Literacy Curriculum for Eagle Owls Cycle B
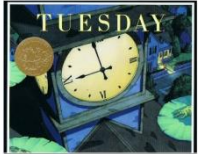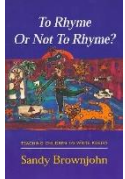
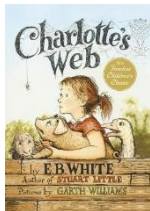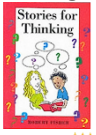| Eagle Owls		Cycle B		Autumn term		Shakespeare

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)		• 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)**		• 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)**			• Use adverbs (perhaps, surely) and **modal verbs** for possibility • **Parenthesis** using ( ) - or , • , to clarify meaning or avoid **ambiguity** • **Synonym**s and **antonym**s, 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)			• 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**	• Word classes and noun phrases…expanding vocabulary using grammar correctly.
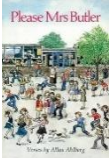
Book	Oracy/Drama	Fiction	Non-Fiction	Poetry	Grammar and punctuation
Charlotte's Web	Hot Seating Conscience Alley Role on the wall	**Narrative – imitate the style (T)** **Letter from Charlotte (T)** Character Study/description (R)			• **Relative clauses** preceded by: who, which, where, when, whose, that 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)			• 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)**			• **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)		• : 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)**	• Expanding vocabulary – synonyms and antonyms • Layout devices to structure the text – poetry structure • Word classes

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)**		• 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)			• **Synonym**s and **antonym**s, 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) *Link to music curriculum*		• Build in **cohesion**: then, after that, this, firstly • Time adverbials in relation to centuries • Identifying key words • Use tense choice, e.g. he *had* seen her before
Performance Poetry – Please Mrs Butler	Reading aloud using intonation			**Performing a given poem (T)**	• Build in **cohesion** • Layout devices to structure text