

English

Key Learning

Unit	Novel as a Theme	Magazine: Information Text Hybrid
Outcome	<ul style="list-style-type: none"> ▪ A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction. ▪ An action scene about an invention. ▪ A short story or chapter for a novel about an invention. 	<ul style="list-style-type: none"> ▪ A presentation based on reading and research. ▪ A page for a magazine which includes a range of text types.
Possible Duration	<ul style="list-style-type: none"> ▪ 3-4 weeks. 	<ul style="list-style-type: none"> ▪ 3-4 weeks.
Key Learning Reading	<ul style="list-style-type: none"> ▪ Create complex sentences by using relative clauses with pronouns who, and where e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The house, where the robberies had taken place, stood on the hill.</i> ▪ Use knowledge of root words to understand meanings of words. ▪ Apply knowledge of prefixes to understand meaning of new words. ▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. ▪ Explore themes within and across texts e.g. loss, heroism, friendship. ▪ Making comparisons within a text e.g. characters' viewpoints of same events. ▪ Read books that are structured in different ways for a range of purposes. ▪ Explore the meaning of words in context. ▪ Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. ▪ Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence. ▪ Predict what might happen from information stated and implied. ▪ Summarise main ideas drawn from more than one paragraph and identifying key details which support this. ▪ Explain the effect on the reader of the authors' choice of language. ▪ Distinguish between statements of fact or opinion within a text. ▪ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. ▪ Justifying opinions and elaborate by referring to the text (Point + Evidence + Explanation). 	<ul style="list-style-type: none"> ▪ Analyse the conventions of different types of writing. ▪ Read texts that are structured in different ways for a range of purposes. ▪ Exploring meaning of words in context. ▪ Reread and read ahead to locate clues to support understanding. ▪ Scan for key words and text mark to locate key information. ▪ Identify how language, structure and presentation contribute to meaning. ▪ Discuss and evaluate how authors use language, considering the impact on the reader. ▪ Explaining the effect on the reader of the authors' choice of language. ▪ Distinguish between statements of fact or opinion within a text. ▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. ▪ Prepare formal presentations individually or in groups. ▪ Use notes to support presentation of information. ▪ Respond to questions generated by a presentation. ▪ Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).

Key Learning (contd.)

Key Learning Writing

- Plan their writing by:
 - Using similar writing models.
 - Thinking how authors develop characters and settings (in books, films and performances).
 - Blend action, dialogue and description within and across paragraphs.
 - Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
 - Ensure consistent and correct use of tense throughout a piece of writing.
 - Ensure consistent subject and verb agreement.
 - Proofread for spelling and punctuation errors.
- Create complex sentences by using relative clauses with pronouns which, and whose e.g. *The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more.*
 - Plan their writing by:
 - Identifying the audience and purpose.
 - Selecting the appropriate language and structures.
 - Noting and developing ideas.
 - Drawing on reading and research.
 - Using organisation and presentational devices e.g. *headings, sub headings, bullet points, diagrams, text boxes.*
 - Assess the effectiveness of own and others' writing in relation to audience and purpose.
 - Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
 - Proofread for spelling and punctuation errors.