

## The Iron Man by Ted Hughes

Recommended Year Group: **Year 3**

Recommended Edition: **9780571226122**

Suggested Term: **Autumn**



### Unit overview

This six-week unit is a study of the 1968 classic children's novel *The Iron Man* by Ted Hughes. The learning journey develops children's reading comprehension, fluency and vocabulary as they explore the characters, plot and language in the story. Children make connections between the characters and themes to create varied, meaningful writing for a range of audiences and purposes. Grammar and punctuation teaching is embedded within the context of the text, with children exploring the effect language and structures have on the reader. The unit culminates in a final piece of writing where children apply all that they have learned about this story to produce a formal newspaper report telling how the Iron Man saves the world. **All extracts, resources, session planning and teaching slides are included within this unit.**

### Key questions

- How do we treat others, especially 'outsiders'?
- What can we do to make amends for our poor choices?
- Why is it so important to spread kindness and peace across the world?

### Themes and cross-curricular links

- **SMSC** – relationships, feelings, challenge, threat, peace
- **Geography** – countries across the world unite
- **Art/DT** – model making giants and robots
- **Drama** – role playing scenes in pairs and groups, hot seating, freeze frames
- **Music** – sounds of the sea, sounds of space, creating the space-bat-angel's music
- **Science** – the effects of heat, melting and cooling

### Essential teaching guidance

- Whole class reading and writing outcomes are interwoven throughout the sessions. All elements of the English curriculum are covered, including plenty of opportunities to immerse pupils deeply in the text as they explore the challenges both for Hogarth and the Iron Man.
- As many sessions include discussing characters' feelings and how they both approach and deal with different scenarios, there are SMSC and personal development links throughout.
- Teachers may want to include the use of some film stills or clips from the film *The Iron Giant* but be aware that the storyline in this American animated film is only loosely based on the novel by Ted Hughes.

### Curriculum coverage

#### Spoken language:

- ask questions to improve their understanding of a text
- speak audibly and fluently with an increasing command of Standard English
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- participate in discussions, presentations, performances role-play, improvisations and debates
- articulate and justify answers, arguments and opinions
- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- gain, maintain and monitor the interest of the listener
- select and use appropriate registers for effective communication

#### Reading:

- discuss words and phrases that capture the reader's interest and imagination
- identify how language, structure and presentation contribute to meaning
- check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- identify main ideas drawn from more than one paragraph and summarise these
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve and record information
- predict what might happen from details stated and implied
- ask questions to improve their understanding of a text
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

#### Grammar, punctuation and spelling:

- identify nouns, adjectives, noun phrases and statement sentences (from year 2)
- use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel
- use expanded noun phrases for description and specification
- extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'
- use conjunctions, adverbs and prepositions to express time and cause
- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- express time, place and cause using conjunctions, adverbs and prepositions
- use the present perfect form of verbs in contrast to simple past tense
- use an apostrophe to mark singular possession
- indicate possession by using the possessive apostrophe for plural nouns

#### Writing:

- discuss and record ideas
- create settings, characters and plot
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organise paragraphs around a theme
- evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- assess the effectiveness of their own and others' writing and suggest improvements
- proofread for spelling and punctuation errors
- in non-narrative material, use simple organisational devices such as headings and subheadings
- use and punctuate direct speech/ quotations

### Writing outcomes

- **Internal monologue** (sessions 4–5) – write from a seagull's perspective
- **Free writing** (session 9) – the Iron Man reflecting on his day
- **Hogarth's diary** (session 10–11) – explore feelings
- **Formal speech** (session 13) – persuade adults
- **Poem** (session 15) – entertain other children
- **Free write** (session 21) – an informal letter to a friend
- **Final piece: a newspaper report** (sessions 25–30) – inform a wide audience, including adults

### Related books for wider reading

- *The Iron Woman* by Ted Hughes
- *The Coming of the Iron Man* by Brenda Williams
- *The Giant Book of Giants* by Saviour Pirotta and Mark Robertson
- *Marvel's Iron Man* comics

## The Bear and the Piano by David Litchfield

Recommended Year Group: Year 3  
Recommended Edition: 9781847807182  
Suggested Term: Autumn



