

RAYNVILLE ACADEMY: LONG TERM PLAN – ENGLISH



INTENT:

High quality teaching and learning of the Programme of Study from the National Curriculum will enable pupils to develop a love of reading, writing and discussion. By providing the children with secure knowledge and skills in literacy, we will give them the tools to participate fully in society and inspire them to reach for their ambitions in life.

Our aim is to develop the children's love of reading through the progressive skills of decoding, fluency and comprehension. Through the ethos of nurturing and encouragement, our children will take pride in their writing (both in the presentation and content) and will be able to adapt their language style for a range of contexts. The children will have the confidence in the art of speaking and listening to discuss and communicate their learning across the curriculum.

IMPLEMENTATION:

With the intent at the forefront of all our teaching, we will endeavour to ensure our lessons are well planned, engaging, inspiring and motivational. We will ensure that **cross-curricular links** are woven into the Programme of Study for English when and wherever possible. In addition, we will use **high quality whole class texts** when appropriate; these will support the promotion of the love of reading, will enhance the skills of comprehension and will facilitate a range of writing contexts. The use of 'model writing' will facilitate the teaching of all genres. A promotion of **understanding and application of high level vocabulary** will be interwoven within our lessons using a range of Talk Matters strategies. TM will also enhance the children's **skilled speaking and active listening techniques**. Grammar terminology and skills will be taught and applied within the context of writing alongside dedicated tasks. Differentiated Success Criteria will focus on key skills and assessment will inform next steps.

Reading sessions will be progressive and promote the love of reading; they will develop decoding, fluency and comprehension skills and will utilise our wide-range of texts/resources at our disposal (eg: Oxford Reading Tree, Think2Read, Literacy Shed etc). The use of good quality Visual Literacy (texts/media) will also enhance children's understanding, engagement and passion for the subject.

IMPACT:

Through the consistency of the implementation of our teaching, children leave Raynville with a good grasp of all aspects of literacy and hopefully have a passion for the subject that will continue to grow and develop as they do. End of Key Stage results reflect all their hard work and children are proud of their achievements. Their speaking, reading and writing skills have developed so they are able to access the next stage of their education and apply these skills with confidence, resilience and creativity.

YEAR 1

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Fiction The Gruffalo, Zog, Room on the Broom, Smeds and Smoos,</p> <ul style="list-style-type: none"> Character descriptions and captions <p>PURPOSE: entertain WHY: develop communication skills, speaking and introduce the term adjective through a familiar author LINK TO ETHOS: communication through speaking and listening</p> <p>Aesop’s Fables</p> <ul style="list-style-type: none"> Responding to stories and re-telling <p>PURPOSE: entertain WHY: link to RE learning and stories with morals LINK TO ETHOS: support positive personal/social attitudes</p> <p>Non-Fiction Letters to fairies</p> <ul style="list-style-type: none"> Letter writing/inform 	<p>Fiction We’re going on a bear hunt</p> <ul style="list-style-type: none"> Introduce T4W with a simple, repetitive text <p>PURPOSE: entertain WHY: a well known EYFS text, children will write with stamina, re-invent a familiar story and learn new grammar skills</p> <p>Lost in the Toy Museum</p> <ul style="list-style-type: none"> Re-tell a new story <p>PURPOSE: entertain WHY: link to ‘Toys’ history topic, bring to life with our own visit to the toy museum LINK TO ETHOS: cultural capital as we visit the toy museum in our local area</p> <p>Non-Fiction Animals in winter</p> <ul style="list-style-type: none"> Fact files <p>PURPOSE: inform WHY: link to science ‘autumn to winter’ topic, engaging as</p>	<p>Fiction Rosie’s Walk</p> <ul style="list-style-type: none"> Comprehension Introduce a more complex Story mountain with Start, Build Up, Problem, Resolution and Ending <p>PURPOSE: entertain WHY: use a simple text for one week to introduce the theme of ‘journey’ and ‘boxing up’ a story into 5 parts. LINK TO ETHOS: communication and understanding</p> <p>I can catch a monster</p> <ul style="list-style-type: none"> Develop story mountains/boxing up stories Sentence openers <p>PURPOSE: entertain WHY: a local (Yorkshire) author, challenges what being a ‘monster’ is – behaviours or appearance? Develop understanding of writing a story about a journey LINK TO ETHOS: make connections to</p>	<p>Fiction Welcome</p> <ul style="list-style-type: none"> T4W Extending sentences Stamina when writing <p>PURPOSE: entertain WHY: a story about the acceptance of others LINK TO ETHOS: instil positive personal attitudes</p> <p>Fiction I Want My Hat Back</p> <ul style="list-style-type: none"> Comprehension A book with very few words – children use story mountain/boxing up to plan and write story in own words. <p>PURPOSE: entertain WHY: To develop understanding using inference and provide a starting point to write a story. Make connections to previous term writing.</p>	<p>Non-fiction/Fiction Supertato</p> <ul style="list-style-type: none"> Instructional writing Box up the story <p>PURPOSE: inform & entertain WHY: writing instructions through a fun activity and box up the story/story mountain to re-call features of stories. LINK TO ETHOS: make connections to instructional writing during last term and encourage independence.</p> <p>Non-fiction Great Women who changed History</p> <ul style="list-style-type: none"> Report writing <p>PURPOSE: inform WHY: link to history and lives of significant people written by a local author (Farsley). LINK TO ETHOS: develop understanding of cultural movements and people (not only women discussed in the unit, the book is a starting point)</p>	<p>Non-fiction/Fiction Clean Up!</p> <ul style="list-style-type: none"> Writing facts ‘Did you know?’ about the effects of plastic. Creating information posters. <p>PURPOSE: inform & entertain WHY: To learn facts and give purpose for writing. LINK TO ETHOS: Begin to instil awareness and a love for the environment.</p> <p>Final 4 weeks:</p> <ul style="list-style-type: none"> Teacher’s favourite stories from this year (Books TBC). What we loved and why we loved it. Children then choose their own favourite books from this year and give reasons why.

