

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Genre for Text focus	Year Group	Term	Time Allocation
English'	<p>Summer 1: Stories form another culture/Fantasy/Non-Chronological Reports.</p> <p>Summer 2: Playscripts/Letters and Syllabic poetry.</p>	5	Summer	14 weeks

Summer 1

Spoken language:

- Listen and respond
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Use Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

Reading comprehension:

- Make comparisons within and across books
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Predict from details stated and implied
- Identify how language structure and presentation contribute to meaning
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use organisational and presentational devices to structure texts
- Use consistent and correct tense
- Distinguish between the language of speech and writing

<ul style="list-style-type: none"> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors 		
Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p>The Paper Bag Prince Adventure Story</p> <p>Resources - Pathways</p> <p>(Narrative)</p> <p>Purpose: To Entertain</p>	<p>Unit Overview (Builds on school values about recycling and how we are destroying the Earth, school council do lot of work on this)</p> <p>Writing outcome: To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools)</p> <p>Greater depth writing outcome: To write an oral presentation for a TV or online broadcast (vlog) as an expert</p>
<p>Spellings RWI</p> <ul style="list-style-type: none"> Suffix 'ous' 		<p>NC spellings linked to topic. Marvellous, mischievous, conscience, explanation, sincerely, privilege, variety, vehicle, occupy persuade, community, environment.</p> <p>Ambitious Vocabulary Linked to topic. Isolated, secluded, , magnificent, atmosphere, habitat undergrowth vegetation species survival unique deadliest.</p>
Cycle 1, Week 1	<p>Viper reading focus (Build vocabulary and Explain) (Session 1) Watch 'Blue Planet Plastic Awareness 2018' video: https://www.youtube.com/watch?v=xLx4fVsYdTI. While watching, pupils record words to describe their emotional response to the video and how this changed from the beginning to the end, e.g. awe/wonder to outrage/ sorrow. Discuss their responses to the video. Introduce the diamond nine cards (see resources). Give the pupils time in groups to arrange the cards from most to least important for everyday items made of plastic.</p> <p>Skill: Using a range of punctuation accurately (Session 1) Discuss similarities and differences between the groups' choices from yesterday. Debate for and against. Divide the class into 'For' and</p>	

'Against.' Each half should then be divided into small groups to come up with arguments for their viewpoint. Ensure each pupil has at least one point to share with the class. Take turns to share points encouraging counter arguments as the debate progresses. Greater depth: Pupils take brief notes throughout the debate and summarise the main points at the end.

Skill: Use relative clauses to add detail and description

Show video of pupils trying to make changes to how they use plastic in their lives: <https://www.youtube.com/watch?v=YGBpHYLNtRA> ! Create a poster to persuade pupils around the school to reduce their use of plastic. Encourage pupils to include at least a paragraph of information on each section of their poster. – See independent writing opportunity in pathways. – Display opportunity.

Skill: To use conjunctive devices to build cohesion (Session 2)

Divide the class in half. Give half the picture from p.1 (peaceful village scene) and the other half the picture from p.2 (rubbish dump). Working in small groups, on large sheets describe their picture using noun phrases and adverbial phrases. e.g. trundling lorries through the quiet lane. In pairs, work together to write a description of the scene, using their ideas from the large sheets, including a 'contrast' sentence and a variety of adverbial phrases to aid cohesion.

Skill: To use conjunctions and adverbials to build cohesion (Session 3)

Cycle 1, Week 2.

Tell the pupils they are going to be 'Nature Detectives' and find where nature has survived. Using magnifying glasses or viewfinders, ask them to explore the picture in detail recording what they have found. Pupils write a paragraph to describe parts of the scene they have explored focusing on use of subordinating conjunctions and fronted adverbials.

Viper reading focus (Build vocabulary and Explain)

Pick our vocabulary that must be used in discussion. Create another debate scenario. Show the children the Poison Pool. Explain that if you were a resident why you might like it gone or cleaned up and if you were the council why you would make excuses for not doing this? Half of the class are council and half are residents. Consider risks and dangers to both sides. Conclude in a paragraph.

Skill: To use modal verbs to indicate degrees of possibility (Session 4)

Show the picture of the Poison Pool without the text. Collect adjectives pupils would use to describe the scene. Generate a wider range of

vocabulary using thesauruses – bleak, dilapidated, ramshackle, overturned, melancholy. Write a paragraph using modal verbs to describe the poison pool.

