

## English

### Key Learning

Unit	Explanation	Fantasy	Film and Playscript
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Oral explanation of a process.</li> <li>Written explanation of a process.</li> </ul>	<ul style="list-style-type: none"> <li>Innovated narrative based on a model.</li> </ul>	<ul style="list-style-type: none"> <li>Script based on a short film.</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>1-2 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>3-4 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Listen to, read and discuss a range of explanation texts.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Analyse and evaluate how specific information is organised within an explanation text.</li> <li>Explain how paragraphs are used to order an explanation text.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly listen to whole novels read aloud by the teacher.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</li> <li>Make predictions based on information stated and implied.</li> <li>Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, construct images.</li> <li>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to, reading and discussing a range of plays.</li> <li>Analysing and evaluate texts looking at language, structure and presentation.</li> <li>Preparing playscripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> </ul>

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### Key Learning (contd.)

<p><b>Key Learning Writing</b></p>	<ul style="list-style-type: none"> <li>▪ Explore, identify and create complex sentences using a range of conjunctions e.g. if, so, because, when.</li> <li>▪ Discussing and recording ideas for planning e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan.</i></li> <li>▪ Organising paragraphs in non-fiction.</li> <li>▪ Linking ideas within paragraphs.</li> <li>▪ Generating and select from vocabulary banks e.g. <i>causal connectives (as a result, so, because, If, therefore, consequently), technical language</i> appropriate to explanations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>▪ Use inverted commas and other punctuation to indicate direct speech.</li> <li>▪ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></li> <li>▪ Read and analyse narrative.</li> <li>▪ Discuss and record ideas for planning e.g. <i>story board, boxing-up text types to create a plan.</i></li> <li>▪ Organise paragraphs in narrative.</li> <li>▪ Link ideas within paragraphs e.g. <i>fronted adverbials for when</i> e.g. <i>In the distance, a lone wolf howled.</i></li> <li>▪ Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases</i>, appropriate to text type.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>▪ Discuss and propose changes with partners and in small groups.</li> <li>▪ Improve writing in light of evaluation.</li> <li>▪ Perform own compositions for different audiences.</li> <li>▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>
<p><b>Suggested Texts</b></p>	<ul style="list-style-type: none"> <li>▪ Cracking Contraptions by Nick Park (Aardman Animations).</li> <li>▪ The Shirt Machine.</li> <li>▪ Until I Met Dudley By Roger McGough.</li> <li>▪ Heath Robinson pictures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Firework Maker's Daughter by Phillip Pullman.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Short film - narrative e.g. Dangle by British Film Institute.</li> <li>▪ The Switch.</li> </ul>