

**Produced by
Hertfordshire Traveller Education Project**

Introduction

These plans were produced by Hertfordshire Traveller Education Project to introduce schools to texts that have a positive reference to Travellers. Travellers include Gypsies, Irish Travellers, Fairground and Circus people. It offers suggestions as to how these texts can be used in the Literacy Hour.

Schools will be aware of the requirement upon them to teach within an overall inclusive ethos. Gypsies are our oldest ethnic minority group and as such, schools will want to include them within the curriculum, whether or not they are on the school roll. With this in mind, this package offers an easy first step into the inclusion of Travellers and Traveller culture.

Resources

We would recommend that you buy a selection of the following books for inclusion in your school library. However if you would like to borrow on a short term inspection basis these books are available from

Hertfordshire Traveller Education Project,
Hollybush Centre,
Fordwich Rise,
Hertford.
SG14 2DF
Tel. 01992 553703
FAX 01992 550144
chris.tyler@hertsc.gov.uk

Additional resources to use with each book plan are listed below the book plan and can also be borrowed from the above address.

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Year	Resource
Reception	'Where's My Teddy'
Reception	Ruby's Rabbits
Y1. Term 1	Shaun's Wellies
Y1. Term 1	Monday Morning
Y1 Term 2	Monday Morning
Y1 Term 2	Jimmy's Idea
Y1 Term 3	Monday Morning
Y1 Term 3	Toby's New Shoes
Y2. Term 2	Monday Morning
Y2. Term 2	Jimmy's Idea
Y2. Term 2	Melissa to the Rescue
Y2 Term 3	Toby's New Shoes
Y3. Term 1	My Wonderful Place
Y3. Term 1	Fairground Poems
Y4 Term 1	Christy's Dream
Y4 Term 2	Zippo's Book of the Circus
Y4. Term 2	Going to the Fair The Fun of the Fair
Y4. Term 3	The Travelling People
Y4. Term 3	Horse for Joe
Y4 Term 3	Granny's Land
Y5 Term 3	Christy's Dream
Y5 Term 3	Traveller's Child
Y6 Term 1	Quick Thinking
Y6 Term 1	The Travelling People
Y6 Term 1	Gypsy Camera
Y6 Term 2	Gypsy Camera
Y6 Term 2	Romanichal Gypsies

‘Where’s My Teddy’

Story about a lost Teddy

Reception

Strand	Objective	Activity
Communication	Extend vocabulary exploring the meanings and sounds of new words.	Sequence story using questions and prepositions. Make up story.
	Sustain attentive listening. Make up own stories. Listen with enjoyment.	Make up stories using same structure. Use props and story box whilst retelling stories.
Reading	Retell narratives. Retell a range of familiar words. Understand elements of stories.	Look at other teddy stories and children losing things. e.g. <i>Dogger</i> story box.
Writing	Writing for different purposes. Simple sentences – punctuation.	Make a poster. Match names. Write simple questions using question marks.

Small Book: £5.35

Ruby's Rabbits

Simple text with flaps in question and answer form

Reception

Strand	Objective	Activity
Communication	Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.	Use props (story box) and puppets to encourage thinking how people feel and think.
	Extend vocabulary, exploring the meaning and sounds of words	Look at questions and answers and make up another story.
Reading	Read a range of familiar words. Understand elements of story – main character, sequence of events.	Read the book together pausing for encouragement to 'read' the next word. Look at other stories about rabbits e.g. Peter Rabbit..
Writing	Writing for different purposes as a means of communication. Punctuation	Make a card for Mum and the baby. Make a list of how to look after rabbit.

Shaun's Wellies

A seek and find book with lift up flaps.

Year 1 Term 1

Shared and guided reading

Stories with familiar settings.

Stories with predictable and repetitive patterns.

Strand		Objective	Activity
Word recognition	9.	To read common high frequency words.	Shaun's Word Lotto Word Wellies
Sentence Level Work	2.	To use awareness of the grammar of a sentence to decipher new or unfamiliar words.	To read 'Shaun's Wellies.
Text Level work	5.	To describe story settings and incidents and relate them to own experience and that of others.	Who am I? Dress Shaun
Reading Comprehension	7.	To re-enact story in a variety of ways e.g. through role play.	Toy trailer. Finger puppets
Writing Composition	10.	To use patterned stories for models of their own writing.	To write patterned stories. a) using framework for Shaun's Wellies b) using their own framework
	11.	To make simple picture storybooks with sentences, modelling them on basic text conventions e.g. cover, author's name, title, layout.	Use Large Welly notebook to draw pictures and draw captions about Shaun's Wellies.

Resources available from Herts. T.E.P. to support this text

Big book

Small book: £6.95

Book Story Sack

Box: story tape

 painted background for story

 Shaun's game (addition and matching within 10)

 footsteps to 10

sets and sizes with 'wellies'

Hertfordshire Traveller Education Project
Tel. 01992 553703

Monday Morning

This non-chronological report depicts the first day at school for three children from very different lifestyles.

