

# English Teaching



**SPRING TERM - 2023 - 24**

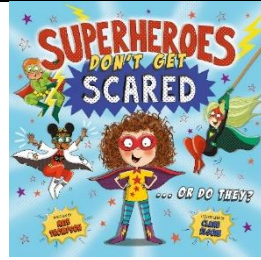
**Y1-6 Reading & Writing Genre Spine**

# Year N - Reading and Writing Spine 2023-24

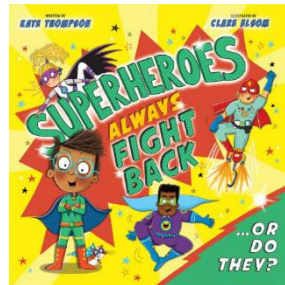
Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



Year N	SPRING 1	SPRING 2
Picture Books - Writing Stimuli	 <p>Lulu loves stories – Anna Mcquinn</p>	 <p>What the ladybird heard – Julia Donaldson</p>
	 <p>Lulu loves the library – Anna Mcquinn</p>	 <p>Lulu loves flowers – Anna Mcquinn</p>
	 <p>Ten Little Robots - Mike Brownlow</p>	 <p>Look what I found on the farm by Moira Butterfield and Jesus Verona</p>



**Superheroes don't get scared... or do they? - Kate Thompson**

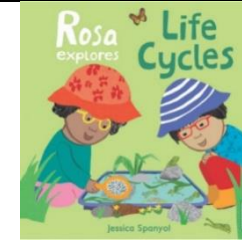


**Superheroes always fight back... or do they? - Kate Thompson**

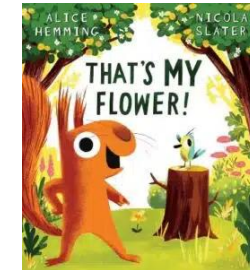


**Knock-Knock Superhero – Caryl Hart**

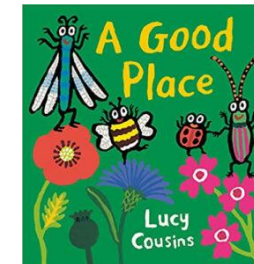
**Themes:** imagination, space, stories, superheroes, robots, characters



**Rosa explores life cycles by Jessica Spanyol**



**That's my flower - Alice Hemming**



**A good place - Lucy Cousins**

**Themes:** farm, animals, plants, growing, life-cycles

**Key Vocabulary**

Space, astronaut, imagination, stories, numbers to 10, forest, rocket, robots, travel, library, books, stories, play

Animals, farm, plants, petal, flower, grow, life-cycles, ladybird, spots, living

<b>Writing Outcomes from Picture Book Texts</b>	<p>To understand the five key concepts about print – print has meaning, print can have different purposes, we read English texts from left to right and top to bottom, the names of the different parts of a book – page sequencing</p> <p>To develop phonological awareness so that they can count or clap syllables in a word.</p> <p>To write some of their names</p>	<p>To understand the five key concepts about print – print has meaning, print can have different purposes, we read English texts from left to right and top to bottom, the names of the different parts of a book – page sequencing</p> <p>To develop phonological awareness so that they can count or clap syllables in a word.</p> <p>To write some or all of their names</p>
<b>Poetry</b>	<p>‘Hey, Let’s go!’ by James Carter (from his Zim Zam Zoom! collection)</p> <p>Jumping up and down on a tractor - the poetry basket</p> <p>A little seed – The poetry basket</p>	
<b>VR Headsets</b>	<p>Exploring space / rocket take off</p> <p>Dinosaurs</p>	<p>Farm</p> <p>Plants/ flowers</p> <p>Spring walk through a forest to observe changes</p>
<b>Other Reading Texts</b>	<p>The very hungry caterpillar’s first Spring – Eric Carle</p> <p>Let’s look at Spring - Sarah L. Schuette (non-fiction)</p> <p>You choose – Nick Sharratt</p>	<p>Farm animals (Usborne beginners) - Katie Daynes (non-fiction)</p> <p>Life cycles Frog - Maggie Li</p> <p>A year on Adam’s farm – Adam Henson</p>

