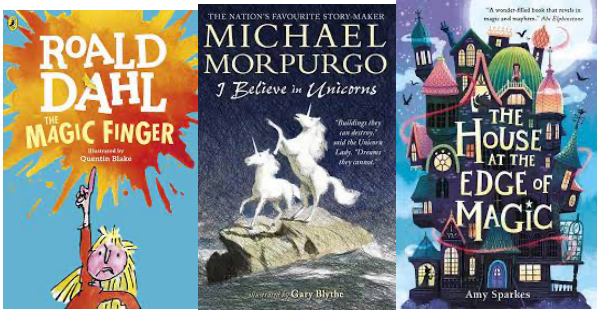
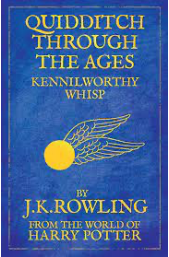
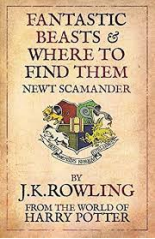


<p>Key Stage 2 English Learning Journey</p> <p>Purpose: To inform Audience: Peers, infants Form: Instructions (links to topic of magic)</p> <p>Purpose: To inform Audience: J.K. Rowling, Eddie Redmayne, parents Form: Non-chronological text (links to topic of magic)</p>	<p>Linked Guided Reading Texts</p>  <p><i>All related to the topic of magic</i></p>	<p>Key Writing Statements Y3/4:</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns
	<p>Key Reading Statements Y3/4</p> <ul style="list-style-type: none"> develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns
	<p>Y5/6</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 	<p>5/6</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

	<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 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 provide reasoned justifications for their views 	<ul style="list-style-type: none"> proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
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Teaching sequence: Quidditch through the ages-Instructions		
Stimulate & Generate	Capture, Sift & Sort	Create, Refine, Evaluate
<p>To read instruction texts (and identify purpose) Read an instruction text to chn What is this text type? What is the purpose of the writing? Add to w.wall. Look at how it's laid out. How is it organised? Are there any numbers or bullet points? Are there any pictures or diagrams? What has the author done to draw the attention of the reader? As the children recognise each feature, ascertain the purpose of it and add both the feature and its purpose to the feature spotter. Read the text again and locate the language features. When and how do we use instructions? Discuss ideas. <u>Task:</u> Chn to follow simple instructions to complete an activity. They are to start locating the features discussed in the main teaching. <i>Scaffold:</i> adult support, simpler instructions <i>Stretch:</i> multi step instructions</p> <p>To identify the features of instructions (and their purposes) Allow time to read independently/pairs/adult supported an instruction text. Remind the children that the purpose of the text would be the same as the ones looked at previously. What is the specific purpose of the ones looked at? What is the same? Different? From ones looked at previously. <u>Task:</u> Ask the children to work in pairs and use the feature spotter to help them in identifying the features.</p>	<p>To use statements and questions (in multiclaue sentences) What are the four sentence types? Revise these. How are they punctuated? What is their purpose? Use ppt to go through examples. Brainstorm question words. Model contextualised statement sentences that focus on why the instructions are needed (your objective). Model contextualised statement sentences that focus on what you need to achieve your objective. Note that these statements are now in pairs. Model how to turn these pairs of statements into their question equivalents, using appropriate choices of question words. Model the use of these questions, followed by the suggestion that the instructions will solve the problems posed in them, within a contextualised introduction. <u>Task:</u> Chn to have a set of instructions. They are to write the introduction to these including statements and a rhetorical question. <i>Scaffold:</i> adult support, question word bank, short instructions, introduction examples <i>Stretch:</i> multi clause sentences, expanded vocabulary</p> <p>To use apostrophes for omission and possession Brainstorm punctuation types with chn. What is each ones purpose? Pick out apostrophes. Why are they used?</p>	<p>To plan a set of instructions Discuss with chn what we have learnt about instructions. Discuss the features needed and split into layout/presentational and language. Explain that today they will be planning their own set of Harry Potter themed instructions. What could we write about? Discuss ideas. Pick one of the ideas and model completing planning template. <u>Task:</u> <i>3/4: complete planning template (has more questions for focusing planning)</i> <i>5/6: complete briefer planning template but to include more features</i> Scaffold: adult support, planning examples, word bank Stretch: more features included, purpose of each feature</p> <p>To write a set of instructions Revise plans from yesterday. Allow time to share with a peer and complete using their questions. Go through the layout and ordering of instructions. Model writing an introduction with focus on statements and rhetorical questions. <u>Task:</u> Chn write their introduction. Bring back together and write equipment list. Discuss how 3/4 can use list with commas and 5/6 can choose between that or bullet points. <u>Task:</u> Chn write their equipment/ingredients list.</p>

