

Stories on a theme



Unit texts:
Mrs Armitage on Wheels
Harvey Slumfenburger's Christmas Present

Themes:
Journey

Key concepts focus:
Comprehension-
Vocabulary - deconstruct the poet techniques
Effect on the audience - consider the personal response and the desired response from the reader. Consider how the poet has tried to achieve this
Intent: Students to create their own poems on a theme and consider the intent of what they are writing and their desired impact

1	2	3	4	5	6	7	8
Developing Fluency	Personal response	De/Constructing sentences	Comprehension	Intent	Effect on audience	Purpose / Features	Vocabulary

Why here, why now?

Previously:
Students have recently re-told and re-ordered the visual literacy clip that they have studied. In this unit students will continue to practise their skills of re-ordering and then use this as a prompt for re-telling. This process of verbal repetition will help students when it later comes to writing.

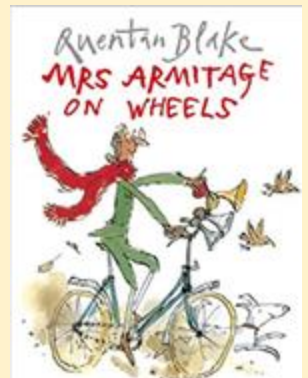
Students have previously re-told a story verbally or through simple captions. They will continue to practise and consolidate these skills while building vocabulary and the language of storytelling.

Leading to:

Contextual information

Key vocabulary:
Sails, anchor, bicycle, greasy, beautifully, faithful dog, tarpaulin, dump, journey, halt, jeep common, theme, repeated, similarity, differences

Reading focus
Focus lens': Feeling / action / inferring and deducing / stating predictions (Questions should be selected based upon appropriate level from the Hooked on books progression guide - [access here](#))



Stories on a theme

Year 7 vocabulary

Sentence types

Week 1:

1. Text study - Mrs Armitage on wheels. Use a story map to order the plot points of the story and order the objects that Mrs Armitage collates for her bike.
2. Complete a sensory story, acting out the journey of Mrs Armitage as she collects the objects.
3. Students to lead a re-run of the sensory story eg
4. To describe a character simply, including their character traits ie. Mrs Armitage is silly.
5. Hooked on books comprehension questions
 - Solving problems: I can find small and big problems in a story.
 - Themes: I can talk about the big idea in a story
 - Impact: I can talk about which part of the story has the biggest impact on me.
 - Stating predictions: I can predict what might happen from illustrations and text.

WT - may require answer options

Week 2:

1. To verbally re-tell the events of the story to an adult
2. To form basic sentences with verbal rehearsal using sentence frames, word ordering or phonics support where necessary.
 - WT - attempts at applying phonetical knowledge, writing on the line and mostly correctly formed letters
 - Oakwood 1 - verbal rehearsal, phonetically correct attempts, some attempts at punctuation
3. To re-tell a story in the form of caption for images using some basic punctuation.
4. Recall and consolidation of previous learning as directed by teacher assessment

Week 3

- Text study Harvey Slumfenburger's Christmas Present. Use a story map to order the plot points of the story and the modes of transport Father Christmas has to use in order to reach Harvey Slumfenburger.
2. Complete a sensory story, acting out the journey of Father Christmas as he travels to Harvey.
 3. Students to lead a re-run of the sensory story
 4. Hooked on books comprehension questions
 - Solving problems: I can find small and big problems in a story.
 - Themes: I can talk about the big idea in a story
 - Impact: I can talk about which part of the story has the biggest impact on me.
 - Stating predictions: I can predict what might happen from illustrations and text.
 - Character: I can think about good and bad things that happen to a character.
- WT - may require answer options
5. To find similarities and differences between the two central characters.

Week 4

1. To verbally re-tell the events of the story to an adult
2. Model letter writing - informal thank you letter to Father Christmas to thank him for delivering the present
3. Independent letter - through writing frames or verbal presentation.

Language

book, cover, title, character, setting, adjective, predict, onomatopoeia, plot, letter, opening,

Punctuation language

Capital letter, Full stop, Question mark

Vocab board focus words highlighted



Teaching words bold

Working towards

Discrete teaching: Add an adjective
Daily recall:
(Choose one per day)
Sentence sense
Add an adjective

Oakwood 1

Discrete teaching: All the Ws
Daily recall:
(Choose one per day)
All the Ws
List sentences
Add an adjective

Oakwood 2

Discrete teaching: Short
Daily recall:
(Choose one per day)
Short
All the Ws
List sentences
Add an adjective

Summative assessment grid - Stories on a theme

I can . . .

Order plot points by ordering the objects Mrs Armitage collects for her bike	Can act out Mrs Armitage's journey.	describe a character simply, including their character traits, such as stating that Mrs Armitage is silly.	can identify small and big problems in a story and discuss how they are resolved	make predictions about what might happen in a story based on illustrations and text
verbally retell the events of the story to an adult, demonstrating my understanding of the plot	form basic sentences using sentence frames, word ordering, or phonics support	attempt to apply my phonetic knowledge when writing, making mostly correct attempts at forming letters and writing on the line	identify and discuss the similarities and differences between the two central characters in the story	Make an attempt at writing a letter using a writing frame.

I know...

What the plot means.	A letter has a recipient
What an adjective is.	How to open a letter
A sentences needs to start with a capital letter and end with a piece of punctuation - at this stage a full stop.	How to sign off a letter

Formative assessment opportunities - Stories on a theme

Independent letter writing
 Add an adjective - understanding of adjectives and ability to pick an applicable adjective.
 Capital letters, finger spaces and full stops in writing.

Social	Moral	Spiritual	Cultural
<p>Students engage in group activities such as sensory storytelling and re-running the sensory story, promoting teamwork and collaboration. - Encourages discussions about characters' actions and feelings, fostering empathy and communication skills.</p>	<p>The stories emphasize moral values such as kindness, generosity, and helping others, providing opportunities for discussions on these virtues. - Writing a thank-you letter to Father Christmas reinforces gratitude and appreciation for acts of kindness.</p>	<p>Engaging in sensory storytelling allows students to connect with characters on a deeper level, exploring emotions and the human experience through literature.</p>	<p>Both stories introduce characters from diverse backgrounds, encouraging students to appreciate different cultures and perspectives. - The exploration of themes like gift-giving and community spirit highlights cultural traditions.</p>

British Values

Encourages individual liberty as students make choices during discussions and activities. - Promotes mutual respect through discussions and sharing of opinions. - Emphasizes the importance of community and collaboration in problem-solving.