Year 1 Term 1

Shared and guided reading

Story with a familiar setting

Story with a repetitive pattern

Strand		Objective	Activity
Text Level Work	7.	To describe story settings and incidents and relate them to own experience and that of others.	<i><u>Independent Group Task</u></i> Re-enact story using puppets in the pack.
Writing Composition	11.	<i>Guided writing task</i> To make simple picture storybooks with sentences, modelling them on basic text conventions, e.g. cover, author's name, title, layout. .	Teacher introduction using <i>Monday Morning</i> to talk about the basic text conventions with the group. Using the book frame, pupils produce their own book. The task is differentiated by outcome.

Resources available from Herts. T.E.P. to support this text

Big book: £16

Small book: £8

Monday Morning pack including photocopiable resources.

Monday Morning Story Sack

Monday Morning

This non-chronological report depicts the first day at school for three children with very different lifestyles.

Year 1 Term 2

Story with a familiar setting.

Shared reading

Strand	Objective	Activity
Text Level Work	15. To build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text..	<p><u><i>Independent Group Task</i></u> Building simple profiles of characters. (4 differentiated tasks.)</p> <ol style="list-style-type: none"> 1. Using sheet with blank box, either profile yourself or choose a fictional character and build a profile of that character. 2. Using Mako's sheet complete the sentences using words from text. 3. Using Amy's sheet complete sentences from multiple choice words. 4. Using Jamie's sheet illustrate each speech bubble.
Writing Composition	22. To write labels for drawings and diagrams, e.g. growing beans, parts of the body.	<p><u><i>Independent Group Work</i></u> Labelling and drawing breakfast food on plates.</p> <ol style="list-style-type: none"> 1. Draw favourite food on plate/dish and label. Complete sentence on sheet. 2. Draw favourite food on plate/dish and match to written labels Complete sentences on sheet. 3. Draw favourite food on plate/dish and match to written labels.

Resources available from Herts. T.E.P. to support this text

Big book: £16 Small book: £8

Monday Morning pack including photocopiable resources.

Monday Morning Story Sack

Thames Valley T.E.S.

Tel. 01189 774910

ISBN 0-954-1903-0-0

Jimmy's Idea

A charming story about a Traveller boy and his sisters using 90 high/medium frequency words from list s 1 and 2

Year 1 Term 2

Narrative

Shared reading

Story from another culture

Strand		Objective	Activity
Sentence Level Work	4.	Recognise capital letters and full stops when reading and understand how they affect the way a passage is read.	1 st , 7 th and 10 th text page, identify and count capital letters and full stops. Teacher retype text using lower case letters pupils then add capital letters and full stops in correct place.
	6.	Use the term sentence appropriately to identify sentences in writing, i.e. Those demarcated with a capital letter and a full stop.	Use text to count sentences.
Text Level Work	4.	To retell stories giving the main points in sequence and to notice difference between the written and spoken forms in re-telling.	In small group, in turns to continue to retell correct sequence of story.
	7.	To discuss reasons for, or causes of incidents in stories.	Oral questions from teacher, e.g. <i>'Why did Jimmy and Dad leave the site every day?'</i>
	13.	To substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words or adding lines.	Find words to substitute or find one word that is equivalent in meaning to several others. e.g. <i>scared/frightened, not as old as/younger</i>
	15.	To build simple profiles of characters from stories read, describing characteristics, appearance, behaviour with pictures, single words, captions, words and sentences from text.	Card photocopy cut out of Jimmy. Pupils to colour in clothes, characteristics written on white board/cards. Words typed on computer. Jimmy + cards laminated + velcroed for display

A4 Book: £5

Hertfordshire Traveller Education Project
Tel.01992 553703

Monday Morning

This non-chronological report depicts the first day at school for three children with very different lifestyles.

Year 1 Term 3

Story with a familiar setting.

Story from another culture.

Shared and guided reading

Strand		Objective	Activity
Text Level Work	18.	To read recounts and begin to recognize generic structure, e.g. ordered sequence of events, use of words like first, next, after, when..	<p><u>Independent Group Task</u> Sequencing events.(Three differentiated tasks.) Using the text describe the first three actions in Amy's morning and illustrate.</p> <p>Cut and paste in the correct order the first three actions and pictures in Amy's morning.</p> <p>Cut and paste the ordered sentences to match the pictures.</p>
Writing Composition	20.	To write simple recounts linked to topics of interest/study to personal experience, using the language of texts read as models for own writing. Make group class books 'Our Day at School', 'Our Trip to....'	<p>Teacher introduction on similarities and differences between characters in the book e.g. 'Where do they live?' 'Who do they live with?' Different appearances – leading to a discussion on pupil's own lifestyles.</p> <p><u>Guided Group Writing Task</u> To complete the zig-zag story book sharing pupils' morning in words and /or pictures as appropriate.</p>

Resources available from Herts. T.E.P. to support this text

Big book: £16 Small book: £8

Monday Morning pack including photocopiable resources.

Monday Morning Story Sack

Toby's New Shoes

Joe the farrier puts some new shoes on Toby, the horse.

