KS2 Literacy Plan – Year 3/4/5/6

Year 4 Narrative – Unit 2	Genre – Stories set in imaginary worlds	Week 1
Phase 1 – 5 days		Week commencing:

Text:	Learning outcome:	Building assessment into teaching:
See Resources	**Phase 1** ▪ Children can express opinions about an author's intended impact on a reader.	**Phase 1** Express personal opinions about an author's intended impact on a reader during whole-class discussion and guided reading (teacher observation, self-assessment).

Learning Intention	Success Criteria	Main Teaching	Independent Work	Plenary
Identify features of imaginary settings.	I can identify features of fantasy setting: Magical creatures Incredible settings "Doors" from real word to imaginary world Characters acquire new skills or powers in fantasy world Main character helps inhabitants to solve a problem Characters triumph over evil Real world and fantasy world co exist Passage of time may differ in the two locations Characters often changed for the better.	I can identify features of fantasy setting: Magical creatures Incredible settings "Doors" from real word to imaginary world Characters acquire new skills or powers in fantasy world Main character helps inhabitants to solve a problem Characters triumph over evil Real world and fantasy world co exist Passage of time may differ in the two locations Characters often changed for the better.	Each group reads an extract from a different fantasy text. In pairs children identify and highlight features that indicate a fantasy setting. Group 1- "Northern Lights" by Philip Pullman (Teacher support) (Give children a list of features to identify). Group 2-"The Lord of the Rings" by J R R Tolkien Group 3-"The Hobbit" by J R R Tolkien. Find extra features to add to the list.	Group leader from each group shares findings. Begin to compile a class list of key features showing a fantasy setting.