

English

Key Learning

| Unit | Recount: Diaries | Discussion |
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| Outcome | <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. | <ul style="list-style-type: none"> ▪ Discussion presenting different points of view. |
| Possible Duration | <ul style="list-style-type: none"> ▪ 1-2 weeks. | <ul style="list-style-type: none"> ▪ 2-3 weeks. |
| Key Learning Reading | <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>. | <ul style="list-style-type: none"> ▪ Read discussion texts. ▪ Discuss their understanding of the text. ▪ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>discussion texts</i>. ▪ Read books and texts for a range of purposes. ▪ Identify a key idea in a paragraph. ▪ Evaluate how specific information is organised within a discussion text. ▪ Use point and evidence to structure and justify responses. ▪ Develop and agree on rules for effective discussion. |
| Key Learning Writing | <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 justify with evidence from the text. ▪ Identify and discuss the language and structures of diaries for writing. | <ul style="list-style-type: none"> ▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, although</i>. ▪ Read and analyse discussion texts in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, language and structures of discussion texts for writing. ▪ Discuss and record ideas for planning. ▪ Generate and select from vocabulary banks e.g. <i>technical language</i>, appropriate to discussion texts. ▪ Group related material into paragraphs. |

English

Key Learning (contd.)

Suggested Texts

- 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**).
- Range of discussion texts.
 - Uniform vs non-uniform clip from the BBC Bitesize website (**here**).
 - Ideas for content linked to cross-curricular contexts, such as volcanoes on the CBBC Newsround website (**here**).
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