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| 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 study Setting and atmosphere  Senses and show not tell | Drama  Key aspects of drama e.g stage directions  Character Theme Setting  Group Discussion General discussion skills (proposing ideas, questioning, debating, explain opinions etc) | Research Project  Gathering information  Organisation of notes Using own words  Rhetorical Questions  Direct address  Repetition Use of evidence/facts   Solo Talk General presentation skills (volume, tone, gestures, eye contact, organisation/structure etc) |
| **Evidence** | *STAR Paragraphs (character question)  Teachers can do whole essay, if desired  Ongoing 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**