|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| S1 | **August to October Holiday** | **October to Christmas\*** | **Jan - Easter**  | **Easter to new Timetable** |
| Units | -Transition Novel with Reciprocal Reading (Holes)-RUAE  | -Poetry Study-Creative writing  | Drama Study Group Discussion  | - Research Project *(Most likely based on an Animal though scope for other approaches)*- Solo talk (linked to research project) |
| **Key Skills** to be covered in this unit. Teacher can add to this, depending on the needs of the class. | Transition Novel – Reciprocal reading skills, study of character, setting, plot with a particular focus on character development.Line of argument and STAR paragraph structure. RUAE – Tied to Reciprocal Reading skills applied, summarising skills, own words | Poetry word choice and imagery Creative Writing Reinforcing word choice and imagery from poetry studySetting and atmosphere Senses and show not tell | Drama Key aspects of drama e.g stage directionsCharacterThemeSetting Group DiscussionGeneral discussion skills (proposing ideas, questioning, debating, explain opinions etc) | Research Project Gathering information Organisation of notesUsing own words Rhetorical Questions Direct address RepetitionUse of evidence/facts Solo TalkGeneral presentation skills (volume, tone, gestures, eye contact, organisation/structure etc) |
| **Evidence** | *STAR Paragraphs (character question) Teachers can do whole essay, if desiredOngoing formative RUAE assessment.* | *Poetry Textual Analysis* *Short writing tasks (****some of a personal/reflective nature)*** | *Drama Critical Essay (theme based) One group discussion* | Research Project Report and Persuasive paragraph e.g. Why my animal needs to be protected?Solo Talk RUAE end of year assessment  |

Accelerated Reader, RUAE skills direct vocabulary instruction should be carried out throughout the year.
Pupils should have covered the following vocabulary words by the end of the year:

RUAE should, of course, focus on pupils’ general comprehension using active reading/reciprocal reading approaches but should also cover the following question types by the end of S1: **own words, summary, word choice, imagery**