

Unit Plans; <i>Theseus and the Minotaur</i> (Narrative; 3 weeks) <i>Still I Rise</i> (Poetry; 2 weeks) Overview		
Find the Shape	Sentence Stacking	Experience Days
Narrative; discuss the general structure narrative writing.	Lessons to concentrate on the writing, focusing on how to construct the sentence in accordance with the ‘style of writing’. Sentence stacking is organised into 3 learning chunks. Examples will be used to form a large class Sentence Stack. This will build over the unit to produce a whole piece of text.	This is a form of immersive teaching to stimulate ideas, strengthen context and build imagination. This can include visits, trips out
National Curriculum links	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • discussing and recording ideas • composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures • In narrative creating settings, characters and plot. • Proposing changes to improve consistency • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear • Proof read for errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing and suggesting improvements
Grammar/ punctuation	Theseus and the Minotaur (Narrative; 3 weeks) <ul style="list-style-type: none"> • Story openers • Adjectives and conjunctions • Adverbial openers 	Still I Rise (Poetry; 2 weeks) <ul style="list-style-type: none"> • Negative nouns • Rhyme • Similes and metaphors

	<ul style="list-style-type: none"> • Preposition • Repetition for effect • Synonyms • Dialogue • Similes • Inner thought dialogue • Alliteration • Onomatopoeia • Verbs and precise verbs • Personification 	<ul style="list-style-type: none"> • Questions in poetry for effect • Adverbials and precise verbs • Synonyms • Repetition and effect in poetry
<p>Reading <i>Independent Group Class</i></p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them. • Answer and ask questions based on the text • Clarify meanings of unknown words 	
<p>Handwriting/ spellings</p>	<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. • Weekly spelling lists considering suffixes, prefixes, tricky words/ statutory words and various spelling patterns. • Quite often handwriting is linked to weekly spellings. 	