

# English

## Key Learning

Unit	Novel as a Theme	Non-chronological Reports
Outcome	<ul style="list-style-type: none"><li>▪ Story based on a plot structure from a focus text.</li></ul>	<ul style="list-style-type: none"><li>▪ Information poster with flip-flap facts.</li></ul>
Possible Duration	<ul style="list-style-type: none"><li>▪ 3-4 weeks.</li></ul>	<ul style="list-style-type: none"><li>▪ 2-3 weeks.</li></ul>
Key Learning Reading	<ul style="list-style-type: none"><li>▪ Use knowledge of root words to understand meanings of words.</li><li>▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li><li>▪ Listen to, read and discuss a range of fiction.</li><li>▪ Regularly listen to whole novels read aloud by the teacher.</li><li>▪ Read books for a range of purposes and respond in a variety of ways.</li><li>▪ Retell a range of stories.</li><li>▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>.</li><li>▪ Explain the meaning of key vocabulary within the context of the text.</li><li>▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing 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>▪ Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because...1/2/3 reasons</i>.</li><li>▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>.</li><li>▪ Analyse and compare a range of plot structures.</li></ul>	<ul style="list-style-type: none"><li>▪ Listen to, read and discuss a range of non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i>.</li><li>▪ Analyse and evaluate texts looking at language, structure and presentation.</li><li>▪ Explain the meaning of key vocabulary within the context of the text.</li><li>▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li><li>▪ Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>Clitheroe Castle is a worthwhile place to visit because... 1/2/3 reasons across a text</i>.</li><li>▪ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li><li>▪ Scan for dates, numbers and names.</li><li>▪ Navigate texts to locate and retrieve information in print and on screen.</li></ul>

## English

### Key Learning (contd.)

#### Key Learning Writing

- Create sentences with fronted adverbials for 'where'.
  - Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones*.
  - Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*; *I was* instead of *I were*; *I did* instead of *I done*.
  - Read and analyse narrative in order to plan and write own version.
  - Identify and discuss the purpose, audience, language and structures of narrative.
  - Discuss and record ideas for planning e.g. *story board, boxing-up text types to create a plan*.
  - Plan and write an opening paragraph which combines the introduction of a setting and character/s.
  - Link ideas within paragraphs e.g. *fronted adverbials for when and where*.
  - Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases*.
- Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*; *I was* instead of *I were*; *I did* instead of *I done*.
  - Read and analyse non-fiction in order to plan and write their own.
  - Identify and discuss the purpose, audience, language and structures of non-fiction for writing.
  - Discuss and record ideas for planning e.g. *boxing-up text types to create a plan*.
  - Organise paragraphs in non-fiction.
  - Generate and select from vocabulary banks e.g. *technical language*.
  - Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.