

		www.janeconsidine.com		UNIT PLAN TITLE																				
		NARRATIVE										NON-FICTION							POE					
		ZOO	COMPUTER DAD	COSMIC	GORILLA	ONE SMALL STEP	THE NOWHERE EMPORIUM	THE PRESENT	THE FANTASTIC FLYING BOOKS	IBELIEVE IN UNICORNS	ROSE BLANCHE	THE EXPLORER	PLASTIC POLLUTION	MARS TRANSMISSION	KICK	SCREEN USE	SCOTT OF THE ANTARCTIC	EMPEROR PENGUINS	REFUGEES	HATSHEPSUT EGYPT	THE HIGHWAYMAN			
NATIONAL CURRICULUM IN ENGLAND STATUTORY REQUIREMENTS	SPOKEN LANGUAGE	Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Pupils should be taught to use relevant strategies to build their vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to articulate and justify answers, arguments and opinions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐
		Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐
		Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐
		Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	
	Pupils should be taught to select and use appropriate registers for effective communication.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	WRITING COMPOSITION	Pupils should be taught to write sentences by saying out loud what they are going to write about.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	
		Pupils should be taught to write sentences by composing a sentence orally before writing it.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	
		Pupils should be taught to write sentences by sequencing sentences to form short narratives.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
		Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐
		Pupils should be taught to discuss what they have written with the teacher or other pupils.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WORD	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	☐	✓	☐	✓	✓	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	✓	✓	✓	
Verb prefixes [for example, dis-, de-, mis-, over- and re-]		☐	☐	✓	☐	☐	✓	✓	☐	✓	☐	✓	✓	☐	✓	☐	✓	☐	☐	☐	☐	☐		
SENTENCE	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	☐	✓	✓	☐	✓	✓	✓	☐	☐	☐		
	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	☐	✓	☐	☐	✓	☐	✓	☐	☐	☐	☐		
TEXT	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	☐	☐	☐	✓	☐	☐	☐	☐	☐	☐	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐		
	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	✓	✓	☐	☐	☐	✓	✓	☐	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐		
PUNCTUATION	Brackets, dashes or commas to indicate parenthesis	✓	✓	✓	✓	☐	✓	✓	✓	✓	✓	✓	✓	✓	☐	✓	☐	✓	☐	☐	☐	✓		
	Use of commas to clarify meaning or avoid ambiguity	☐	☐	☐	☐	✓	☐	☐	☐	☐	☐	☐	☐	☐	☐	✓	✓	☐	✓	☐	☐	☐		