

Day 1
Introduction to the
context/book/vocabulary focus



Day 2
Modelled writing of a short
write
Produces a WAGOLL




Day 3
Improve a WABOLL
Modelled writing



Day 4
Write final piece
Self and peer assessment
Continuous editing and
improvement



Day 5
Follow-up



Reading 








Is **fluency** in reading understood and prioritised?

Does the curriculum provide the knowledge pupils need to **access rich** texts (background/ content knowledge/ carefully chosen literary knowledge/ knowledge of meta-cognitive approaches)?

Is enough emphasis placed on gaining strong vocabulary knowledge?

Do pupils read a wide **enough range of texts** (novels, plays, poetry)?

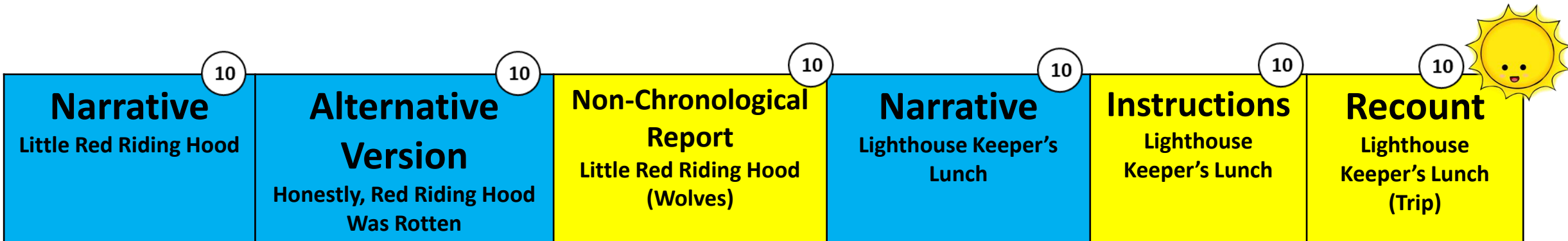
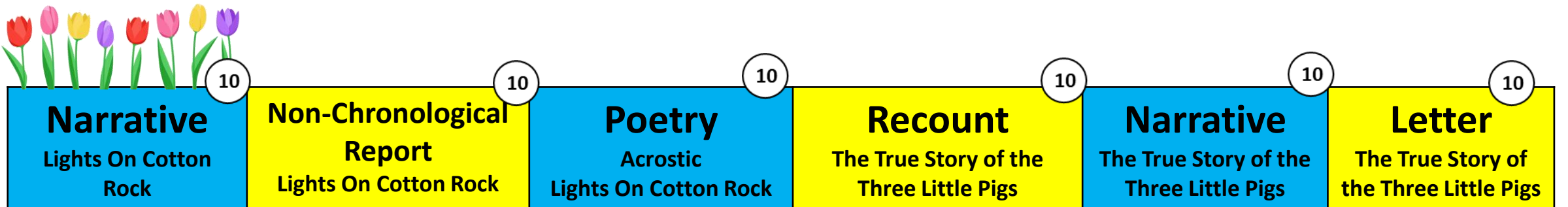
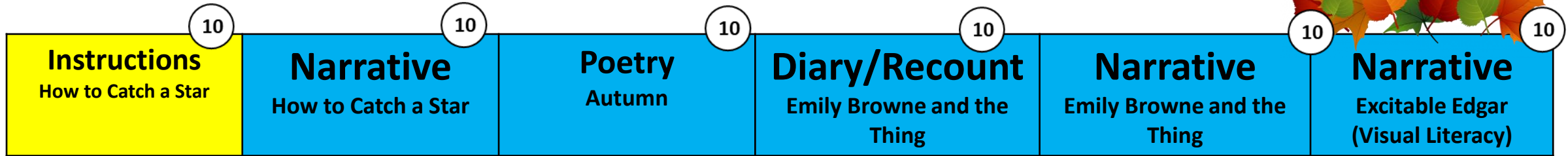
-  Modelled/heavily scaffolded
-  Independent

Archaic	Non-Linear	Narratively Complex	Symbolic Text	Resistant	Linear	Diverse Text
<p>Some of the most influential and seminal texts ever written. Language that is unusual in today's world.</p> 	<p>Include sequences in narratives that leap around and double back on themselves.</p> 	<p>The narrator can be unreliable/inconsistent. These often include several narrators.</p> 	<p>These books include images, metaphors and allegorical meanings.</p> 	<p>Deliberately confusing, with nuances, hints clues and complex plots. Poems are often resistant.</p> 	<p>Traditional, chronological book. The reader sees the events of the story unfolding in the order in which they occurred.</p> 	<p>Books which encourage empathy and inclusion and can teach us about people and events that are all too often forgotten.</p> 

