

BIRCHWOOD WHOLE SCHOOL READING & WRITING MAPS

Novel study

Novel study will always be used as the inspiration for writing pieces, and considered the thread that links writing across the curriculum. Children will never be expected to write a full novel, though short stories will be required as part of a broad writing curriculum. Novels are important particularly in our setting. Children need to experience at least three full novels as part of a study of writing, every school year for engagement, for experience and grammatically to repetitively see how paragraphs and chapters are linked by conjunctions, a key part of building up higher level sentences. In addition, a full range of punctuation can be seen.

However, as part of a wide and balanced curriculum. Children will be assessed on a range of text types. Although all text types can find value in the quality sentences found in novels, children must directly taught and shown a range of non-narrative texts. This will be through reading sessions primarily but in writing, grammar and sentence structure will be studied outside of the novel study lessons. In non-narrative cycles, children will be shown a rich variety of examples of the text type. The Pie Corbett method will be used to deconstruct, imitate, innovate and independently create a piece in that writing style.

Variation through text choice

Texts chosen as a Novel study primarily to support writing. Where non-narrative writing is the focus, children will be shown These should also be used in some reading lessons but do not form the entirety of our reading texts. See the reading map for this. Differentiate by grammar and sentence development. (See assessment folder)

Provide a full range of text and genre types, making links to previous genres and authors. This includes a rich and varied choice from the following:

Fiction: Fairy stories, myths and legends, and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Poetry: Prepare poems to read aloud and to perform. This must include different forms of poetry [for example, free verse and narrative poetry].

Plays: Read and prepare play scripts to read aloud and to perform.

Non-fiction: Reference books, textbooks, books structured in different ways.

Love of reading through genre- The I.L.B book

Research suggests we should not focus our questioning on 'how much have you read' but 'what do you like reading'. During their time at Birchwood, children will therefore be offered the opportunity to find genre preference. Each year, children will be given an 'I love reading' or 'ILB' book to record the book, favourite parts and genre. Over the years, they can then reflect on genres and authors they have particularly enjoyed and in year 5 & 6 be chosen to speak in assembly about their favourites.

Cyclical planning

Writing multiple pieces of writing in a term. Explanation for example- building up sentences and short paragraphs in every lesson.

Build to one piece every three weeks. Sometimes using the novel, sometimes using the topic focus.

Metacognition

Retention issues to be addressed in our setting (School knowledge cross-referenced with EEF data)

With an awareness of issues regarding cognitive overload with limited repetition leading to poor retention, research reminds us of some simple teaching tools. In particular, that skills must be moved into long-term memory for them to be retained. In addition, our school will offer high levels of opportunity of the 'you do' within the 'I do-we do-you do' model to gain significant rates of success as proven in EEF data.

Our teaching toolkit includes-

- 1) Breaking skills down into small steps.
- 2) Children should see a range of good examples of the skill used in context.
- 3) Relating the skills to something that children can relate to, this may be a story or experience they are familiar with.
- 4) Teach skills for independent fluency including opportunities for children to explain the skill and how it can be used.
- 5) Children MUST be able to orally use the skill before they can write it. This must be practiced multiple times.
- 6) Children MUST have opportunity to use the skill in practice across a range of contexts.
- 7) Repeated teaching of the skill is vital. Opportunity to refresh and re-teach skills should be found throughout the year.
- 8) Repetitive opportunities for children to explain and practice skills throughout the year is just as vital.