Skill: To plan a letter to the council (Session 5)

Pupils plan a letter to the Council to make them aware of the Poison Pool and urging them to do something about it. Greater Depth: Plan a report as a council worker who has been to visit the rubbish dump and the Poison Pool, detailing what they have seen and what needs to be done and to persuade their superiors that action needs taking immediately.

Skill: To write a letter to the council (Session 6)

Pupils use their plan from the previous session to write their letter to the council persuading them to clean up the rubbish dump. Focus on using modal verbs, as well as a range of cohesive devices within their paragraphs: conjunctions, fronted adverbials, use of pronouns or synonyms, concise noun phrases. Greater Depth: Write a report as a council worker who has been to visit the rubbish dump and the Poison Pool.

Cycle 1, Week 3.

Skill: To edit and improve:

Look at the writing how could they make it better with a focus on brilliant basics and common exception words.

Have they used:

- **Have they used a rich and varied vocabulary?**
- **Can they improve their writing by proposing changes to grammar and vocabulary?**
- **Are they organising their paragraphs and demonstrating cohesion?**

Viper reading focus (Build vocabulary and Infer) (Session 7)

Read the next four pages, following the Poison Pool up to p.8: ‘...but he had no electricity nor any wish for it’. Give children copies of the text and create a ‘Role on the wall’ (see resources) about the old man. Find information about his behaviour, daily habits, personality, appearance. On the outside, record facts retrieved from the text. On the inside, record inferences from this information.

Skill: Use modal verbs and adverbs to indicate degrees of possibility. (Session 7)

Consider the old man’s past and present. Write questions to find out more about him. Hot seat children in role as the old man. Encourage children in role to explore his feelings about the dump. Focus on

inclusion of modal verbs and adverbs to indicate degrees of possibility. Model some examples of how this might be used: e.g. Surely, the council ought to do something about all this rubbish. ! Pupils write a diary entry in role as the old man: his daily routine, the moments of peace before the lorries came, the animals who lived at the rubbish dump.

Skill: To use persuasive language (Session 8)

Pupils write the introduction to Paperbag Prince's reply to the council outlining his emotional response to the proposal. Focus on including persuasive Feature keys and using a range of devices to aid cohesion within paragraphs. Ensure this opening paragraph clearly expresses Mr Prince's viewpoint.

Skill: To use different sentence types and starters

Use different sentences types and starters - looking at the pictures in the books with so much detail in them. Can you describe where the things are.

Skill: To retrieve and present information (Session 9)

Read to the end of the text. What do you think about the ending? Is it an appropriate ending? Look at pictures of a real-life rubbish dump (see resources). Explain that it is called Landfill in the UK. What do we know about rubbish, recycling and landfill? Watch video - ask children to make notes while they watch and identify any unfamiliar vocabulary for discussion later: <https://www.youtube.com/watch?v=18FLfQDInI8> Show Landfill waste facts from 'Kids Go Green' (<https://your.caerphilly.gov.uk/kidsgogreen/fact-zone/landfill-waste-facts>) and model how to note key information. Create notes in four areas. e.g. What is landfill? Benefits Problems What can be done?

Skill: To build vocabulary and Explain) (Session 9)

Pupils spend time discussing findings in small groups and adding to their own notes. Recap how to use brackets, dashes or commas to indicate parenthesis. e.g. Each year, over 50 million tonnes of discarded items are left to decompose in landfill sites – that's nearly 4 million buses worth of rubbish! Wrapping paper covering an area the size of Sunderland (83 square kilometres) was discarded last Christmas. Prior to the introduction of the 5p carrier bag charge, over 500 million plastic bags were sent to landfill (each taking between 500-1000 years to decompose).

Skills: To uses brackets, dashes and commas to indicate parenthesis. (Session 10)

Following their research, ask children to share their opinions on landfill. On post-its, ask pupils to summarise the pros and cons of landfill (each on a separate post-it) and display in the classroom. Following their research, ask children to share their opinions on landfill. Model writing tweets, expressing views succinctly and encouraging use of brackets, dashes and commas for parenthesis. Identify use of facts and opinions and ensure that both have been used for effect on the reader.

