



Text: The Lion, the Witch and the Wardrobe by C.S Lewis

Outcomes: Poem, eyewitness report, an imaginary conversation, writing in role

Main Outcome: Own version narrative (set in another world)

Overview and Outcomes: This is a sequence for The Lion, The Witch and The Wardrobe by CS Lewis in which children explore the idea that a character can change over time. Children will develop the skills of prediction including evidencing from the text. They will write a poem about a sweet that bewitches a main character, an imaginary conversation between 2 characters and write in role. The planning sequence includes exemplified grammar and spelling activities throughout. Drama techniques such as hot-seating and thought-tapping are used to support understanding and to develop writing. Please note that although this text can be read as an allegory for Christianity and the belief that Christ saves the world from sin and darkness, this has not been referenced in the sequence. Children may need an explanation for 'Daughter of Eve' and 'Son of Adam'. Additionally, as the text was written in 1950, there are some words that are not regularly used today and these may need defining along the way.

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

- Apply knowledge of root words, prefixes and suffixes
- Read aloud and understand meaning of new words they meet
- To begin to read, understand and learn the words from the Year 5/6 word list aggressive, bargain, conscience, hindrance, temperature

Writing Transcription (Spelling and Handwriting)

- Children who continue to need support in the use of phonics and whole-word recognition should have access to this support and be encouraged to use the strategies independently.
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed, both to read aloud and to understand the meaning of new words that they meet

Reading Comprehension

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Identifying themes and conventions in a wide range of books
- Discuss words and phrases that capture the reader's interest and imagination
- Identify and summarise main ideas drawn from more than one paragraph
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identifying main ideas drawn from more than one paragraph and summarising these
- Justifying answers with evidence from several points in the text using correct technical language e.g. metaphor and simile

Vocabulary, Grammar & Punctuation

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] –
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use inverted commas to punctuate direct speech - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Writing (Composition)

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
- In narratives, creating settings, characters and plot - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (Y5/6)
- Assessing the effectiveness of their own and others' writing and suggest improvements
- In narratives, creating settings, characters and plot
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof read for spelling and punctuation
- Read aloud their own writing to a group or whole class