

# English

## Key Learning

Unit	Issues and Dilemmas	Persuasion
<b>Outcome</b>	<ul style="list-style-type: none"> <li>▪ Story based on a plot structure from text read.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Persuasive advert.</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>▪ 3-4 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>▪ Listen to, read and discuss a range of fiction and poetry in different forms e.g. film clips, storytelling, poetry reading. .</li> <li>▪ Analyse and compare a range of plot structures.</li> <li>▪ Make predictions based on information stated and implied.</li> <li>▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking.</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> </ul>	<ul style="list-style-type: none"> <li>▪ Use suffixes to understand meanings, e.g. <i>-tion, -sion.</i></li> <li>▪ Listen to, read and discuss a range of persuasion in different forms e.g. <i>advertisements, leaflets in print and on screen.</i></li> <li>▪ Identify key points from the text using point and evidence.</li> <li>▪ Analyse and evaluate texts looking at language, structure and presentation.</li> <li>▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.</li> <li>▪ Analyse and evaluate how specific information is organised within a persuasive text.</li> <li>▪ Navigate texts to locate and retrieve information in print and on screen.</li> <li>▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups.</i></li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>▪ Create complex sentences with adverb starters e.g. <i>'Silently trudging through the snow, Sam made his way up the mountain.'</i></li> <li>▪ Use inverted commas and other punctuation to indicate direct speech e.g. <i>'The tour guide announced, "Be back here at four o' clock."</i></li> <li>▪ Read and analyse narrative in order to plan and write their own versions.</li> <li>▪ Discuss and record ideas for planning e.g. <i>story mountain, story board, boxing-up.</i></li> <li>▪ Develop characterisation using vocabulary to create atmosphere, suspense.</li> <li>▪ Plan and write an opening paragraph which combines the introduction of a setting and character(s).</li> <li>▪ Organise paragraphs in narrative.</li> <li>▪ Link ideas within paragraphs, e.g. <i>complex sentence with adverb starters.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify, select and effectively use pronouns.</li> <li>▪ Read and analyse persuasive texts in order to plan and write their own versions.</li> <li>▪ Identify and discuss the purpose, audience, language and structures of persuasion.</li> <li>▪ Discuss and record ideas for planning e.g. <i>boxing-up text types to create a plan.</i></li> <li>▪ Generate and select from vocabulary banks e.g. <i>persuasive phrases, alliteration</i> appropriate to persuasion.</li> <li>▪ Discuss and propose changes with partners and in small groups.</li> <li>▪ Improve writing in light of evaluation.</li> <li>▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>