

Key Learning

Unit	Classic Poetry	Mystery / Adventure / Fantasy Stories	Explanations
Outcome	<ul style="list-style-type: none"> Performance of a poem. Written responses to poetry. 	<ul style="list-style-type: none"> A mystery, adventure or fantasy story. 	<ul style="list-style-type: none"> An explanation linked with the theme.
Possible Duration	<ul style="list-style-type: none"> 1-2 weeks. 	<ul style="list-style-type: none"> 3-4 weeks. 	<ul style="list-style-type: none"> 2-3 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 discussing a range of poetry. 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. Discuss their understanding of the text. Explain the meaning of unfamiliar words by using the context. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Develop and agree on rules for effective discussion. 	<ul style="list-style-type: none"> Use suffixes to understand meanings e.g. <i>-ation, -ous</i>. Listen to and discuss a range of fiction, poetry, plays, non-fiction. Sequence and discuss the main events in stories. Retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories</i>. Identify and discuss themes e.g. <i>good over evil; weak and strong; wise and foolish; mean and generous; rich and poor</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. 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. 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Listen to and discuss a range of explanations. Read a range of explanations. Analyse and evaluate texts looking at language, structure and presentation. Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. Use point and evidence to structure and justify responses. Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Navigate texts in print and on screen.
Key Learning Writing	<ul style="list-style-type: none"> Explore and collect words with prefixes <i>super, anti, auto</i>. Read and analyse poetry in order to plan and write their own versions. 	<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Use inverted commas to punctuate direct speech (speech marks). 	<ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until</i>.

	<ul style="list-style-type: none"> ▪ Identify and discuss the purpose, audience, language and structures of poetry for writing. ▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. ▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. ▪ Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> ▪ Read and analyse narrative in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, language and structures of narrative for writing. ▪ Discuss and record ideas for planning. ▪ Create and develop settings for narratives. ▪ Create and develop plots based on a model. ▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms for said</i> appropriate to text type. ▪ Group related material into paragraphs. 	<ul style="list-style-type: none"> ▪ Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i> ▪ Read and analyse non-fiction in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, language and structures of non-fiction for writing. ▪ Discuss and record ideas for planning. ▪ Generate and select from vocabulary banks e.g. <i>technical language</i> appropriate to text type. ▪ Group related material into paragraphs. ▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
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