

English

Key Learning

Unit	Novel as a Theme	Recount: Diaries
Outcome	<ul style="list-style-type: none">▪ Story based on a plot structure from the focus text.	<ul style="list-style-type: none">▪ Diary entries which include those written:<ul style="list-style-type: none">– from own experience.– in role as a character.
Possible Duration	<ul style="list-style-type: none">▪ 3-4 weeks.	<ul style="list-style-type: none">▪ 1-2 weeks.
Key Learning Reading	<ul style="list-style-type: none">▪ Use knowledge of root words to understand meanings of words.▪ Use intonation, tone and volume when reading aloud.▪ Listen to and discuss a range of fiction.▪ Regularly listen to whole novels read aloud by the teacher.▪ Use dictionaries to check meanings of words they have read.▪ Sequence and discuss the main events in stories.▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.▪ Explain the meaning of unfamiliar words by using the context.▪ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character ...</i>▪ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.▪ Use point and evidence to structure and justify responses.▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i>	<ul style="list-style-type: none">▪ Listen to and discuss a range of diaries.▪ Read a range of recounts: diaries.▪ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>diaries.</i>▪ Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination.▪ Discuss their understanding of the text.▪ Make predictions based on details stated.▪ Use point and evidence to structure and justify responses.▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i>
Key Learning Writing	<ul style="list-style-type: none">▪ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon.</i>▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>since, until, in case.</i>▪ Read and analyse narrative in order to plan and write own version.	<ul style="list-style-type: none">▪ Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i>▪ Read and analyse diaries in order to plan and write own versions.▪ Draw inferences around characters thoughts, feelings and actions, and

	<ul style="list-style-type: none"> ▪ Identify and discuss the language and structures of narrative for writing. ▪ Create and develop settings for narratives. ▪ Create and develop characters for narrative. ▪ Create and develop plots based on a model. ▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs</i>, appropriate to text type. ▪ Group related material into paragraphs. 	<p>justify with evidence from the text.</p> <ul style="list-style-type: none"> ▪ Identify and discuss the language and structures of diaries for writing.
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English

Key Learning (contd.)

<p>Suggested Texts</p>	<ul style="list-style-type: none"> ▪ The Iron Man by Ted Hughes. ▪ The Iron Woman by Ted Hughes. ▪ The Iron Giant DVD. 	<ul style="list-style-type: none"> ▪ Range of diary extracts. ▪ Diary models written by the teacher at an appropriate for the class. ▪ My Secret Scrapbook Diary - Little Red Riding Hood - Fairy Tale Diaries by Kees Moerbeek. ▪ The Diary of Dennis the Menace by Stephen Butler. ▪ Diary of a Wimpy Kid by Jeff Kinney. ▪ Recounts page from the BBC Bitesize website (here).
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