WRITING	TERM 1		TERM 2		TERM 3		TERM 4		TERM 5		TERM 6	
YEAR 3	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12
HIS/GEOG/SCI	Volcanoes & Ice Caps		Volcanoes & Ice Caps		Stone Age to Iron Age		Stone Age to Iron Age		Ancient Egypt		Ancient Egypt	
PURPOSE FOR WRITING	INFORM Recount Letter Explanation Biography Newspaper article		ENTERTAIN Character/setting description Description Poetry Narrative		ENTERTAIN Character/setting description Description Poetry Narrative		INFORM Recount Letter Explanation Biography Newspaper article		PERSUASSION Advertising Letter Speech Poster		ENTERTAIN Character/setting description Description Poetry Narrative	
TEXT	The Butterfly Lion: M Morpurgo/ The Boy Who Biked The World A.Humphreys		The Ice Palace by Robert Swindells/ The Ice Bear By Jackie Morris		Stone Age Boy		Stig of the dump		So You Think You've Got It Bad: A Kid's Life in Ancient Egypt Chae Strathie & Marisa Morea		An Egyptian Adventure (The Histronauts) Frances Durkin & Grace Cooke	
GENRE	Stories from other cultures		Modern fiction		Modern fiction		Fiction from our lit heritage		Non-fiction structured in different ways.		Non-fiction structured in different ways.	
GRAMMAR & PUNCTUATION FOCUS	Word clauses: Understand and build up a bank of high level vocab. Nouns Adjectives Specific verbs Determiners 'A' and 'An' Capital letters at the beginning of the sentence, for proper nouns and the pronoun 'I' Full stops (understanding of main clause)		Present/Past simple tense Adverbs Build up a bank of adverbs of manner Commas for lists (including between adjectives in expanded noun phrases)		Pronouns Subordinating conjunctions For reason -when, if, unless -because, since, as Re-teach Commas/Capital letters/Main clause full stops. Apostrophes for contracted words		Subordinating conjunctions For condition -when, if, unless Adverbs Build up a bank of adverbs of time Re-teach pronouns		Sentence types Questions through accurate use of a question mark Exclamations through accurate use of an exclamation mark Re-teach all subordinating conjunctions		Simile Re-teach apostrophes for contracted words Use AFL to re-teach any areas not secure.	
HIGH LEVEL VOCABULARY	12 WORD BANK (Nouns/Adjectives/Verbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)	
SPELLING FOCUS	Rule 62- Year 3 Homophones Rule 4 – ch/tch		Rule 25-27- suffixes s,es, er,ed, ing Rule 38- ness, full, ly		Rule 62- Year 3 Homophones Rule 41un/dis/mis/re/sub/tele/super/auto		Rule 50- gue/que Rule 52- ei, eigh, aigh, ey		Assess and re-teach		Assess and re-teach	
ASSESSMENT PIECE	Recount		Character/setting description		Narrative piece		Newspaper article		Letter		Poetry	
YEAR 4	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12
HIS/GEOG/SCI	Ancient Greece		Ancient Greece		Romans		Romans		Farming: UK vs S. America		Farming: UK vs S. America	
PURPOSE FOR WRITING	INFORM Recount Letter Explanation Biography Newspaper article		ENTERTAIN Character/setting description Description Poetry Narrative		ENTERTAIN Character/setting description Description Poetry Narrative		INFORM Recount Letter Explanation Biography Newspaper article		PERSUADE Advertising Letter Speech Poster		ENTERTAIN Character/setting description Description Poetry Narrative	
TEXT	The Lion's Slave- Terry Deary		Greek Myths & Dr Jekyll and Mr Hyde		Rumblestar		Julius Caesar		Charlotte's Web		The Miraculous Journey of Edward Tulane	
GENRE	Fable: traditional stories		Myths & fiction from our lit heritage		Modern fiction		Fiction from our lit heritage		Fiction from our lit heritage		Modern fiction	
GRAMMAR & PUNCTUATION FOCUS	Capital letters for beginning of a sentence, Proper nouns, Titles, Titles of a person, the pronoun 'I'. Paragraphs Word clauses: Understand and build up a bank of high level vocab. Nouns Adjectives Specific verbs		Clause structures and commas Children recognise the difference between a phrase, a clause and a main clause by using commas to separate. Prepositions Understands what a preposition does through their use of a wide range of prepositions and prepositional phrases. Can use prepositional phrases directly following a noun phrase		Adverbs Understands what adverbs of frequency, manner, time, place, degree and evaluation are (see appendix for list) Understands how to build extra detail into a sentence through use of fronted adverbials of manner. Speech punctuation Uses all speech punctuation accurately Re-teach Clause structures and commas Children recognise the difference between a phrase, a clause and a main clause by using commas to separate.		Adverbs Understands what adverbs of frequency, manner, time, place, degree and evaluation are (see appendix for list) Apostrophe Singular apostrophe for possession Plural apostrophe for possession Cohesion built across paragraphs by use of pronouns, conjunctions of time and reason and by referencing previous characters or events.		Subordinating conjunctions Complex sentences using subordinating conjunctions COMPARISON: Rather than, Whether, As much as, Whereas, However CONCESSIONAL: Although, Even though, Though TIME: As soon as, Since, While, Meanwhile, Subsequently, Thereafter		Past and present perfect tense Re-teach Speech punctuation Uses all speech punctuation accurately Apostrophe Singular apostrophe for possession Plural apostrophe for possession Cohesion built across paragraphs by use of pronouns, conjunctions of time and reason and by referencing previous characters or events.	
HIGH LEVEL VOCABULARY	12 WORD BANK (Nouns/Adjectives/Verbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)	
SPELLING FOCUS	Homophones (year 4 rule 62) Rule 38 and 43- ment, full, ness,ly		Rule 40 ou/uh Rule 41- ture sound		Rule 44- prefixes in, il, im, ir, anti, inter Rule 45/47- sion/tion/cian/ssion		Rule 46- ous Rule – 'gu' sound		Rule 51- sc Rule 53- cious/tious		Assess and re-teach	
ASSESSMENT PIECE	Recount		Character/setting description		Narrative piece		Newspaper article		Letter		Poetry	

