

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Genre for Text focus	Year Group	Term	Time Allocation
English'	Summer 1 - Stories from another culture/Persuasive Writing/Syllabic Poetry  Summer 2 – Historical Stories/Newspapers/Explanation	4	Summer	14 weeks

### Summer 1

#### Spoken language:

- Listen and respond
- Ask relevant questions
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

#### Reading comprehension:

- Read for a range of purposes
- Use dictionaries to check the meaning of words
- Explain meaning of words in context
- Predict from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction

#### Writing Composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
  - Discuss and record ideas
  - Compose and rehearse sentences orally
  - In non-narrative material, use simple organisational devices
- Proof-read for spelling and punctuation errors.
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Duration	Resource, Genre and purpose	Learning intentions.
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<p><b>2 weeks</b></p>	<p><b>Where the Forest Meets the Sea</b> Adventure Story</p> <p><b>Resources</b> - Pathways</p> <p><b>(Narrative)</b></p> <p><b>Purpose:</b> To Entertain</p>	<p><b>Unit Overview</b> (Builds knowledge of rainforests in preparation for the geography topic).</p> <p><b>Writing outcome:</b> To write a survival guide explain how to survive in the Rainforest. (Explanation) To make a zoo information board for a rainforest exhibit</p> <p><b>Greater depth writing outcome:</b> Include dangers of the Rainforest with a focus on technical vocabulary. Include an interactive element such as a voiceover for a short video.</p>	
<p><b>Spellings RWI</b></p> <ul style="list-style-type: none"> <li>• Suffix 'ous'</li> </ul>	<p><b>NC spellings linked to topic.</b> actually business caught complete consider grammar guard increase important library medicine minute notice possible purpose quarter question suppose</p>		<p><b>Ambitious Vocabulary Linked to topic.</b> Isolated, secluded, , magnificent, atmosphere, habitat undergrowth vegetation species survival unique biodiversity understorey canopy equator temperate tropics emergent towering broad-leaved tropical deadliest variety.</p>
<p><b>Cycle 1, Week 1</b></p>	<p><b>Viper reading focus (Build vocabulary and predict) (Session 1)</b> Discuss the descriptive vocabulary, use of adjectives and expanded noun phrases. Do pupils think this is from a fiction or non-fiction text and why? Show the book cover (see resources) and ask for comments on whether this type of writing would be expected in a non-fiction book. Explain that they will be writing similarly descriptive non-fiction. Pupils write their predictions and questions inside a mini book cover (see resources).</p> <p><b>Skill: To use expanded noun phrases (Session 1 and 2)</b> Look at the island setting and teach expanded noun phrases. Describe the setting given using expanded noun phrases and then write a short 'Close your eyes and imagine...' paragraph, taking the reader on a</p>		

journey through their picture. Encourage use of carefully chosen words and phrases specific to the environment.

**Skill: To use pronouns to avoid repetition (Session 2)**

Discuss how we often use the same noun or pronoun too often, such as 'he' or 'the boy' and, although we can use these, we can include alternatives by choosing a name, 'the young explorer' etc. Pupils may be able to suggest alternatives.

**Skill: To use tense correctly (Session 3)**

Demonstrate how to show belonging when the noun is plural and already ends in 's'. Items from the pictures used in session 3 can be used as examples. An apostrophe only is needed after the complete plural noun e.g. the parrots' home, the trees' rough bark. Where the noun is plural and does not end in 's', apostrophe 's' is needed e.g. the children's voices.

**Skill: To use the possessive apostrophe (Session 4)**

Demonstrate how to show belonging when the noun is plural and already ends in 's'. Items from the pictures used in session 3 can be used as examples. An apostrophe only is needed after the complete plural noun e.g. the parrots' home, the trees' rough bark. Where the noun is plural and does not end in 's', apostrophe 's' is needed e.g. the children's voices. ! Support pupils as they draw and label items from their own lists with a similar mix of singular and plural, checking apostrophe use and clarifying any misunderstandings. Pupils continue independently to write a paragraph explaining what they have packed and why it will be useful.

