

Be Brave Little Penguin by Giles Andreae and Guy Parker-Rees and The Lion Inside by Rachel Bright and Jim Field

Recommended Year Group: Reception
Recommended Editions: 9781408338384
and 9781408331606
Suggested Term: Summer



Unit overview

Be Brave Little Penguin tells the story of Pip-Pip who is afraid of the water and how he overcomes his fears. In the first week of this unit, the children are encouraged to enjoy and respond to the pictures and to talk about how they help us understand Pip-Pip's feelings at different points in the story. In the second week, the text is used to create a new story about an animal who overcomes a fear. *The Lion Inside* is used as a complimentary text in an optional extension that challenges the children to extend their vocabulary further and to make simple comparisons. **All resources, session planning and teaching slides are included within this unit.**

Themes and cross-curricular links

- **PSED:** Develop empathy and understanding and how we can help others overcome fears and anxieties by using the feelings of characters in the book as an initial discussion point in circle time activities.
- Be able to express opinions clearly whilst being able to listen and respond to what others say through both whole class discussions, group work and talk partner tasks.
- **British Values:** Understand that people are different and that we need to show respect and tolerance for others.
- **Mathematics:** Opportunities for exploring and comparing size and shapes. Recognise and ordering numbers 1-20 and solve simple mathematical problems by tallying.
- **Understanding the World:** Find out about different homes and habitats. Where do penguins live? What is this environment like? Are all penguins the same? Use information books and technology to find out about animals and other environments.
- **Expressive Arts and Design:** Opportunities to play co-operatively in small-world play activities using new vocabulary from the unit. Role play to support story re-enactment. Use a variety of different media to create pictures and models related to the themes of the texts and explore how colour is used to capture feelings.

Curriculum coverage

Communication and language:

Listening and attention:

- Listen attentively
- Accurately anticipate key events and respond to what they hear with relevant comments, questions or actions
- Give their attention to what others say and respond appropriately
- After listening to stories, express views about events or characters in the story and answer questions about why things happened (Exceeding Early Learning Goal)

Understanding:

- Answer 'how' and 'why' questions about their experiences and in response to the story, events and discussions with others
- Follow instructions involving several ideas or actions
- After listening to stories, express views about events or characters in the story and answer questions about why things happened (Exceeding ELG)

Speaking:

- Express themselves effectively, showing awareness of listeners' needs
- Use past, present and future forms accurately when talking about events
- Develop their own narratives and explanations by connecting ideas or events
- Recount experiences and imagine possibilities, often use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events (Exceeding ELG)

Reading:

- Read and understand simple sentences using phonic knowledge to decode regular words and some common irregular words
- Read aloud simple sentences
- Demonstrate understanding when talking with others about what they have read
- Read phonically regular words of more than one syllable as well as many irregular but high frequency words. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Describe the main events in the simple stories they have read (Exceeding ELG)

Writing:

- Use their phonic knowledge to write words in ways which match their spoken sounds
- Write some irregular common words
- Write simple sentences which can be read by themselves and others. Some words are spelled correctly and others are phonetically plausible
- In their writing, spell phonically regular words of more than one syllable as well as many irregular but high frequency words. Use key features of narrative in their own writing (spaces between words, beginning to punctuate sentences and use a capital letter, beginning to join words and clauses) (Exceeding ELG)

Physical Development:

- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

Key questions

- What does this picture tell you?
- Which word best describes...?
- What does it mean to be brave?
- How do you feel when you are scared?
- What are you scared of?
- Have you ever had to be brave?
- How can you help other people who are afraid?
- Are we afraid of the same things? Does everyone get afraid sometimes?

Writing outcomes

- Modelled and shared writing opportunities
- Writing captions
- Thought bubbles
- Writing linked to personal experiences
- Story mapping and sequencing
- Story writing
- Book review

Essential teaching guidance

- Spoken language lies an essential foundation for all aspects of the work covered in the unit. Quality time needs to be spent explaining, exploring, discussing and using new vocabulary. Effective modelling of spoken language will be an important element in all the teaching sessions.
- Some activities may be appropriate for whole class sessions, but it is for the class teacher to decide if activities are best used in adult led sessions with smaller groups of children.
- Activities in this unit of work should also be offered as independent reading and writing opportunities within the continuous provision. This enables children to practise their reading and writing skills independently and to explore the book further through role play and within the creative area.