### Unit overview

This six-week unit is based on David Litchfield's heart-warming story *The Bear and the Piano*. The learning journey will develop pupils' understanding of the story – its characters, themes and language. Pupils make connections between the characters and themes on a personal level with the bear, to create varied, meaningful writing outcomes for a range of audiences and purposes. Grammar and punctuation teaching points are embedded within the context of the text, with pupils taught to apply what they have learned in their own writing around such themes as home, friendship, perseverance and fame. The unit culminates in a final piece of writing where pupils apply all that they have learned to produce a new adventure story of their own. **All extracts, resources, session planning and teaching slides are included within this unit.**

### Themes and cross-curricular links

- **SMSC** – family and home, friendships, feelings, challenge
- **Geography** – forests and nature, rural vs. urban settings, exploring local environment
- **Music** – piano music, concerts and performances
- **Art/DT** – sketching and seasons mobiles
- **Drama** – role play in pairs and groups including hot seating and conscience alley

### Essential teaching guidance

- Whole class reading and writing outcomes are interwoven throughout the sessions. All elements of the English curriculum are covered, including opportunities to immerse pupils deeply in the text as they explore the different experiences, challenges and decisions the bear faces during the story.
- Many sessions include discussing characters' feelings and how they both approach and deal with different challenges. Therefore, there are SMSC and personal development links throughout.
- A further link is provided to David Litchfield's engaging blog and artwork – written/produced whilst he was working on the book.

### Curriculum coverage

#### Spoken language:

- ask questions to improve their understanding of a text
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- articulate and justify answers, arguments and opinions
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- gain, maintain and monitor the interest of the listener(s)
- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- select and use appropriate registers for effective communication.

#### Reading:

- discuss words and phrases that capture the reader's interest and imagination
- identify how language, structure and presentation contribute to meaning
- check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- ask questions to improve their understanding of a text
- read aloud their own writing, to a group or the whole class, using appropriate intonation
- summarise main ideas
- identify themes and conventions in a wide range of books

#### Grammar, punctuation and spelling:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'
- use conjunctions, adverbs and prepositions to express time and cause
- use expanded noun phrases for description and specification
- use the present perfect form of verbs in contrast to simple past tense
- indicate possession by using the possessive apostrophe with plural nouns
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use commas after fronted adverbials
- use and punctuate direct speech

#### Writing:

- plan their writing by:
  - o discussing and recording ideas
  - o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- draft and write by:
  - o organising paragraphs around a theme
  - o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
  - o creating settings, characters and plot in narratives
  - o giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- evaluate and edit by:
  - o assessing effectiveness of their own and others' writing and suggesting improvements
  - o proofreading for spelling and punctuation errors
  - o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

### Key questions

- Why is our home important to us?
- How do we make decisions and how do these decisions impact others?
- What happens when you achieve your dreams?

### Writing outcomes

- **Fact file** (session 5) – to present facts and inform others about the seasons
- **Free writing** (session 6) – to reflect on a personal experience of perseverance
- **Diary** (sessions 11–12) – to write in character as the bear; his viewpoint as he leaves for the city
- **Postcard** (session 14) – for the bear to inform and keep in touch with his friends
- **Free writing** (session 16) – to write about a celebrity of choice
- **Poster** (session 17) – to persuade people to attend a concert
- **Informal letter** (sessions 18–19) – for the bear to explain his thoughts to his friend, grey bear
- **Internal monologue** (sessions 21–22) – to reflect on the bear's dilemma
- **Final piece: an adventure story** (sessions 27–30) – to inform a wide audience, including adults

### Related books for wider reading

- *The Bear, the Piano, the Dog and the Fiddle* by David Litchfield
- *Jemmy Button* by Jennifer Uman and Alix Barzelay
- *A Brave Bear* by Sean Taylor
- *Wild* by Emily Hughes

## The Velveteen Rabbit by Margery Williams

Recommended Year Group: **Year 3**  
Recommended Edition: **9781405210546**  
Suggested Term: **Spring**