Skill: To plan a persuasive leaflet about landfill. (Session 12/13)

Introduce the model text on 'Palm Oil' (see resources). What type of text is this? Who is the intended audience for this text? Identify that it is both informative and persuasive. What information did you find out about palm oil? How did it persuade you to reconsider your use of palm oil? Use this example to plan an information board or leaflet on Landfill. Pupils plan writing using their research on landfill and decide on an appropriate audience for their persuasive information text.

Skill: To write a persuasive leaflet about landfill. (Session 14/15)

Pupils write their persuasive information text about landfill following the structure of the model. Greater Depth: Pupils working at greater should write their text as a script for a vlog or TV broadcast as an expert considering who they are going to aim their presentation at.

Skill: To edit and improve.

Give pupils the opportunity to reflect on and evaluate their writing. Allow time for pupils to make revisions and corrections. Pupils to use a partner to support with this. Focus on the Mastery keys.

Have they:

- **Chosen the appropriate register to match the purpose of their writing?**
- **Built cohesion within paragraphs using a range of devices: conjunctions, fronted adverbials?**
- **Used a range of modal verbs to indicate degrees of possibility?**
- **Selecting appropriate grammar and vocabulary to enhance meaning?**
- **Used brackets, dashes or commas to indicate parenthesis?**

NC Skills linked to topic.

Spoken language:

- Listen and respond
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently

- Use Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

Reading comprehension:

- Make comparisons within and across books
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Predict from details stated and implied
- Identify how language structure and presentation contribute to meaning
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use organisational and presentational devices to structure texts
- Use consistent and correct tense
- Distinguish between the language of speech and writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p style="text-align: center;">The Dragon Slayer</p> <p style="text-align: center;">(Narrative)</p> <p style="text-align: center;">Resource: EdShed</p> <p style="text-align: center;">Purpose – To Entertain</p>	<p>Overview A story from another culture. An adventure set in China. An adventure story modelling pace and suspense to add excitement to narratives. <i>(Links to relationships and school value Respect)</i></p> <p>Writing outcome: To write a new adventure for Mai – Ling, using ideas from Dragon Slayer.</p> <p>Greater depth writing outcome: To write a new adventure for Mai – Ling, using additional characters.</p>

<p>RWI spellings patterns linked to unit.</p> <p>➤ Adding the <i>suffix</i> -ment, -ness, -ful, -ly</p>	<p>NC vocabulary linked to unit.</p> <p>Category. Communicate, environment, existence, explanation. Physical, stomach. Suggest, sufficient, symbol, system, variety.</p>	<p>Ambitious Vocabulary linked to unit.</p> <p>Lair, temperature, migrate, volcano, dwell, reside, reproduce, isolate, unique, common, rare.</p>
<p>Cycle 1 Week 3</p>	<p>Viper reading focus (Build vocabulary and Inference)</p> <p>Watch the video of Dragon Slayer on Ed Shed and focus on Vocabulary and Inference domains.</p> <p>Skill: To identify key features of an adventure story. Children identify the key features form the story and look at how language, structure and presentation contribute to meaning. Summarise the story and the effect features have on the reader.</p> <p>Skill: To use figurative language to describe a setting Children focus on the setting of the story. Children create similes and metaphors to describe what Mai- Ling could see.</p> <p>Skill: To use past tense and first person tense correctly. Thinking about when the Ogre came to the village. EG: It hadn't seen me at all but instead snatched a squirrel out from the bush behind me. Write a short diary entry from the POV of Mai-Ling.</p> <p>Skill: Build suspense and tension using a variety of devices. Work on sentence types with the children. Choose part of the story full of suspense and allow children to pick out features. Cluse to tantalise the reader and keep things hidden, short shocking sentences, physical reactions from the character. Fronted adverbials and relative clauses that make the reader wait even longer. Create your own sentence and write short account for application.</p> <p>Viper reading focus (Build vocabulary and Summarise)</p> <p>Watch the video of Dragon Slayer on Ed Shed and focus on Vocabulary and Summarise domains.</p> <p>Skill: To use expanded noun phrases Use expanded noun phrases pick out parts of the story and look at how small details are expanded to have lot's of detail in them, focus</p>	

Cycle 1, Week 4.

on expanded sentences for this purpose and write a short account linked to subject.

Skill: To plan a new adventure story

Children use the story as inspiration to plan a new adventure for Mai-Ling. Use a planning template from a previous Pathway unit. Children look closely at the vivid descriptions and actions so that they can borrow language, ideas and structure such as dialogue to use in their own writing.