# Year R - Reading and Writing Spine 2023-24

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



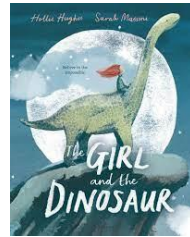
Year R	SPRING 1	SPRING 2
Picture Books - Writing Stimuli	<b>Dinosaur Roar - Paul and Henrietta Stickland</b>	<b>Whatever Next - Jill Murphy</b>
		
	<b>Dinosaur's Day Out - Nick Sharratt</b>	<b>Astronauts - Acorn Publishers</b>
		
	<b>Stomp Dinosaur Stomp - Margaret Mayo and Alex Ayliffe</b>	<b>The Way Back Home - Oliver Jeffers</b>
		
	<b>Dinosaurs Love Underpants - Claire Freedman</b>	<b>Ten Little Aliens - Mike Brownlow</b>

	 <p><b>The Dinosaur That Pooped a Planet - Tom Fletcher and Dougie Poytner</b></p>  <p><b>Themes:</b> Descriptions, differences, explanations, maps, local area, important places, travel.</p>	 <p><b>The Smeds and the Smoods - Julia Donaldson</b></p>  <p><b>Themes:</b> Space, our world, important people, travel, friendship, support, creativity.</p>
<b>Key Vocabulary</b>	<p>Adjective, describe, dinosaur, travel, map, explore, prehistoric, past, present.</p> <p>Roar, squeak, fierce, strong, tiny, meek, long, short, above, below, spiky, lumpy, sweet, grumpy, mighty, striding, immense, swishing, pouncing, sleek, tough, armour, swooping, gliding, flying.</p>	<p>Non-fiction, space, universe, planet, travel, alien.</p> <p>Moon, launch, rockets, spaceships, ignition, intergalactic, hyperdrive, gadgets, controls, satellites, fuel, NASA, spluttered, aeroplane, flicker, parachute, Martian, spanner, helmet, space boots, journey, chimney, passengers.</p>
<b>Writing Outcomes from Picture Book Texts</b>	<p>Writing captions and labels using taught GPC's, including some Phase 3, with a finger space.</p>	<p>To begin using capital letters, full stops and finger spaces to write 3–5-word sentences.</p>
<b>Poetry</b>	<p>Poems about Winter/Spring</p> <p>Mad About Dinosaurs by Giles Andreae</p>	
<b>VR Headsets</b>		<p>Space exploration: space station and planets</p>

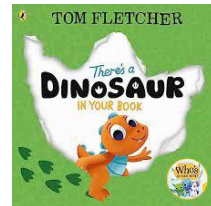


**Other  
Reading  
Texts**

**The Girl and the Dinosaur - Holly Hughes and Sarah Massini**



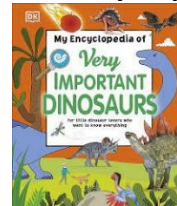
**There's A Dinosaur in Your Book - Tom Fletcher**



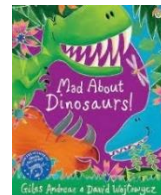
**Ten Little Dinosaurs - Mike Brownlow**



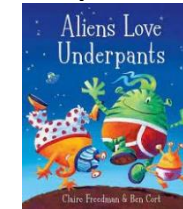
**My Encyclopaedia of Very Important Dinosaurs**



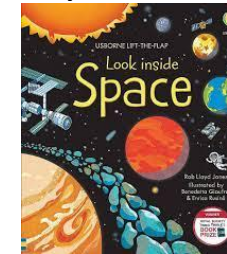
**Mad About Dinosaurs - Giles Andreae**



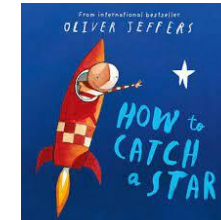
**Alien's Love Underpants - Claire Freedman**



