

English

Key Learning

Unit	Issues and Dilemmas	Persuasion
Outcome	<ul style="list-style-type: none"> ▪ Story based on a plot structure from text read. 	<ul style="list-style-type: none"> ▪ Persuasive advert.
Possible Duration	<ul style="list-style-type: none"> ▪ 3-4 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 and poetry in different forms e.g. film clips, storytelling, poetry reading. . ▪ Analyse and compare a range of plot structures. ▪ Make predictions based on information stated and implied. ▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking. ▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▪ Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because 1/2/3 reasons.</i> ▪ 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"> ▪ Use suffixes to understand meanings, e.g. <i>-tion, -sion.</i> ▪ Listen to, read and discuss a range of persuasion in different forms e.g. <i>advertisements, leaflets in print and on screen.</i> ▪ Identify key points from the text using point and evidence. ▪ Analyse and evaluate texts looking at language, structure and presentation. ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. ▪ Analyse and evaluate how specific information is organised within a persuasive text. ▪ Navigate texts to locate and retrieve information in print and on screen. ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups.</i>
Key Learning Writing	<ul style="list-style-type: none"> ▪ Create complex sentences with adverb starters e.g. <i>'Silently trudging through the snow, Sam made his way up the mountain.'</i> ▪ 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> ▪ Read and analyse narrative in order to plan and write their own versions. ▪ Discuss and record ideas for planning e.g. <i>story mountain, story board, boxing-up.</i> ▪ Develop characterisation using vocabulary to create atmosphere, suspense. ▪ Plan and write an opening paragraph which combines the introduction of a setting and character(s). ▪ Organise paragraphs in narrative. ▪ Link ideas within paragraphs, e.g. <i>complex sentence with adverb starters.</i> 	<ul style="list-style-type: none"> ▪ Identify, select and effectively use pronouns. ▪ Read and analyse persuasive texts in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, language and structures of persuasion. ▪ Discuss and record ideas for planning e.g. <i>boxing-up text types to create a plan.</i> ▪ Generate and select from vocabulary banks e.g. <i>persuasive phrases, alliteration</i> appropriate to persuasion. ▪ 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.