Skill: To write a new adventure story

Children use their planning ideas to write their own adventure story. Children share and discuss impactful writing they have produced during the topic. They then complete their sequels. Children look closely at the vivid descriptions and actions so that they can borrow language, ideas and structure such as dialogue to use in their own writing.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit. Children re-read and evaluate their sequel making edits where necessary. Children create final versions of their sequel.

Have they used:

- **Fronted adverbials?**
- **Figurative language?**
- **A variety of sentence forms?**

NC skills explored linked to topic.

Reading comprehension

- Think of questions about space for which they would like to find answers
- Examine a non-chronological text, looking at its structure and features
- Review their understanding of alphabetical order

Writing composition

- To write a non-chronological report and then present it to the class
- Includes some facts from my notes about space that the reader will find interesting
- Is structured clearly to help the reader find information, e.g. with headings and subheadings
- Includes extra information in diagrams and pictures with captions.

Grammar

- Includes conjunctions (and, so, but) to make the structure of my sentences varied, clear and interesting

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p align="center">'The Kraken' (Non-Chronological Report)</p> <p align="center">Language and Literacy RWI Unit</p> <p align="center">Non-fiction</p> <p align="center">Information text</p> <p align="center">Purpose -To inform.</p>	<p>Overview A dragon spotters guide to the Chinese Lung dragon. Links to previous unit.</p> <p>Writing outcome: To write a clearly structured non-Chronological report about a species of dragon.</p> <p>Greater Depth Writing Outcome: To produce a field guide for Ogre Watchers.</p>	
<p>RWI spellings linked to topic. <i>prefix re-, anti-, sub-, dis</i></p>		<p>NC vocabulary linked to unit. Category. Communicate, environment, existence, explanation. Physical, stomach. Suggest, sufficient, symbol, system, variety.</p>	<p>Ambitious Vocabulary linked to unit. Lair, temperature, migrate, volcano, dwell, reside, reproduce, isolate, unique, common, rare.</p>
<p>Cycle 1, Week 5</p>	<p>Viper reading focus (Build vocabulary and retrieve) I can retrieve and record information from non-fiction texts. Children are introduced to the non-fiction topic of information texts. Children explore a range of information texts and retrieve and record information from these linked to Mythical Dragons.</p> <p>Skill: To identify features of an information text Children explore a range of information texts and identify the structural and language features used.</p> <p>Skill: I can create a glossary for a non-chronological report. Children will create a glossary by writing the definitions for technical words associated with Dragons. (They will be able to refer to these throughout the unit.)</p> <p>Skill: To write relevant clauses.</p>		

Cycle 1, Week 6.

Children will learn about the different types of relative pronouns/adverbs. They will use these to introduce a relative clause into their sentences, including the appropriate punctuation marks.

Skill: To use conjunctive adverbs.

Children will learn how to link two independent clauses that show a relationship. They will learn about conjunctive adverbs for addition and contrast.

Viper reading focus (Build vocabulary and summarise)

Children will combine layout design and different language and grammatical features to produce a non-chronological report.

Skill: To use a range of cohesive devices

Children will write a paragraph about a Dragon using cohesive devices such as pronouns, alternative noun phrases, conjunctive adverbs and conjunctions.

Skill: To plan a non-chronological report

Children create research questions, punctuating these with question marks and then, carry out research to plan what they are going to write about. Children record their research in note form. Ensure children know their audience and who they are writing for.

Skill: To write a non-chronological report.

On the template provided see resources and adapt. Children write the paragraphs for their information text, using capital letters, full stops, commas in a list, factual adjectives, apostrophes to show possession and a range of conjunctions.

Skill: To edit and improve a presentation

Reflect on independent presentation and all the key skills taught within the unit. Children proofread and edit their information texts before creating a published version of these, including a glossary.