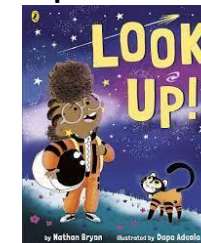
**Look Inside Space – Rob Lloyd-Jones**



**How to Catch a Star - Oliver Jeffers**



**Look Up - Nathan Bryon**



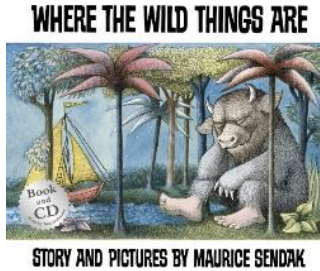
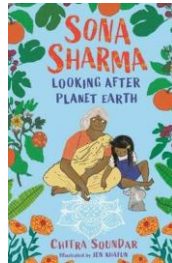
# Year 1 - Reading and Writing Spine 2023-24

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



Year 1	SPRING 1	SPRING 2
Picture Books - Writing Stimuli	<p>The Story of Robin Hood – Rob Lloyd Jones</p>  <p>The Queen's Hat – Steve Anthony</p>  <p><b>Themes:</b> Robin Hood: hero saves the day, justice Queen's Hat: Perseverance</p>	<p>Supertato - Paul Linnet and Sue Hendra</p>  <p><b>Themes:</b> Kindness, what makes a hero, Looking after each other.</p> <p>Gracie the Lighthouse Cat – Ruth Brown</p>  <p><b>Themes:</b> contentment, curiosity, concern, terror and courage of felines</p>


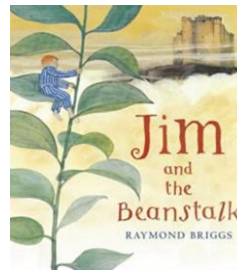




<b>Key Vocabulary</b>	<b>Robin Hood:</b> Sherwood Forest, merry, medieval, villain, hero, damsel, distress <b>Queen's Hat:</b> London related vocabulary, journey, struggle, chase	<b>Supertato:</b> evil, superhero, poor, fight, look after, care <b>Gracie the Lighthouse Cat:</b> Gracie, lighthouse, wrecked, rocks, storm, wind, rain, kitten, parlour, cellar
<b>Writing Outcomes from Picture Book Texts</b>	<b>Robin Hood:</b> Wanted poster and setting description (2 weeks) <b>Queens Hat:</b> Narrative – choose a new location for the hat (2 weeks) <b>Non-fiction:</b> Henri Matisse fact file (1 week) Poetry (1 week)	<b>Supertato:</b> Character description (1 week) <b>Information text</b> – How vegetables grow and get to the shop (1 week) <b>Gracie the Lighthouse Cat:</b> Setting description for the story in the kitchen and when Gracie looks outside the kitchen door (1 week) <b>NC Report</b> – link to reading (non-fiction) and significant people: Gracie Darling (1 week)
<b>Poetry</b>	List poems – Magic Box Classic poems – poems that tell a story	
<b>VR Headsets</b>	London experience	
<b>Reading Texts</b>	<b>Where the Wild Things Are – Maurice Sendrak</b>  <b>Themes:</b> Solitude, doing the right thing, friendships	<b>Looking after Planet Earth – Sona Sharma</b>  <b>Themes:</b> Looking after the Earth, climate change, pollution, family, friends, relationships
<b>Key Vocabulary</b>	Countries of the UK London landmarks Artist, famous, painter, cut-outs Supper, eating, forest, wild thing	Climate change, pollution, pledge, planet, electricity, appliances, energy

## Year 2 - Reading and Writing Spine 2023-24

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)