*Chris Quigley
'Cultural Capital'*

Cycle A

Year 1/2






















Long Term Plan allows for flexibility for assessment weeks



Cycle B

Year 1/2

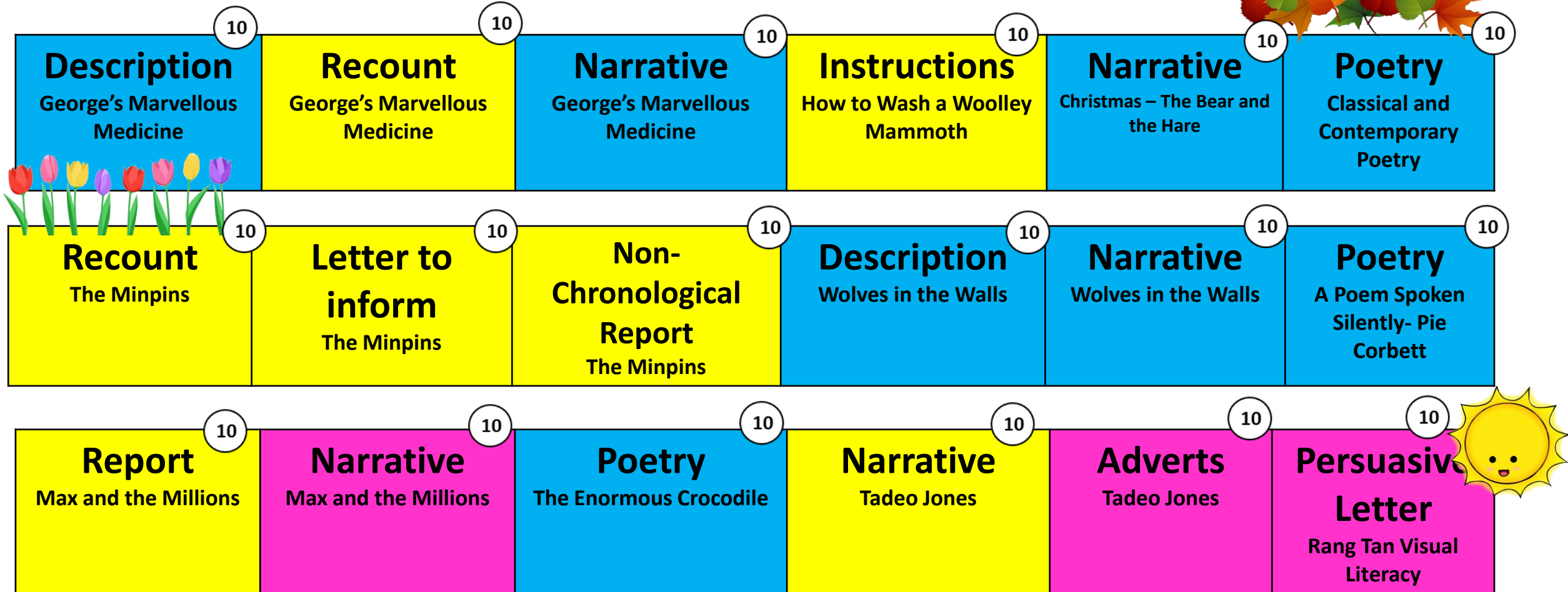
 Narrative Brown Bear, Brown Bear, What Can You See?	 Alternative Version Brown Bear, Brown Bear, What Can You See?	 Poetry Brown Bear, Brown Bear, What Can You See?	 Narrative Supertato	 Instructions Supertato	 Diary Mog's Christmas Calamity	 Shape Poetry Mog's Christmas Calamity
 Narrative Paddington in the Garden	 Recount/ Letter Paddington in the Garden	 Non-Chronological Report Paddington in the Garden (Bears)	 Narrative Jack and the Baked Beanstalk	 Instructions Jack and the Baked Beanstalk	 Non-Chronological Report Jack and the Baked Beanstalk	
 Narrative Hansel and Gretel (AB)	 Alternative Version Hansel and Gretel (AB)	 Poetry - Riddles Hansel and Gretel (AB)	 Narrative Billy and the Dragon	 Instructions Billy and the Dragon	 Recount Billy and the Dragon	