Have they:

- **Used key features?**
- **Organised information?**
- **Used a range of cohesive devices?**

Summer 2

NC Skills Linked to Unit

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints

Reading comprehension:

- Make comparisons within and across books
- Check sense, discuss understanding and explore meaning of words in context
- Draw inferences (characters’ feelings, thoughts and motives); justify with evidence
- Predict what might happen from details stated and implied
- Evaluate authors’ language choice
- Participate in discussions about books
- Provide reasoned justifications for view

Writing Composition:

- Identify the audience and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proofread for spelling and punctuation errors

Duration	Resource, Genre and purpose	Learning intentions.	
2 Weeks	<p style="text-align: center;">The Hunter (Pathways Unit)</p> <p>Purpose – To entertain</p>	<p>Overview A story about a friendly but shy Giant.</p> <p>(Links to growing up topic in Science and also to relationships and growing up in PSHE)</p> <p>Writing outcome: To write a narrative based on the structure of The Hunter by changing the characters, animal and setting.</p> <p>Greater depth writing outcome: To re-tell the story from the animal’s point of view.</p>	
RWI spelling patterns linked to unit.		NC vocabulary linked to unit.	Ambitious Vocabulary linked to unit.

	accommodate convenience desperate determined harass hindrance identity individual language lightning necessary occur persuade prejudice shoulder suggest temperature	mighty tracked stalked tugged mournful endless rasping nuzzled blazing whimper the bush pride of lions honey birds a clearing herd acacia horizon poachers tuskers
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<p>Cycle 1, Week, 7</p>	<p>Viper reading focus (Build vocabulary and predict) (Session 1) Look at the image on the front cover of the text (without the title). Consider the relationship between the two characters. After discussion, write down what the characters could be thinking, saying and feeling.</p> <p>Skill: To use adverbs to indicate degree of possibility. (Session 2) Pupils use the list of verbs to write sentences about the elephants and extend these using appropriate adverbs including adverbs for frequency: sometimes, often, rarely, never, many times, daily, now and again, occasionally, frequently, seldom, always, never.</p> <p>Skill: To use relative clauses (Session 3) Pupils write their own explanation from Jamina’s point of view about why she wants to be a hunter. Greater depth: Write Grandfather’s view of Jamina.</p> <p>Skill: To use dialogue to convey characters and advance actions (Session 4) Pupils write the conversation between Jamina and Grandfather using details from the text. Focus assessment on use of relative clauses and adverbs for possibility. Greater depth: Read the text ‘Jamina played hunters...stalked a pride of lions.’ Extend written work using details from the text and the image.</p> <p>Skill: To use tense correctly (Session 5) Pupils use these to write a clear description of Jamina’s feelings. Encourage the use of the new vocabulary. Use a range of tense choices to support cohesion (past tense and modals). Greater depth: Write as a flashback from Grandfather’s POV. It all happened on that day...the day the sad and desperate cry was hear.</p> <p>Viper reading focus (Build vocabulary and Infer) (Session 6/7)</p>
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Cycle 2, Week 8.

Read up to ‘...nuzzled her with his trunk.’ What is meant by ‘she could sense danger’? Use the role on the wall for Jamina at this point. Have her feelings changed? What about the elephant? How is it feeling? Focus on vocabulary within the text. Is Jamina beginning to change? What evidence do we have?

Skill: To use a wide range of devices to build cohesion (Session 10/11)

Pupils use the drama to write a letter from the elephants to Jamina explaining how they intend to care for the orphaned elephant. Use relative clauses and adverbs of possibility. e.g. Dear Jamina, We will definitely care for this young baby who has been estranged from his mother. Maybe it will take him a while to settle but we will certainly do our best to comfort him. Greater depth: Language of persuasion to be included.

Skill: To plan a story (Session 12)

Model how to plan a story about the discovery of an orphaned rhino (see resources for an example). Pupils create their own plan for their story involving the discovery of a different endangered animal baby. Greater depth: Pupils plan the story from the animal’s point of view.

Skill: To write a story (Session 13/14)

Pupils write the first section of their story using the model to support. The continue to draft the next sections of their stories. Greater depth: Write their story from the animal’s point of view. Use modelled and guided writing to support groups with shared needs and continue to teach during writing process. Ensure pupils have a chance to review and share their work during the writing process. Focus on the application of the Mastery key skills of the unit.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- **Mastered relative clauses?**
- **Used adverbs for possibility effectively?**
- **Used a range of words to express feelings?**
- **Used dialogue to reveal characters’ thoughts?**
- **Used a range of sentence types and constructions?**

NC Skills linked to topic.