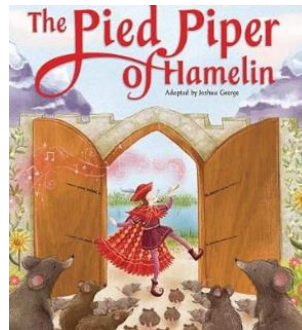
Year 2	SPRING 1	SPRING 2
<b>Picture Books - Writing Stimuli</b>	<p><b>Magic Paintbrush – Julia Donaldson</b></p>  <p><b>Themes:</b> Creativity, bravery, being helpful, good over evil, Chinese New Year, China, Chinese culture, geography, history, fairness</p>	<p><b>Jim and the Beanstalk – Raymond Briggs</b> (writing moderation for week 6 must link to this text)</p>  <p><b>Themes:</b> good over evil, personal growth, overcoming challenges, mature, responsibility, courage, imagination, traditional tales, fairy tales, twisted tales, cautionary tales, Jack and the Beanstalk, helping others</p>
<b>Key Vocabulary</b>	Shen, magic, paintbrush, determined, golden, power, mighty, paint, tree, greedy, emperor, food, hungry, clothes, village	furious, gloomy, tall, giant, enormous, beanstalk, giant castle, clambered, spiralled, gold coin, oculist, dentist
<b>Writing Outcomes from Picture Book Texts</b>	<p><b>Descriptive writing:</b> Character/Setting Description. Focus on the alliterative language in the book</p> <p><b>Non-fiction:</b> Fact file about an artist (link to Art)</p> <p><b>Narrative:</b> retelling the story (or part of) link to creativity in Art (drawing, painting and sculpture)</p> <p>Higher Set children – to adapt main character and the plot (what she makes) to write their own spin on the story</p>	<p><b>Narrative:</b> Storytelling from the perspective of the giant or Jim</p> <p><b>Instructional Text:</b> What to take up the Beanstalk (once the story has been explored)</p> <p><b>Diary Entry</b> – choose between the characters</p> <p><b>Persuasive write/poster – ‘Wanted’:</b> glasses, wig, teeth for the giant</p> <p>Higher Set children – to use their knowledge of this sequel to create their own sequel to another well-known fairy-tale e.g., Red Hair and the Three Bears</p>


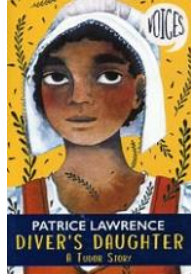
<b>Poetry</b>	One week per half term to link to oracy	
<b>VR Headsets</b>	One writing outcome to be based on VR Headsets – type in Great Wall of China/Chinese setting. 2-minute clip	Teachers to collaborate and confirm across year groups and schools, searching fantasy/ fairy tales.
<b>Reading Texts</b>	<p><b>The Boy Who Grew Dragons – Andy Shepherd</b></p>  <p><b>Themes:</b> responsibility, family, friendship, choices/dilemmas, secrets, lies</p>	<p><b>Goldilocks Wanted Dead or Alive – Chris Colfer</b></p>  <p><b>Themes:</b></p> <p><b>Themes:</b> A land without rulers or law, traditional tales, world harmony</p>
<b>Key Vocabulary</b>	fluttered, pulsing, toxic, squirm, plunge, gargantuan, scorch, fragile, overactive, fury, chaos	Goldilocks, monsters, criminals, refuge, Dwarf Forests, ruler, law, plot, threat, society, fairy-tale, harmony, jeopardy
<b>Writing Outcomes from Reading Texts</b>	<p><b>Recount:</b> short diary entry imaging you are Tomas and your dragon fruit have just hatched into a tiny dragon</p> <p><b>Descriptive writing:</b> Character description. Focus on the alliterative language in the book</p> <p><b>Inform</b> – Fact file about a dragon</p>	<p><b>Comic Strip</b> – own version of part of the story (higher set to choose traditional tale)</p> <p><b>Discussion Text:</b> For or Against – Hero or Villain?</p>