**Viper reading focus (Build vocabulary and Predict) (Session 6)**

Create a rainforest glossary, opportunities for discussion what do children already know. Predict using higher order question skills - What might happen next? What could the lizard do now? Watch the remainder of the clip and note how it contains features of a non-chronological report (present tense, precise vocabulary). Discuss the formal voice used by the narrator. How did they know what sort of language to use? How might they have changed their language for a different audience? Pupils work in pairs to continue to write and improve a short voiceover of their own. Model reading the voiceover aloud showing the difference between reading with appropriate intonation, tone and volume and without.

Cycle 1, Week 2.

**Skill: To organise ideas (Session 7 and 8)**

Look at the final picture of the book and ask what can be done to solve the problems of the rainforest. Discuss why rainforests are important and what positive actions could help solve the issues. Provide children with rainforest facts and ask them to think of subheadings.

**Skill: To plan an information board for a rainforest exhibit (Session 11/12)**

Investigate the information boards used by Chester Zoo (see resources). These 'Interpretation Boards' aim to 'be inspirational, providing powerful messages which translate to positive memories and responsibility for conservation....' (Chester Zoo) Annotate an example, labelling any feature keys taught throughout the unit: Using the features of the Chester Zoo information boards (see resources: conservation messages, layout, colours, patterns etc), pupils plan their own/ paired A3 information board on the theme of the rainforest.

**Skill: To write plan an information board for a rainforest exhibit (Session 13/14)**

Create some sections using shared writing for groups as appropriate. Give pupils frequent opportunities to read aloud their work to others as part of the redrafting process. Pupils write their information texts: an introduction about rainforests and three themed paragraphs.

**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 correctly around a theme?**
- **Can they use the possessive apostrophe correctly with both singular and plural nouns?**

**NC skills explored 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.
- Use Standard English.

- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Select and use appropriate registers for effective communication.

### Reading comprehension

- Explore the cultural context of Gregory Cool to improve their understanding of the plot, setting and characters.
- Understand how Caroline Binch uses the senses to create vivid description.
- Look closely at how Caroline Binch creates tension and pace in a section of the story.
- Discuss words and phrases that capture the reader's interest and imagination.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

### Writing composition

- To use ideas and characters from Gregory Cool to write a new tension-filled episode to the story.

### Grammar

- Includes the correct use of pronouns to avoid repetition, e.g. he, they
- Chooses nouns and pronouns appropriately for clarity and cohesion
- Uses direct speech, which is set out and punctuated correctly.

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p style="text-align: center;"><b>Gregory Cool</b></p> <p style="text-align: center;">(Narrative)</p> <p style="text-align: center;">Alternative Text – SugarCane Juice</p> <p style="text-align: center;">Resource: <a href="#">EdShed</a></p> <p style="text-align: center;"><b>Purpose</b> – To Entertain</p>	<p><b>Overview</b> When Gregory wakes up on his first day in Tobago with his grandparents, his heart sinks. The food is strange, the sun too hot. How will he ever adapt? <i>(Links to relationships and growing up topics and with the demographics of our school)</i></p> <p><b>Writing outcome:</b> To write a sequel to the story.</p> <p><b>Greater depth writing outcome:</b> To write a sequel to the story with additional characters.</p>	
<p><b>RWI spellings patterns linked to unit.</b></p> <p>➤ Adding the suffix –ness (2) Words ending -le</p>		<p><b>NC vocabulary linked to unit.</b></p>	<p><b>Ambitious vocabulary linked to topic.</b></p>