<p>PURPOSE: give information to the reader</p> <p>WHY: link to geography topic on local area, writing factual information with a purpose</p>	<p>many children love animals</p> <p>Letters to Santa</p> <ul style="list-style-type: none"> • Letter writing <p>PURPOSE: entertain</p> <p>WHY: purposeful writing opportunity</p>	<p>previous stories taught and challenge prejudice</p> <p>Little Red Riding Hood</p> <ul style="list-style-type: none"> • T4W • Story mountain • Writing with stamina <p>PURPOSE: entertain</p> <p>WHY: a final 'journey' story which leads to children being able to create their own story in which a character goes from A to B, meeting a problem along the way.</p> <p>LINK TO ETHOS: develop confidence and independence as children attempt to make their own choices to create their own journey story.</p>	<p>LINK TO ETHOS: Communication and understanding</p> <p>Non-Fiction</p> <p>Plants</p> <ul style="list-style-type: none"> • Instructions <p>PURPOSE: instruct</p> <p>WHY: children to write with a purpose as they write a guide on how to plant and take care of a seed (to read A Seed is sleepy during this time to develop wider knowledge).</p>		<ul style="list-style-type: none"> • Writing book reviews <p>PURPOSE: Love of Reading!</p> <p>WHY: Reviewing the year through favourites.</p> <p>LINK TO ETHOS: Making connections between the stories we've learnt.</p> <p>Non-Fiction</p> <p>Recounts of Trips to Seaside</p> <ul style="list-style-type: none"> • Recount <p>PURPOSE: entertain</p> <p>WHY: purposeful writing opportunity</p>
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YEAR 2

