

Unit	Detective / Crime Fiction	Explanations
Outcome	<ul style="list-style-type: none"> ▪ A Modern Story 	<ul style="list-style-type: none"> ▪ An explanation linked to learning experiences in another subject, for example: <ul style="list-style-type: none"> – History: <i>How did William triumph at the Battle of Hastings? How were motte and bailey castles constructed? How did the feudal system work?</i> – RE: The events of holy Week, leading up to Easter
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"> ▪ Understand underlying themes, causes and consequences within whole texts. ▪ Recognise authors' techniques to influence and manipulate the reader. ▪ Listen to, read and discuss an increasingly wide range of fiction. ▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Analyse the conventions of different types of writing, e.g. detective fiction: <i>red herring, motive, alibi, alias, the reveal</i>. ▪ Use a reading journal to record ongoing reflections and responses to personal reading. ▪ Explore texts in groups and deepen comprehension through discussion. ▪ Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. ▪ Infer characters feelings, thoughts and motives from their actions, justify inferences with evidence e.g. Point; Evidence; Explanation. ▪ Predict what might happen from information stated and implied. ▪ Justify opinions and elaborate by referring to the text e.g. Point; Evidence; Explanation. 	<ul style="list-style-type: none"> ▪ Understand underlying themes, causes and consequences within whole texts. ▪ Understand the structures writers use to achieve coherence; <i>headings; links within and between paragraphs; connectives</i>. ▪ Analysing the conventions of different types of writing. ▪ Exploring texts in groups and deepening comprehension through discussion. ▪ Exploring new vocabulary in context. ▪ Scanning for key information e.g. looking for words associated with a key idea. ▪ Skimming for gist. ▪ Using a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Identifying how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.

<p>Key Learning</p> <p>Writing</p>	<ul style="list-style-type: none"> ▪ Manipulate sentences to create particular effects. ▪ Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i> ▪ Identify the subject and object of a sentence. ▪ 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> ▪ Select the appropriate language and structures. ▪ Draw on similar writing models, reading and research. ▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪ Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i> 	<ul style="list-style-type: none"> ▪ Manipulate sentences to create particular effects. ▪ 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> ▪ Use devices to build cohesion between paragraphs in explanatory texts e.g. <i>similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i> ▪ Identify and use colons to introduce a list. ▪ Selecting the appropriate language and structures. ▪ Using devices to build cohesion. ▪ Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative. ▪ Evaluate and edit by: <ul style="list-style-type: none"> - Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. - Proofreading for grammatical, spelling and punctuation errors.
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