	<p>would, every, who, both, most, parents, because. father, told, everybody, child, grass, wild, after, last, every.</p>	<p>valuable, treasured, cherished, embarrassing, humiliating, shaming, jeered, belonging, adventure, courage, self – discovery, identity, equality.</p>
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<p><b>Cycle 1 Week 3</b></p>	<p><b>Viper reading focus (Build vocabulary and Explain)</b>  I can read and respond to a story. Children are introduced to the book, ‘Gregory Cool’ and read the story. Children discuss the themes of the book and write a blurb which discusses the central themes. Pick out any unfamiliar vocabulary.</p> <p><b>Skill: To use fronted adverbials to vary sentence starters</b>  Children learn to identify the difference between verbs of time and manner. Children experiment with these. Children write a blog entry in the role of Gregory when he first arrives in Tobago. Children include their inferences and use a range of fronted adverbials to vary their sentence starters.</p> <p><b>Skill: To use figurative language to describe a setting</b>  Children focus on the setting of the village from up on the hill. Children create similes and metaphors to describe what Gregory could see.</p> <p><b>Skill: To punctuate direct speech.</b>  Children practise writing and punctuating direct speech. Children practise using the language of Gregory’s Granny, Grandpa and Lennox. Draft a conversation Granny and Grandpas might have about Gregory.</p> <p><b>Skill: Use cohesive devices</b>  Work on sentence types with the children. Look at links in the story and thinking about how we can use cohesive devices to explain his trip to his mum so far.</p> <p><b>Viper reading focus (Build vocabulary and Infer)</b>  I can infer a character’s thoughts and feelings. Children infer Gregory’s thoughts and feelings and compare how he felt at the start of the story to how he felt at the end of the story.</p> <p><b>Skill: To use expanded noun phrases</b>  Use expanded noun phrases to describe a setting. Think about what Gregory’s reflection of his time on the island. Maybe his favourite</p>
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**Cycle 1, Week 4.**

adventure with Lennox. Experiment with expanded noun phrases. Write a short diary entry of his time on the island so far.

**Skill: To plan a sequel to the story**

Children use the story as inspiration to plan a sequel, showing what Gregory did during the rest of his time in Tobago. Use a plan 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 sequel**

Children use their planning ideas to write the sequel to their 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?**
- **Direct speech?**
- **A variety of sentence forms?**

**NC skills explored linked to topic.**

Use Studio Ghibli films and contemporary Japanese popular culture, including Pokémon, to frame the study of haikus & syllabic poems. Use descriptive language & adverbials.

**Spoken Language**

- Articulate and justify answers, arguments and opinions. Give well-structured descriptions. Use spoken language to develop understanding through imaging and exploring ideas.
- Participate in discussions.
- Consider different viewpoints, attending to and building on the contributions of others.
- Listen and respond appropriately to peers;
- ask relevant questions to improve understanding.

**Reading comprehension**

- Identify themes and conventions;
- drawing inferences;

- retrieve and record information from non-fiction.
- Asking questions to improve their understanding of a text.
- Listening to and discussing a wide range of poetry ; recognising different forms of poetry.

### Writing composition

- Composing/rehearsing sentences orally (including dialogue), progressively building a varied & rich vocabulary and an increasing range of sentence structures
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Assessing the effectiveness of their own and others’ writing and suggesting improvements; increase the legibility, consistency and quality of their handwriting
- Plan writing by discussing and recording ideas; Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

### Grammar

- Use and understand grammatical terminology as outlined in Appendix 2
- Use fronted adverbials;
- Use commas after fronted adverbials.

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p style="text-align: center;"><b>Syllabic Poetry</b></p> <p>Haiku. Tankas and Cinquains</p> <p><b>Purpose</b> -To entertain</p>	<p><b>Overview</b></p> <p>To familiarise children with the structures of Haiku’s, Tanka’s and Cinquains.  <span style="color: red;">(Links to other areas of the curriculum such as Spanish – Numbers Cinq-Cinco)</span></p> <p><b>Writing outcome:</b></p> <p>To write a Cinquain and Haiku based on nature.</p> <p><b>Greater Depth Writing Outcome:</b></p> <p>To write a variety of poetry based on nature</p>	
<p><b>RWI spellings linked to topic.</b></p> <p>Adding the suffixes –er or –est (3) Homophones</p>		<p><b>NC vocabulary linked to unit.</b></p> <p>Actual, although, appear, arrive believe, breath, calendar, caught, experience, February, fruit heart, imagine, natural.</p>	<p><b>Ambitious Vocabulary linked to unit.</b></p> <p>Cinquain, Haiku, Tanka, syllable, Syllabic, onomatopoeia, personification, simile, metaphor</p>