The Night Box by Louise Greig and Ashling Lindsay Orion and The Dark by Emma Yarlett

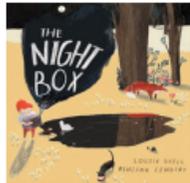
Recommended Year Group: Year 1

Recommended Editions:

The Night Box 9781405283762

Orion and the Dark 9781783700295

Suggested Term: Autumn



Unit overview

This unit of work begins in Week 1 with *The Night Box*, which tells the story of a boy called Max, custodian of a key and a midnight blue box. As day draws to an end and Max gets ready for bed, he has one more job to do before he sleeps. When Max opens the box, with a 'WHOOSH!' Day slips inside and Night sweeps out. This is a beautiful story of the night with both the text and illustrations providing a wonderful foundation for exploring night time and experiences of the dark.



In Weeks 2 and 3 of the unit, the complementary text *Orion and The Dark* builds upon the introductory themes and descriptive language. This story is about a boy who is scared of lots of things, but especially the dark. One night, Dark comes to life and visits Orion, taking him on an adventure and helping him to overcome his fears.

Orion and the Dark was winner of the English Association 4–11 Picture Book Award and nominated for the CILIP Kate Greenaway Medal. *The Night Box* has also been nominated for the CILIP Kate Greenaway Medal and shortlisted for the Waterstones Children's Book Prize, the Teach Primary Book Awards and the Klaus Flugge Prize.

Writing outcomes

- A list poem to describe the contents of a night box
- Writing in the style of Louise Greig to describe night
- Writing in the role as a character
- Making predictions based upon what happens at the beginning and end of a story
- Describing Orion
- Personal narrative about being afraid
- Writing a list of places where dark can be found
- Questions to hot seat a character
- Planning and inventing a new story about overcoming a fear

Essential teaching guidance

- The two picture books selected for this unit of work both contain high quality illustrations. It is recommended that multiple copies of the books are purchased so that pupils can study and enjoy these illustrations. Pupils should be encouraged to browse, read and return to the books on several occasions so that the layers of meaning explored in the course of the unit can be reinforced through personal enjoyment and pleasure for reading.
- This unit of work has been planned over a three-week period. However, teachers should use their professional discretion, based on their knowledge of their cohort, about how long this may take with their class.
- Spoken language lays the foundation for all aspects of the work covered in the unit. Quality time needs to be spent explaining, exploring, discussing and using new vocabulary.
- Explicit modelling is a key component of effective teaching. Skilful practitioners will support modelling using talk or 'think-alouds' to help pupils become aware of the often implicit processes and decisions encountered in reading and writing.

Themes and cross-curricular links

- **Science:** investigate light sources, find out about how eyes work, explore the sense of sight and consider what it's like to be visually impaired, learn about the Sun and other stars and planets within our galaxy, and investigate seasonal patterns
- **History:** find out about space travel and early astronauts
- **Geography:** find out about places in the world that experience long periods of dark and light – what impact does this have on everyday life, and what are the advantages and disadvantages?
- **ICT:** use the Internet to research information about the Sun, Moon, planets and constellations within our galaxy, and visit Emma Yarlett's website to find out more about her work
- **Design Technology:** use a range of tools and materials to design and make shadow puppets for a class show, design and make a night box – what contents would you put into it and how would you decorate it?
- **SMSC:** develop understanding and empathy of other people's feelings, turn taking and working collaboratively
- **Drama:** work in role as a character, hot seat and tell stories orally

Key questions

- What can you see?
- Where is the setting for the story?
- What do you think is going to happen? Why?
- What happens at the beginning/middle/end of the story?
- What is the same? What is different?
- What is the author trying to tell us?
- What does this word mean? Can you think of a different word?
- Can I use this word in a sentence?
- How do you know...?
- Can you explain why...?
- Can you tell me more about...?
- Can I say the sentence I want to write?
- Does my writing make sense?
- How do you punctuate a sentence?
- Can you tell the story to a talk partner?
- What can we do to help spell words?

