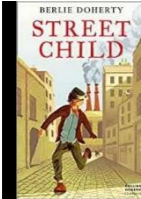

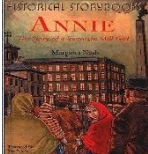
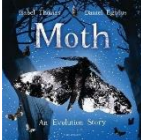




Literacy Curriculum for Eagle Owls Cycle A

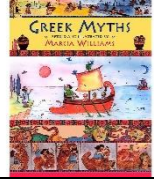
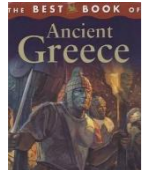
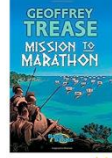
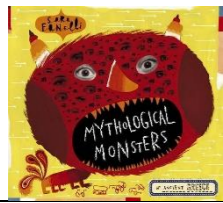

Eagles Owls		Cycle A		Autumn Term	Victorians
Book	Oracy/Drama	Fiction	Non-Fiction	Poetry	Grammar and Punctuation
Street Child 	Conscience alley (the landlord) Hot seating a worker	Continue the story (R) Persuasive letter to the landlord (T)	Biography of a famous Victorian (T) Autobiography, e.g. of a Bird-scarer (T) Description of life in the workhouse (R)		<ul style="list-style-type: none"> • Difference between informal and formal vocab choices, e.g. find out / discover, ask for / request, go in / enter • Passive voice, e.g. The window was broken (by me). • Paragraphing including ideas across paragraphs • Link ideas across paras – cohesive devices: rep’n of word/phrase, grammatical connections, e.g. on the other hand, in contrast, as a consequence (adverbials)
Fair’s Fair & Flower Girls (passage) 	Reading aloud	Example of book review (R)			<ul style="list-style-type: none"> • Sentence starters – variety of • Vocab building
Annie – The Story of a Victorian Mill Girl 	Reading with intonation Hot seating		Write as a child in Victorian times. (Annie the mill girl) (R)		<ul style="list-style-type: none"> • Difference between informal and formal vocab choices, e.g. find out / discover, ask for / request, go in / enter • Subjunctive forms, e.g. If I were / Were they to come (formal) • Difference between informal and formal structures, e.g. He’s your friend, isn’t he? (informal)
Moth 		Creating a storyboard (R) <i>Link to science curriculum</i>	Diary Writing - Mary Anning (R) <i>Link to science curriculum</i>		<ul style="list-style-type: none"> • Relative clauses preceded by: which, where, when, whose, that or omitted relative pronoun • Link ideas – use adverbials of place
Riddles / Nonsense The Lamplighter 	Tongue Twisters			Writing own riddles/nonsense poem based on The Lamplighter	<ul style="list-style-type: none"> • Layout devices to structure text new verse • ; : - to mark boundary between independent clauses, e.g. It’s raining; I’m fed up.
Film/Music - Oliver 	Freeze framing Using intonation				<ul style="list-style-type: none"> • Drama opportunity linked to topic

Eagle Owls

Cycle A

Spring Term

Ancient Greece


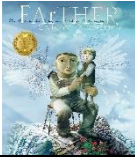




Book	Oracy/Drama	Fiction	Non-fiction	Poetry	Grammar and Punctuation
Greek Myths & Legends 	Use of voice and choosing characters – play scripts Turn taking	Greek Myths – linked to Philosophy (R)	Play writing – based on a myth (T) Persuasive writing – holiday to Greece (R) Greek God Fact File		<ul style="list-style-type: none"> • Use of : to introduce a speaker • Synonyms and antonyms, e.g. big, large, little • Link ideas across paras • Link ideas – use adverbials of manner • Difference between informal and formal structures, e.g. He’s your friend, isn’t he? (informal) • ; : - to mark boundary between independent clauses, e.g. It’s raining; I’m fed up. • : to intro list • Layout devices to structure text, e.g. head/subhead, bullets • Making notes and creating sentences
Ancient Greece fact books 	Listening to each other				
Mission to Marathon 		Narrative writing (R)	Explanation – how the Marathon started (T)		
Mythological Monsters 		Character Description – Greek mythical beast (T)			<ul style="list-style-type: none"> • Link ideas across paras – cohesive devices: rep’n of word/phrase for effect • Expanded noun phrase to convey info concisely • Use tense choice (past – narrative/present letter & character study)
Somerset Literacy Poetry competition 				Poem –guidance provided by Somerset Literacy to fit theme of annual competition (T)	<ul style="list-style-type: none"> • Expanding vocabulary – synonyms and antonyms • Layout devices to structure the text – poetry structure • Word classes