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Land marks</p> <ul style="list-style-type: none"> • Descriptive writing (basic sentence structure, adjectives, conjunctions) <p>Purpose: Inform Why: Link to Geography topic Link to Ethos: inspiring locations and respect for the environment</p> <ul style="list-style-type: none"> • Fact files (structure, vocabulary) <p>Purpose: Inform Why: Link to Geography topic Link to Ethos: inspiring locations and respect for the environment</p>	<p>Great Fire of London.</p> <ul style="list-style-type: none"> • Descriptive writing (adjectives, conjunctions, adverbs) <p>Purpose: Inform Why: History link</p> <ul style="list-style-type: none"> • Instructions (imperative verbs, structure) <p>Purpose: Inform Why: Cross-curricular links with Science/DT</p> <ul style="list-style-type: none"> • Diary writing linked to Samuel Pepys (tense, vocabulary) <p>Purpose: Inform Why: History link to apply skills.</p>	<p>Lost and Found- Oliver Jeffers (film stimulus)</p> <ul style="list-style-type: none"> • (Reciting, rewriting, punctuation!?,) <p>Purpose: Emotional response, entertain Why: Geography link PSHE links friendship and relationships Author study Oliver Jeffers</p> <p>Link to Ethos: Instil positive personal and social attitudes Inference and communication through role play and speaking and listening</p> <ul style="list-style-type: none"> • The Day the Crayons Quit T4W story link <p>Purpose: Entertain Why: Author study Oliver Jeffers. Infer from letters to create story. Link to Ethos: communication, expressing feelings and empathising</p>	<p>Florence Nightingale</p> <ul style="list-style-type: none"> • Recount linked to FN trip (tense, time conjunctions) <p>Purpose: inform and entertain Why: History link and writing about real life experience. Local link to FN Link to Ethos: value new experiences and respect for local environment. Instil positive personal and social attitudes</p> <ul style="list-style-type: none"> • Instructions writing cleaning Scutari hospital. <p>Purpose: Inform Why: History link with FN Link to Ethos: Instil positive personal and social attitudes</p> <ul style="list-style-type: none"> • Diary writing linked to FN (tense, vocabulary) <p>Purpose: Inform Why: History link with FN Link to Ethos: Instil positive personal and social attitudes Communication.</p>	<p>SATS</p> <ul style="list-style-type: none"> • Post card writing linked to Victorian seaside (tense, description with double adjectives). <p>Purpose: inform Why: History link. Apply historical skills in new context</p> <ul style="list-style-type: none"> • Instructions for planting seeds (imperative verbs, time conjunctions) <p>Purpose: Inform Why: Science link. Apply skills in new context.</p> <p>Gorilla –Anthony Brown (Visual Literacy)</p> <p>Purpose: Emotional response Why: inference skills Link to Ethos: communication</p>	<ul style="list-style-type: none"> • Tales form another culture linked to Kenya topic (visual literacy) <p>Purpose: Entertain emotional response Why: Link to Geography Inference skills Link to Ethos: social attitudes</p> <ul style="list-style-type: none"> • Non-chronological report (cheetah) <p>Purpose: Inform Why: Link to Geography and Wildlife Park trip. Apply skills in new context.</p> <ul style="list-style-type: none"> • Tadpole’s Promise (Visual literacy) <p>Purpose: Entertain emotional response. Why: link to Science Life Cycles. Link to Ethos: respect for the environment NEXT YEAR: Twisted Fairytales.</p>

YEAR 3

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>The Three Little Pigs/Alternative Story of The Three Little Pigs</p> <ul style="list-style-type: none"> Story writing: Talk for Writing (imitate, innovate and invent). <p>PURPOSE: entertain WHY: Talking for Writing, Talk Matters, up-levelling vocabulary, narrative structure. LINK TO ETHOS: communication</p> <ul style="list-style-type: none"> Wolves (non fiction) <p>Genre:</p> <ul style="list-style-type: none"> Presentations Non-Chronological reports. <p>PURPOSE: inform WHY: comparison of genre, organisation, formal register LINK TO ETHOS: communication, relevant (links to narrative work).</p> <p>Black History</p> <ul style="list-style-type: none"> Poetry about freedom (focus on Harriet Tubman). 	<p>Tell Me a Dragon (Visual Literacy)</p> <ul style="list-style-type: none"> Descriptive writing <p>PURPOSE: entertain WHY: introduction to descriptive writing LINK TO ETHOS: inspiring (language)</p> <p>Anti-Bullying Week</p> <ul style="list-style-type: none"> Poetry about what makes them unique. <p>PURPOSE: entertain and inform WHY: link to Anti-bullying week LINK TO ETHOS: social attitudes, challenging prejudice, respect for themselves and others.</p> <p>Roald Dahl focus: Charlie and the Chocolate Factory</p> <ul style="list-style-type: none"> Descriptive writing (characters and setting). <p>PURPOSE: entertain WHY: Talk Matters, enrich vocabulary in descriptive writing, class novel</p>	<p>Egyptian Writing (History)</p> <p>Genres:</p> <ul style="list-style-type: none"> Mummification instruction writing. <p>PURPOSE: inform WHY: link to history topic</p> <ul style="list-style-type: none"> Diary of Howard Carter. <p>PURPOSE: entertain and inform WHY: link to history</p> <ul style="list-style-type: none"> Egyptian Cinderella (narrative). <p>PURPOSE: entertain WHY: Class novel, Talking for Writing, Talk Matters, up-levelling vocabulary, narrative structure. LINK TO ETHOS: communication</p>	<p>My Body (Science)</p> <p>Genres:</p> <ul style="list-style-type: none"> Non-chronological report. Presentations <p>PURPOSE: inform WHY: link to science topic (previous half term), organisation, formal register LINK TO ETHOS: communication, healthy life choices.</p> <p>Shaun the Sheep</p> <p>Genres:</p> <ul style="list-style-type: none"> Scripts. Story writing. <p>PURPOSE: entertain WHY: comparison of genre: script vs narrative structure. LINK TO ETHOS: communication</p>	<p>Leon and the Place Between (Book study)</p> <p>Genres:</p> <ul style="list-style-type: none"> Narrative <p>PURPOSE: entertain WHY: Talk Matters, enrich vocabulary in descriptive writing, class novel LINK TO ETHOS: communication</p> <ul style="list-style-type: none"> Persuasive poster/leaflet <p>PURPOSE: persuade WHY: introduction to persuasive purpose of writing. LINK TO ETHOS: communication, collaboration.</p> <ul style="list-style-type: none"> Poetry <p>PURPOSE: entertain WHY: Talk Matters, enrich vocabulary, opportunity to perform.</p>	<p>Extreme Weather (Geography)</p> <p>Genres:</p> <ul style="list-style-type: none"> Setting description Diary writing Newspaper <p>PURPOSE: inform and entertain WHY: link to geography structure, comparison of genre. LINK TO ETHOS: respect for themselves, others and the environment, making a positive contribution.</p> <p>Wizard of Oz</p> <p>Genres:</p> <ul style="list-style-type: none"> Creative story writing (description, action, speech). <p>PURPOSE: entertain WHY: Class novel, Talking for Writing, Talk Matters, link to geography, narrative structure. LINK TO ETHOS: communication</p>

