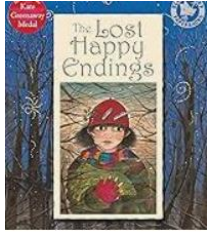



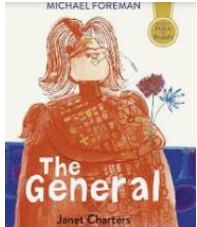


# KS2 Texts Overview

St Cuthbert's Catholic First School

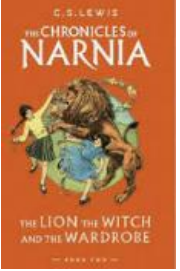
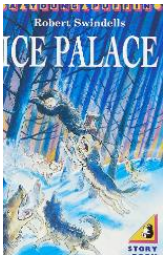

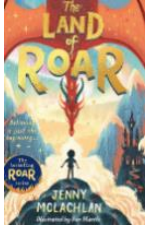


Lower Key Stage Two Literacy Core Texts (Year A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text (teaching)	<p>The Lost Happy Endings</p> 	<p>Wolves</p> 	<p>The Green ship</p> 	<p>Gorilla</p> 	<p>The Iron Man</p> 	<p>The General</p> 
Reasoning	<p>This story is a traditional folk lore tale to help children build upon their previous knowledge of traditional tales. This story allows for creative story writing.</p>	<p>This is a distinctively designed postmodern picture book which plays on the interaction of books with real life in various ways, including the use of envelopes, library tickets and labels. Links can be made with information books about wolves and with their portrayal in fairy tales.</p>	<p>The Green Ship is a thematically rich picture book which captures both adult and child perspectives on the same narrative. As would be expected from a book written by Quentin Blake, the illustrations are integral to the narrative and open up discussions around how text and illustrations can combine to tell a story, whilst also posing alternative viewpoints. There are also rich opportunities to explore how the use of colour can stimulate imagination and influence our emotional responses.</p>	<p>The book supports teaching about the interrelationship between illustrations and text. Settings and characters are well drawn and Gorilla offers teachers a strong example to explore character development, write in role and to explore themes in children's literature.</p>	<p>The book supports teachers to teach about plot, character development and emotional response to themes and events in narrative fiction. The narrative is carefully crafted and the characters and settings are well drawn, offering young readers a good model for their own narrative and non-fiction writing.</p>	<p>It prefigures the themes of a number of Foreman's later books about peace and respect for the environment. The story of a general who achieves fame in a way he would not have predicted, due to his own realisation of the importance and beauty of nature and how that changes what he does, is simply and engagingly told. This story links with our science and Geography topics about the environment.</p>
Outcomes	<ul style="list-style-type: none"> <li>To explore, interpret and respond to a picture book</li> <li>To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience</li> <li>To study the language and writing style of an author in order to broaden knowledge of vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>To draw inferences from the written and visual text to support understanding.</li> <li>To understand how illustration and text contribute to meaning.</li> <li>To write descriptive poetry.</li> <li>To write a non-chronological report.</li> <li>Non-fiction texts: fliers, business cards, menus, etc.</li> <li>Alternative ending</li> </ul>	<ul style="list-style-type: none"> <li>To explore how changes to settings effect characters' feelings</li> <li>To infer details about a character from illustrations, character descriptions and dialogue</li> <li>To investigate how illustrations, influence a reader's experience of a text</li> <li>To use a thesaurus to expand use of ambitious</li> </ul>	<ul style="list-style-type: none"> <li>To understand the themes of a text.</li> <li>To draw inferences from the written and visual text to support understanding of character.</li> <li>To understand how illustration and text contribute to meaning.</li> <li>To write in role in order to explore and develop understanding of character</li> </ul>	<p>Overall learning aims of this teaching sequence:</p> <ul style="list-style-type: none"> <li>To enjoy a story and discuss its meanings</li> <li>To explore narrative plot, settings, characters and draw inferences to aid understanding</li> <li>To broaden understanding of writers' use of language and build a varied vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>To inspire children to engage with literature;</li> <li>To explore global, historical, political, socio-economic and environmental issues through a narrative text;</li> <li>To develop creative</li> </ul>