Related books for wider reading

- *The Dark* by Lemony Snicket and Jon Klassen
- *Goodnight Everyone* by Chris Haughton
- *Owl Babies* by Martin Waddell and Patrick Benson
- *Can't You Sleep, Little Bear* by Martin Waddell and Barbara Fish
- *Peace at Last* by Jill Murphy

Other books by Louise Greig

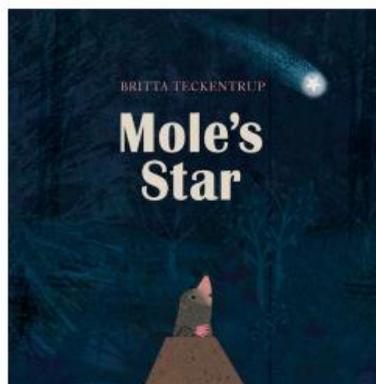
- *Sweep*
- *A Whisper from Grey*
- *Between Tick and Tock*
- *A Walk Through the Woods*

Other books by Emma Yarlett

- *Dragon Post*
- *Poppy Pickle*
- *Nibbles*
- *Beast Feast*
- *Sidney, Stella, and the Moon*

Mole's Star by Britta Teckentrup

Recommended Year Group: **Year 1**
Recommended Edition: **9781408342831**
Suggested Term: **Spring**



Unit overview

This three-week unit is a study of the exquisitely illustrated *Mole's Star* by Britta Teckentrup. Mole lives alone in his burrow, but every night he comes out to sit on his favourite rock to gaze at the beautiful twinkling lights in the sky. Seeing the stars helps Mole not to feel quite so lonely. One night, Mole sees a shooting star and makes a wish that he could own all the stars in the world. When his wish comes true, Mole doesn't think twice about carefully carrying all the stars down into his burrow and filling his home with shimmering light. However, Mole discovers that by taking all the stars for himself, none of the other animals can enjoy them and the world is left in darkness. This is a multi-faceted story that teaches children about sharing, friendship and facing the consequences of one's actions. In the course of the unit, pupils will develop empathy for the characters, learn and organise facts about moles, retell the story, practise writing 'un-' and '-ed' words, scan a text for key words and phrases and perform varied writing tasks. Their learning journey culminates in pupils writing a non-chronological report about moles, using headings and subheadings. **All extracts, resources, session planning and teaching slides are included within this unit.**

Key questions

- What do you think is going to happen? Why?
- Who are the characters in the story?
- Where is the setting for the story?
- How does Mole change from the beginning to the end of the story?
- Can you retell the story?
- What does the story teach us?
- What does this mean?
- Can you find the word or phrase that...?
- What does this picture tell you?
- How can I organise my writing?
- What can I do to improve my writing?

Writing outcomes

- **Sentence work based on reading comprehension tasks** (Sessions 1 and 3)
- **Sentence work based on 'un-' words** (Session 4)
- **Personal narrative about making wishes** (Session 5)
- **Letter of apology** (Sessions 7 and 8)
- **Designing and making a poster** (Session 11)
- **A non-chronological report about moles** (Sessions 14 and 15)

Essential teaching guidance

- The picture book selected for this unit of work contains high quality illustrations. It is recommended that multiple copies of the books are purchased so that the children can study and enjoy these illustrations close up. The children should be encouraged to browse, read and return to the books on several occasions so that the layers of meaning explored in the course of the unit can be reinforced through personal enjoyment and pleasure in reading.
- This unit of work has been planned over a three-week period. However, teachers should use their professional discretion, based on their knowledge of their cohort, about how long this may take with their class and adapt accordingly.
- Spoken language lays the foundation for all aspects of the work covered in the unit. Quality time needs to be spent explaining, exploring, discussing and using new vocabulary.
- Explicit modelling is a key component of effective teaching. Skilful practitioners will support modelling using talk or 'think-alouds' to help children become aware of the often implicit processes and decisions encountered in reading and writing.

