

English

Key Learning

Unit	Story as a Theme	Poems on a Theme
Outcome	<ul style="list-style-type: none"> ▪ Narrative based on text read. 	<ul style="list-style-type: none"> ▪ Poem learned by heart for performance; create a poem linked to theme with a structure.
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"> ▪ Regularly listen to whole novels read aloud. ▪ Use dictionaries to check meanings of words they have read. ▪ Sequence and discuss the main events in stories. ▪ 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 she...</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"> ▪ Use knowledge of root words to understand meanings of words. ▪ Read poems for a range of purposes e.g. <i>enjoyment.</i> ▪ Recognise some different forms of poetry e.g. <i>narrative, free verse.</i> ▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▪ Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.
Key Learning Writing	<ul style="list-style-type: none"> ▪ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> ▪ Use inverted commas to punctuate direct speech (speech marks). ▪ Read and analyse narrative in order to plan and write their own versions. ▪ Create and develop plots based on a model. 	<ul style="list-style-type: none"> ▪ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. ▪ Read and analyse poetry in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, language and structures of poetry for writing. ▪ Generate and select from vocabulary banks

	<ul style="list-style-type: none"> ▪ Group related material into paragraphs. ▪ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. 	<p>appropriate to text type.</p> <ul style="list-style-type: none"> ▪ Use appropriate intonation, tone and volume to present their writing to a group or class.
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English

Key Learning (contd.)

<p>Suggested Texts</p>	<ul style="list-style-type: none"> ▪ Stig of the Dump by Clive King. ▪ Stig of the Dump: Complete BBC Series (2002). ▪ Stig of the Dump: 1981 Children's BBC Series YouTube clip (here). ▪ Stone Age Boy by Satoshi Kitamura. ▪ Oogo the Cave Boy by Christy Davies. ▪ Stone Girl, Bone Girl by Laurence Anholt. ▪ Fossil Girl by Catherine Brighton. ▪ Stone Soup by Heather Forest (<i>American</i>). ▪ Ug: Boy Genius of the Stone Age and his Search for Soft Trousers by Raymond Briggs. ▪ A Day in the Life of a Boy from Ancient Britain from the BBC Hands on History website (here). 	<ul style="list-style-type: none"> ▪ The Old Dry Stone Wall by Ann Perrin YouTube clip (here). ▪ My Teacher Is a Dinosaur: And Other Prehistoric Poems, Jokes, Riddles and Amazing Facts. ▪ Caveman Manners and Other Polite Poems by David Steinberg. ▪ Stone themed poems – linked to music and creating rhythms/raps from the CanTeach website (here).
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