

Unit	Novel as a Theme	Recount: Biography
Outcome	<ul style="list-style-type: none"> <li>▪ A debate related to an issue from the chosen text.</li> <li>▪ A survival/adventure story.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Carry out research, write and present a biography, e.g. Mary Anning (1799-1847); Charles Darwin (1809-1882); or Alfred Wallace (1823-1913).</li> </ul>
Possible Duration	<ul style="list-style-type: none"> <li>▪ 3-4 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2-3 weeks.</li> </ul>
Key Learning Reading	<ul style="list-style-type: none"> <li>▪ Listening to whole novels read aloud by the teacher from a range of authors, which they may not choose themselves.</li> <li>▪ Recognising themes within and across texts e.g. hope, fortune, survival.</li> <li>▪ Comparing texts written in different periods.</li> <li>▪ Expressing preferences about a wider range of books including modern fiction and fiction from our literary heritage.</li> <li>▪ Using a reading journal to record on-going reflections and responses to reading.</li> <li>▪ Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point:Evidence:Explanation.</li> <li>▪ Predicting what might happen from information stated and implied</li> <li>▪ Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</li> <li>▪ Participating in debates on issues related to reading.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysing the conventions of different types of writing.</li> <li>▪ Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text.</li> <li>▪ Scanning for key information e.g. looking for words associated with 'childhood'.</li> <li>▪ Skimming for gist.</li> <li>▪ Using a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>▪ Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</li> <li>▪ Preparing formal presentations individually or in groups.</li> <li>▪ Using notes to support presentation of information.</li> <li>▪ Responding to questions generated by a presentation.</li> </ul>
Key Learning Writing	<ul style="list-style-type: none"> <li>▪ Identify the subject and object of a sentence.</li> <li>▪ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken.</i></li> <li>▪ Use active and passive voice to achieve intended effects.</li> <li>▪ Drawing on similar writing models.</li> <li>▪ Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs.</li> <li>▪ Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>▪ Evaluate and improve performances of compositions focusing on intonation and volume and audience engagement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manipulate sentences to create particular effects.</li> <li>▪ Use devices to build cohesion between paragraphs in recount e.g. <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>▪ Plan their writing by drawing on similar writing models, reading and research.</li> <li>▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</li> <li>▪ Proofreading for grammatical, spelling and punctuation errors.</li> <li>▪ Evaluate and improve performances of compositions focusing on intonation and volume, and audience engagement.</li> </ul>

