

English			
Key Learning			
Unit	Poems with a Structure	Information Booklets	Science Fiction Stories
Outcome	<ul style="list-style-type: none"> ▪ A new poem drawing on the structure(s) of those studied. 	<ul style="list-style-type: none"> ▪ An information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation (linked to learning opportunities in science). 	<ul style="list-style-type: none"> ▪ A science fiction story to entertain an identified audience.
Possible Duration	<ul style="list-style-type: none"> ▪ 1-2 weeks. 	<ul style="list-style-type: none"> ▪ 2-3 weeks. 	<ul style="list-style-type: none"> ▪ 3-4 weeks.
Key Learning Reading	<ul style="list-style-type: none"> ▪ Listen to and discuss a range of poetry which they might not choose to read themselves. ▪ Analyse the conventions of different types of writing. ▪ Read texts that are structured in different ways for a range of purposes. ▪ Learn a wider range of poems by heart. ▪ Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. ▪ Explore meaning of words in context. 	<ul style="list-style-type: none"> ▪ Read books and texts that are structured in different ways for a range of purposes. ▪ Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. ▪ Explore meaning of words in context. ▪ Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal. ▪ Scan for key words and text mark to locate key information. ▪ Identify how language, structure and presentation contribute to meaning. ▪ Distinguish between statements of fact or opinion within a text. ▪ Use knowledge of root words to understand meanings of words. 	<ul style="list-style-type: none"> ▪ Apply knowledge of prefixes to understand meaning of new words. ▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. ▪ Recommend books to their peers with reasons for choices. ▪ Express preferences about a wider range of books including modern fiction. ▪ Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. ▪ Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. ▪ Reread and read ahead to locate clues to support understanding. ▪ Summarise main ideas drawn from more than one paragraph and identify key details which support this. ▪ Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).

<h3 style="color: green; font-weight: bold;">Key Learning Writing</h3>	<ul style="list-style-type: none"> ▪ Identify the audience and purpose. ▪ Select the appropriate language and structures. ▪ Use similar writing models. ▪ Note and develop ideas. ▪ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▪ Suggest changes to vocabulary and to enhance effects. ▪ Perform own compositions for different audiences. 	<ul style="list-style-type: none"> ▪ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i>. ▪ Link ideas across paragraphs using adverbials for place e.g. <i>On the side of the head ...</i> and numbers, e.g. <i>Secondly, ...</i> ▪ Selecting the appropriate language and structures. ▪ Using similar writing models. ▪ Use organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes. ▪ Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> ▪ Link ideas across paragraphs using adverbials for time and place and numbers e.g. <i>Several hours later, on a nearby planet</i>. ▪ Investigate verb prefixes e.g. <i>auto-, tele-, anti-, inter-, trans-</i>. ▪ Identify the audience and purpose. ▪ Select the appropriate language and structures. ▪ Think how authors develop characters and settings (in books, films and performances). ▪ Perform own compositions for different audiences using appropriate intonation and volume.
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