## Year 3 - Reading and Writing Spine 2023-24

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



Year 3	SPRING 1	SPRING 2
<b>Picture Books - Writing Stimuli</b>	<p><b>The Street Beneath My Feet - Charlotte Guillain</b></p>  <p><b>Themes:</b> layers of the earth, systems beneath us and their importance, environment, geography, history, information, journey, nature</p>	<p><b>The Pied Piper of Hamelin – Joshua George</b></p>  <p><b>Themes:</b> Agreements once made should be honoured, death, desire, the bubonic plague</p>
<b>Key Vocabulary</b>	<p>pavement, pipes, cables, electricity, gutters, burrow, micro-organisms, sewer, archaeologists, clay, sedimentary, layers, stalactites, limestone, minerals, stalagmites, coal, sludge, igneous, granite, crust, mantle, magma, outer core, inner core</p>	<p>plague, rats, fleas, blisters, Black Death, bubonic plague, bacteria, headache, moral</p>
<b>Writing Outcomes from Picture Book Texts</b>	<p><b>Non-Chronological report:</b> Different layers of the earth  <b>Explanation text:</b> What lies underground? And what is its purpose?</p>	<p><b>Recount letter:</b> Escaping the plague  <b>Information Text:</b> The Black Death  <b>Instructions:</b> How to rid your home of the Black Death  <b>Diary:</b> recount of the plague  <b>Information Text</b></p>

<b>Poetry</b>	Poems From a Green and Blue Planet: The Spinning Earth by Aileen Fisher or The Worm by Ralph Bergengren. Look at the Nursery Rhyme Ring a Ring O'Roses	
<b>VR Headsets</b>	Earth, Engaging Earth Land, Geology Zone	Plague Mask, The Pied Piper, The Black Death
<b>Reading Texts</b>	<p><b>Outlaw – Michael Morpurgo</b></p>  <p><b>Themes:</b> tales retold, Robin Hood, friendships, justice, oppression, good vs evil</p>	<p><b>The Divers Daughter – Patrice Lawrence</b></p>  <p><b>Themes:</b> Love and Loss, family, strength, racism, growing up, Heroism, Hierarchy, Individual versus society</p>
<b>Key Vocabulary</b>	<p>keeled, wrenched, saturated, refuge, protruding, revive, ford, inquisitive, tyrant, in a daze, tax collecting, poacher, gape, set the cat amongst the pigeons, ambush, fulminate, not a match for the Sheriff's men in open combat, usurper, conviction, gutless, unscathed, exasperated, brooded, fratricide, fallible, unhindered, emaciated, mutilation, comradeship, flattered, crater</p>	<p>Protagonist, yanked, mpwenda, eaves, ystler, poppet, river's bed, gradually, amends, apprentice, mizzenmast, cannon, infidel, denounced, scant, chamber pot, dyer, pockmarks, enquire, ostler, berated, melancholic, mottled, maladies, pillory post, treadmill, family resemblance, merchant, submerged, coif cap, pitch, prying eyes, posset, scoured, speckled, dank breath, jerkin, shroud, salt marsh, humble, May Day, exertion, chemise, if someone's face flashes light and dark, beadle, lenient</p>

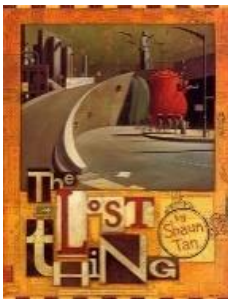
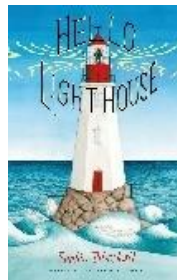
<b>Writing Outcomes from Reading Texts</b>	<b>Character/setting description</b> <b>Narrative:</b> finishing a chapter or an alternative ending <b>Newspaper Report:</b> Sinking of the White Ship – link to history	<b>Setting description:</b> Ship Wreck (use VR Headsets)
<b>Other Reading Texts</b>		The Pied Piper of Hamelin – Michael Morpurgo The Black Death – Rob Lloyd-Jones





