

| <b>Purposes</b> (all must be covered within the year at least once):  |  |  |   |
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| <b>Entertain Inform Persuade Explain Instruct Discuss Advise Describe Review</b>  |  |  |   |
| <p><b>Autumn 1</b></p> <p><b>Stimulus:</b> Do you know your Dahl? Quiz and Programmes- What's so special about R Dahl</p> <p><b>Purposes covered:</b> Entertain Inform Explain Instruct Describe Discuss</p> <p><b>Outcomes:</b> Describe Dahl style villain in 'Who's Who?' Yellow pages of villains. Setting description for Year 3 audience in postcard format. Play script: To act out to year 4 using Dahl inspired Hero/Villain. Information text of magical object/invention inspired by Dahl for class manual- for school library/class library and some selected for school newspaper. Diary of a Pickpocket- using Oliver Twist as stimulus and hook. P4C debate around stealing-</p> | <p><b>Autumn 2</b></p> <p><b>Stimulus:</b> Journey to Jo'burg and P4C</p> <p><b>Purposes covered:</b> Inform Entertain Discuss Review Persuade</p> <p><b>Outcomes:</b> Persuasive letter to farmer to be lenient to character-shared with classes. Letter sent to author to review book.</p> <p><b>Stimulus:</b> Our Place in Space-Science fiction-War of the World's Clip</p> <p><b>Purposes covered:</b> Entertain/Persuade</p> <p><b>Outcomes:</b> (Text type and Audience) Narrative science fiction story- class book as a gift to Year 3 class for Christmas. Persuasive speech to NASA- for Send a Child to Space programme- presented to judging panel and shared at ACE time.</p>  | <p><b>Spring 1</b></p> <p><b>Stimulus:</b> Time Team: Mary's Diary/Friend or Foe</p> <p><b>Purposes covered:</b> Describe Entertain Inform</p> <p><b>Outcomes:</b> (Text type and Audience) Taking diary and using for news report- Use of Friend or Foe as narrative backdrop for part of a story- moral dilemma: shared at ACE. Description of bomb scene- extended write following Southampton trip.</p> <p><b>Stimulus:</b> The Piano- film narrative P4C debate</p> <p><b>Purposes covered:</b> Review/ Discuss/Entertain</p> <p><b>Outcomes:</b> (Text type and Audience) Autobiographical writing to form personal timeline- Story of My Life. Class display.</p> | <p><b>Outcome Suggestions</b><br/>(You do not need to cover all but aim for a balanced coverage)</p> <p>Story<br/>Poem (compulsory)<br/>Play/film script<br/>Letter<br/>Newspaper article<br/>Online news article<br/>Radio report<br/>TV news script<br/>Advert<br/>Poster<br/>Diary<br/>Brochure<br/>Leaflet<br/>TV documentary<br/>Information book<br/>Preview<br/>Review<br/>Live commentary<br/>Audio Description<br/>Instruction manual<br/>Postcard<br/>Yellow pages-A-Z<br/>Persuasive speech.<br/>Autobiography<br/>Time line<br/>Persuasive speech<br/>Recipe.<br/>Radio advert</p> <p><i>This is not an exhaustive list as there are countless forms of writing – be creative – think about how writing looks in life.</i></p>  |
| <p><b>Spring 2</b></p> <p><b>Stimulus:</b> The Legend of King Arthur</p> <p><b>Purposes covered:</b> Entertain Persuade Inform Explain Describe</p> <p><b>Outcomes:</b> (Text type and Audience) Come to Camelot- persuasive leaflet for Year 3 to choose winner from each class. Advert for Knight of Round table. Letter of application for Knight of Round Table Information text for mystical Object. Legend to share at ACE time and create class book and one for library</p> <p><b>Stimulus:</b> Highway Man by Alfred Noyes.</p> <p><b>Purposes covered:</b> To use narrative poem to stimulate writing/discuss moral</p>   | <p><b>Summer 1</b></p> <p><b>Stimulus:</b> Incan Hole- Horrible histories.</p> <p><b>Purposes covered:</b> persuade and inform</p> <p><b>Outcomes:</b> Persuasive letter to Little Gardener's nursery to encourage use of Incan Hole/Incan products! Persuasive letter to Paulton's park to persuade them to use their ride idea for 2017.</p> <p><b>Stimulus:</b> Treasure Island</p> <p><b>Purposes covered:</b> To describe in detail/ to persuade</p> <p><b>Outcomes:</b> description of pirate face- to inform portrait of pirate character on Pirate day. Description of geographical feature to entice visitors to come to island using persuasive language. Radio advert recorded and performed.</p> <p><b>Also part of Summer 2</b></p> | <p><b>Summer 2</b></p> <p>See also Summer 1- Treasure Island.</p> <p><b>Stimulus:</b> Emotion poems/limerick performance poem-by Michael Rosen.</p> <p><b>Purposes covered:</b> to investigate the use of word play/ rhythm and rhyme to convey meaning. To entertain and engage audience using a range of speaking and listening skills. Use of humour.</p> <p><b>Outcomes:</b> (Text type and Audience)</p>  | <p><b>Speaking and Listening Objectives</b><br/><i>Please tick and date as often as you cover these objectives. Aim for at least 2 per half term.</i></p> <ol style="list-style-type: none"> <li>1. Listen and respond appropriately to adults and their peers</li> <li>2. Ask relevant questions to extend their understanding and knowledge</li> <li>3. Use relevant strategies to build their vocabulary</li> <li>4. Articulate and justify answers, arguments and opinions</li> <li>5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>8. Speak audibly and fluently with an increasing command of Standard English</li> <li>9. Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ol> |

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| <p>dilemmas/ character study.</p> <p><b>Outcomes:</b> Children chose whether to do narrative/news report/diary entry/written persuasive piece-using poem as hook.</p> |  |  | <p>10. Gain, maintain and monitor the interest of the listener(s)</p> <p>11. Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>12. Select and use appropriate registers for effective communication.</p> |
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