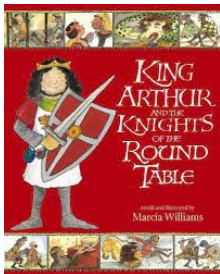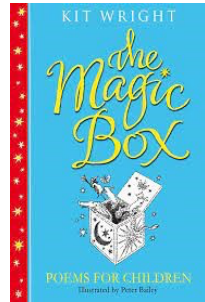| Key Stage 2
English Learning Journey

Purpose: To entertain
Audience: Infants, staff, parents and governors
Form: Poetry (links to topic of magic)

Purpose: To entertain
Audience: Peers
Form: Narrative (Arthurian quest story; links to topic of magic) | **Linked Guided Reading Texts**

All relate to stories set in the past and legends | **Key Writing Statements**
Y3/4:
- plan their writing by:
  - 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
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- 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
- develop their understanding of the concepts set out in English appendix 2 by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - using and punctuating direct speech
5/6
- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - using a wide range of devices to build cohesion within and across paragraphs
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proofread for spelling and punctuation errors |
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 | **Key Reading Statements**
Y3/4
- develop positive attitudes to reading, and an understanding of what they read, by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - identifying how language, structure, and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Y5/6
- maintain positive attitudes to reading and an understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions | |

- identifying and discussing themes and conventions in and across a wide range of writing
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- provide reasoned justifications for their views

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- develop their understanding of the concepts set out in English appendix 2 by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using expanded noun phrases to convey complicated information concisely
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semicolons, colons or dashes to mark boundaries between independent clauses

Teaching sequence: Magic poetry		
Stimulate & Generate	Capture, Sift & Sort	Create, Refine, Evaluate
To read and perform a poem (using appropriate intonation, tone and volume) Explain that our first unit in English is poetry. What do you know about poems? Collect chn's ideas. Provide chn with copies of '10 things in a Wizard's pocket'. Get chn to read and discuss the things in the poem. Explain this is a list poem. Does it match what you said about poems at the start? Dispel their misconceptions about poems needing to rhyme. What types of things has the Wizard got in his pocket? Discuss abstract and concrete items. Revise nouns. Chn to highlight their copy showing abstract and concrete items. Chn to draw on a pocket template what they think the pocket will look like. Discuss with chn how to perform a poem. What do we need to consider? Focus on volume, tone and intonation/expression. How do we create these things? Chn to then work in small groups to put together a performance of the poem. Scaffold: Chosen groups, adult support Stretch: Group leader **To visualise a poem's images (and explain meaning)** Revise work from yesterday on the poem read. If time, perform some of the poems. Share a new poem-The magic box. Allow chn to read. AM with Y3.	**To identify a poet's language choices (and explain)** Revise the poem looked at yesterday. What can they remember was in the magic box? Discuss what makes the things seem magical. Look at a fifth season. Why is this magical? What about violet wishes? Show chn table they will be completing and annotate with these examples. Chn complete table looking at the vocabulary poet uses and then explain why it is magical and what it makes them think. Scaffold: adult support, list of magical items in poem **To identify a poet's structural choices (and explain)** Revise poem read. What can they remember about the vocabulary used from yesterday? Look at the poem again. How is it structured? Focus on repetition in first 3 verses and then changes in last verse. Why would poet do this? Re there any other patterns? What types of words/phrases are used? Revise alliteration, simile, personification and onomatopoeia with chn. Chn to annotate their copy of the poem with the poets choices. Y5/6 to explain why poet chose to do this Then chn complete questions about poem. Scaffold: adult support, word bank of poetry techniques Stretch: why did poet use these? Could they have been used differently?	**To plan a poem in a similar style** Revise the poems looked at last week. Explain chn will plan their own version of 'Magic box' poem today. What do we need to think about? Revise the senses used. Put up key questions to answer to plan poems. Allow time for discussion. Together fill out planning template for a class poem. Chn to fill out template for their poem. Scaffold: adult support, other examples to look at Stretch: add an extra verse. **To write a poem** Revise plans from yesterday. Allow time to share plan with a partner. Do they need improving? Look again at the Magic box poem. Revise structure and vocabulary choices as well as poetic techniques looked at. How can these be used in our class poem? Together write the first verse of the poem. Allow time for chn to write theirs. Repeat as a class doing next few verses and then alternating between class write and independent write. Scaffold: adult support Stretch: use of all poetic techniques **To edit (, improve) and publish a poem** Allow time for chn to share their poems with a partner.