## Year 4 - Reading and Writing Spine 2023-24

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



Year 4	SPRING 1	SPRING 2
Picture Books - Writing Stimuli	 <p><b>The Lost Thing – Shaun Tan</b></p> <p><b>Themes:</b> friendship, belonging, acceptance, innocence of youth</p>	 <p><b>Hello Light House – Sophie Blackall</b></p> <p><b>Themes:</b> loss, loneliness, hope, change</p>
Key Vocabulary	<p><b>Utopia</b> - an imagined community or society that possesses highly desirable or nearly perfect qualities for its citizens.</p> <p><b>Dystopia</b> – an imagined community or society in which there is great suffering or injustice. unconscious – existing without realising.</p> <p><b>Intrigued</b> – curious or fascinated with something. <b>abandoned</b> – something of someone that has been deserted or left. <b>Dilemma</b> – a situation where a difficult decision has to be made between two or more alternatives</p>	<p>island, edge of the world, guiding, dusk, dawn, beams, tending the light, wick, motion, winds the clockwork, logbook, telescope, tender, disappear, rung, disaster, wrecked, broth, lantern, fever, spiral, iceberg, journey, erupts, swirls, unexpected, horizon, installs, machine, belongings, farewell</p>
Writing Outcomes from	<p><b>(3 weeks)</b></p> <p><b>To entertain: Narrative – An alternative ending</b></p> <p><b>Newspaper report: (moderated piece):</b> The appearance of The Lost Thing</p>	<p><b>(3 weeks)</b></p> <p><b>Inform/entertain: Diary Entry –</b> from the perspective of the Lighthouse Keeper</p>

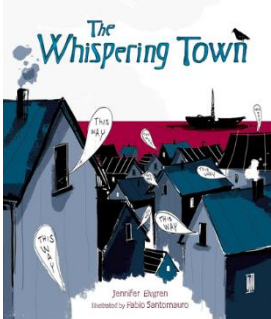
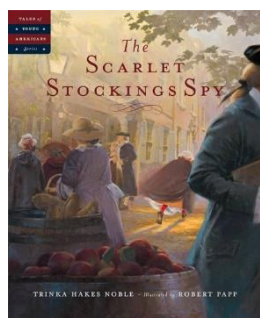
<b>Picture Book Texts</b>		<p>Non-fiction Inform: Fact File or Info text on Whales to include habitat, features, life cycle etc or other common animals/plants that live in the ocean (<b>moderated piece</b>)</p> <p><b>Setting description – to entertain</b> Show the pupils the different illustrations showing the lighthouse in the fog, in a storm etc. Discuss with the pupils how their vocabulary choices would change from the original description. Pupils can then use the new vocabulary to write a description of the setting which will create a different mood and atmosphere</p> <p><b>Non-chronological report – UK coasts</b> Children to write a piece informing people of coasts in the UK. Links to geography.</p>
<b>Writing Outcomes from Trips</b>	<b>Winchester Science Museum (to persuade)</b> <b>Persuasive leaflet – why people should visit the museum</b>	VR headsets – explore coasts/lighthouse
<b>Poetry</b>	Poetry – from the lost spell book – Links to science and living things and their habitats	
<b>VR Headsets</b>	Class Teachers to collaborate and decide	Class Teachers to collaborate and decide
<b>Reading Texts</b>	<p><b>The Land of Roar – Jenny McLachlan</b></p>  <p><b><u>Themes:</u></b></p> <p>Courage, bravery, overcoming fear, adventure</p>	<p><b>The Giant's Necklace – Michael Morpurgo</b></p>  <p><b><u>Themes:</u></b></p> <p>Determination, grief, death</p>