### Unit overview

This six-week unit is a study of the children's classic, *The Velveteen Rabbit* by Margery Williams, written in 1920. This sequence of learning will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension and meaningful writing, for a range of forms, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story, with children exploring the effect these might have on readers. The children are taught to apply what they have learnt to their own writing, making choices to affect their reader's thoughts and feelings. All learning culminates in a final piece of writing, where the children apply all that they have learned about this story to create an original story of their own, drawing on the writing style of Margery Williams, and language and sentence structures from the 1920s. This story will give the children an opportunity to write in a very formal style. **All extracts, resources, session planning and teaching slides are included within this unit.**



### Themes and cross-curricular links

- What is Real?
- Friendship and relationships
- Love
- Luck
- Identity and influences on us
- **PE** – dance, ballet
- **Music** – *The Nutcracker*
- **DT** – toy making
- **Extra curriculum** – a trip to a museum to see the toys from the past

### Related books for wider reading

- *Pinocchio* by Carlo Collodi
- The *Toy Story* films

### Curriculum coverage

#### Spoken language:

- speak audibly and fluently with an increasing command of Standard English
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- participate in discussions, presentations, performances, role play/ improvisations and debates
- gain, maintain and monitor the interest of the listener
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- consider and evaluate different viewpoints, attending to and building on the contributions of others

#### Reading:

- discuss words and phrases that capture the reader's interest and imagination
- predict what might happen from details stated and implied
- check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- retrieve and record information from non-fiction
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identify how language, structure, and presentation contribute to meaning
- articulate and justify answers, arguments and opinions
- identify and summarise main ideas drawn from more than one paragraph
- check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context
- discuss words and phrases that capture the reader's interest and imagination
- ask questions to improve their understanding of a text
- identify themes and conventions in a wide range of books
- ask questions to improve their understanding of a text

- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

#### Grammar, punctuation and spelling:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- use conjunctions, adverbs and prepositions to express time and cause
- use commas after fronted adverbials
- indicate possession by using the possessive apostrophe with plural nouns
- use and punctuate direct speech
- use the present perfect form of verbs in contrast to the past tense

#### Writing:

- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- assess the effectiveness of their own and others' writing and suggest improvements
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear
- discuss writing similar to what they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss and record ideas
- create settings, characters and plot in narratives
- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- organise paragraphs around a theme
- use simple organisational devices (for example, headings and sub-headings) in non-narrative material

## Mary Poppins by P. L. Travers

Recommended Year Group: **Year 3**  
Recommended Edition: **9780007286416**  
Suggested Term: **Summer**



### Unit overview

The six-week unit is based on P. L. Travers's classic story *Mary Poppins*. The unit explores the story of the magical nanny and her host family. Throughout the unit, pupils will read, analyse, discuss, debate and base writing tasks around the well-loved character Mary Poppins. Children will explore the motion picture too. Through discussion, children will make comparisons between both the book and the film. Children will write in the style of P. L. Travers, giving careful consideration to vocabulary choices, sentence structure and cohesive devices. The unit is an opportunity for children to explore a children's classic which challenges current views on families, parenting and lifestyle.

### Themes and cross-curricular links

- **History** – Women's Suffrage Movement
- **SMSC** – Relationships/changes
- **Art** – focus on street art: chalk drawings/graffiti
- **Drama** – role playing scenes, hot seating, freeze frames, reading aloud

### Essential teaching guidance

- It is worth noting the text is very different to the 1964 Disney film; teachers would benefit from reading the text before teaching the unit.
- The *Read in to Writing* approach supports meaningful reading experiences within a rich book study. Throughout the unit children are encouraged to respond to the text through a series of thought-provoking questions around characters, plot and themes. The analysis of the text is completed through debate, discussions and written responses.
- The themes explored throughout the unit could raise some sensitive debates around the term 'family'. You will need to set guidance for respecting each other's feelings and different experiences.
- Give time to the writing process (planning, oral rehearsal, drafting, redrafting, proofreading, editing and publishing) to produce high quality writing.