Themes and cross-curricular links

- **Science** – other animals that live underground and their characteristics, animal habitats, the Sun and other stars
- **Geography** – impact of environmental issues that are affecting our world (such as climate change, use of natural resources and pollution), responsibilities and our own roles to play in protecting our planet
- **Art and Design** – light and dark in paintings, the work of significant artists such as Vincent van Gogh in his painting *The Starry Night*
- **ICT** – research shooting stars and moles to find additional information that can be added to the class mind map
- **SMSC** – understanding and empathy of other people's feelings, taking turns and working collaboratively, loneliness and the impact this can have
- **Drama** – work in role as a character, oral storytelling, using drama to explore a storybook setting

Related books for wider reading

- *The Story of the Little Mole Who Knew it Was None of His Business* by Werner Holzwarth and Wolf Erlbruch
- *Bringing Down the Moon* by Jonathan Emmett and Vanessa Cabban
- *Look up at the Stars* by Katie Cotton and Miren Asiain Lora
- *Fair Shares* by Pippa Goodhart and Anna Doherty
- *Wish* by Chris Saunders
- *Good to be Green* series by Deborah Chancellor

Other books by Britta Teckentrup

- *Under the Same Sky*
- *We Are Together*
- *The Memory Tree*
- *Before I Wake Up...*
- *Little Mouse and the Red Wall*
- *Blue*

Where the Wild Things Are by Maurice Sendak

Recommended Year Group: **Year 1**
Recommended Edition: **9780099408390**
Suggested Term: **Spring**



Unit overview

This three-week unit of work teaches many aspects of the Year 1 English curriculum through exploration of the magical, prize-winning, classic picture book *Where the Wild Things Are* by Maurice Sendak. The text is used to develop reading comprehension skills, including inference and vocabulary generation, as well as word-reading skills. Spelling and grammar will be rehearsed within the context of the text – comparing the characters and practising the use of suffixes. Children will work on their writing skills by discreet handwriting, story mapping and sequencing. They will also have the opportunity to re-enact through drama and music. This leads to the writing of a response to a letter and their own innovated versions of the story in a final piece of narrative writing which incorporates the prior learning from the unit and the creation of a class anthology of the children's original work. **All resources, session planning and teaching slides are included within this unit.**

Themes and cross-curricular links

- **Music** – musical accompaniment to enhance storytelling and communicate mood
- **Geography** – making maps of story setting
- **Computing** – algorithms, instructions for travelling from Where the Wild Things Are to Max's bedroom
- **Maths** – co-ordinates
- **Art** – making props and masks for storytelling and drawing, painting characters for description
- **Drama** – role playing scenes, sequencing/retelling the story, hot seating, reading aloud
- **SMSC** – exploring themes of friendship, loneliness and love, responsibility and respect, kindness and fairness, British value of democracy

Writing outcomes

- **Annotated story maps** (session 2) – familiarising, sequencing and planning
- **Character description** (session 6) – describing and then comparing their own wild things (to entertain), vocabulary generation and use of comparative language (-er, -est suffixes)
- **Missing poster** (session 8) – vocabulary generation and application of comparative language learned (to inform/explain)
- **A letter to the Wild Things** (session 9) – persuasive writing
- **Retelling the story with innovation** (session 12) – narrative writing (to entertain), an original version of the story, and creation of a class anthology of original work

Curriculum coverage

Spoken language:

- participate actively in discussions, role play and presentations, speaking audibly and fluently
- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding and knowledge
- use spoken language to articulate and justify answers and opinions
- use spoken language to give well-structured descriptions and explore narratives for different purposes
- use relevant strategies to build vocabulary
- use spoken language to develop understanding through imagination and exploration of ideas
- discuss what they have written with the teacher or other pupils
- read writing aloud, clearly enough to be heard by peers and the teacher

Reading:

- become very familiar with a key story, retelling and identifying its particular characteristics and genre
- discuss the significance of the title of the book and the events
- use phonic knowledge and skills, supported by the accompanying slides, as the route to decode words when accessing the text independently
- identify and join in with the predictable phrases of the text in oral retellings
- discuss themes from the text, such as love, friendship, respect and responsibility, making links to own experiences
- identify and explain the sequence of events in the text
- develop vocabulary by discussing word meanings, linking new meanings to those already known
- demonstrate understanding of the text, drawing on prior knowledge, background information and vocabulary provided by the teacher to support understanding
- draw inferences, such as inferring characters' feelings, thoughts and motives, on the basis of what is being said and done
- predict what might happen next on the basis of what has been read so far

Grammar, punctuation and spelling:

