

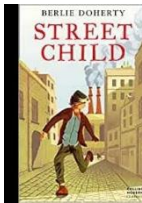

Literacy Curriculum for Eagle Owls Cycle A

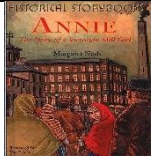
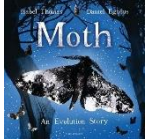


Eagles Owls

Cycle A

Autumn Term

Victorians

Book	Oracy/Drama	Fiction	Non-Fiction	Poetry	Grammar and Punctuation
<p>Street Child</p> 	<p>Conscience alley (the landlord)</p> <p>Hot seating a worker</p>	<p>Continue the story (R)</p> <p>Persuasive letter to the landlord (T)</p>	<p>Biography of a famous Victorian (T)</p> <p>Autobiography, e.g. of a Bird-scarer (T)</p> <p>Description of life in the workhouse (R)</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). • 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)
<p>Fair's Fair & Flower Girls (passage)</p> 	<p>Reading aloud</p>	<p>Example of book review (R)</p>			<ul style="list-style-type: none"> • Sentence starters – variety of • Vocab building
<p>Annie – The Story of a Victorian Mill Girl</p>	<p>Reading with intonation</p> <p>Hot seating</p>		<p>Write as a child in Victorian times. (Annie the mill girl) (R)</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

					<ul style="list-style-type: none"> • 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)
<p>Moth</p> 		<p>Creating a storyboard (R) <i>Link to science curriculum</i></p>	<p>Diary Writing - Mary Anning (R) <i>Link to science curriculum</i></p>		<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
<p>Riddles / Nonsense The Lamplighter</p> 	<p>Tongue Twisters</p>			<p>Writing own riddles/nonsense poem based on The Lamplighter</p>	<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.
<p>Film/Music - Oliver</p> 	<p>Freeze framing Using intonation</p>				<ul style="list-style-type: none"> • Drama opportunity linked to topic

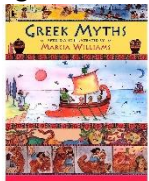
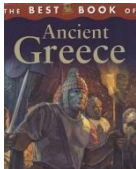
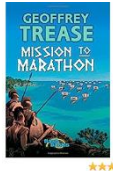
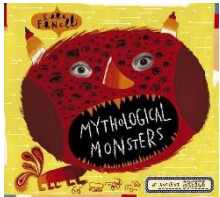
Eagle Owls


Cycle A

Greece

Spring Term

Ancient

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)		<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		Persuasive writing – holiday to Greece (R) Greek God Fact File		
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
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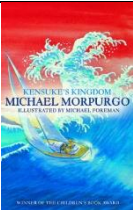
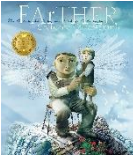

Eagle Owls



Cycle A

Summer Term

Knowledge of the World

Book	Oracy/Drama	Fiction	Non-fiction	Poetry	Grammar and Punctuation
Kensuke's Kingdom	Freeze frame	Postcard / letter from Michael (R) Diary entry from the boat (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). • Subjunctive forms, e.g. If I were / Were they to come (formal)

		Setting description (island) (T)			<ul style="list-style-type: none"> 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
FARThER 		Post SAT ICT project – using iPads (T) <i>Link to ICT curriculum</i>			<ul style="list-style-type: none"> Writing speech – difference between speech in speech bubbles and speech marks Reported speech
Fact sheet about Jannah 			Explanation – the 5 doors of Jannah (T) <i>Link to RE curriculum</i>		<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> 	<p>Freeze framing</p>	<p>Narrative – flash back (R)</p>			<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 Writing own poem (R) <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> 