### Curriculum coverage

#### Spoken language:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinion
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates
- select and use appropriate registers for effective communication

#### Reading:

- identify themes and conventions in a wide range of books
- use dictionaries to check the meaning of the words they have read
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry
- check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than one

paragraph and summarise these

- identify how language, structure, and presentation contribute to meaning

#### Grammar, punctuation and spelling:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use words with suffixes, use adverbs and proper nouns
- choosing nouns or pronouns appropriately or clarity and cohesion and to avoid repetition
- using and punctuating direct speech

#### Writing:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme
  - creating settings, characters and plot in narratives
- evaluate and edit by:
  - assessing effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors

### Key questions

- Who is Mary Poppins?
- What impact did Mary Poppins have upon the Banks Family?
- How did P. L. Travers create such a well-loved character?

### Writing outcomes

- **A series of diary entries** (sessions 6, 9–10) from the perspective of Jane, Michael and other characters they meet along the way
- **Poetry** (session 16) – shape poems based on Mary Poppins
- **An extended narrative** (sessions 20–23) – 'the missing chapter' based on the film version
- **A persuasive letter** (sessions 28–30) from Jane and Michael Banks to Mary Poppins asking for her to return

### Related books for wider reading

- *The Collected Tales of Nurse Matilda* by Christianna Brand
- *Madame Doubtfire* by Anne Fine
- *Mary Poppins - The Complete Collection* by P. L. Travers
- *Apes to Zebras: An A-Z of Shape Poems* by Liz Brownlee et al.
- *Doodle Dandies: Poems That Take Shape* by J. Patrick Lewis

## Zoo by Anthony Browne

Recommended Year Group: **Year 3**  
Recommended Edition: **9780099219019**  
Suggested Term: **Spring**



### Unit overview

This six-week unit is primarily focused on Anthony Browne's picture book *Zoo* – an engaging satirical spotlight on the purpose of zoos and the relationship between animals and people. Are the family looking at the animals in the cages, or is it animals that are looking at them? The learning journey will develop pupils' understanding of the story – its characters, themes, language and illustrations. Pupils make connections between the characters and themes to create varied, meaningful writing outcomes for a range of audiences and purposes. Grammar and punctuation teaching points are embedded within the context of the story, with pupils taught to apply what they have learned in their own writing around such themes as family, imagination, freedom and the relationship between animals and people. The final week will take a broader look at Anthony Browne's work, comparing *Zoo* to two of his other books, *Gorilla* and *My Dad*, culminating in a final piece of writing where pupils apply all that they have learned to produce a piece of their own in the style of Anthony Browne. **All extracts, resources, session planning and teaching slides are included within this unit.**

### Key questions

- What does the image reveal?
- How do the images link?
- Does anything interesting catch your eye?
- How do the animals feel about their enclosures?
- What is suggested about the enjoyment of the day?
- How do the family feel about each other at different stages of the day?
- How do dreams make people feel?
- What do the colours reveal about the characters and story?
- What techniques does Anthony Browne use and what impact do these have?

### Writing outcomes

- **Short diary entries** from the perspective of both Mum and Dad regarding their recount of specific parts of their day
- **A letter of complaint** from Dad to the zoo to complain about his disastrous visit with his family
- **A fact file** based on one of the animals from *Zoo*
- **An extended narrative** – pupils will plan, draft and publish a story based on the orang-utan's dreams of a life of freedom
- **A piece based on the text *My Dad*** – pupils will select the father from either *Zoo* or *Gorilla* as the focus of a piece based on *My Dad*

### Themes and cross-curricular links

- **SMSC:** Positive relationships, friendships, family, changes, animals in captivity
- **Oracy:** Debate
- **Drama:** Hot seating/group performance

### Related books for wider reading

- *Gorilla* by Anthony Browne
- *My Dad* by Anthony Browne
- Other titles by Anthony Browne
- *Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry
- *Bee and Me* by Alison Jay
- *The Rainbow Bear* by Michael Morpurgo

### Assessment opportunities

- **Reading:** Throughout the sharing of text there are many opportunities to draw upon essential reading skills – understanding vocabulary, inference, prediction, explanation, retrieval and summary
- **Writing:** The extended narrative 'the orang-utan's dream', the letter of complaint to the zoo and the non-fiction fact file could all be assessed
- **Oracy:** Individuals or groups can peer assess each other's ideas and predictions shared as a class throughout the study of the book

