

| Fiction | Poetry | Non-fiction |
|---|---|---|
| <p>Plan 2A: Stories about imaginary worlds Required text(s): <i>Toto the Ninja Cat and the Great Snake Escape</i> by Dermot O’Leary Description: Pupils will identify and discuss why changes in tense, pronouns and person support your understanding. Improve a story by using more descriptive language in correct tenses. Grammar focus:</p> <ol style="list-style-type: none"> 1. Present and past tenses 2. Pronouns 3 Descriptive language 4. 1st and 3rd person | <p>Plan 2A: Traditional poems Required text(s): <i>A Child’s Garden of Verses</i> by Robert Louis Stevenson Description: Explore <i>Windy Nights</i> by Robert Louis Stevenson and write a class poem using rhyming couplets. Revise verb tenses and learn about prepositions. Grammar focus:</p> <ol style="list-style-type: none"> 1. Prepositions 3. Writing sentences with more than one clause using a wider range of connectives. | <p>Plan 2A: Recounts Required text(s): <i>The Day I swapped my Dad for Two Goldfish</i> by Neil Gaiman & Dave McKean Description: Act out and swap stories; learn about adverbials & recounts using past tense and 1st person chronological order. Grammar focus:</p> <ol style="list-style-type: none"> 1. Adverbs and adverbials 2. Create complex sentences 3. Past tense |
| <p>Plan 2A: Fable stories Required text(s): <i>The Tin Forest</i> by Helen Ward & Wayne Anderson, <i>Aesop’s Fables</i> by Michael Rosen Description: Pupils will explore issues through writing, discussion and drama to empathise with a character and make connections with their own lives by describing events in detail and creating diary entries. Grammar focus:</p> <ol style="list-style-type: none"> 1. Using a wider range of adjectives, verbs and adverbs to describe; extend range of sentences with more than one clause: compound and complex sentences. 2. Personal accounts | <p>Plan 3A: Narrative poems Required text(s): <i>The Dangerous Journey</i> by Tove Jansson Description: Pupils will learn how speech and vocabulary can be used to affect the reader’s imagination differently. Pupils will practice using inference and summarising through drama (e.g. hot seating) and visual methods using writing (e.g. mind mapping) to explore layered meanings in the text. Grammar focus:</p> <ol style="list-style-type: none"> 1. Conjunctions 2. Dialogue punctuation, direct speech 3. Commas and clauses 4. Using a dictionary and thesaurus to help improve word selection when writing | <p>Plan 3A: Non-chronological reports Required text(s): <i>The Pebble in my Pocket</i> by Meredith Hooper Description: By learning the overview of Earth’s geological history pupils will consolidate then use varied complex sentence structure and punctuation to summarise and present detailed informative writing (leaflet) in a way that holds a reader’s interest. Grammar focus:</p> <ol style="list-style-type: none"> 1. Paragraphs 2. Complex sentences with more than one clause 3. Adverbs and adverbials 4. Drafting |