Spoken Language

- listen and respond appropriately to adults and their peers

- articulate and justify answers, arguments and opinions (g) use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Reading comprehension

- discuss the sequence of events in books and how items of information are related
- discuss and clarify the meanings of words, linking new meanings to known vocabulary
- discuss their favourite words and phrases.
- draw on what they already know or on background information and vocabulary provided by the teacher
- answer and ask questions.

Writing Composition

- write for different purposes
- write down ideas and/or key words, including new vocabulary
- encapsulate what you want to say, sentence by sentence.
- Reread to check that their writing makes sense...
- Proof read to check for errors in spelling, grammar and punctuation.

Grammar

- learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.

Learn how to use sentences with different forms: statement, question, exclamation, command.

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p style="text-align: center;">BFG</p> <p style="text-align: center;">Resource: ED shed Resources in Folder. Can use Land of Roar Resources and adapt.</p> <p>Purpose – To Entertain</p>	<p>Overview A story about a friendship between a Giant and an Orphan.</p> <p style="color: red;">(Links to relationships and friendships, builds on Wise up work from Year 4 PSHE)</p> <p>Writing outcome: To write a fact sheet about owls using information gathered from the text.</p> <p>Greater depth writing outcome: To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used.</p>

<p>RWI spellings patterns linked to unit.</p> <p>➤ Orange Words</p>	<p>NC vocabulary linked to unit.</p> <p>Would, every, who, both, most, parents, because. Father, would, told, everybody, child, grass, wild, after, last, every.</p>	<p>Ambitious vocabulary linked to topic.</p> <p>valuable, treasured, cherished, embarrassing, humiliating, shaming, jeered.</p>
<p>Cycle 1, Week 9.</p> <p>Cycle 2, week 10.</p>	<p>Viper reading focus (Build vocabulary and Explain) To consider theme and adventure linked to the story. Can the children create a magical land of their own. See Vipers resource guide for reading.</p> <p>Skill: To identify features of a playscript Look at features and identify them.</p> <p>Skill: To punctuate accurately. Children to improve the conversation between two characters through role play. Children carefully consider the characters of the Giant and Sophie, agreeing on the most accurate descriptors of each character. Children study a conversation between these characters where much is left unsaid. Children re-enact this conversation themselves and include the 'unsaid'.</p> <p>Skill: To use punctuate accurately. Children improve an example, inaccurate play script to recap the rules of this writing genre. Children then turn their drama from Lesson 2 into an accurate play script. Considering stage directions. Children participate in some drama activities based upon emotions. They use the ideas from these activities to inform the way they perform their play script.</p> <p>Skill: To use tense correctly. Look at different types of tense what is commonly used in playscripts. Review tense types and identify examples used in playscripts. Rewrite a chosen short passage from the story as a playscript modelling the correct tense.</p> <p>Viper reading focus (Build vocabulary and summarise) Improvise a drama where a new character arrives in class and they go on a journey together. Write a summary of the adventure.</p>	

Skill: To identify formal and informal language.

Explore that language used in the story. How might the queen speak and how does the BFG speak? Write a short speech the BFG might make to Sophie about the Queen and another short speech the queen might make about her meeting with the BFG, identify the application of formal and informal tone.

Skill: To plan a playscript

Based on an adventure with a new character that has entered the class. Create a story board to allow children to plan their adventure. Children use ideas from previous lessons to help them plan and improvise a journey story drama which meets the given criteria. Children participate in some drama activities based upon emotions. They use the ideas from these activities to inform the way they will write and perform their playscript.

Skill: To write a playscript

Children use their knowledge and understanding of the BFG and Sophie and how these characters would react differently in the same situations, to help them make clear differentiations between their own characters. Children use movements, body language and facial expressions to make differences clear.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit. Perform the script and make changes to improve it. Children re-read and evaluate and perform their scripts making edits where necessary.

Have they:

- **Used accurate punctuation?**
- **The correct tense?**
- **Included detailed stage direction?**
- **Used formal an informal language appropriately to covey characters?**

Spoken Language

- listen and respond appropriately to adults and their peers.
- articulate and justify answers, arguments and opinions (g) use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Reading comprehension

- discuss the sequence of events in books and how items of information are related.
- discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- discuss their favourite words and phrases.

- draw on what they already know or on background information and vocabulary provided by the teacher.
- answer and ask questions.

Writing Composition

- write for different purposes.
- write down ideas and/or key words, including new vocabulary.
- encapsulate what you want to say, sentence by sentence.
- Reread to check that their writing makes sense...
- Proofread to check for errors in spelling, grammar and punctuation.