Year 1 Term 3 Report Information text

Strand		Objective	Activity
Text Level Work	18.	To read recounts and begin to recognize generic structure using words like first.	<u><i>Class Discussion</i></u> Read and discuss text, identify where it says <i>'first'</i> (p3). Identify tasks and how they need to be done in a specific order. What would happen if the order was changed. e.g. putting on shoe before old one was removed. Differentiated tasks: a) In pairs, to remember tasks and write them down on strips of paper and then sequence the strips of paper into order. b) Sequence already written task strips.
Sentence Level Work	6.	Through reading to reinforce knowledge of term 'sentence'.(from previous term)	a) Text to be read aloud by proficient reader. Class to clap for full stop and say 'capital letter' when required at beginning of new sentence. b) Worksheet (enclosed) to rewrite sentences putting in full stops and capital letters.
Word Level Work	1.	To identify long phoneme sounds 'ee' 'oo' 'ai'	Ask children to identify words with <i>ee. needs, feet, see</i> <i>oo. hoof, smooth</i> <i>ai. nail</i>

Small book: £2

Monday Morning

This non-chronological report depicts the first day at school for three children with very different lifestyles.

Year 2 Term 2

Non-chronological report

Story from another culture

Story with a predictable and patterned language

Strand		Objective	Activity
Word Level Work	4.	To split familiar oral and written compound words into their component parts.	In pairs, find compound words in the text then split them into their component parts. Use worksheet.
	5.	To discriminate syllables in multi-syllabic words using words from their reading.	Oral discrimination as part of whole class work.
Sentence Level work	7.	To investigate and recognise a range of other ways of presenting texts e.g. speech bubbles.	Draw a picture of each of characters in the book - Amy, Jamie and Mako. Make a speech bubble for each character and write in it what that character could be saying.
	6.	To identify and describe characters, expressing own views and using words and phrases from the text.	Teacher identifies and describes one character from the book either orally or in writing – children have to guess who it is. Children then have to describe one character in writing by what they do on their first day at school.
Writing Composition	14	To write character profiles	To write a simple description of one of the characters in 'Monday Morning' including their family, pets and homes.

Resources available from Herts. T.E.P. to support this text

Big book: £16

Small book: £8

Monday Morning pack including photocopiable resources.

Monday Morning Story Sack

Year 2 Term 2

Monday Morning

Can you find the 8 words in Monday Morning that can be split into 2 words. Write them in the table. The first one has been done for you

Compound Word	Component words	
tiptoes	tip	toes

Thames Valley Consortium Traveller Education Service,
Tel.01189 774 910

ISBN 0-954-1903-0-0

Jimmy's Idea

A charming story about a Traveller family

Year 2 Term 2

Narrative

Story from another culture

Strand		Objective	Activity
Text Level	14.	To write character profiles.	Draw picture of Mary or Jimmy in defined area on paper. Describe physical characteristics of chosen character and use text to write whether they are happy, sad, helpful, thoughtful, friendly etc.
	4.	To predict story endings.	Write about what mary is going to make.
	16.	Use dictionaries to find words using initial letter.	Find names of different trees. Put in alphabetical order.
	20.	Make glossary of words.	Find out information about the 5 types of tree and draw picture.
Sentence Level	6/7	To identify speech marks. To use speech bubbles.	Choose pages with several sets of speech marks and discuss. Draw characters speaking using speech bubbles.

A4 Book: £5

Melissa to the Rescue

A charming story with moving parts in both small and big book versions.

Year 2 Term 2

Narrative

Shared reading

Story from another culture.

Story with patterned language.

Strand		Objective	Activity
Word Level	4.	To split familiar written compound words into their component parts.	Find component parts of <i>Melissa, winter, because, wheelbarrow.</i>
	7.	To read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups.	Guided reading.
Reading Comprehension	4.	To predict story endings/ incidents.	On reading Big Book with the teacher to predict story endings/ incidents.
	7.	To prepare and retell stories through role play using narrative and dialogue from text.	Role play in groups.
Writing Composition	13	To use story setting from reading. e.g. re-describe, use in own writing, write a different story in own setting.	Make a story plan then write a different story using the same setting.

1 Big Book + 6 Small Books: £57

Toby's New Shoes

Joe the farrier puts some new shoes on Toby the horse.

Year 2 Term 3

Small book £2

Report
Information Text.

Strand		Objective	Activity
Text Level Work	13.	To understand the difference between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately.	<u>Class Discussion</u> Discuss the difference between fact, fiction and non-fiction and recall previous books read as examples. Look at front cover. Establish that the horse is getting new shoes. Is this normal for tame horses? If so the book is likely to be based on fact. Read book and decide if prediction was correct.
	14.	To pose questions and record these in writing prior to reading.	Having established theme of book, with partners, write down these questions on separate pieces of paper. Share questions before reading text.
Sentence Level Work	2.	The need for grammatical agreement, matching nouns/pronouns; using simple gender forms correctly.	a) Cover last letters of verbs in the book. Predict which verbs will end in 's' form of verb. b) Cover 'his' words. Children to predict whether the word is 'his' or 'her'. Discuss why they are all 'his'.
	6.	To turn statements into questions, learning a range of 'wh' words typically used to open questions: <i>what, where, when, who</i> and to add question marks.	Look at previously written questions and identify those starting with 'wh' words and discuss the difference between <i>what, where, when, who</i> . Teacher to model turning statement into question. e.g. ' <i>Toby needs new shoes</i> ' to ' <i>Who needs new shoes</i> '. Children to complete enclosed worksheet.