Long Term Plan allows for flexibility for assessment weeks



Cycle A

Year 3/4



Long Term Plan allows for flexibility for assessment weeks

Cycle B

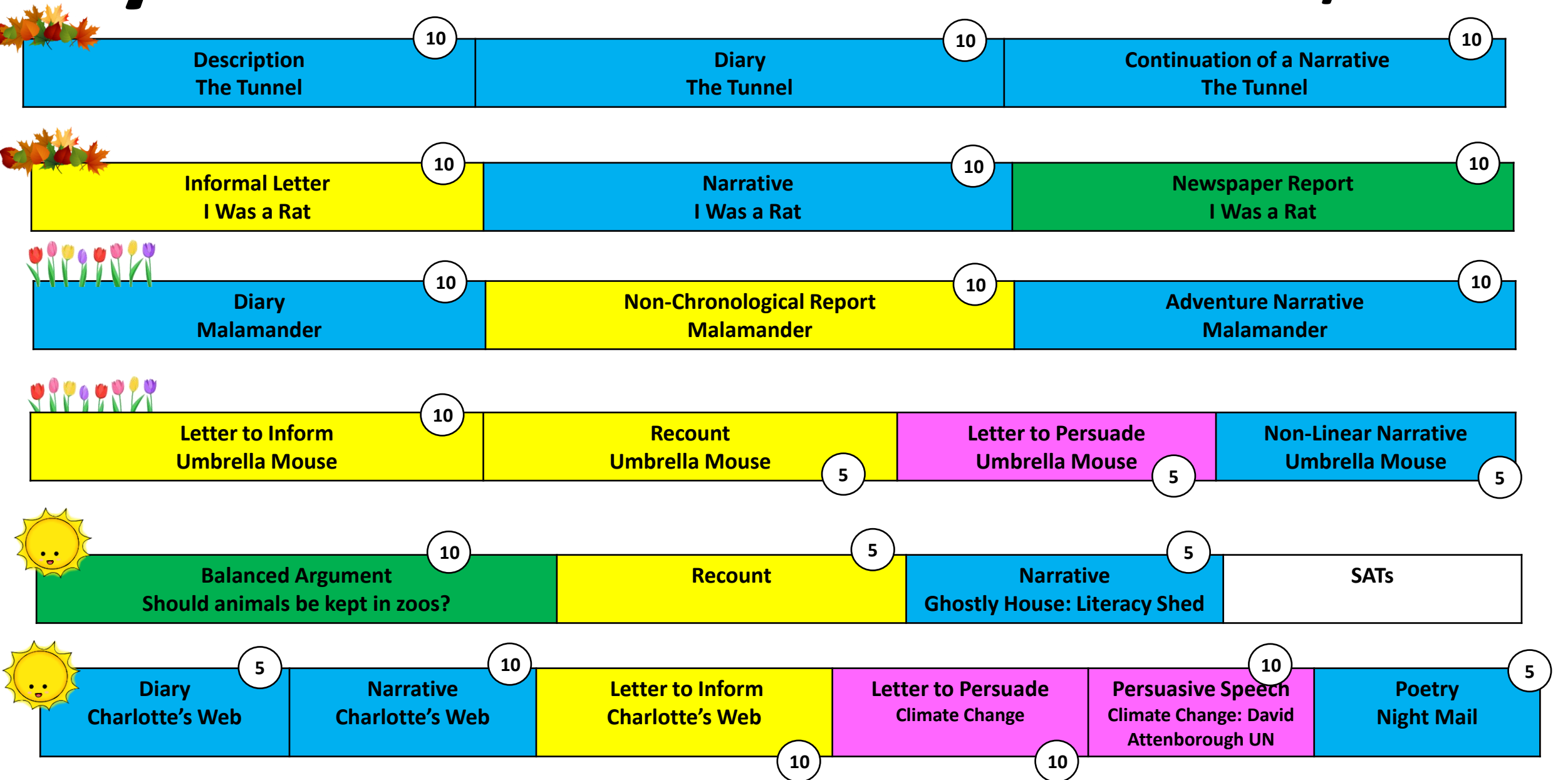
Year 3/4



Long Term Plan allows for flexibility for assessment weeks

Cycle A

Year 5/6



Cycle B

Year 5/6