Key Vocabulary		
Writing Outcomes from Reading Texts	<p><b>Instructions – to inform</b></p> <p>Children to instruct people on how to get to ‘Roar’</p>	<p><b>Diary entry – to entertain/inform</b></p> <p>Children to write a diary entry recounting what has happened.</p> <p><b>Newspaper report – Writing to inform</b></p> <p>Children to write a newspaper report detailing the events of what happened on the beach that night and how Cherry died</p> <p><b>Information Text – How to keep safe on the coast</b></p> <p>]</p>
Other Reading Texts		

## Year 5 - Reading and Writing Spine 2023-24

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



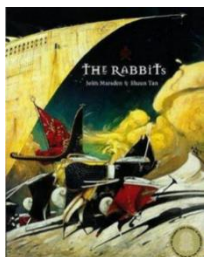
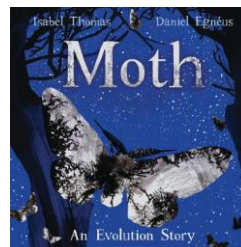
Year 5	SPRING 1	SPRING 2
Picture Books - Writing Stimuli	<p><b>The Whispering Town - Jennifer Elvgren</b></p>  <p><b>Themes:</b> oppression and discrimination</p>	<p><b>The Scarlet Stocking Spy - Trinkia Hakes Noble</b></p>  <p><b>Themes:</b> devotion, sacrifice, and patriotism</p>
Key Vocabulary	Empathy, compassion, considering, harbour, cellar, courage, trembling, rumours, alley, resistance, sabotage, smuggled	Warf, brocade, threepence, defiance, rebellion, import, cotillion, suspicious
Writing Outcomes from Picture Book Texts	<p><b>Writing to Entertain:</b> - a short Narrative in role as Anett (or another character of their choice) - An alternative ending to the story</p> <p><b>Writing to Inform</b> – The invasion of Demark by Germany after the start of WWII or other chose non-fiction topic relating to the book <b>(Moderated piece)</b></p>	<p><b>Link to History: The American Revolution</b></p> <p><b>Writing to Entertain</b> - Character Description – Maddy Rose or Jonathan – based on knowledge of the book and extension of children's imagination</p> <p><b>Instructional Text:</b> How to create a secret spy-code washing line</p>
Poetry	<p>To be taught through reading lessons blocked for a week</p> <p>Spring 2 – animal poetry composition: Tyger or other of choice</p>	

<b>VR Headsets</b>	Class Teachers to collaborate and decide	Class Teachers to collaborate and decide
<b>Reading Texts</b>	<p><b>Letters from the Lighthouse - Emma Carroll</b></p>  <p><b>Themes:</b> Empathy, tolerance, kindness, prejudice, fear, independence, bravery, love, loss, bereavement</p>	<p><b>Running Wild – Michael Morpurgo</b></p>  <p><b>Themes:</b> The natural world, animal adventures, tales retold, times of war, survival</p>
<b>Key Vocabulary</b>	Air raid, evacuee, foreign, refugee, Nazi, telegram ration, Luftwaffe, Kindertransport, Jerry	Jungle, Indonesia, tsunami, elephant, survival, Oona, Will, orangutan
<b>Writing Outcomes from Reading Texts</b>	<p><b>Writing to Entertain</b> – Character description of Suki</p> <p><b>Instructional text:</b> Evacuation guide – how to safely evacuate a cinema during an air raid</p> <p><b>Newspaper Report</b> – Chapter 1 Bombing</p>	<p><b>Writing to Entertain:</b> Narrative in role as Will – arriving at the hotel to post tsunami – will I ever see mum again?</p> <p><b>Writing to Inform</b> – How to survive in the Indonesian Jungle</p> <p><b>Information Text</b> – All about Orangutans</p> <p><b>Discussion Text</b> – linked to for or against captivity in zoos</p>
<b>Other Reading Texts</b>	<p>Number the Stars – Lois Lowry</p> <p>Diary of Anne Frank</p>	<p>Loyalty</p> <p>Sophia's War: A Tale of the Revolution</p> <p>Chains - Laurie Anderson</p>