My Wonderful Place

Child centred description of Appleby Horse Fair

Year 3 Term 1

Reports

Fact and Fiction

Poetry

Strand		Objective	Activity
Text Level Reading Comprehension	1.	To compare a range of story settings and to select words and phrases that describe scenes.	A variety of story settings to be read to class. Each group takes one book and lists words and phrases that evoke that setting.
	8.	To express their views about a story or poem, identifying specific words and phrases to support their viewpoint.	Follow up activity to 1. Working individually using words and phrases to describe their feelings about story.
Writing Composition	11.	To develop the use of settings in own stories by writing short descriptions of known places.	To read the story first to encourage ideas. Discussion to encourage children to recall their own 'special place' or 'wonderful place' or 'frightening place'.
Sentence Level Work	4.	To use verb tenses with increasing accuracy in speaking and writing. e.g. <i>go, went</i> etc.. Use past tense consistently for narration.	Share the text out between groups. Get each group to rewrite their part in the past tense. Read the whole story out at the end.
Non-fiction Writing Composition.	23.	To write simple non-chronological reports from known information eg. from own experience or from texts read, using notes made to organise and present ideas. Write for a known audience eg. other pupils in class.	Using a selection of appropriate books including 'My Wonderful Place' children make notes of parts that interest them and draft into a report to be presented to class.

A5 book: £2

Fairground Poems

Davy's First Switchback by Raymond Wilson

Fun fair by Philip F. Williams

Merry-go-round by Clive Sansom

Abusement Park by Kenn Nesbit

Year 3 Term 1

Poems based on observation and the senses.

Oral and performance poetry from a different culture.

Strand		Objective	Activity
Text Level	6.	To read aloud and recite poems comparing different views of the same subject; to discuss choice of words and phrases that describe and create impact, e.g. adjectives, powerful and expressive verbs e.g. <i>stare</i> instead of <i>look</i> .	Teacher to read poems to class. Each <u>group</u> to re-read one of the poems, discuss it and select words and phrases that describe and create impact.
	7.	To distinguish between rhyming and non—rhyming poetry and comment on the impact of the layout.	Class discussion.
	8.	To express their views about a poem, identifying specific words and phrases to support their viewpoint.	Each child to select their favourite of these poems. Then write a paragraph on their reasons for selecting it.
Writing Composition	13.	To collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons.	Brainstorm nouns, verbs, adjectives and adverbs as a class. Each child to write their own Fairground poem.
	14.	To invent calligrams and a range of shape poems, selecting appropriate words and careful presentation. Build up class collections.	On computer, in pairs, children to invent shape fairground poem using different sizes of letter, fonts and colours to produce poem.

See following pages for the above poems

Davy's First Switchback

He clung
to the metal bar, clench-
ing it
TIGHT
as it swung
and wrench-
ed him
left, right
backforwards
sideways and Oh
up up up UP
(will it never touch the top?)
to a sick-
en-
ing
PLUNGE
and an end-
less
drop
drop
dropping
down
a dark pit-
shaft
that's
Davy's
stomach.
Then a sudden
lunge
and everything slows, steadies, slides
and glides
to a
STOP

Raymond Wilson

Fun Fair

Riding high then riding low,
On our merry way we go,
Music blaring - lights ablaze,
Happy, happy, fun filled days.
Candy floss and lemonade,
Phew! Let's find a little shade.
Hoopla - darts to test your eye,
Shall we have another try?
Pocket money almost spent,
Goodness knows just where it went;
Having too much fun to care, How we love it at the fair!

Philip F. Williams

Merry-go-round

Red Horse|...green|...the Cambridge horse
Blue as the summer sky...
People call, organs bawl,
The cavalry thunders by.

White horse|...grey...the chestnut horse...
Fierce as the wind and fast,
With flowing manes and plunging hooves
The steeds go charging past.

Red Horse|...green|...the Cambridge horse
Blue as the summer sky...
The coloured music churns the air,
The circling horses fly.

All day long on the crowded Heath
They run their endless race;
The sun goes down, the flares come out,
But still the hunters chase.

Red Horse|...green|...the Cambridge horse
Blue as the summer sky...
Into the night, the ball of white,
The moon goes whirling by.

Slower the riders rise and fall,
Slower their friends pursue -
White...grey...chestnut...black...
Red...green...blue...

Clive Samson

Abusement Park

We went to an amusement park
My family and I.
We rode on rides so scary,
I expected I would die.

We rode a roller coaster
Called the Homicidal Comet.
It had so many loop-de-loops
It nearly made me vomit.