		alliteration, assonance.
<p><b>Cycle 1, Week 5</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieve)</b> I can retrieve and record information based on their understanding of a variety of poems. Ensure children have a range of Haiku's, Cinquain's and Tanka's to read and discover.</p> <p><b>Skill: To identify features of a Haiku poem</b> Children explore a range of Haiku's and identify the structural and language features used. Can they produce their own using the 575 rule.</p> <p><b>Skill: To identify and create Similes and Metaphors.</b> Recap with the children what they are. Look at the three different forms of poetry Can they spot any Similes and Metaphors. Create some of their own based on a subject. See resources on Ed Shed.</p> <p><b>Skill: To compare types of poetry</b> Children look at Haiku's and Tankas and compare and contrast poetry. Encourage children to write Tanka and think about how much more difficult it is in comparison to a Haiku.</p> <p>.</p> <p><b>Skill: To use personification for effect</b> Ensure children understand personification and how it is used in poetry. Take the time to identify it in poems. Create personification based on the seasons and then try to use it in a Tanks Poem of their own based on their favourite season.</p>	
<p><b>Cycle 1, Week 6.</b></p>	<p><b>Viper reading focus (Build vocabulary and explain)</b> Look at a range of poetry and think about themes and all the features that have been explored so far. Can they answer questions and unpick a poem of nature to explain it's meaning. These may not be Syllabic but children can explore other features such as Rhyme and explain ow they are different to the forms of poetry we have focussed upon so far.</p> <p>.</p> <p><b>Skill: To identify feature of a Cinquain poem</b> Children practise using apostrophes to show possession within factual, informative sentences.</p> <p><b>Skill: To plan a range of poems based on a set structure.</b></p>	

Use the plan given in Ed Shed resource to create Similes, Metaphors, onomatopoeia and other features that will support poetry writing. Children to choose a given subject from nature. Also highlight the syllables in words to help them to compose the structure.

**Skill: To write a range of poetry based on a set structure.**

Use the plan from above to write a Haiku Tamka and Cinquain, thinking about the syllabic pattern and their given subject. Also highlight the syllables in words to help them to compose the structure.

**Skill: To edit and improve a range of poetry.**

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

Have they:

- **Used figurative language.**
- **Organised information?**
- **Considered the syllabic pattern?**

## Summer 2

### NC Skills Explored in the Unit

#### Spoken language:

- Listen and respond
- Ask relevant questions
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

#### Reading comprehension:

- Read for a range of purposes
- Use dictionaries to check the meaning of words
- Explain meaning of words in context
- Predict from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction

#### Writing Composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally

- In non-narrative material, use simple organisational devices  
Proof-read for spelling and punctuation errors.
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p align="center"><b>Blue John</b></p> <p align="center"><b>Resource:</b> Pathways</p> <p><b>Purpose</b> – To Entertain</p>	<p><b>Overview</b> Blue John is a children’s folktale. The stories are inspired by Blue John Caverns near the authors home in Derbyshire. <i>(An area we have visited in the past, also RWI unit linked to the same author)</i></p> <p><b>Writing outcome:</b> Write a letter in role as an expert containing an explanation about cave formation.</p> <p><b>Greater depth writing outcome:</b> Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination.</p>
<p><b>RWI spelling patterns explored in this unit.</b></p> <p align="center">Orange Words</p>	<p><b>NC Vocabulary Linked to Topic</b> accidentally address breath breathe experiment forward(s) guard interest knowledge learn length naughty peculiar possess possession pressure promise straight therefor</p>	<p><b>Ambitious Vocabulary Linked to Topic</b> surge gush billow chamber snatch mould clasp enchantment sprawl ebony glacier cavern stalactites stalagmites formation pools amethyst amber grotto ledge</p>
<p><b>Cycle 1, Week 13</b></p>	<p><b>Viper reading focus (Build vocabulary and Predict)</b> Collect words and phrases describing the caves and what it feels like to be inside one. Add good examples to the working wall. Explain that Blue John is a mineral and show pupils some examples such as those on the Treak Cliff Cavern website above.</p> <p><b>Skill: To use similes to describe a setting</b> Pupils write a description showing what he might hear and see in the cave, as well as how he might feel, what he thinks and what he might do next. Greater depth: Pupils can use appropriate technical vocabulary in their descriptions of what Blue John can see in the cave (see resources).</p>	

