

English Fiction Unit Structure (KSI)

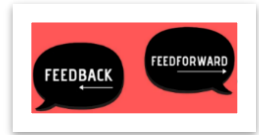
Daily Elements

Feedback and Feedforward

At the beginning of each lesson, there is a **feedback and feedforward** element to review prior learning within the unit, in readiness to build connections.

In line with our **Marking and Feedback Policy**, this element may also include:

- Work to praise and share to address misconceptions
- Excellent examples of presentation
- Targeted support

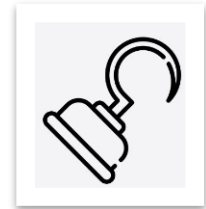


Half-Termly Unit Structure

Lesson 1 - Hook

The start of a new fiction unit is introduced with a 'hook', which captivates the children. It links directly to the wider curriculum and storytelling text and is designed to bring the story alive. Hooks can take many forms – film clips, visits out, visitors in or drama conventions. They are designed to build imagination and strengthen context.

Pictures are taken and stuck in English books as a visual reminder for the children.



Lesson 2 - Sharing of the text

The storytelling text is read to the class and the text type (plot) is shared through a story mountain. The story map is displayed on the English working wall to be referred to throughout the remainder of the unit.

A range of relevant drama activities, to inform future writing opportunities, are selected from the list below:

Freeze frames

Act out parts of the text

Thought shower

Hot seating

Miming

Interviewing the characters

Police statements

Phone calls

Role on the wall

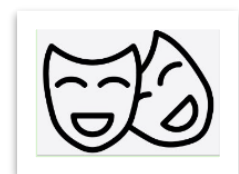
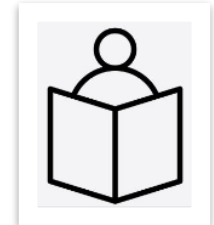
Act using puppets

Monologues

Conscience alley

Agony aunt

Other activities may also be seen.



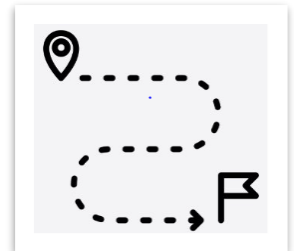
Lesson 3 - Vocabulary

The storytelling text is re-read and summarised and the text type (plot) is shared through a story mountain. Vocabulary, which may be unfamiliar, is unpicked and discussed with the children. Definitions may be given and dual coded with images and further explanations, so that children understand the language encountered throughout the text. Key vocabulary is added to the English working wall, using the green handwriting guides. A range of games and activities relating to vocabulary are played.



Lesson 4 – Text journey and story sequencing

The storytelling text is re read and summarised and the text type (plot) is shared through a story mountain. Feedback to feed forward, using vocabulary from lesson 3. The storytelling text is sequenced through various activities. For example: cutting up and ordering parts of the text, sorting and ordering text or images and using adverbs of time.



Lesson 5 – Comprehension

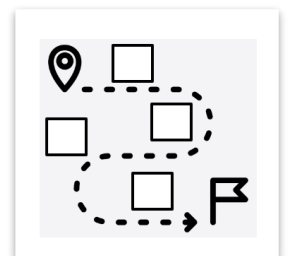
The storytelling text is re read and summarised and the text type (plot) is shared through a story mountain. Feedback to feed forward. Questions about the storytelling text are formulated using the key question words: Who, What, Why, Where, When and How. The teacher models the correct response and demonstrates how they would re-read the question, identifying the key parts, before scanning the model text to locate the answer. The teacher then models how to present the answer, depending on the question. This is in line with our approach to reading fluency.



Lessons 6 & 7, 8 & 9, 10 & 11 – Planning/Innovating

In the first lesson of each of the double sessions, the storytelling text is re read and summarised. An element of spelling, punctuation or grammar is identified in the first section of the model text (matching the plot on the story mountain), explained and unpicked with the correct definition and terminology shared (as found in the English National Curriculum). Time is spent with the teacher as the model thinker, orally generating examples of vocabulary that could be used in context with the curriculum topic. Everything generated should be able to be used in future innovated and invented writing. These examples can be supported with the colourful semantics visuals. Any work created is added to the English working wall, for use later in the second session of this part of the lesson sequence.

In the second lesson of each of the double sessions, time is spent with the teacher as the model writer, creating examples of the SPaG in context with the story. Teacher models building the sentence aloud (following the RVI 'hold a sentence' process). Teacher models transcribing the sentence on large white paper at the front of the class, talking aloud while doing so (elaborating on spelling decisions, punctuation needed and any vocabulary choices etc...) Teacher and children re-read the sentence together. Teacher models proofreading the sentence (see editing slides) and making any edits (tick or fix). Children say their sentences aloud. Children write their sentence (these examples can be supported with the

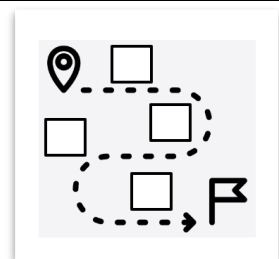


colourful semantics visuals). Children proofread and use red pen to edit. Repeat process until section one complete. Teacher ends with, "put your finger on, *for example*, a proper noun. Have you used a capital letter?" Time is given to edit or to share excellent examples.

All ideas generated are added to a blank story mountain planning plot for use later in the lesson sequence.

Lessons 12- 13 – Writing the complete Innovation

Teacher orally tells the story, to the class. Teacher models referring back to the now full story mountain to pull the ideas from. Time is then given to the children to independently write their own stories, sections at a time, until all sections are written.



Fluency/Key Skills (3 lessons at the end of sessions 2, 4 and following the Innovation)

The fluency activity supports the independent application of opportunities to develop proficiency in transcription (spelling and handwriting). Through research, we know that pupils will not pick up spelling through discovery. They need daily instruction and planned opportunities to practise what they have been taught, through dictation, grammar retrieval and handwriting exercises.

Pre-printed activities are stuck on the left-hand side of English books at the start of the lesson. 2 grammar questions (related to current teaching objectives or misconceptions identified during independent practise) are taken from Test Base for children to complete. There is a handwriting activity, firstly modelled by the teacher, for children to replicate in their books. This is followed by a dictated sentence, to include handwriting patterns studied, or common exception words, or learned spelling patterns and grammar. There is also a comprehension question, relating to the storytelling text, for the children to answer. These activities are live marked by the teacher within the lesson and follow a strict 'my turn-your turn' approach.

Key Skills

Grammar
(Which sentence must end with a question mark?) Tick one

Do you know how long it took for the trees to grow?

We have planted more bushes around the trees.

How beautiful the flowers will be.

I will ask my teacher if I can show you.

Handwriting

C C

O O

Dictation
Listen to your teacher and write down the sentence in your book. Make sure your sentence is punctuated correctly and in neatest handwriting.