We rode The Crazy Tornado
And it jerked us hard and quick.
If it were any longer,
We would certainly be sick.

We rode The Psycho Orchestra,
Which packed a nasty punch.
I think we're pretty lucky
That we didn't lose our lunch.

And last we rode repeatedly
The Flailing Tilt-a-Whirl.
It shook us all so sharply,
I'm surprised we didn't hurl.

I haven't felt that nauseous
Since I can't remember when.
I'm really looking forward
To the day we go again.

Ken Nesbitt

A Horse For Joe

A simple story with dual text. Delightful sketches and photographs featuring Traveller culture.

Year 3 Term 1

Narrative: fact and fiction: report

Stories with familiar settings

Strand		Objective	Activity
Reading Comprehension	1.	To compare a range of story settings, and to select words and phrases that describe scenes.	In pairs, discuss then select words and phrases that describe a) living on a site b) a horse fair.
	2.	Awareness of how dialogue is presented in stories, e.g. through statements, questions, exclamations and how paraphrasing is used to organise dialogue.	Using overhead projector in class lesson select and identify dialogue on p26.
	8.	To express views on a story or a poem, identifying specific words and phrases to support viewpoint.	a. Use first paragraph to identify key words regarding Joe's feelings. b. To express in writing preferences and reasons for wanting a horse or a bike.
Writing Composition	9.	To generate ideas relevant to a topic by brainstorming, word association, etc.	Use topic of 'Horses'
	11.	To develop the use of settings in own stories by writing short descriptions of known places.	Write a short description of place visited.
	18.	To notice differences in the style and structure of fiction and non-fiction writing.	To identify fact from fiction on pages 14 and 15.
Sentence Level Work	2.	To take account of the grammar and punctuation. eg. sentences, speech marks, exclamation marks and commas to mark pauses when reading aloud.	To be aware of commas making pauses pages 12-13, pages 22-23.
Sentence Construction and Punctuation	3.	To experiment with changing simple verbs in sentences and discussing them.	Page 4. Change the wording of the paragraph from disappointment to happiness.

A4 Book £5

Set of black and white photographs of horse fair available from Hertfordshire Traveller Education Project Tel.01992 553703

Caroline Binch
Picture Mammoth
ISBN 074974092 2

Christy's Dream

Beautifully illustrated story of a Dublin boy's quest for a horse of his own.

Year 4 Term 1

Narrative

Character Setting

Critical Literacy

Strand		Objective	Activity
Text Level Work	18.	To select and examine opening sentences that set scenes, capture interest, etc.	To pick out key sentences/ phrases which convey information, mood, feelings and attitudes. Contrast Christy's feelings with those of his parents.
	19.	To understand and use the terms 'fact and opinion'; and to begin to distinguish the two in reading and other media.	Compare the four main characters and make a list of facts and opinions that they offer.

A4 book : £9.99

Going to the Fair by Gill Tanner £7

A & C Black (Publishers) Ltd. ISBN 0 7136 3635 1

Beautiful photographs and pictures depicting historical and modern fairground sciences with text

The Fun of the Fair by Terry Deary

Ginn ISBN 0 602 26574 6

History of the Fair with jolly illustrations and clear chapter headings

Year 4 Term 2

Non-chronological report

Information books on same or similar themes.

Shared reading

Strand		Objective	Activity
Reading Comprehension	15.	To appraise non-fiction books for their contents and usefulness by scanning, e.g. headings, contents list.	Compare contents pages of these books.
Writing Composition.	21.	To make short notes e.g. by abbreviating ideas, selecting key words, listing or diagrammatic form.	In pairs make short notes on one of the following topics. <i>Roman Fairs, Holy Day Fairs, Fairs in the Middle Ages, Frost Fairs, Victorian Fairs.</i>
	22.	To fill out brief notes into connected prose.	In groups make up radio jingles to advertise Fairground in 21 st century then tape record jingles.
	23.	To collect information from a variety of sources and present it in one simple format.	Design a poster for the Fairground in Victorian times using crayons/paints <u>or</u> Fairground in 21 st Century using computer.
	25.	To write explanations of a process, using conventions identified through reading.	Going to the Fair. 'Pull on' and 'build up' pages 10-11. 'Thrills and Frights' p 20-21. 'Fast Food' p24-25. 'Pull down and pull off' pages 28 and 29.

Zippos Book of the Circus

Information book on the Circus

Year 4 Term 2

Non-fiction

Group work on information books on same or similar themes.

Strand		Objective	Activity
Text Level Work	15	To appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list.	Use contents page to find out about <i>Circus Families</i> , <i>Zippo's Circus Layout</i> , <i>The Circus Show</i> etc.
	16.	To prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.	As a whole class or in groups, review what is already known about the circus and discuss where one might find more information.
	17.	To scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text.	To write summary of the text of the <i>Circus Show</i> , <i>On the Road</i> or <i>The Build Up</i> .
Writing Composition	11.	To write character sketches, focussing on small details to evoke sympathy or dislike.	Write a character sketch on Zippo.
	13.	To write own example of descriptive, expressive language based on those read.	As above, but orally in a group. Give presentation using illustrations to the rest of the class.
	23.	To collect information from a variety of resources and present in simple format.	To make a poster A3- to advertise the circus.
Reading Comprehension	20.	To identify from the examples the key features of the explanatory text, introduction, followed by sequential explanation, organised into paragraphs.	Write a report for a local newspaper/magazine about a visit to a circus performance.
	20	To give a presentation. Use of diagrams and other illustrations.	As above – but orally in a group give presentations using illustrations to rest of the class.