Eagle Owls


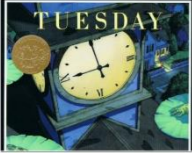


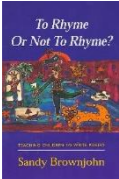
Cycle A

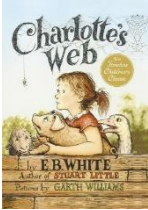
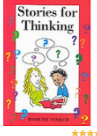



Summer Term




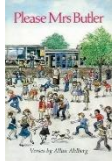
Knowledge of the World

Book	Oracy/Drama	Fiction	Non-fiction	Poetry	Grammar and Punctuation
<p>Kensuke's Kingdom</p> 	Freeze frame	<p>Postcard / letter from Michael (R)</p> <p>Diary entry from the boat (R)</p> <p>Setting description (island) (T)</p>			<ul style="list-style-type: none"> • Difference between informal and formal vocab choices, e.g. find out / discover, ask for / request, go in / enter • Passive voice, e.g. The window was broken (by me). • Subjunctive forms, e.g. If I were / Were they to come (formal) • Expanded noun phrase to convey info concisely • Parenthesis using () - or , to clarify meaning or avoid ambiguity • ; : - to mark boundary between independent clauses • Relative clauses preceded by: who, which, where, when, whose, that or omitted relative pronoun • Use adverbs (perhaps, surely) and modal verbs for possibility
<p>FARTHER</p> 		<p>Post SAT ICT project – using iPads (T)</p> <p><i>Link to ICT curriculum</i></p>			<ul style="list-style-type: none"> • Writing speech – difference between speech in speech bubbles and speech marks • Reported speech
<p>Fact sheet about Jannah</p> 			<p>Explanation – the 5 doors of Jannah (T)</p> <p><i>Link to RE curriculum</i></p>		<ul style="list-style-type: none"> • Link ideas across paras – cohesive devices: rep'n of word/phrase, grammatical connections, e.g. on the other hand, in contrast, as a consequence (adverbials) and ellipsis • Layout devices to structure text, e.g. head/subhead, columns, bullets, tables • Difference between informal and formal vocab choices, e.g. find out / discover, ask for / request, go in / enter • Parenthesis using () - or , • , to clarify meaning or avoid ambiguity
<p>The Piano – film clip</p> 	Freeze framing	Narrative – flash back (R)			<ul style="list-style-type: none"> • ; : - to mark boundary between independent clauses, e.g. It's raining; I'm fed up. • Link ideas across paras – cohesive devices: rep'n of word/phrase, grammatical connections, e.g. on the other hand, in contrast, as a consequence (adverbials) and ellipsis • Link ideas – use adverbials of time, place, manner and number
<p>Silver</p> 				<p>Moon poetry</p> <p>Writing own poem (R)</p> <p><i>Link to Science curriculum</i></p>	<ul style="list-style-type: none"> • Layout devices to structure text, e.g. head/subhead, columns, bullets, tables • Expanded noun phrase to convey info concisely
<p>Bringing Down the Moon</p> 					

Literacy Curriculum for Eagle Owls Cycle B

Eagle Owls		Cycle B		Autumn term	Shakespeare
Book	Oracy/Drama	Fiction	Non-Fiction	Poetry	Grammar, and punctuation
Shakespeare – Midsummers Night’s Dream or Macbeth 	Role play of script Hot seating Role on the wall	Script Writing (T) 	Biography of Shakespeare (T) Non-chronological report – works of Shakespeare (R)		<ul style="list-style-type: none"> Layout devices to structure text: Playscript layout : to separate speaker from speech , to clarify meaning or avoid ambiguity Parenthesis using () for stage directions
Tuesday 	Storytelling Freeze framing Role on the wall	Mystery Narrative – continue the story (T) Create dialogue (R)	Newspaper report (T) 		<ul style="list-style-type: none"> Use adverbs (perhaps, surely) and modal verbs for possibility Relative clauses preceded by: who, which, where, when, whose, that Build in cohesion: then, after that, this, firstly Link ideas – use adverbials of time, e.g. later Passive voice, e.g. The window was broken (by me). Perfect form of verbs Expanded noun phrase to convey info concisely Difference between informal and formal vocab choices, e.g. find out / discover, ask for / request, go in / enter ; : - to mark boundary between independent clauses, e.g. It’s raining; I’m fed up.
The Day the Crayons Quit 	Conscience alley Role on the wall	Monologue of a crayon (T) 			<ul style="list-style-type: none"> Use adverbs (perhaps, surely) and modal verbs for possibility Parenthesis using () - or , , to clarify meaning or avoid ambiguity Synonyms and antonyms, e.g. big, large, little ; : - to mark boundary between independent clauses, e.g. It’s raining; I’m fed up.
Paperman (Film) 	Hot seating Role on the wall	Recount (R)			<ul style="list-style-type: none"> Build in cohesion: then, after that, this, firstly , to clarify meaning or avoid ambiguity Link ideas across paras – cohesive devices: rep’n of word/phrase,
Poems from ‘To rhyme or not to rhyme’ 	Christmas discussions			Acrostic poems (T) Christmas theme	<ul style="list-style-type: none"> Word classes and noun phrases...expanding vocabulary using grammar correctly.