YEAR 5	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12
HIS/GEOG/SCI FOCUS	Victorians		Victorians		Earth and Space		Earth and Space		The Vikings		The Vikings	
PURPOSE FOR WRITING	INFORM Recount Letter Explanation Biography Newspaper article		ENTERTAIN Character/setting description Description Poetry Narrative		ENTERTAIN Character/setting description Description Poetry Narrative		INFORM Recount Letter Explanation Biography Newspaper article		PERSUADE Advertising Letter Speech Poster		DISCUSS Balanced argument Newspaper article Review	
TEXT	Oliver Twist		A Christmas Carol		War of the Worlds		Range of Non-fiction texts		Beowulf		Range of Non-fiction texts	
GENRE	Fiction from our lit heritage		Fiction from our lit heritage		Fiction from our lit heritage		Non-fiction		Stories from other cultures		Non-fiction	
GRAMMAR & PUNCTUATION FOCUS	Capital letters for beginning of a sentence, Proper nouns, Titles, Titles of a person, the pronoun 'I'. Paragraphs Word clauses: Understand and build up a bank of high level vocab. Nouns Adjectives Specific verbs Expanded noun phrases Manipulate expanded noun phrases at the beginning and embedded within sentences for effect Commas Use commas to clarify meaning and avoid ambiguity.		Prepositional phrases Manipulate prepositional phrases at the beginning and embedded within sentences for effect Adverbials Manipulate adverbs and adverbial phrases at the beginning and embedded within sentences for effect Comparative language Describe settings and character and atmosphere through effective use of simile and personification Relative clauses Use relative clauses beginning with who, which, where, when, whose, that Parenthesis Use brackets, dashes and commas for parenthesis		Cohesion Cohesion built within and across paragraphs by use of pronouns, conjunctions of time and reason and by referencing previous characters or events. Speech and speech punctuation Uses all speech punctuation accurately Speech used to convey character Speech used to move the action forward		Conjunctions Complex sentences using subordination and fronted adverbials ADDITIONAL -Furthermore, In addition, Moreover CONDITIONAL -Despite, Unless, Provided that, Assuming that SUMARISING -In conclusion, Therefore, As can be seen, In summary, To demonstrate this		Tense Use simple, perfect and progressive tenses accurately Re-teach Manipulate adverbs and adverbial phrases at the beginning and embedded within sentences for effect Modal verbs A range of modal verbs used accurately Hyphens Use hyphens for numbers and compound adjectives		Subject-verb agreement Use correct subject verb agreement when using singular and plural Re-teach subordinating conjunctions Complex sentences using subordination and fronted adverbials ADDITIONAL -Furthermore, In addition, Moreover CONDITIONAL -Despite, Unless, Provided that, Assuming that SUMARISING -In conclusion, Therefore, As can be seen, In summary, To demonstrate this	
HIGH LEVEL VOCABULARY	12 WORD BANK (Nouns/Adjectives/Verbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)	
SPELLING FOCUS	Rule 62- Year 5 Homophones Rule 42- ation		Rule 54- shul Rule 55- ance/ence		Rule 56- ible/able/ibly/ably Rule 57- fer		Rule 58- ei/ie Rule 59- ough		Rule 60- silent letters AFL and re-teach		Rule 62- Year 5 Homophones AFL and re-teach	
ASSESSMENT PIECE	Letter		Character/setting description		Narrative		Newspaper article		Speech		Balanced argument	