**Skill: To use the present progressive tense correctly (Session 3)**

Continue to read to the end of chapter 2, asking pupils to note the powerful verbs they hear as you read, share responses and add ideas to the working wall. Use p.20-21 and collect technical (tier 3) vocabulary that links to caves. Write a short paragraph of how Blue John moved through the caves.

**Skill: To use paragraphs to organise information (Session 4)**

Tell pupils that explanation texts answer the question 'How' or 'Why' and often have this in the title. A suitable title for the film would be 'How Clouds are Made'. Use the video to retell the explanation of how clouds are made orally. Explanations sometimes show the steps involved using a diagram or flowchart such as the one below. Model the process of how clouds are made in note form. Pupils use scaffolding (see resources) to write their own 3 paragraph explanation of the process of creating rain.

**Skill: Use a range of sentence structures (Session 5)**

Hot Seat the Queen of Darkness to find out why she doesn't want Blue John to leave. Think of as many reasons as possible. Ask why Blue John can only live in the dark. Pupils should ask questions to find out more about her character. Model how to change the structure so that sentences do not always start with the subject (In this case 'she'). Use subordinating conjunctions and fronted adverbials. e.g. As she wanted to keep Blue John in the cave, she made him promise to stay.

**Viper reading focus (Build vocabulary and retrieve)**

Identify features of an explanation (Feature keys) and discuss how they add to the effectiveness of the writing. Pupils to find features independently on the second explanation on the text 'How are Stalactites and Stalagmites Formed?' in the resources.

**Skill: To organise ideas**

Watch again with narration and discuss whether their questions are answered. Pupils work in pairs or small groups to plan the explanation together in 3 paragraphs in logical steps. e.g. Opening Paragraph - Begins with a question and an outline answer Second Paragraph - Stalactites and stalagmites description of formation Final Paragraph - The age of stalactites and concluding sentence. Pupils continue to write the explanation of stalactite and stalagmite formation.

	<p><b>Skill: To plan a letter of reply</b> Introduce planning frame for a reply to the letter from Curious Caver (see resources). Pupils plan a letter in reply, using the information collected in the previous session. Greater depth: Include persuasive paragraph.</p> <p><b>Skill: To write a letter of reply</b> Pupils write their reply letter to Curious Caver in sections. They may choose to add illustrations or diagrams to their explanation. Present the finished letters on headed or coloured paper.</p> <p><b>Skill: To edit and improve a letter of reply</b> When the letters are complete, reflect on the Mastery keys: Have they:</p> <ul style="list-style-type: none"> <li>➤ <b>Used a rich and varied vocabulary and an increasing range of sentence structures?</b></li> <li>➤ <b>Used a variety of verb forms correctly and consistently?</b></li> <li>➤ <b>Able to use paragraphs to organise information and ideas around a theme?</b></li> </ul>
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### NC skills explored in this topic

#### Reading comprehension

- Engage with the historical context of the Runaways! To develop their understanding of the plot, setting and characters.
- Explore how Jim Eldridge uses showing not telling to give the reader clues about the characters through their dialogue, actions and reactions.
- Develop their understanding of plot by summarising the most important moments in the story
- Look in detail at a section of the story to explore a character's thoughts.