Grammar

- learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.

Learn how to use sentences with different forms: statement, question, exclamation, command.

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p>Letters Linked to Topic (Fathers Day, Friends, Family.</p> <p>Resources <u>Historical and Modern Letters Hamilton Brookes (hamilton-trust.org.uk)</u></p> <p>Purpose – to Inform</p>	<p>Overview This unit is based around Fathers Day and Letters. It also build on the previous usint of Sophie being an Orphan. <i>(Builds on PSHE unit dealing with feelings)</i></p> <p>Writing outcome: To write letters for different audiences.</p> <p>Greater Depth Writing Outcome To write a letter of response.</p>	
<p>RWI spelling patterns explored in this unit.</p> <ul style="list-style-type: none"> • Orange words 	<p>NC vocabulary linked to unit.</p> <p>Would, every, who, both, most, parents, because. Father, would, told, everybody, child, grass, wild, after, last, every.</p>	<p>Ambitious vocabulary linked to topic. Statement, surprised, shocked, was, were, happened, pleased, angry, witness, interview, reporter, found, saw, heard, felt.</p>	
<p>Cycle 1, week 11</p> <p>Letters could also be linked to the previous BFG text.</p>	<p>Viper reading focus (Build vocabulary and Explain) (Unit 1, Day 1) Discuss and define the meaning of correspondence: agree that it is written communication and can take many forms. List ideas of what forms these might be (letter, email, text, messenger etc). Ask what sort of letters children have received themselves. What was the purpose of the letters? List possible types: thank you, complaint, enquiry, persuasion, apology, invitation. In pairs children read and discuss the eight letters: Texts A-H (<i>see resources</i>). They use the</p>		

Letter Analysis Table (*see resources*) table to support this analysis, recording their thoughts.

Skill: To identify modal verbs and adverbs of possibility in letters. (Unit 2, Day 1)

In pairs, children read **Invitation Letters A & B** (*see resources*). They identify and underline the adverbs of possibility in **A**, and modal verbs in **B**. Children then look at **Invitation Letter C** (*see resources*), where children identify and underline both adverbs of possibility and modal verbs in contrasting colours.

Skill: To change possibility using adverbs and modal verbs. (Unit 2, Day 2)

Children complete **Housewarming Party Rules** (*see resources*), rewriting them and inserting modal verbs to complete the sentences. They then select four sentences and add adverbs of possibility to them, considering position and impact. Challenge children to add an extra rule to the **Housewarming Party Rules** which combines a modal verb with an adverb of possibility.

Skill: To use commas for clarity (Unit 4, Day 1)

Cycle 2, week 12.

Explain that you are going to be revising this punctuation over next few sessions, starting with the different ways to use commas to help make writing clear. Children complete the **Comma Challenges** (*see resources*) depending on areas required for revision.

Skill: To use colon's and bullet points for clarity. (Unit 4, Day 2)

Emphasise that where the bullets continue an introductory (or stem) sentence and complete the sentence fully in each bullet point, the bullet point should start with a capital letter and finish with a full stop, whereas a list of words or phrases do not need this punctuation.

Viper reading focus (Build vocabulary and Explain) (Unit 1, Day 2)

Unpick vocabulary used in this type of letter. In pairs, children read and answer **Letters of Complaint: Questions to discuss** (*see resources*) about two contrasting letters of complaint – **Texts C & D** (*see resources*). They use highlighters (or underline) to show formal and informal aspects, using two contrasting colours. They then join into small groups to see if they agree on content.

Skill: To use a range of sentence types (Unit 4, Day 2)

Use a range of sentence types, revise these and the tone they may create. Write a short letter of reply to Cruella, rejecting her application. They give reasons for their decision, using a colon to start

a list of bullet points. They also use commas accurately in their sentences. Remind children to be polite and gracious (but firm!) in their replies.

Skill: To plan a letter of _____ (Unit 5)

Explain that you are going to write a letter of application for this job.

What sort of things might you want to include?

- Why you are writing and what job you are applying for
- Demonstrate that you know what is involved in the job
- State why you have the required qualities
- Say what unique things you think you could bring to the job
- Sign off correctly, using 'Yours sincerely' etc.

This allows for flexibility but ensure the criteria is clear for the children.