What do you think of this one? How is it similar/different to last poem? Focus on concrete/abstract again. Does this fit? Pick out use of senses in this poem. Can they sort the things into each. Collect together on f/c. What would these items look like? Can you visualise them based on the description used? Chn to create a box and decorate with the images they perceive to be inside. Scaffold: cube template used, adult support Stretch: draw own cube template		What do we do now? Explain they need editing. What do we look for when editing? Discuss how to revise spellings, grammar, punctuation and structure. Explain we can also use this time to improve. What can be improved? Flow, vocabulary, sense. Explain today we will also publish our poems ready to perform. Show chn the exploding box with the class poem written in side. Show chn instructions for making boxes. Chn to make exploding box and write up poem inside. Then outside can be decorated. Scaffold: template for boxes Stretch: can they create a different design **To perform a poem** Assembly arranged for poetry performances. Feedback to be collected from visitors about poems. Record on post-its to go in books.

Teaching sequence: Narrative-King Arthur legends		
Stimulate & Generate	**Capture, Sift & Sort**	**Create, Refine, Evaluate**
To identify the key features (and language) of a legend Show King Arthur and the Knights of the Round Table, retold by Marcia Williams. Tell them this is a very famous legend. What is a legend? Clarify what legends are. Read the first chapter of King Arthur and the Knights of the Round Table. Where and when is the setting of these Arthurian legends? Were there any unfamiliar words? Collect vocabulary together and recap meanings. Show chn images of legendary figures depicted in historical objects and then some equivalent modern images to emphasise how long these figures and their stories have been fascinating us. Introduce some of the Arthurian characters listed. What can chn tell you about the characters you have already met? Task: Chn read the simple version of the King Arthur legend, The Sword in the Stone in reading groups. They then work together to answer the questions at the end of the story. Scaffold: Adult support, Stretch: write own questions for each other to answer **To improve sentences using powerful verbs (and descriptive language** Explain that today chn will start to compose a piece of collaborative writing.	**To use pronouns to replace nouns (and recognise personal and possessive versions)** Show chn the images for three more versions of the Arthurian legend. Read the accompanying information together, noticing that each version builds on the previous one. look at the PowerPoint: Pronouns, exploring personal pronouns and possessive pronouns. List pronouns on a flipchart for chn to refer to and introduce the activity. Task: In pairs, chn read the recount of an extract of Disney's version The Sword in the Stone. They notice differences in this version to the Marcia Williams one. Chn replace underlined nouns/noun phrases with a suitable pronoun. 5/6: use colour to code how pronouns refer back to the nouns. Scaffold: Adult support, pronoun word bank Stretch: Annotate to show possessive and personal pronouns **To use different pronouns (to create cohesion)** Revise pronouns using PowerPoint: Pronouns. Introduce and show the pike clip from Disney's The Sword in the Stone. Write How did Wart escape the pike? on a flip chart. Note that Merlin encouraged Wart to use his brain to outwit the pike. Chart the events in 3 complete sentences.	**To plan a quest story (including key legend themes)** Read Sir Lancelot's First Quest and note that this includes two quests. What are they? Ask: What is a quest? What sort of thing could a quest be? Explain that chn will plan their own quest story today. They will need a hero and a quest. They may also need a villain. Highlight that chn can choose either female or male heroes. Model planning out a quest story using one of the ideas given and the planning example and template for structure. Task: Give chn a blank planning sheet to plan out their quest story.). Scaffold: Adult support, plan a story based on the whole class teaching ideas, or retell or adapt Sir Lancelot's First Quest. Stretch: note ideas for spoken language that incorporates humour or tension in the illustration planning. **To write first part of quest story (incorporating dialogue)** Use the plan to model writing an introduction to your story. Discuss/recap knightly/legend language. Remind chn how to punctuate speech. Task: write the introduction and main part of their quest story today. use their planning sheet to start writing their quest story Scaffold: adult support, use writing strips,

Return to the text read last lesson.

Use the enlarged sentence strips from Paragraph 1 taking each in turn to improve as part of a shared writing session.