A5 Book £5

Granny's Land

Short narrative about Traveller children which shows the benefits of attending school

Year 4 Term 3

Story that raises issues.

Guided reading

Story from another culture.

Guided reading

Strand		Objective	Activity
<u>Text Level work</u> Reading Comprehension	1.	To identify social, moral and cultural issues in stories eg. dilemma faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in the text.	Ownership. Group work based on worksheet 'What do I own?' See attached.) Leads to whole class group discussion.
	2.	To read stories from other cultures by focussing on, e.g. differences in place, time, customs, relationships.	Mobility. Whole class discussion on staying in one place just for a short time. (refer to pages 1 and 2). When do you stay in a place for a short time? (E.g. holiday). What are the good/bad things about it? Identify other cultures who move (refer to the TEP for other support materials relating) and therefore have short stays.
	8.	To write critically about an issue or dilemma raised in a story, explaining the problem, alternative courses of action and evaluating the writer's solution.	In group, list issues raised in 'Granny's Land' then explain problem and think of alternative solutions.
Writing Composition	11.	To explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character.	Plan, then write a story about a dilemma and the issues it raises for the characters in the story using the 'Dilemmas' fairy story worksheets.

Granny's Land(continued)

Year 4 Term 3

Writing Composition (cont.)	12.	To write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story.	Plan then write an alternative ending for 'Granny's Land'.
	13.	To write own longer stories in chapters from story plans.	To write a diary of events. To sequence pictures and their sentences.
	23	To present a point of view in writing. e.g. in the form of a letter, a report or a script.	Non fiction work. Take a press article which is complaining about Travellers staying for a short time on a site (examples available from the TEP). Read and discuss the point of view being presented. Write a letter of reply as if you were one of the Travellers. Why are you there? What do you want people to think of you? Explain about where you are going to school etc.
		Further extension work ideas	Codes. Devise your own codes (refer to page 4). Useful support text: 'Codes for kids.' Maps. Draw your own map of the area around where you live (refer to page 4)

Workpack
A5 book: £2

Caroline Binch
Picture Mammoth
ISBN 0749740922

Christy's Dream

Beautifully illustrated story of a Dublin boy's quest for a horse of his own.

Year 4 Term 3

Narrative

Persuasion

Strand		Objective	Activity
Text Level	18.	To present a point of view in writing eg. in the form of a letter.	To write a letter from Christy to his mum persuading her to let him keep the horse.
Sentence Level	4.	To use connectives to structure the argument	
Text Level	25.	To design a poster to sell horses.	To design a persuasive poster for horse dealers.

A4 book : £9.99

Traveller's Child

For seven voices

This poem gives six different versions of the same person, a school girl called Annabel

Y5 Term 3

Narrative - empathy point of view

Choral or performance poetry

Poems from another culture

Strand		Objective	Activity
Reading Comprehension	1.	To investigate texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs. To identify these features by reference to the text. To consider and evaluate these features in relation to their own experience.	To use reference books and internet to find out more about Traveller culture.
	2.	To identify the point of view from which the story is told and how this affects the readers' response.	To read the narrative from each of the 7 writers points of view - identifying the reasons for the emotions each writer feels.
	3.	To change point of view.	To describe the situation from the point of view of another character or perspective.
	7.	To write from another character's point of view e.g. re-telling an incident in letter form.	To write a letter describing the Traveller girl from another characters point of view.
	11.	To use performance poems as models to write in polished forms through revising, redrafting and presentation.	To write a performance poem in seven parts about 'The Circus.'

Traveller's Child

For seven voices

This is a poem which gives six different views of the same person, a schoolgirl called Annabel. She lives in a caravan with her father who works on the roads. As he has to move from job to job, so she has to move from school to school. Each verse gives clues about the children who are speaking their thoughts about her.

Sharon

Do I like her? I like the way
her dark plaits flow down the back of her hair,
and she seems proud of her funny clothes.
She doesn't say much, but we all know
what she wants: I envy that. She says
she's got a stack of *My Guy* I can read
but looks disgusted when I mention boys.
She's been to my home twice now,
acted a bit strange I thought, awkward.
Mum says she has cat like eyes.
There's a mystery about where she lives:
I wonder why? And do I like her?

Susan

This is my chance, I thought,
to find a real friend at last,
not those who are nice to you on your own
and then nasty to you in a group;
somebody I can tell my burning secrets to.
I sit at her table,
I lend her my swimming cap,
I pick her first in games,
I warn her against certain boys.
But she never really notices me.
Those green eyes just stare right through me.