- use the capital letter and full stop to punctuate statements
- use capital letters for proper nouns, including the names of characters, titles and the pronoun 'I'
- use the exclamation mark, and being encouraging to use voices to express its use in role play and performance
- use the question mark to punctuate questions after question words such as 'what', 'who', 'where', 'why' and 'when'

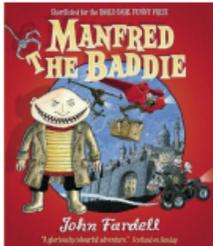
- use the apostrophe for omission in contractions such as 'we'll'
- use the coordinating conjunction 'and' to join phrases and extend sentences
- identify nouns, verbs, adjectives and noun phrases in texts
- use adjectives and expanded noun phrases to describe character
- use commas to separate lists of adjectives and to punctuate noun phrases
- use commas in the letter format
- understand spelling rules, such as -ll in words such as pull
- add the suffixes -ed, -s and -ing with no change to the root word, use -ed to form verbs in the simple past tense, use -ing when forming verbs in the progressive form, use -s to indicate plural nouns
- add the suffixes -er and -est with no change to the root word, use the comparative and superlative forms when describing and comparing characters from the text
- add the prefix -un to verbs and adjectives
- learn Year 1 common exception words: when, where, here, there, love, one, push, pull, full, come, some, once, ask, school, friend, put, our, house
- learn phonics alternative graphemes: ai/ay/a-e, ur/ir/er, or/au/aw, air/air/ear

Writing:

- identify the audience for and purpose of the writing and using similar shared writing as models for their own
- plan and develop initial ideas, drawing on collaborative reading and role-play opportunities
- plan writing by saying out loud what they are going to write about and compose a sentence orally before writing it
- construct sentences using a range of vocabulary and grammatical features such as joining words and clauses using 'and'
- write short narratives by sequencing sentences
- edit and improve writing by re-reading what has been written to check that it makes sense
- accurately punctuate sentences using a range of punctuation such as capital letters at the start of a sentence (as well as for proper nouns and the personal pronoun 'I'), spaces between words, full stops, question marks and exclamation marks
- spelling and phonics: accurately spell common exception words from the Year 1 list and words containing the single letter graphemes and digraphs and trigraphs covered so far
- handwriting: form lower-case letters and capital letters in the correct direction, starting and finishing in the right place and understanding which letters belong to which handwriting families

Manfred the Baddie by John Fardell

Recommended Year Group: **Year 1**
Recommended Edition: **9781849160445**
Suggested Term: **Summer**



Unit overview

This three-week unit of work immerses children in the plot, language and characters of John Fardell's illustrated picture book *Manfred the Baddie*. The text is used to develop reading comprehension, vocabulary and writing. Grammar and punctuation are examined within the context of the text – interrogating how and why it's used by the author, and for what purpose in the story. Opportunities are given for the children to rehearse the correct use of basic grammar and punctuation. Children make connections with themes on a personal level and create varied, meaningful writing outcomes. The unit culminates in a final piece of work where the children apply all that they have learned in this story to create one of their own. **All extracts, resources, session planning and teaching slides are included within this unit.**

Themes and cross-curricular links

- **History** – inventions and inventors
- **DT** – inventions, designing and making sandwiches
- **Art** – portraits and famous artists
- **SMSC** – stealing, saying sorry
- **Drama** – role-playing scenes, hot-seating, reading aloud
- **Extra curriculum:** A trip to an art gallery.

Related books for wider reading

- *How the Grinch Stole Christmas* by Dr Seuss
- *Alan's Big Scary Teeth* by Jarvis
- *Camille and the Sunflowers* by Laurence Anholt

Curriculum coverage

Spoken language:

- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.
- making comparisons within and across books
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Writing

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it ♣
 - sequencing sentences to form short narratives ♣
 - re-reading what they have written to check that it makes sense
 - discussing what they have written with the teacher or other pupils
 - reading aloud their writing clearly enough to be heard by their peers and the teacher.
- leave spaces between words
- join words and joining clauses using and
- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Reading

- link what they read or hear to their own experiences
- discuss word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by: ♣
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events ♣
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far

Key questions

- Is it ever ok to steal?
- How can we help people to feel better when they are ill?
- Can people change their behaviour?

