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YEAR 4 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 <i>Arthur and the Golden Rope</i> by Joe Todd-Stanton	Autumn 2 <i>Pebble in my Pocket: A History of Our Earth</i> by Meredith Hooper and Chris Coady	Spring 1 <i>The Lion and the Unicorn and Other Hairy Tales</i> by Jane Ray	Spring 2 <i>Wild Robot</i> by Peter Brown	Summer 1 <i>Werewolf Club Rules</i> by Joseph Coelho	Summer 2 <i>Varjak Paw</i> by S.F. Said and Dave McKean
Literary Form	Graphic Novel	Non-Fiction	Collection of Traditional Tales	Illustrated Novel	Poetry Collection	Novel
Link to Main NC Area of Learning	History: Vikings and Norse Mythology	Science: Rocks and Soil	Geography: Contrasting localities and using maps and atlases	Science: Living things and their Habitats	PSHE: Personal Stories	History: Mesopotamia
PSED & Human Themes	Perseverance and bravery	Looking after our World	Honesty and personal values	Community and Citizenship	Relationships and identity	Belonging
Reading: Experience, Knowledge, Skills and Strategies	Reading illustration Lifting meaning through performance reading Predicting Developing inference Developing experience by making intertextual connections Looking at language	Reading illustration Scanning and close reading Predicting and summarising Broadening experience in a range of non-fiction voice	Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connections	Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections	Beating pulse and rhythm Performance Poetry Listening to poets Visualisation Looking at language Drawing on personal experiences and values Affective response Making personal connections	Visualising Scanning and close reading Predicting Developing inference Character comparison Looking at language Predicting and summarising Making intertextual connections
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial. 					
Language Competency: through reading, talk and writing	Narrative voice Fronted adverbials and conjunctions in co-ordinating clauses Debate, argument and persuasive language – modal verbs and subjunctives Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Command sentences Paragraphs for cohesion Book Talk	Non-fiction explanatory voice Formal tone and register Passive and active Consistent present tense Paragraphs to organise ideas Fronted adverbials and conjunctions in co-ordinating and relative clauses Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language – verb prefixes Precise vocabulary choice Choice of nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Morphology – plurals	Traditional tale voice consistent past tense, including progressive Descriptive language and precise vocabulary choice Debate, discussion and dilemma – subjunctive, modal verbs Fronted adverbials and conjunctions in co-ordinating and relative clauses Morphology – plurals Plural possession – apostrophes Book Talk	Narrative voice Consistent past tense; progressive and perfect Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive	Poetic language Language and word play: Homophones Visual patterns in rhyming words – onset and rime Onomatopoeia – consonant clusters Syllabification for spelling Narrative poetry Figurative language Using language for intent and effect on the reader Language for the printed page and that to be heard Book Talk	Narrative voice Consistent past and present tense; progressive, perfect perfect Descriptive language and precise vocabulary choice Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis, pronouns and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive
Extended Writing Outcome	Comic Book Narrative	Information booklet	Traditional tales	Story sequel	Poetry in a range of forms	Newspaper report