

# English

## Key Learning

Unit	Novel as a Theme	Magazine: Information Text Hybrid
<b>Outcome</b>	<ul style="list-style-type: none"> <li>▪ A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction.</li> <li>▪ An action scene about an invention.</li> <li>▪ A short story or chapter for a novel about an invention.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A presentation based on reading and research.</li> <li>▪ A page for a magazine which includes a range of text types.</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>▪ 3-4 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>▪ Create complex sentences by using relative clauses with pronouns who, and where e.g. <i>Sam, <b>who</b> had remembered his wellies, was first to jump in the river. The house, <b>where</b> the robberies had taken place, stood on the hill.</i></li> <li>▪ Use knowledge of root words to understand meanings of words.</li> <li>▪ Apply knowledge of prefixes to understand meaning of new words.</li> <li>▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>▪ Explore themes within and across texts e.g. loss, heroism, friendship.</li> <li>▪ Making comparisons within a text e.g. characters' viewpoints of same events.</li> <li>▪ Read books that are structured in different ways for a range of purposes.</li> <li>▪ Explore the meaning of words in context.</li> <li>▪ Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>▪ Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>▪ Predict what might happen from information stated and implied.</li> <li>▪ Summarise main ideas drawn from more than one paragraph and identifying key details which support this.</li> <li>▪ Explain the effect on the reader of the authors' choice of language.</li> <li>▪ Distinguish between statements of fact or opinion within a text.</li> <li>▪ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>▪ Justifying opinions and elaborate by referring to the text (Point + Evidence + Explanation).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyse the conventions of different types of writing.</li> <li>▪ Read texts that are structured in different ways for a range of purposes.</li> <li>▪ Exploring meaning of words in context.</li> <li>▪ Reread and read ahead to locate clues to support understanding.</li> <li>▪ Scan for key words and text mark to locate key information.</li> <li>▪ Identify how language, structure and presentation contribute to meaning.</li> <li>▪ Discuss and evaluate how authors use language, considering the impact on the reader.</li> <li>▪ Explaining the effect on the reader of the authors' choice of language.</li> <li>▪ Distinguish between statements of fact or opinion within a text.</li> <li>▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>▪ Prepare formal presentations individually or in groups.</li> <li>▪ Use notes to support presentation of information.</li> <li>▪ Respond to questions generated by a presentation.</li> <li>▪ Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).</li> </ul>

## Key Learning (contd.)

Key  
Learning  
Writing

- Plan their writing by:
    - Using similar writing models.
    - Thinking how authors develop characters and settings (in books, films and performances).
  - Blend action, dialogue and description within and across paragraphs.
  - Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
  - Ensure consistent and correct use of tense throughout a piece of writing.
  - Ensure consistent subject and verb agreement.
  - Proofread for spelling and punctuation errors.
- Create complex sentences by using relative clauses with pronouns which, and whose e.g. *The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more.*
  - Plan their writing by:
    - Identifying the audience and purpose.
    - Selecting the appropriate language and structures.
    - Noting and developing ideas.
    - Drawing on reading and research.
  - Using organisation and presentational devices e.g. *headings, sub headings, bullet points, diagrams, text boxes.*
  - Assess the effectiveness of own and others' writing in relation to audience and purpose.
  - Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
  - Proofread for spelling and punctuation errors.