<p>PURPOSE: entertain and inform</p> <p>WHY: link to Black History Month.</p> <p>LINK TO ETHOS: challenge prejudice, positive personal and social attitudes, foster respect.</p>	<p>LINK TO ETHOS: communication</p>				
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YEAR 4

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Amazon Journey</p> <ul style="list-style-type: none"> 1st person narrative <p>PURPOSE: Entertain WHY: Link to Geography topic on Biomes and Climate Zones</p> <p>LINK TO ETHOS: Caring for our world, respect for the planet, making a difference in society</p> <p>Desert report</p> <ul style="list-style-type: none"> Non-chronological report <p>PURPOSE: Inform WHY: Link to Geography topic on Biomes and Climate zones. Children use formal and technical language.</p>	<p>Greek Myths</p> <p>King Midas</p> <ul style="list-style-type: none"> Rewrite <p>PURPOSE: Entertain WHY: Link to History topic on Ancient Greece</p> <p>LINK TO ETHOS: Instil positive social and personal attitudes (link to moral of the story)</p> <p>Theseus and the Minotaur</p> <ul style="list-style-type: none"> Description of labyrinth Description of Minotaur Creative writing – write own ending <p>PURPOSE: Entertain WHY: Link to History topic on Ancient Greece</p>	<p>In-depth Book Review: The Firework-maker's Daughter</p> <ul style="list-style-type: none"> Diary writing Descriptive writing Poetry writing Persuasive letter Creative writing – write own ending State opinion and explain/justify <p>NEXT YEAR: Giants and the Joneses</p> <ul style="list-style-type: none"> Genres and purpose/why/ethos to be planned. 	<p>In-depth Book Review: The Firework-maker's Daughter (cont)</p> <ul style="list-style-type: none"> Diary writing Descriptive writing Poetry writing Persuasive letter Creative writing – write own ending <p>State opinion and explain/justify</p> <p>NEXT YEAR: Giants and the Joneses</p> <p>Changes (Anthony Browne) - Visual Literacy Comprehension</p> <p>LINK TO ETHOS: Instil positive personal and social attitudes</p>	<p>Romans' Report</p> <ul style="list-style-type: none"> Report writing <p>PURPOSE: Inform WHY: Link to History topic on Romans</p> <ul style="list-style-type: none"> Home in the Sky (Jeannie Baker) - Visual Literacy Comprehension <p>LINK TO ETHOS: Challenging prejudice</p>	<p>Stories from other cultures</p> <p>The Blind Man and the Hunter</p> <ul style="list-style-type: none"> Rewrite <p>PURPOSE: Entertain WHY: To develop empathy</p> <p>LINK TO ETHOS: foster respect for themselves and others and to challenge prejudice</p> <p>Zahra (Literacy Shed)</p> <ul style="list-style-type: none"> Write an alternative version <p>PURPOSE: Entertain WHY: To select enriched vocabulary and use is appropriately</p>