#### Writing composition

- To use the historical setting and characters from Runaways! To write a new part of the story from one character's point of view.
- Use speech to show not tell the character's actions.
- Has historical references to describe the setting.

#### Grammar

- Uses first and third person effectively
- Demarcates speech accurately

Writes in the past tense

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p><b>Runaways</b></p> <p><b>Resource:</b></p>	<p><b>Overview</b> Children broaden their knowledge of Victorian times by exploring</p>

	<p>Literacy and Language Unit 5 Fiction</p> <p>A story with an historical setting</p> <p><b>Purpose</b> – To Entertain</p> <p>Related texts: Hetty Feather- Jacqueline Wilson, Smith – Leon Garfield, Street Child – Berlie Doherty.</p>	<p>journalistic texts that are typical of the period.</p> <p><b>Writing outcome:</b> To use the historical setting and characters from Runaways! to write a new part of the story from one character’s point of view.</p> <p><b>Greater depth writing outcome:</b> As above from a different POV.</p>
<p><b>RWI spelling patterns explored in this unit.</b></p> <p>Orange Words</p>	<p><b>NC Vocabulary Linked to Topic</b></p> <p>accidentally address breath breathe experiment forward(s) guard interest knowledge learn length naughty peculiar possess possession pressure promise straight therefor</p>	<p><b>Ambitious Vocabulary Linked to Topic</b></p> <p>Cane, cobbles, constable, workhouse washboard, maid, slum, arithmetic, artisan, bantling, dormitory, dunce, industrial revolution, mangle, oakum.</p>
<p><b>Cycle 1, Week 14</b></p>	<p><b>Viper reading focus (Build vocabulary and Infer)</b></p> <p>Read the bare bones of the story. Look at vocabulary related to Victorian times focus on inference skills linked to information about the story and character personalities. Who do you think is talking based on dialogue.</p> <p><b>Skill: To use expanded noun phrases to describe an historical setting</b></p> <p>Look at the language used what they might hear explore senses. Chn write a setting using expanded noun phrases and varied sentence structure. Use drama to explore character experiences and feelings.</p> <p><b>Skill: Use cohesive devices</b></p> <p>Work on sentence types with the children. Look at links in the story and thinking about how we can use cohesive devices to explain their life and adventure so far. Think about a timeline of events for the children. Summarise one characters thoughts from their POV.</p> <p><b>Skill: To use verb inflections (Session 4)</b></p>	

Look at who might be saying these comments and how do you know based on what we know about characters so far. Look at the dialogue and language used. Focus on the use of standard and non-standard English thinking about the dialogue of the Victorian characters.

**Skill: Use a range of sentence structures (Session 5)**

Hot Seat Mr Patch. Model how to change the structure so that sentences do not always start with the subject (In this case 'she'). Use subordinating conjunctions and fronted adverbials. e.g. As he wanted to keep the children in the workhouse, he went looking for them everywhere.

**Viper reading focus (Build vocabulary and retrieve)**

Look at vocabulary related to Victorian times and focus on retrieval linked to information about Victorian workhouses.

**Skill: To use first person and past tense**

Understand what a character may be thinking and feeling and to write a first-person recount. Chn use drama to explore chapters one and two and then rewrite the key events in diary form.

**Skill: To plan the next chapter of the story**

Children use the story as inspiration to plan the next chapter showing what the children decided to do. Did they go into the shelter or not? Use a plan 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 the next chapter of the story**

Children use the story as inspiration to write the next chapter showing what the children decided to do. Did they go into the shelter or not? Use a plan 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 edit and improve a story**

When the letters are complete, reflect on the Mastery keys: Have they:

- **Used a rich and varied historical vocabulary?**
- **An increasing range of sentence structures?**

