

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

	<ul style="list-style-type: none"> <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>Explain how paragraphs are used to order ideas and how they are linked.</li> <li>Navigate texts to locate and retrieve information in print and on screen.</li> </ul>
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## English

### Key Learning (contd.)

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