Skill: To write a letter of _____ (Unit 5)

Children write a clear and concise conclusion for their newspaper report, explaining what to do or what might happen next. Children add pictures and captions to their newspaper report.

Skill: To edit and improve a letter of _____ (Unit 5)

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- **Started a new line with a capital letter?**
- **Used a range of sentence types?**
- **Organised the layout correctly?**
- **Punctuated accurately?**

Spoken language:

- Listen and respond
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Use Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

Reading comprehension:

- Make comparisons within and across books
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding

- Predict from details stated and implied
- Identify how language structure and presentation contribute to meaning
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use organisational and presentational devices to structure texts
- Use consistent and correct tense
- Distinguish between the language of speech and writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p style="text-align: center;">Kensuke's Kingdom</p> <p style="text-align: center;">Resources Ed Shed</p> <p>Purpose – To entertain</p>	<p>Overview This unit is based around Fathers Day and Letters. It also build on the previous usint of Sophie being an Orphan. (Builds on PSHE unit dealing with feelings)</p> <p>Writing outcome: To write letters for different audiences.</p> <p>Greater Depth Writing Outcome To write a letter of response.</p>
Cycle 1, Week 13	<p>Viper reading focus (Build vocabulary and Summarise) Discuss the first three chapters of the text with the children. See Vipers guide for other ideas and domains. Create a map as table based on what is read to immerse the children in the story. Look at globes and find real life places. Develop vocabulary linked to these.</p> <p>Skill: To use a range of cohesive devices Explain that we will be using the theme of fear to help us to write a poem which conveys Michaels terrifying predicament. Look at Resource 1b. What is the motif of this short storm poem? (Dogs: howled, pack, route, shaggy-coat, footfalls, snarled, panting, rolled).</p>	

Other than the motif, which words convey that emotions of the storm? (dark, darker, fury, foreboding, intimidatingly, violently, smacked) - Note how the poem is written in couplets.

Skill: To organise ideas

Collect ideas linked to the situation. Children produce their own Haiku poem about Kensuke from Michael's perspective. They should use a thesaurus to help them find synonyms in order to ensure each line of the Haiku is the correct length. They should produce several drafts of this poem until they are happy that they have used each syllable carefully. 5-7-5.

Skill: To use expanded noun phrases

Think about the attack of the jellyfish on Michael. Use expanded noun phrases to think about the setting and the feelings of the character. Write a short Tanka poem using these ideas fitting adding and removing words to create correct syllabic pattern.

Skill: To perform a poem

Explain that today the children will be performing their poems to the class. In order to do so effectively, they must think carefully about their intonation, volume and movement. You could watch snippets of Michael Rosen explaining these features of performance poetry here: <https://www.youtube.com/watch?v=RvV23xoZRkl> (speed and pacing at 1:03; expressions and movement at 2:14; enthusiasm at 2:52; always remember to perform 5:13.) Display these sentences: 'I saw that you fell during that race. What a shame.'

Viper reading focus (Build vocabulary and Summarise) (Lesson 6)

Children use Resource 6a to create a timeline of events in Kensuke's life. Each event must be written as a full and factual sentence.

Skill: To use figurative language

Children complete a short narrative in the first person as Kensuke. They should refer to their plans and ensure that they use relative clauses marked with commas to add detail. Children should paragraph their writing thoughtfully, considering how best to link them. Can they include any stylistic devices? Can they end their narrative by hinting at the origins of the hat?

Skill: To plan a syllabic poem based on a given theme

Ask children to write a response to the following two questions evidencing their answers from the text:

- 1) If Michael were to take any three items with him from the island to remind himself of Kensuke, what do you think they would be and why?
- 2) If Kensuke could have one more day with Michael before he leaves, what would he want to do and why?

Plan use of vocabulary that aids figurative language for children to think carefully about feelings and nature.

Skill: To write syllabic poems based on a given theme

Develop and use vocabulary that aids figurative language for children to think carefully about feelings and the natural environment around them. Write a Haiku about Kensuke from Michael and a Haiku about Michael from Kensuke. Try to ensure the Haiku is a meaningful parting gift for each character. Perform poems.

Skill: To edit and improve syllabic poems

Have they reflected on their own and the work and comments of others and have they:

- **Used figurative language?**
- **Used cohesive devices?**
- **Used expanded noun phrase?**
- **Used the correct syllabic structure?**