

English

Key Learning

Unit	Stories with a Theme	Poems with a Structure	Information Booklets
Outcome	<ul style="list-style-type: none"> Narrative based on text read. 	<ul style="list-style-type: none"> Poem with a structure linked to the theme of water. 	<ul style="list-style-type: none"> Booklet of information e.g. welcome brochure.
Possible Duration	<ul style="list-style-type: none"> 3-4 weeks. 	<ul style="list-style-type: none"> 1-2 weeks. 	<ul style="list-style-type: none"> 2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Listen to, read and discuss a range of fiction. Analyse and evaluate texts looking at language, structure and presentation. Retell a range of stories. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>. Explain the meaning of key vocabulary within the context of the text. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. <i>generating questions, finding answers, refining thinking, modifying questions, constructing images</i>. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Develop, agree on and evaluate rules for effective discussion. 	<ul style="list-style-type: none"> Use suffixes to understand meanings e.g. <i>-ssion, -cian</i>. Listen to, read and discuss poetry in different forms. Analyse different forms of poetry e.g. <i>haiku, limericks, kennings</i>. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>. Learn a range of poems by heart and rehearsing for performance. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Explain the meaning of key vocabulary within the context of the text. 	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. <i>sub-, inter-</i>. Read and understand meaning of words on Year Three/Four word list. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Listen to, read and discuss a range of non-fiction in different forms e.g., <i>brochures, leaflets, electronic texts</i>. Analyse and evaluate texts looking at language, structure and presentation. Read books and texts for a range of purposes and respond in a variety of ways. Explain the meaning of key vocabulary within the context of the text. Identify main ideas drawn from more than one paragraph and summarise these. 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>. Scan for dates, numbers and names.

	<ul style="list-style-type: none"> Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i> 		<ul style="list-style-type: none"> Explain how paragraphs are used to order ideas and how they are linked. Navigate texts to locate and retrieve information in print and on screen.
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English

Key Learning (contd.)

<p>Key Learning Writing</p>	<ul style="list-style-type: none"> Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> Use commas to mark clauses in complex sentences. Read and analyse narrative, in order to plan and write their own. Discuss and record ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up.</i> Develop settings and characterisation using vocabulary to create emphasis and atmosphere. Link ideas within paragraphs e.g. <i>fronted adverbials for where.</i> Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. 	<ul style="list-style-type: none"> Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i> Read and analyse poetry in order to plan and write their own. Identify and discuss the purpose, audience and language structure in poetry for writing. Generate and select from vocabulary banks appropriate to text type. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in light of evaluation. Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<ul style="list-style-type: none"> Use commas to mark clauses in complex sentences. Read and analyse non-fiction in order to plan and write their own. Identify and discuss the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. Discuss and record ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i> Organise paragraphs in non-fiction. Generate and select from vocabulary banks e.g. <i>technical language, persuasive phrases, alliteration</i> appropriate to text type. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
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