Why? What have I done wrong?

Sandra

Look at her, the way she swaggers in class
as if she owns the place. One of these days
I'll tie those little girl plaits into a
knot so hard she'll never undo it.
She thinks she's so cool and clever,
smarming up to the teacher. Yet,
you never hear where she lives,
where she comes from with her funny accent.
There's something fishy here:
I'll find out what it is.
Then we'll see who runs this class.

Darren

Suddenly, there she is, tall, beautiful,
Right in the centre of my daydreams
in that leather waistcoat and multicoloured socks.
We lock arms and roam around the streets, heads together -
a dazzling couple.
And I think of nothing else but her, her, her:
her name is written on everything I touch.
Yet never will I have the courage to tell her,
never: she makes me feel so foolish
when she looks at me.

Ian

Who'd believe that behind that smile is a spitting cat?
I follow her out of the school gates
and across the allotments to the little lane.
"Why are you following me, Bolan?"
I turn on the charm. "I like the way you walk,
the way your plaits swing, your nice legs..."

I thought she'd knock me over.
If anyone had seen what she did
I'd have died a thousand shames.
Mum guessed when she saw the flaming patch on my cheek.
It burns inside me.
I'd better steer clear of that girl.

Annabel

Dear Mum, this school's not bad
Though there's some funny kids in my class,
There's one that's really jealous of me,
And another keeps pestering me take her home -
But how can I let her know how I live?
That's when I wish I'd stayed with you.
Then there's a girl I feel sorry for,
she's cold-shouldered by the rest
because she tries too hard to be friends.
I have boy trouble too - when didn't I?
Some of them stare at me as if moonstruck;
One got a beautiful slap on the cheek.
Dad's moving on soon, he says; it's a pity.
I'll never make new friends at this rate,
I'm so lonely. I'll write again soon.

Teacher

We are all sorry that Annabel is leaving so soon.
She was very popular with the other children.
Her cleverness was well hidden and perhaps
she was a little too quiet for her own good,
but I know that we will all miss her.

Christy's Dream

Beautifully illustrated story of a Dublin boy's quest for a horse of his own.

Year 5 Term 3

Novels, stories and poems from a variety of cultures and traditions.

To identify a point of view from which the story is told.

Guided reading

Strand		Objective	Activity
<u>Text Level Work</u> Reading Comprehension	1.	To investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs.	Keep a class record of 'Books we have read from other cultures'. Five children are given a character from a book and are then questioned 'in role' on their attitudes and beliefs by the rest of the class. Question characters feelings at different stages of the story.
	2.	To identify the point of view from which the story is told and how this affects the reader's response.	What is Christy's point of view throughout the story - find evidence in the text. What does Christy's Mum/Grandad think about the horse.
	5.	To select poetry, justify their choice e.g. in compiling class anthology	Build up anthology of horse poetry. Build up anthology of Irish poetry. Build up anthology of Traveller poetry
	6.	To discuss differences in language used.	Look at dialect in the book. As the book is being read five children read out the dialogue of the main characters and question if they would express themselves differently. Find other books with dialect in them and build up a book containing short photocopied excerpts from the different texts. Short clip from video 'Into the West'.

Writing Composition	8.	To record predictions, questions, reflections while reading. e.g. through the use of a reading journal.	What you felt whilst reading the book. What questions it raised? What else would you like to know about Christy's life?
	9.	To continue the story in the style of the author.	New chapter...what happened next? New story... 'Your dream'.
	11.	To use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation.	e.g. Traveller's Child (for seven voices) from 'Whisked Away'. To look at poetry anthology and to use as stimulus for own writing. To look at photograph pack and use as stimulus for poetry writing.
	17.	To draft and write individual, group or class letters for real purposes e.g. put a point of view, comment on an emotive issue, protest: to edit and present to finished state.	Mum to write a letter to Christy explaining why he can't have a horse. Grandad to write a letter to a friend explaining the difficult position he is in. Christy to write a letter to the man from whom he bought the horse telling him how the horse has settled. a) Write to the Chair of Governors saying they think the school should buy a horse for the use of all the pupils. How it would be funded and fed. b) Write as Governors to respond to the letter in written form.
	18.	To write a commentary on an issue on paper or screen (e.g. as a news editorial, leaflet) setting out and justifying a personal view; to use structures from reading to set out and link points e.g. numbered lists.	This could be connected to a recent visit to the area by a highly mobile group of Travellers.
	19.	To construct an argument in note form or full text to persuade others of a point of view.	To use this argument when chosen to stand at the front of class in character and respond to questions.

A4 book : £9.99

Quick Thinking

A 'say no to strangers' booklet

Year 6 Term 1

Non Fiction

Records of observation which recount experiences and events.