Writing outcomes

- A 'Get Well' card/message (session 6) – to empathise
- Instructions for making a sandwich (session 8) – to inform
- A character description in the form of a Wanted poster (session 3) – to inform
- A comic strip story in the style of *Manfred the Baddie* (sessions 12-15) – to entertain

The Queen's Hat and The Queen's Handbag by Steve Antony

Recommended Year Group: **Year 1**

Recommended Editions:

The Queen's Hat: 9781444919158

The Queen's Handbag: 9781444925548

The Queen's Present: 9781444925647

The Queen's Lift-Off: 9781444934229

Suggested Term: **Summer**



Essential teaching guidance

- There are four books in this series. Although they all follow a similar theme, each book has its own strengths and they can all be used with the same cohort. This unit will focus on *The Queen's Hat* and *The Queen's Handbag*, with additional suggested activities for the other two books.
- The activities have been planned for Year 1 – teachers should use their professional discretion based on the knowledge of their cohort about how long the unit may take their class and adapt the timeframes accordingly.
- Steve Antony is an incredible illustrator and his books have so much depth and detail in the images. Although there are many activities that provide opportunities to look at the illustrations in detail, every double spread could be used to generate valuable discussions with Year 1 (we strongly advise buying multiple copies of the book so that illustrations can be shared with the children, for example spotting the Queen, her corgi and her butler on every page as well as finding key figures such as Mo Farah, Mary Berry and Mr Panda in the books!)

Unit overview

Steve Antony's 'Queen Collection' series is made up of four books – *The Queen's Hat*, *The Queen's Handbag*, *The Queen's Present* and *The Queen's Lift-Off*. Each book follows a similar plot as the Queen adventures across London, Great Britain, the world and though space to try and recover a lost object, while being accompanied by an increasingly large entourage. The beautiful illustrations are just as important as the words and all four books will inspire readers and in turn engage writers. The 20 sessions in this unit focus on *The Queen's Hat* and *The Queen's Handbag*, but also included are additional suggested activities for *The Queen's Present* and *The Queen's Lift-Off* for teachers wishing to extend the unit to study the whole series. This unit includes a wealth of cross-curricular opportunities to be taught as part of a broad and balanced curriculum. **All extracts, resources, session planning and teaching slides are included within this unit.**

Curriculum coverage

Spoken language:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers
- maintain attention and participate actively in collaborative conversations
- participate in discussions and role play

Reading:

- apply phonic knowledge and skills as the route to decode words
- read words with contractions and understand that the apostrophe represents the omitted letter(s)
- re-read books to build up their fluency and confidence in word reading
- be encouraged to link to what they read
- discuss word meanings, linking new meanings to those already known
- make inferences on the basis of what is being said and done
- predict what might happen on the basis of what has been read so far
- explain clearly understanding of what is read to them – sequence the events in the order that they happened

Grammar, punctuation and spelling:

- leave spaces between words
- use 'and' to join words and clauses
- punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- use a capital letter for the pronoun 'I' and names of people and places

Writing:

- form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- oral rehearsal – saying sentences out loud/composing them orally
- re-read what they have written to check that it makes sense

Key questions

- What do you think the book might be about?
- What do these words mean?
- Can you number the events in the order that they happened?
- Can you skim and scan?
- When you are reading a partner's writing, what will you be looking for?
- Do you know words that have similar meanings to each other?
- Do you know what a diary is?
- Where could the hat land in our school community?
- What is Steve Antony's style?
- What do the two books have in common?
- What do you think the Queen might have in her handbag?
- Would Santa help everybody? (*The Queen's Present*)
- What would happen if the Queen went to space? (*The Queen's Lift-Off*)

Writing outcomes

- **A prediction** (session 1) – Who is the 'someone special' that the Queen is going to see?
- **A sequence** (sessions 3) – Sequencing the events in the story
- **Speech bubbles** (sessions 4 and 5) – Writing in role as the wind
- **A diary entry** (sessions 7 and 8) – Retelling the story as a chosen character
- **Own versions of the story** (sessions 9 and 18-20) – A shorter piece based in the school community, and a longer piece based on a location of choice
- **Sentence work** (session 12) – Can we improve Steve Antony's sentences?
- **Lists** (sessions 13 and 17) – Alliterative animals, and what does the Queen have in her handbag?
- **Why I stole the Queen's handbag** (session 14) – Writing in role as the sneaky swan