# Year 6 - Reading and Writing Spine 2023-24

Writing outcomes are to be cross-referenced against the features overview document to assist small-steps planning (S-Plans)



Year 6	SPRING 1	SPRING 2
<b>Picture Books - Writing Stimuli</b>	<p>The Rabbits - John Marsden &amp; Shaun Tan</p>  <p><b>Themes:</b> Invasion/War – linking to History</p>	<p><b>Moth - Isabel Thomas and Daniel Egneus (Link to Science- Evolution)</b></p>  <p><b>Themes:</b> Light and dark, change and adaptation, survival and hope</p>
<b>Key Vocabulary</b>	indigenous, marsupial, coloniser, settler, habitat, billabong, invasion, emblazon, billow, uprising	Genes, variation, evolution, DNA, species, inferior, superior, natural selection, advantage, Darwin
<b>Writing Outcomes from Picture Book Texts</b>	<p><b>Writing to Entertain: Short narrative</b> Writing from enemy's perspective about invading a country. Children can brainstorm ideas as to why they are invading-linking to the America Civil War</p> <p><b>Writing to Entertain: Tension Piece</b> Children to write a short piece building tension within the battle scene</p>	<p><b>Non-Chronological Report:</b> Children to write about the process of evolution and how it is seen today. Children to mention the impact of Charles Darwin.</p> <p><b>Diary - to inform/entertain</b> Children can write as an unknown scientist experiencing the changes of the moth at the current time period questioning what's going on and how exciting it is to link to Darwin.</p>
<b>Poetry</b>	To be taught through reading lessons blocked for a week.	
<b>VR Headsets</b>	Colonial America	Machu Picchu - other Mayan civilisation Amazon Rainforest exploring



<b>Reading Texts</b>	<p style="text-align: center;"><b>A Long Walk to Water – Linda Sue Park</b></p> <div data-bbox="687 173 887 475" data-label="Image"> </div> <p style="text-align: center;"><b>Themes:</b> Refugees / personal journeys Set 3 – Nya’s long journey and picture book adaptation (need to order)</p>	<p style="text-align: center;"><b>The Explorer – Katherine Rundell</b></p> <div data-bbox="1597 173 1794 472" data-label="Image"> </div> <p style="text-align: center;"><b>Themes:</b> Exploration, voyages, isolation, journey, strength</p>
<b>Key Vocabulary</b>	<p>Aimless, rebel, mortars, shrouded, gourd, tribe, artillery, gingerly, inhabited, reeds, refugee, dispute</p>	<p>Rainforest, endangered, deforestation, temperature, species, biodiversity</p>
<b>Writing Outcomes from Reading Texts</b>	<p><b>Writing to Inform: Non-chronological report</b> – sustainability of water in Africa / refugee crisis.</p> <p style="text-align: center;"><b>Writing to Inform: Explanatory Letter</b></p> <p>Children write as themselves, a letter to the government about the crisis of water in third world countries. Children can use examples from the story as evidence and their own research.</p> <p style="text-align: center;"><b>Writing to Entertain: Diary entry</b></p> <p>Children to write 2 diaries different points in time mimicking the book and style. Showing the different options, the main character is experiencing.</p>	<p><b>Writing to Entertain: Narrative:</b> Retelling the plane crash from the beginning.</p> <p style="text-align: center;"><b>Writing to Entertain/Inform: Diary entry</b></p> <p>Diary entry of finding the person who is protecting the ancient Mayan civilisation.</p> <p style="text-align: center;"><b>Writing to Inform:</b></p> <p>How to survive in The Amazon.</p>
<b>Other Reading Texts</b>	<p style="text-align: center;">Boy at the Back of Class by Onjali Raúf The Arrival by Shaun Tan (children will have studied this in Year 5 so building on prior knowledge)</p>	<p style="text-align: center;">Darwin’s Dragons – Lindsay Galvin Journey to the River Sea - Eva Ibbotson</p>