

## English

### Key Learning

Unit	Poems with a Structure	Information Booklets	Science Fiction Stories
<b>Outcome</b>	<ul style="list-style-type: none"> <li>▪ A new poem drawing on the structure(s) of those studied.</li> </ul>	<ul style="list-style-type: none"> <li>▪ An information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation (linked to learning opportunities in science).</li> </ul>	<ul style="list-style-type: none"> <li>▪ A science fiction story to entertain an identified audience.</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>▪ 2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3-4 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of poetry which they might not choose to read themselves.</li> <li>▪ Analyse the conventions of different types of writing.</li> <li>▪ Read texts that are structured in different ways for a range of purposes.</li> <li>▪ Learn a wider range of poems by heart.</li> <li>▪ Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> <li>▪ Explore meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read books and texts that are structured in different ways for a range of purposes.</li> <li>▪ Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>▪ Explore meaning of words in context.</li> <li>▪ Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal.</li> <li>▪ Scan for key words and text mark to locate key information.</li> <li>▪ Identify how language, structure and presentation contribute to meaning.</li> <li>▪ Distinguish between statements of fact or opinion within a text.</li> <li>▪ Use knowledge of root words to understand meanings of words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply knowledge of prefixes to understand meaning of new words.</li> <li>▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>▪ Recommend books to their peers with reasons for choices.</li> <li>▪ Express preferences about a wider range of books including modern fiction.</li> <li>▪ Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>▪ Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>▪ Reread and read ahead to locate clues to support understanding.</li> <li>▪ Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>▪ Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).</li> </ul>

**Key  
Learning  
Writing**

- Identify the audience and purpose.
- Select the appropriate language and structures.
- Use similar writing models.
- Note and develop ideas.
- Assess the effectiveness of own and others' writing in relation to audience and purpose.
- Suggest changes to vocabulary and to enhance effects.
- Perform own compositions for different audiences.

- Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently*.
- Link ideas across paragraphs using adverbials for place e.g. *On the side of the head ...* and numbers, e.g. *Secondly, ...*
- Selecting the appropriate language and structures.
- Using similar writing models.
- Use organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.
- Proofread for spelling and punctuation errors.

- Link ideas across paragraphs using adverbials for time and place and numbers e.g. *Several hours later, on a nearby planet*.
- Investigate verb prefixes e.g. *auto-, tele-, anti-, inter-, trans-*.
- Identify the audience and purpose.
- Select the appropriate language and structures.
- Think how authors develop characters and settings (in books, films and performances).
- Perform own compositions for different audiences using appropriate intonation and volume.