YEAR 6	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12
HIS/GEOG/SCI FOCUS	British History: Shakespeare		World War I		World War II		Climate Change: Our community		Climate Change: Our Planet		Early Islamic civilisation: Baghdad	
PURPOSE FOR WRITING	INFORM Recount/Word Bank	INFORM Recount/Word Bank	ENTERTAIN Character Description	ENTERTAIN Setting description	ENTERTAIN Narrative	ENTERTAIN Narrative	ASSESSMENT Letter to MP	ASSESSMENT Narrative	ASSESSMENT Marine Biome explanation	ASSESSMENT Explanation text	ASSESSMENT Script writing	ASSESSMENT Poetry
TEXT	Macbeth	Richard III	War Game	Frankenstein	Good Night Mr Tom	Refugee	Formal letters	Floodland	Geography texts: Biomes	Politics for beginners	Treasure Island	Poetry
GENRE	Fiction from our lit heritage	Fiction from our lit heritage	Modern fiction	Fiction from our lit heritage	Modern fiction	Stories from other cultures	Range of non-fiction	Modern fiction	Non-fiction structured in different ways	Non-fiction structured in different ways	Fiction from our lit heritage	Fiction from our lit heritage
GRAMMAR & PUNCTUATION FOCUS	<p>Capital letters for beginning of a sentence, Proper nouns, Titles, Titles of a person, the pronoun 'I'.</p> <p>Paragraphs</p> <p>Word clauses: Understand and build up a bank of high level vocab. Nouns Adjectives Specific verbs</p> <p>Expanded noun phrases</p> <p>Commas to separate clauses and phrases (including complex sentences)</p> <p>Conjunctions CONCESSIONAL: Although, Even though, Though</p> <p>TIME: As soon as, Since, While, Meanwhile, Subsequently, Thereafter</p>		<p>Adverbials Manipulate adverbs and adverbial phrases at the beginning and embedded within sentences for effect</p> <p>Relative clauses Use relative clauses beginning with who, which, where, when, whose, that</p> <p>Parenthesis Use brackets, dashes and commas for parenthesis</p> <p>Semi-colons and Colons</p>		<p>Cohesion Cohesion built within and across paragraphs by use of pronouns, conjunctions of time and reason and by referencing previous characters or events.</p> <p>Speech and speech punctuation Uses all speech punctuation accurately</p> <p>Speech used to convey character Speech used to move the action forward</p> <p>Comparative language Describe settings and character and atmosphere through effective use of simile and personification</p>		<p>Re-teach subordinating conjunctions Complex sentences using subordination and fronted adverbials</p> <p>ADDITIONAL -Furthermore, In addition, Moreover</p> <p>CONDITIONAL -Despite, Unless, Provided that, Assuming that</p> <p>SUMARISING -In conclusion, Therefore, As can be seen, In summary, To demonstrate this</p> <p>Modal verbs A range of modal verbs used accurately</p>		AFL and re-cap	AFL and re-cap	AFL and re-cap	AFL and re-cap
HIGH LEVEL VOCABULARY	12 WORD BANK (Nouns/Adjectives/Verbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		Hyphens Use hyphens for numbers and compound adjectives					
SPELLING FOCUS	Re-teach		Re-teach		Re-teach							
ASSESSMENT PIECE	Letter		Character/setting description		Narrative		Informative/persuasive letter	Narrative	Explanation	Explanation	Poetry	

TEACHING BACKWARDS AT BIRCHWOOD: OUR SINGLE AIM

**Children can INDEPENDENTLY READ AND UNDERSTAND
AGE RELATED TEXTS**

**KEY TEXTS AGREED BY THE END OF THE FIRST YEAR BUT DISCUSSED AS
AN ON-GOING PROJECT THROUGHOUT THE YEAR. BUDGET SHOULD BE
FOCUSED ON QUALITY TEXTS.**