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	<p>and inform understanding of how effective application can determine the quality of a text</p> <p>To develop creative responses to the text through drama, storytelling and artwork</p> <p>To write in role in order to explore and develop empathy for characters</p> <p>To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate</p>	<p>Poetry</p> <p>Non-chronological report</p>	<p>vocabulary</p> <p>To develop creative responses to a text through drama, play, storytelling and photography</p> <p>To innovate from a familiar text to plan and write own narratives</p> <p>To self and peer assess writing against success criteria and respond to suggested improvements</p>		<p>To write non-fiction texts based on fictional experiences</p> <p>To write newspaper reports based on the narrative</p>	<p>responses to the text through drama, artwork and cross-curricular approaches;</p> <p>To explore the story through critical thinking, role-play and storytelling;</p> <p>To write with confidence for real purposes and audiences</p>
<p><i>Other Texts</i></p>	<p>Classic Fairy Tales by Berlie Doherty</p> <ul style="list-style-type: none"> <li>♣ Grimm Tales: For Young and Old by Philip Pullman</li> <li>♣ The Singing Bones, Art Inspired by Grimms' Fairy Tales by Shaun Tan</li> <li>♣ Faery Tales by Carol Ann Duffy</li> <li>♣ The Story Collector: The Emperor's Nightingale and Other Feathery Tales by Jane Ray</li> </ul>	<p>Meerkat Mail Again;</p> <p>Little Mouse's Big Book of Fears;</p> <p>Little Mouse's Big Book of Beasts, Spells</p>	<p>Fantastic Mr Fox by Roald Dahl</p> <p>The Arrival by Shaun Tan</p> <p>Caroline by Neil Graham</p>	<p><i>Through the Magic Mirror</i></p> <p><i>A Walk in the Park</i> (Hamilton)</p> <p><i>Bear Hunt</i> (Hamilton, 1979)</p> <p><i>Look What I've Got!</i> (Julia MacRae Books, 1980)</p> <p><i>Bear Goes To Town</i> (Hamilton)</p> <p><i>Gorilla</i> (MacRae)</p> <p><i>Willy the Wimp</i></p> <p><i>Willy the Champ</i></p>	<p>Non-Fiction texts about space, light, machines etc</p>	<p><i>A City Through Time</i>, Steve Noon (Dorling Kindersley)</p> <p><i>A Little Guide to Wild Flowers</i>, Charlotte Voake</p> <p><i>A Street Through Time: A 12,000-Year Walk Through History</i>, Steve Noon</p> <p><i>Dreams of Freedom</i>, Amnesty International</p> <p><i>For Every Child</i>, Unicef</p> <p><i>O! Get off Our Train!</i> John Burningham (Red Fox)</p> <p><i>Six Men</i>, David McKee (</p>

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<p>Reading for Pleasure</p>	<p>The Chronicles of Narnia by CS Lewis</p>  <p><b>Reasoning-</b> A classic novel which explores equality. This story will expose children to a rich and varied vocabulary.</p>	<p>Ice Palace by Robert Swindells</p>  <p><b>Reasoning-</b> A creative story which explores resilience which is an important quality we try to install in our children.</p>	<p>Charlotte's Web by E.B White</p>  <p><b>Reasoning-</b> A classic novel which is classified as Archaic meaning the language used is more complex and we want our children to be exposed to a range of vocabulary.</p>	<p>The Land of Roar By Jenny Mclachlan</p>  <p><b>Reasoning-</b> A modern novel which tackles the issues of relationships and mental health including anxiety. This promotes children's awareness of mental health and how to get help which supports our children who suffer from anxiety.</p>	<p>War Horse by Michael Morpurgo</p>  <p><b>Reasoning-</b> This story conveys the appalling waste and destruction of war as well as love and empathy towards God's creatures. This story upholds our school's catholic ethos and views about peace.</p>	<p>The Boy who Grew Dragons by Andy Shepherd</p>  <p><b>Reasoning-</b> Provides a positive role model for showing how young people can apply curiosity and creativity to the process of growing and nurturing plants and see 'magic' in the course. Relates to our Science topic 'Plants'.</p>
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