YEAR 5

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Viking Sagas: Freya and the Goblins</p> <ul style="list-style-type: none"> Report Writing <p>PURPOSE: inform WHY: link to History topic on Vikings. Explain Viking beliefs.</p> <ul style="list-style-type: none"> Story Writing <p>PURPOSE: entertain/inform WHY: Viking Link. Story telling, describe settings/ characters. LINK TO ETHOS: instill positive personal/social attitudes (moral of the story)</p> <p>Titanium (Video) – Visual Literacy Comprehension PURPOSE: entertain an emotional response WHY: excite, stimulate and engage – visual cues to create discussion LINK TO ETHOS: inclusion, respect for differences, tolerance</p>	<p>Narrative Poetry: Highwayman (Alfred Noyes)</p> <ul style="list-style-type: none"> Analysis Vocabulary Reciting Story <p>PURPOSE: entertain WHY: develop interest in poetry – narrative angle engages the children. Vocabulary enriches their repertoire. Provides opportunity to perform. LINK TO ETHOS: rich communication & collaboration opportunity</p>	<p>Volcanoes:</p> <ul style="list-style-type: none"> Non-chronological report with explanation. <p>PURPOSE: inform WHY: link with Geography topic on mountains and volcanoes. <ul style="list-style-type: none"> Creative mountain description <p>PURPOSE: entertain WHY: Link to topic. Enriched vocabulary in the description; use of figurative language <ul style="list-style-type: none"> Pompeii Newspaper <p>PURPOSE: inform WHY: link to topic, skills of newspaper writing and formal language.</p> <p>First Light (Gary Crewe) – Visual Literacy Comprehension PURPOSE: entertain an emotional response WHY: understanding visual cues and how they can enhance the meaning of the text stimulate and engage</p> </p></p>	<p>HERD Farm –</p> <ul style="list-style-type: none"> persuasive leaflets <p>PURPOSE: persuade WHY: link to residential visit and persuade Y4 to attend their residential LINK TO ETHOS: communication / collaboration, healthy life choices</p> <p>In-depth Book Review: There’s a Boy in the Girls’ Bathroom (Louis Sachar)</p> <ul style="list-style-type: none"> Character analysis Diary writing Letter writing <p>NEXT YEAR: book: The Boy at the Back of the Class</p> <ul style="list-style-type: none"> Character analysis <p>PURPOSE: inform WHY: relevant to today’s society with refugees/ immigration – tolerance & respect <ul style="list-style-type: none"> Diary Writing <p>PURPOSE: entertain/persuade</p> </p>	<p>There’s a Boy in the Girls’ Bathroom (cont)</p> <p>NEXT YEAR: book: The Boy at the Back of the Class (cont)</p> <p>Victorian Diary</p> <ul style="list-style-type: none"> Diary <p>PURPOSE: entertain WHY: Link to Victorian topic in History. Languages/style choices. Empathy for character and child labour – link to trip to Armley Mills <ul style="list-style-type: none"> Letter <p>PURPOSE: persuade/discussion WHY: Local historical link to child labour – language choices. Giving reasons for points of view.</p> <p>The Farther (Graeme Baker-Smith) Visual Literacy comprehension PURPOSE: entertain an emotional response</p> </p>	<p>Victorians (cont)</p> <p>EARTH & SPACE</p> <ul style="list-style-type: none"> Mars Creative descriptive writing <p>PURPOSE: entertain WHY: Link to topic. Enriched vocabulary in the description; use of figurative language <ul style="list-style-type: none"> Fact Sheets <p>PURPOSE: inform WHY: Link to E&S topic. Comparison of genre – fact file as opposed to creative description.</p> <p>The Watertower (Gary Crewe) – Visual Literacy Comprehension PURPOSE: entertain an emotional response WHY: understanding visual cues and how they can enhance the meaning of the text – create discussion, stimulate and engage LINK TO ETHOS: inspiring language,</p> </p>

		LINK TO ETHOS: inspiring language, empathy	WHY: empathy for the character – emotions explored <ul style="list-style-type: none">• Letter Writing PURPOSE: persuade/discuss WHY: viewpoints explored with reasoned arguments – formal writing to MP. LINK TO ETHOS: foster respect for ourselves & others by challenging prejudice, honesty,	WHY: understand visual cues and how they can enhance the meaning of the text – create discussion, stimulate and engage LINK TO ETHOS: empathy	
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YEAR 6