**SKILLED READING:
'Fluent execution and co-ordination of word recognition and text
comprehension'**

WORD RECOGNITION

BACKGROUND KNOWLEDGE

VOCABULARY

VERBAL REASONING
Inference/metaphor/comparative language

LANUGUAGE STRUCTURES

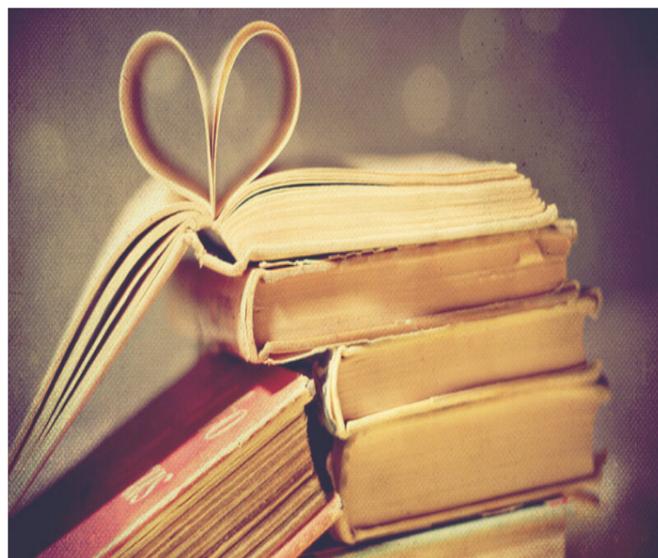
LITERACY KNOWLEDGE
Genre

TEXT TYPES & GENRES						
READING	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 3						
Fiction	Fairy stories	Myths and Legends	Traditional stories	Modern fiction	Fiction from our literary heritage	Books from other cultures and traditions.
Non-fiction	Reference books	Books structured in different ways	Textbooks	Reference books	Books structured in different ways	Textbooks
Poetry& Plays	Acrostic	Free verse	Haiku	Nursery rhymes	Limericks	Free verse
YEAR 4						
Fiction	Fairy stories	Myths and Legends	Traditional stories	Modern fiction	Fiction from our literary heritage	Books from other cultures and traditions.
Non-fiction	Reference books	Books structured in different ways	Textbooks	Reference books	Books structured in different ways	Textbooks
Poetry	Acrostic	Free verse	Haiku	Nursery rhymes	Limericks	Free verse
YEAR 5						
Fiction	Fairy stories	Myths and Legends	Traditional stories	Modern fiction	Fiction from our literary heritage	Books from other cultures and traditions.
Non-fiction	Reference books	Books structured in different ways	Textbooks	Reference books	Books structured in different ways	Textbooks
Poetry	Acrostic	Free verse	Haiku	Nursery rhymes	Limericks	Free verse
YEAR 6						
Fiction	Fairy stories	Myths and Legends	Traditional stories	Modern fiction	Fiction from our literary heritage	Books from other cultures and traditions.
Non-fiction	Reference books	Books structured in different ways	Textbooks	Reference books	Books structured in different ways	Textbooks
Poetry	Acrostic	Free verse	Haiku	Nursery rhymes	Limericks	Free verse

SKILLS FOCUS- Same throughout school.

