

## Key Learning

Unit	Classic Poetry	Mystery / Adventure / Fantasy Stories	Explanations
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Performance of a poem.</li> <li>Written responses to poetry.</li> </ul>	<ul style="list-style-type: none"> <li>A mystery, adventure or fantasy story.</li> </ul>	<ul style="list-style-type: none"> <li>An explanation linked with the theme.</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>1-2 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>3-4 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>Use knowledge of root words to understand meanings of words.</li> <li>Use intonation, tone and volume when reading aloud.</li> <li>Listen to and discussing a range of poetry.</li> <li>Recognise some different forms of poetry e.g. <i>narrative, free verse</i>.</li> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Discuss their understanding of the text.</li> <li>Explain the meaning of unfamiliar words by using the context.</li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>Develop and agree on rules for effective discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Use suffixes to understand meanings e.g. <i>-ation, -ous</i>.</li> <li>Listen to and discuss a range of fiction, poetry, plays, non-fiction.</li> <li>Sequence and discuss the main events in stories.</li> <li>Retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories</i>.</li> <li>Identify and discuss themes e.g. <i>good over evil; weak and strong; wise and foolish; mean and generous; rich and poor</i>.</li> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>Discuss their understanding of the text.</li> <li>Make predictions based on details stated.</li> <li>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character...</i></li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li>Listen to and discuss a range of explanations.</li> <li>Read a range of explanations.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>.</li> <li>Use point and evidence to structure and justify responses.</li> <li>Discuss the purpose of paragraphs.</li> <li>Identify a key idea in a paragraph.</li> <li>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>Navigate texts in print and on screen.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Explore and collect words with prefixes <i>super, anti, auto</i>.</li> <li>Read and analyse poetry in order to plan and write their own versions.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and identify main and subordinate clauses in complex sentences.</li> <li>Use inverted commas to punctuate direct speech (speech marks).</li> </ul>	<ul style="list-style-type: none"> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Identify and discuss the purpose, audience, language and structures of poetry for writing.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>▪ Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read and analyse narrative in order to plan and write their own versions.</li> <li>▪ Identify and discuss the purpose, audience, language and structures of narrative for writing.</li> <li>▪ Discuss and record ideas for planning.</li> <li>▪ Create and develop settings for narratives.</li> <li>▪ Create and develop plots based on a model.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms for said</i> appropriate to text type.</li> <li>▪ Group related material into paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i></li> <li>▪ Read and analyse non-fiction in order to plan and write their own versions.</li> <li>▪ Identify and discuss the purpose, audience, language and structures of non-fiction for writing.</li> <li>▪ Discuss and record ideas for planning.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>technical language</i> appropriate to text type.</li> <li>▪ Group related material into paragraphs.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>
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