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Literacy Shed: Beyond the Lines (video)</p> <ul style="list-style-type: none"> • Story Writing <p>PURPOSE: entertain an emotional response WHY: Link to History (WWI and WWII) Writing from visual literacy LINK TO ETHOS:</p> <p>Poppy Field (Michael Morpurgo) – Visual literacy Comprehension</p> <p>PURPOSE: entertain an emotional response WHY: Link to WWII - create discussion, stimulate and engage LINK TO ETHOS: promote tolerance, respect, empathy</p>	<p>In-depth Book Review: Goodnight Mr Tom (Michelle Magorian)</p> <ul style="list-style-type: none"> • Character analysis <p>PURPOSE: inform WHY: Link to History (WWII) Child’s perspective LINK TO ETHOS: Emotional empathy, promoting tolerance and respect towards others.</p> <ul style="list-style-type: none"> • Diary writing <p>PURPOSE: entertain an emotional response WHY: inference, empathy, writing from another’s perspective LINK TO ETHOS: Foster respect, challenge prejudice, instil positive social and personal attitudes.</p> <ul style="list-style-type: none"> • Creative writing <p>PURPOSE: entertain an emotional response WHY: develop vocabulary and sentence structure for effect. LINK TO ETHOS: speaking and listening skills, richness of vocabulary.</p>	<p>In-depth Book Review: Kensuke’s Kingdom (Michael Morpurgo)</p> <p>Typical Genres:</p> <ul style="list-style-type: none"> • Character analysis • Creative writing • Letter writing • Newspaper Report <p>Beneath the Surface (Gary Crewe) – Visual Literacy Comprehension</p> <p>PURPOSE: entertain an emotional response WHY: understanding visual cues and how they can enhance the meaning of the text - create discussion, stimulate and engage LINK TO ETHOS: inspiring language</p> <p>In-depth Book Review: Wonder (R.J. Palacio)</p> <p>PURPOSE: entertain an emotional response WHY: modern story, real-life current issues LINK TO ETHOS: challenging prejudice,</p>	<p>Literacy Shed: Alma (video)</p> <ul style="list-style-type: none"> • Story Writing <p>PURPOSE: entertain an emotional response WHY: link to powerful vocabulary, create tension/atmosphere in writing, sentence structure LINK TO ETHOS: inspiring language choices for our children.</p> <ul style="list-style-type: none"> • GRAMMAR FOCUS 	<p>Leaflet LEEDS / LIVERPOOL:</p> <p>Genre:</p> <ul style="list-style-type: none"> • Persuasive writing • Presentation <p>PURPOSE: inform and persuade WHY: Link to Geography/History. LINK TO ETHOS: promoting local history, positive role models for our Bramley children</p> <p>Rhythm and Poetry (Karl Nova)</p> <p>PURPOSE: entertain an emotional response, discuss WHY: enriched vocabulary, figurative language LINK TO ETHOS: Develop confidence, independence, resilience, respect.</p> <p>Silver Swan (Michael Morpurgo) – Visual Literacy Comprehension</p> <p>PURPOSE: entertain an emotional response WHY: understanding visual cues create - discussion,</p>	<p>Fairy tales</p> <ul style="list-style-type: none"> • Precis writing <p>In-depth book review: Cloudbusting (Malorie Blackman)</p> <p>PURPOSE: entertain an emotional response WHY: inference, empathy, seeing other perspectives LINK TO ETHOS: Foster respect, challenge prejudice, instil positive social and personal attitudes.</p>

	<ul style="list-style-type: none"> Letter writing <p>PURPOSE: entertain an emotional response</p> <p>WHY: develop vocabulary and sentence structure for effect.</p> <p>LINK TO ETHOS: speaking and listening skills, richness of vocabulary, life skill of letter-writing.</p>	<p>promoting respect, tolerance and empathy</p> <p>Sea Turtles – information texts</p> <p>PURPOSE: inform, persuade, discuss</p> <p>WHY: Link to Rivers topic, link to environmental issues.</p> <p>LINK TO ETHOS: Caring for our world, respect for the planet, making a difference in society.</p>		<p>stimulate and engage</p> <p>LINK TO ETHOS: inspiring language, empathy</p>	
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