Guided reading

Strand		Objective	Activity
Reading Comprehension	11.	To distinguish between biography and autobiography.	To discuss the effect on the reader of the choice between 1st and 3 rd person.
Writing Composition	2.	Take account of viewpoint- explain how events might look from a different point of view.	Re-write story from Katie's point of view.
	15.	To develop a journalistic style through considering a) The interests of the reader b) Selection and presentation of information c) Balanced and ethical reporting d) What is of public interest in events	To write a report, selecting and presenting information in a way that will keep the attention of the reader whilst making sure that the report is balanced and ethical.
	16.	To use the styles and conventions of journalism to report on e.g. real or imagined events.	To write a report on a real or imagined event using the conventions of journalism.
	18.	Use I.C.T. to plan.	Rewrite book summarising in bullet points – using I.C.T.

The Travelling People

Informative book on history and present day lives of Travellers

Year 6 Term 1

Strand		Objective	Activity
Word Level work	9.	To understand how new words have been added to the language.	P11. Discuss how these words are now used in the English language. List words in other languages that are now used in the English language.
	3.	To build words from other known words. Increase awareness of the meaning or derivations of words.	P15. Discuss as a class. In pairs make a list of when one should use capital or lower case letters - give examples.
		To check understanding of words.	P24. Discussion of the meanings of the words given in the glossary.
Text Level Work	16.	To use the styles and conventions of journalism to report on real or imagined events.	Imagine you are a Gypsy/Traveller. Write about the most important event(s) in your life so far.
	17.	To write a non chronological report	Using the information in this book, write a report on one group of present day Travelling people who live In Great Britain and Ireland.
	17.	To write a non chronological report	Using the diagrams on P8 and P9 and other information gleaned from this book write a factual report on each group – Romany Gypsies from England and Wales, Irish, Scottish, Welsh, Circus, Fairground, New, Bargee, Roma.

Big book: £25

Small book: £5

Creative Monochrome, 20 St. Peters Road, Croydon, Surrey. CRO 1HD

1ISBN 1 873319 01 0

Gypsy Camera

Beautifully presented sepia prints, largely historic.

Year 6 Term 1

Recount

Biography and autobiography

Records of observations

Strand		Objective	Activity
Reading Comprehension	11.	To distinguish between biography and autobiography.	Read Chapter 2 'My Gypsy Life' by Tony Boxall and compare and contrast it with Chapter 3 'Gypsy Life' by Brian Raywid. •distinguish between fact and opinion • distinguish between implicit and explicit points of view and how these can differ.
Writing Comprehension	14.	To describe a person from a different perspective.	Describe Tony Boxall from the perspective of 'Jim'.
	15.	To develop a journalistic style through considering balanced and ethical reporting.	To write a newspaper report on the lifestyle of the Travellers in the 60's.

A4 Book £10

Creative Monochrome, 20 St. Peters Road, Croydon, Surrey. CRO 1HD

1ISBN 1 873319 01 0

Gypsy Camera

Beautifully presented sepia prints, largely historic.

Year 6 Term 2

Novels stories and poems from a variety of cultures and traditions.

To identify a point of view from which the story is told

Strand		Objective	Activity
Reading Comprehension	1.	To understand aspects of narrative structures a) How chapters in a book are linked together b) How authors handle time e.g. flashbacks, stories within stories, dreams. c) How the passing of time is conveyed to the reader.	Small group discussion. Whole class discussion.
Text Level work Writing Comprehension	11.	To write own story using e.g. flashbacks or a story to convey the passing of time.	a) Autobiographical b) Fictional
	14.	To write commentaries or summaries crediting views expressed by using expressions such as 'The writer says that...'	Write commentary or summary on Chapter 2. 'My Gypsy Family'

A4 Book: £15

Romanichal Gypsies

Part of the 'Threatened Cultures' series

Year 6 Term 2

Argument

Discussion texts: texts which set out, balance and evaluate different points of view.

Strand		Objective	Activity
Text Level Work	5.	To analyse how messages, moods, feelings and attitudes are conveyed in poetry.	Page 29 – poem. Investigate which culture the writer comes from. Look for clues in the words he has chosen.
	15.	To recognise how arguments are constructed through the expression, sequence and linking of points.	Pages 39 – 42. Find the main points of the Planning Law. Do you agree or disagree with these points – why? In small groups prepare a mini presentation on why/why not Gypsies should be allowed to stop where they choose/have always stopped.
	16.	To identify the features of balanced (written) arguments which summarize different sides of an argument.	Listen to mini presentations. Vote for chosen viewpoint and give reasons.
Sentence Level Work	1.	To investigate the use of active and passive verbs. Experiment in transformation from active to passive and study impact on meaning.	P11. Find sentences that use active verbs and change to passive. E.g. <i>Jimmy's mother washes his face.</i> <i>Jimmy's mother stripped the walls.</i>
Word Level Work	4.	<u>Revision from Y5 term 2.</u> To explore spelling patterns of consonants and formulate rules. Words ending in a single consonant preceded by a short vowel double consonant before adding 'ing'.	P25. Identify examples of this rule and then think of some more. Put these into a sentence – <i>sitting, fitting</i> . Which is the root of the word.
	4.	Learn and invent spelling rules	P29. Identify rhyming words – sort into spelling families and use text/dictionary to add to list.

A4 Book £10