

English		
Key Learning		
Unit	Stories from Other Cultures	Debate
<b>Outcome</b>	<ul style="list-style-type: none"> <li>A story set in the rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>A persuasive speech.</li> <li>A debate.</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>2-3 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>Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>.</li> <li>Explore themes within and across texts e.g. <i>other cultures, nature</i>.</li> <li>Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>Express preferences about a wider range of books including modern fiction and traditional stories.</li> <li>Explore meaning of words in context. Explain the effect on the reader of the authors' choice of language.</li> <li>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. how letters and stories can persuade.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Prepare formal presentations individually or in groups.</li> <li>Use notes to support presentation of information.</li> <li>Respond to questions generated by a presentation.</li> <li>Participate in debates on an issue related to reading.</li> <li>Provide reasoned justifications for their views.</li> <li>Justify opinions and elaborate by referring to the text (<i>Point + Evidence + Explanation</i>).</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>Create and punctuate complex sentences using <i>-ed</i> openers.</li> <li>Create and punctuate complex sentences using <i>-ing</i> openers.</li> <li>Plan their writing by noting and developing ideas.</li> <li>Draw on reading and research.</li> <li>Blend action, dialogue and description within and across paragraphs.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>Ensure consistent subject and verb agreement.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.</li> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> <li>Use devices to build cohesion, e.g. <i>firstly, furthermore, as a consequence</i>.</li> <li>Select appropriate grammar and vocabulary.</li> <li>Perform own compositions for different audiences: <ul style="list-style-type: none"> <li>Using appropriate intonation and volume.</li> <li>Adding movement.</li> <li>Ensuring meaning is clear</li> </ul> </li> </ul>