab, complex sentences |
| Diet | Describe what wolves eat using adjectives, noun phrases and complex sentences. |
| Q & A | Rhetorical question, direct address and precise adjectives/ verbs |
| WOW facts | Amazing facts using rhetorical questions |
| Research another animal | Research their chosen animal to complete a non-chronological Big Write |

| | |
|--|---|
| Reading <i>Independent Group Class</i> | <ul style="list-style-type: none">• Daily bug club guided reading sessions – each week will focus on a new chapter of a book, defining unknown words, answer comprehension questions which involves retrieving information, looking for clues in texts and character reflections/ getting to know the characters, create conversations, examine settings in the stories, words in contexts, application of the correct words in certain contexts and much more.• Weekly VIPER (Vocabulary, Infer, Predict, Explain, Retrieve and Sequence/ Summarise) sessions to further enhance comprehension. |
| Grammar/ punctuation | Daily grammar sessions using writing from the previous lesson, we will immerse ourselves into grammar and punctuation, with a specific focus each day, we will practice and develop our understanding of correct grammar and punctuation. We will also be able to edit written work effectively. |
| Handwriting | <ul style="list-style-type: none">• Sit correctly at a table, holding a pencil comfortably and correctly• Begin to form lower-case letters in the correct direction, starting and finishing in the right place• Form capital letters• Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.• Handwriting will often be linked to weekly spellings. |