Model how to use exciting descriptive language and powerful verbs. Experiment with longer sentences.

Task: Share The Sword in the Stone Split Sentences for chn to develop. Chn tack their numbered sentences on a whiteboard or large piece of paper and then edit and extend them using whiteboard pens, changing and revising as necessary.

Scaffold: pair work

Stretch: use clauses

To link sentences to create a paragraph (using conjunctions)

Remind chn how they improved the legend they read yesterday, focusing on one sentence at a time. Today chn will be thinking how the sentences will fit together.

Take some examples and discuss and model working on them to make the paragraph hang together and make sense.

Read aloud your writing using expression and gesture to bring the story to life.

Task: In their groups/independently, chn read their sentences in the right order. Does their new paragraph hang together and make sense? They continue to change it and adjust it on the whiteboards/large paper.

When they are happy with it, chn should read it aloud collaboratively, thinking about how it could be performed in role as story-tellers.

What might happen if we only used pronouns?

Show chn the Pronoun Recount. What do chn notice about this recount? What is the problem with this?

Task: Chn work in pairs (3/4) or on own (5/6). They use the story notes to retell the pike scene. After discussing the events, supported by the notes, they write a retelling. Chn should use pronouns to help their writing be cohesive.

Scaffold: Adult support, pronoun word bank, conjunction word bank

Stretch: Use previous techniques of conjunctions to create cohesion also.

To role play a conversation (using formal register)

Recap on how Arthur became king in The Sword and the Stone story.

Read the next part of the Arthur story about how he got his second sword.

Check chn understand the plot. What do you think of Arthur in this story? Contrast the character of Arthur with Sir Pellinore by creating a table of personality characteristics.

Discuss and verbally build a few statements that Arthur may have used to challenge Sir Pellinore's ways.

Task: Chn role play the conversation between King Arthur and Sir Pellinore in pairs.

Ask chn to think about how King Arthur might try to persuade him. Encourage chn to use 'knightly' language (see resource for suggestions). record notes to remind them of their scene.

To use correct punctuation for dialogue (and varied reporting clauses)

Ask chn to remind you what they know about direct speech, and the use of speech marks and other associated punctuation.

Use PowerPoint: Punctuating Direct Speech to consolidate how direct speech is punctuated with inverted commas.

Work through slides 1-8.

Highlight the 'knightly' language in the PowerPoint examples. What makes it sound knightly? Note the formality of the language and the use of powerful verbs.

Task: Chn use their notes from Day 1 to write punctuated dialogue between Arthur with Sir Pellinore.

They record their spoken language, accompanied with a range of reporting clauses.

Y3: Prioritise punctuation focus

5/6: Chn make their language sound as if it were 'knightly'. Also challenge them to use a range of interesting, and 'knightly' reporting clauses.

Stretch: include some knightly/legend language as well as powerful language and punctuated speech.

To finish quest story (using pronouns for cohesion)

Display Sentence One. Note the red noun and green pronouns.

Ask chn who 'he' is and highlight that these three sentences refer to Arthur by name twice, and use pronouns three times.

show chn Sentence Two. Do chn think that these are good, clear sentences? Look at the alternative version to Sentence Two. Is this better? Who is the initial he? How does the sentence clarify that the he is not Arthur?

Task: Chn continue writing their story. They should complete the quest and reach the ending of their story.

Scaffold: adult support.

Stretch: continue to incorporate a range of powerful language, including noun phrases, powerful verbs and similes.

To edit (and improve) quest story

Read a section to the class of pupils work, making sure to praise the writing and pick out what is good. Agree that any piece of writing, even if it is already *this* good, can be improved. Say that today we are focusing on improving word choices.

Make a table with columns for: an 'adjective', a 'noun', a 'verb', and an 'adverb'. In the 'noun' column write some nouns that have been used in the story example.

Add in unimaginative adjectives, verbs and adverbs. Chn then suggest alternatives that would improve the writing, making it more exciting, powerful and legend-like.

Task: chn will review and edit their stories today. They should also look to improve and develop their use of vocabulary. They develop their sentences to incorporate exciting and powerful language.

When chn complete illustrations, they should try to include humour through the speech bubbles in their illustrations, just as Marcia Williams does.

Scaffold: Chn complete in a group with adult support.