### Curriculum coverage

#### Spoken language:

- ask relevant questions to extend their understanding and knowledge
- participate in discussions, presentations, performances, role play/improvisations and debates
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- listen and respond appropriately to adults and their peers
- articulate and justify answers, arguments and opinions
- consider and evaluate different viewpoints, attending to and building on the contributions of others

#### Reading:

- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarise these
- identify how language, structure and presentation contribute to meaning
- identify themes and conventions in a wide range of books

#### Grammar, punctuation and spelling:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'
- use adjectives, adverbs, prepositions (including phrases) and conjunctions

#### Writing:

- plan their writing by:
  - o discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - o compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- draft and write by:
  - o organise paragraphs around a theme
  - o create settings, characters and plot in narratives
  - o give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- evaluate and edit by:
  - o assess the effectiveness of their own and others' writing and suggest improvements
  - o proofread for spelling and punctuation errors
  - o propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

## 'The Selfish Giant' and 'The Happy Prince' by Oscar Wilde

Recommended Year Group: Year 3  
Recommended Edition: 9780340841716  
Suggested Term: Summer



### Unit overview

Whilst following this six-week unit, pupils will study the language, plot, structure and characters of the beloved stories 'The Selfish Giant' and 'The Happy Prince' by Oscar Wilde. They will make connections with themes, morals and philosophical questions on a personal level which will enrich their understanding of the story and help them to produce thoughtful, meaningful writing. With a clear focus on the effect on purpose and audience, the teaching of grammatical structures and vocabulary is embedded in the reading and writing and pupils will explore how these create effects in the story then apply them to their own writing. The unit culminates in a final piece of writing where pupils can use all of the knowledge and skills they have learned across the six weeks, to write a traditional tale of their own. **All extracts, resources, session plans and teaching slides are included in the unit.**

### Themes and

#### cross-curricular links

- **Science** – plants, trees, growth, life cycles, classification
- **Music** – *The Four Seasons* by Vivaldi/composers
- **Art and design** – garden designs/statues/sculptures
- **RE** – Christianity
- **SMSC** – feelings, selfishness, acts of kindness, forgiveness, sharing, judging, sadness/happiness
- **Drama** – role playing scenes, hot seating, freeze frames, reading aloud

### Essential teaching guidance

- The stories contain the themes of dying and death so be aware that some children may be sensitive to this.
- The stories contain religious themes.

### Curriculum coverage

#### Spoken language:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

#### Writing:

- Plan their writing by:
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- Draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraph around a theme
  - creating settings, characters and plot in narratives
- Evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - proof-reading for spelling and punctuation errors
  - reading their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

#### Grammar, punctuation and spelling:

- Spell words that are often misspelt
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use and punctuate direct speech
- Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading

#### Reading:

- Develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - discussing words and phrases that capture the reader's interest and imagination
- Understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context

### Key questions

- What does it mean to be selfish?
- What does it mean to be generous?
- Why do you think the Giant behaves the way he does?
- What motivates us to do good things?
- Why does the Giant finally allow the children into the garden?
- How do the characters change from the beginning of the story to the end of the story?
- What is the moral of the story?
- What are the similarities/differences between 'The Selfish Giant' and 'The Happy Prince'?
- What does it mean to be happy?
- What does it mean to be rich?
- Are the gaps between the rich and the poor just about money?
- What is more important, being kind or beautiful?

### Writing outcomes

- **A character description of the Giant** – to describe
- **A letter** – to persuade
- **The next part of the story in the style of the author** – to entertain/to predict
- **An alternative ending to 'The Selfish Giant'** – to entertain
- **An internal monologue in the role of the Swallow** – to empathise
- **Diary entries in the role of the Seamstress, Theatre Director and Match Girl** – to empathise
- **An alternative ending to 'The Happy Prince'** – to entertain
- **A short traditional tale** – to entertain/to teach a moral lesson

### Related books for wider reading

- *Fairy Tales* by Hans Christian Andersen
- *The Complete Grimm's Fairy Tales* by The Brothers Grimm
- *Aesop's Fables* by Aesop
- *Winter's Child* by Graham Baker Smith