	<ul style="list-style-type: none"> <li>➤ <b>Used a variety of verb forms correctly and consistently?</b></li> <li>➤ <b>Able to use paragraphs to organise information and ideas around a theme?</b></li> </ul>	
<p><b>NC Skills linked to topic</b></p> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>• Explore different parts of a newspaper and how they can have different purposes e.g. to entertain, to inform</li> <li>• Discover how newspaper articles have key features to make them easy to read, e.g. headline, standfirst, lead paragraph and captions.</li> <li>• Understand that adverts have a main message and use attention-grabbing language to interest the reader</li> </ul> <p><b>Writing composition</b></p> <ul style="list-style-type: none"> <li>• To write an entry for a newspaper that is set during Victorian times.</li> <li>• Includes attention grabbing language, e.g. use of synonyms to avoid repetition</li> <li>• Is well organised using paragraphs and includes key features from a newspaper article.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use fronted adverbials</li> <li>• Punctuate fronted adverbials with a comma</li> <li>• Use of subordinate clauses to add additional information.</li> </ul>		
2 weeks	<p style="text-align: center;"><b>The London Herald</b></p> <p>Literacy and Language Unit 5 Non-fiction London Herald.</p> <p><b>Purpose – To Inform</b></p> <p>Related texts: Hetty Feather- Jacqueline Wilson, Smith – Leon Garfield, Street Child – Berlie Doherty.</p>	<p><b>Overview</b></p> <p>Children broaden their knowledge of Victorian times by exploring journalistic texts that are typical of the period.</p> <p><b>Writing outcome:</b></p> <p>Write their own newspaper entry about the opening of Dr Barnardo's shelter.</p> <p><b>Greater depth writing outcome:</b></p> <p>As above from a different POV.</p>
<p><b>RWI spelling patterns explored in this unit.</b></p> <p style="text-align: center;">Orange Words</p>	<p><b>NC Vocabulary Linked to Topic</b></p> <p>accidentally address breath breathe experiment forward(s) guard interest knowledge learn length naughty peculiar possess possession pressure promise straight therefor</p>	<p><b>Ambitious Vocabulary Linked to Topic</b></p> <p>Cane, cobbles, constable, workhouse washboard, maid, slum, arithmetic, artisan, bantling, dormitory, dunce, industrial revolution, mangle, oakum.</p>



Cycle 1 week 16

**Viper reading focus (Build vocabulary and Infer)**

Children will look at a selection of newspapers to identify the different layout features and label them. Read information about DR Barbardo. Create headlines.

**Skill: To use tense correctly**

Children will identify the main features of a newspaper report. They will recognise past and present tense verbs, and change a newspaper extract into the past tense.

**Skill: To ask and answer questions**

I can write open questions The children will be a newspaper reporter and interview different characters, writing their own open questions.

**Skill: To use direct and indirect speech accurately.**

The children will write their replies/answers to their open questions, using inverted commas.

Skill: To organise information

Children will be writing their orientation paragraph of their newspaper report using the 5Ws. Where does this belong, look at cuttings and organise the information under the heading. Write a short account bringing information together.

**Viper reading focus (Build vocabulary and Infer)**

Look at the photographs of the times in Barnardo's and things that occurred focus on the language used how what the setting might have looked like and how do depict this in your article.

**Skill: To use subordination**

**Focus on the use of subordination to add additional information**

**Skill: To plan a newspaper report**

Children will plan a newspaper story using a timeline (or storyboard if more appropriate).

Skill: To write a newspaper reporter

Using the 5w's the children will be changing their plan into full sentences and appropriate paragraphs. Children will complete writing their newspaper story. They will refer to their checklist to ensure all features have been included.

**Skill: To edit and improve a story**

When the reports are complete, reflect on the Mastery keys: Have they:

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|  | <ul style="list-style-type: none"><li>➤ <b>Used a rich and varied historical vocabulary?</b></li><li>➤ <b>Used subordination?</b></li><li>➤ <b>Used a variety of verb forms correctly and consistently?</b></li><li>➤ <b>Able to use paragraphs to organise information and ideas around a theme?</b></li><li>➤ <b>Punctuated speech and quotations correctly?</b></li></ul> |
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