Eagle Owls		Cycle B		Spring Term	Egyptians
Book	Oracy/Drama	Fiction	Non-Fiction	Poetry	Grammar and punctuation
Charlotte's Web 	Hot Seating Conscience Alley Role on the wall	Narrative – imitate the style (T) Letter from Charlotte (T) Character Study/description (R)			<ul style="list-style-type: none"> • Relative clauses preceded by: who, which, where, when, whose, that or omitted relative pronoun • Use adverbs (perhaps, surely) and modal verbs for possibility • Build in cohesion: then, after that, this, firstly • Link ideas – use adverbials of place, eg nearby • Use tense choice (past – narrative/present letter & character study) • Parenthesis using () - or , • , to clarify meaning or avoid ambiguity • Link ideas across paras – cohesive devices: rep'n of word/phrase for effect • Expanded noun phrase to convey info concisely • Punctuating speech to convey character • ; : - to mark boundary between independent clauses.
Stories for thinking – 1 from 	Hot seating Freeze framing Conscience alley	Letter of advice/persuasion (R)			<ul style="list-style-type: none"> • Link ideas across paras – sentence starters • Grammatical connections, use of subordinating conjunctions
Traditional Tale – Lotus Flower Myth 	Role on the wall Hot seating Freeze framing Conscience alley	Narrative – innovate the story (T)			<ul style="list-style-type: none"> • Relative clauses preceded by: who, which, where, when, whose, that or omitted relative pronoun • Use adverbs (perhaps, surely) and modal verbs for possibility • Adverbials for manner • Hyphenated words – avoiding ambiguity, e.g. man eating shark / man-eating shark • Adverbs and modal verbs • Punctuation for speech to move the story on, use of contractions. • Difference between formal and informal vocab choices • Consistent tenses (past) • Use of pronouns
Fact sheets and Newspaper articles related to ancient Egypt 	Role on the wall Hot seating Conscience alley		Writing instructions – How to Mummify (T) Newspaper report – King Tut's tomb (R)		<ul style="list-style-type: none"> • : to introduce a list • ; within a list • Layout devices to structure the text – bullet points • Imperative verbs • Difference between formal and informal • Use of , to avoid ambiguity • Perfect form of verbs e.g. he had seen it
Somerset Literacy poetry competition 				Poem –guidance provided by Somerset Literacy to fit theme of annual competition (T)	<ul style="list-style-type: none"> • Expanding vocabulary – synonyms and antonyms • Layout devices to structure the text – poetry structure • Word classes

Eagle Owls		Cycle B		Summer Term	Knowledge of the World
Book	Oracy/Drama	Fiction	Non-Fiction	Poetry	Grammar and punctuation
Boy in the Girls' Bathroom 	Role on the wall Hot seating Conscience Alley Reading aloud with intonation	Diary entry (T) Letter to Jeff / Bradley (T) Character study Bradley & Jeff (T)	Write an information sheet about the Whitehouse (T)		<ul style="list-style-type: none"> • Difference between informal and formal structures, e.g. He's your friend, isn't he? (informal) • Difference between informal and formal vocab choices, e.g. find out / discover, ask for / request, go in / enter • Link ideas across paras – cohesive devices: rep'n of word/phrase, grammatical connections, e.g. on the other hand, in contrast, as a consequence (adverbials) and ellipsis • Layout devices to structure text, e.g. head/subhead • Difference between informal and formal structures, eg He's your friend, isn't he? (informal)
Various Folk Tales Dixit Game 	Freeze framing	Narrative creation (R) Descriptive writing (setting) (R) Traditional tale – innovate ending (R)			<ul style="list-style-type: none"> • Synonyms and antonyms, e.g. big, large, little • Expanded noun phrase to convey info concisely • Hyphen to avoid ambiguity, e.g. man eating shark / man-eating shark or recover / re-cover • ; : - to mark boundary between independent clauses, e.g. It's raining; I'm fed up.
The History of Music – (6 periods of music) Post SATS 			Note making (R) Creating own sentences (R) Creating an information sheet (R) <i>Link to music curriculum</i>		<ul style="list-style-type: none"> • Build in cohesion: then, after that, this, firstly • Time adverbials in relation to centuries • Identifying key words • Use tense choice, e.g. he <i>had</i> seen her before
Performance Poetry – Please Mrs Butler 	Reading aloud using intonation			Performing a given poem (T)	<ul style="list-style-type: none"> • Build in cohesion • Layout devices to structure text