TEACHING FOCUS	WORD MEANING Reading aloud for punctuation and performance (enhance word or sentence meaning) Range of reading (technical/formal/slang/accent for inference/character inference/genre inference & prediction)	RETRIEVAL <i>WORD MEANING</i> Discuss genre in each session. Teach how the structure of the text can help us retrieve. Skimming and Scanning also taught explicitly.	INFERENCE <i>RETRIEVAL</i> <i>WORD MEANING</i> Discuss genre in each session. Teach how the structure of the text can help us retrieve. Vocabulary/infering word meaning morphemic knowledge, genre, life experience, informal phrases UKS2: metaphor, simile, personification	INFERENCE <i>RETRIEVAL</i> <i>WORD MEANING</i> Discuss genre in each session. Teach how the structure of the text can help us retrieve. Vocabulary/infering word meaning morphemic knowledge, genre, life experience, informal phrases UKS2: metaphor, simile, personification	SUMMARY <i>INFERENCE</i> <i>RETRIEVAL</i> <i>WORD MEANING</i> Discuss genre in each session. Teach how the structure of the text can help us retrieve and infer. Expand answering questions by locating information across a series of sentences/ paragraphs Skimming taught explicitly.	PREDICTION/AUTHORIAL INTENT <i>SUMMARY</i> <i>INFERENCE</i> <i>RETRIEVAL</i> <i>WORD MEANING</i> Discuss genre in each session. Teach how the structure of the text can help us retrieve and infer.
WEEK 1	Jigsaw: Using root words and morphemic knowledge	Scanning for key facts/ names/ numbers Fill in the gap	Using images	Justification of understanding: text marking	Sequencing: events, paragraphs, timings, etc	Identify key details to support plausible prediction Justify suggestions: text marking
WEEK 2	Using word class	Labelling/ using diagrams	Using grammar (year group knowledge)	True or False statements- justified from implied information	Skimming to gain 'gist'	Identify inferences to support plausible prediction Justify suggestions: text marking
WEEK 3	Using word class	Chunking clauses	Using grammar (year group knowledge)	Context: implied information; characterisation and settings	Summarise with scaffolds (e.g. SWBST grid) -whole narratives	Authorial intent: grammar/ sentence choices
WEEK 4	Context: The text so far	True or False statements - locate answers	Discrete sentences: <i>what do you think you know?</i>	Context: changing opinions across text from	Paragraph summaries	Authorial intent: vocabulary choices
WEEK 5	Context: The text so far	Matching; including both words and phrases	Justification of understanding: text marking	All skills practiced	Paragraph summaries for different text structures	Authorial intent: text layout
WEEK 6	Phrases; including range of idioms and puns	Multiple choice -justify answers All skills practiced	Using different text layouts	All skills practiced	Sequence summaries	Authorial intent: grammar/ sentence choices

I Love Books



NAME:

This is a record of the books I have read over my 4 years at Birchwood Junior School.

<p>Picture Books</p> <p>Where art and text meet.</p> <p>Story of Concept presented through combination of text and illustration. Classification based on format, not genre. All genres appear in picture books.</p>	<p>Classic literature</p> <p>Any novel originally written between 1500 and 1990.</p>	<p>Traditional stories</p> <p>Myths, legends, fables, fairy tales, nursery rhymes, and songs from the past. Often with no known author.</p>
<p>Fantasy</p> <p>Imaginative worlds, make-believe. Stories set in places that do not exist, about people and creatures that could not exist, or events that could not happen. This includes stories that seem realistic but build to a portal with another realm or universe.</p>	<p>Science Fiction</p> <p>Based on extending physical laws and scientific principles to their logical outcomes. Stories about what might occur in the future.</p>	<p>Modern realistic Fiction</p> <p>"What if" stories, illusion of reality. Events could happen in real world, characters seem real; contemporary setting.</p>
<p>Historical Fiction</p> <p>Set in the past, could have happened. Story reconstructs events of past age, things that could have or did occur.</p>	<p>Biography</p> <p>Plot and theme based on person's life. An account of a person's life, or part of a life history; letters, memoirs, diaries, journals, autobiographies.</p>	<p>Stories from other cultures</p> <p>Stories set in a culture that is not your own. The story will teach you what it is like in that culture and give you an understanding of the world outside your own.</p>
<p>Poetry</p> <p>Poetry is a type of writing that attempts to stir a reader's imagination or emotions by carefully choosing and arranging language for its meaning, sound, and rhythm.</p> <p>The words of a poem are arranged in lines and groups of lines, called stanzas</p>	<p>Plays</p> <p>A play is a work of drama, usually consisting mostly of dialogue between characters and intended for theatrical performance rather than just reading.</p>	<p>Non-fiction</p> <p>Facts about the real world. Informational books that explain a subject or concept.</p>

Title	Author	Title	Author
Genre of this book	How do you know?	Genre of this book	How do you know?
Current favourite genre		Current favourite genre	
What was the name of the main character? (Write the theme if it was non-fiction or poetry)	How would you describe them? (Write down 2 facts if non-fiction or describe the theme if poetry)	What was the name of the main character? (Write the theme if it was non-fiction or poetry)	How would you describe them? (Write down 2 facts if non-fiction or describe the theme if poetry)
What is the main setting like?	Write down a sentence you loved and explain why you loved it.	What is the main setting like?	Write down a sentence you loved and explain why you loved it.
Write down 3 new words you learnt from this book	Write down the meanings of those three new words	Write down 3 new words you learnt from this book	Write down the meanings of those three new words
How did it start	How did it end	How did it start	How did it end
Overall rating		Overall rating	