3/4: Identify features and annotate text to show on feature spotter sheet.

5/6: as 3/4 but to add the purpose of this feature.

Discuss together the features-were they all in all of the different instruction texts?

Scaffold: annotated example, word bank

Stretch: find other features, look at multiple texts

To orally instruct (using some features)

Play Simon says with chn. Discuss how this game is successful.

What is important with regards to instructions? Collect ideas.

Allow chn time to play in small groups. Was it successful?

Why/why not?

Were our oral instructions the same as written ones? Did we have the same features?

Task:

In pairs, chn are to plan a set of oral instructions to get another pair to complete an activity. They need to consider the features needed in their instructions.

When finished, they join another pair and complete the instructions.

Pairs then complete feedback on the oral instructions given to them.

Scaffold: adult support to construct instructions

Stretch: multi step instructions

Go through use of apostrophe for omission and possession.

Use ppt to go through examples.

Model each type as ppt it worked through and allow chn to have a go.

Task:

3/4: Chn to have some text from a book. They are to highlight the apostrophes for different purposes. Then to write a list of ingredients using possessive pronoun.

5/6: Complete worksheet working on apostrophes for both purposes. Then to write a list of ingredients using apostrophes for different reasons.

Scaffold: adult support, simpler text to read, sentence examples with apostrophes, pictures of ingredients

Stretch: use expanded noun phrases in ingredients list

To use commas for a list (and clauses)

Revise punctuation looked at yesterday.

Focus on commas. When are these used?

Use ppt to go through comma uses.

Show bullet points in a list. What are these? What is their purpose?

Use ppt to go through use.

Model using commas in a list of ingredients and as a list with bullet points.

Allow chn time to have a go.

Task:

3/4: put missing commas into HP related sentences. Then write a list of the things needed to make a witch's potion. They are to focus on use of commas in a list.

5/6: put missing commas into HP related sentence. Then to write a list of things needed in a witch's potion using commas and then rewritten using bullet points.

Scaffold: adult support, list examples, potion ingredient ideas,

Stretch: expanded noun phrases for ingredients

To understand (and use) colons and semi-colons

Revise punctuation looked at yesterday. Show a list. Can they find punctuation?

Remind of colons and semi colons. What is their purpose?

Use ppt to go through colons and semi colons.

Model writing sentences using punctuation for different reasons.

Allow chn time to have a go.

Task:

3/4: working in pairs, chn add colons to list sentences and add commas.

Bring back together and look at the method. Model writing steps for method. Remind of use of adverbials and imperative.

Task: Chn to write the method part of the instructions.

Scaffold: adult support, verbs/adverbials word bank

Stretch: more advanced punctuation/vocabulary

To edit a set of instructions

Allow time for finishing instructions if needed.

Discuss what we do now? Edit and improve.

What needs editing? Discuss fixing spelling and punctuation.

How? Model using dictionary and reading aloud for punctuation.

What can we improve? Focus on vocabulary and sense. Model how this can be completed.

Task:

3/4: To edit and improve with a partner

5/6: to edit and improve independently.

Scaffold: adult support, word banks,

Stretch: dictionary and thesaurus use

To publish a set of instructions

Revise the instructions written this week. Share some good examples.

Explain that we now need to publish these in order to make our magical book.

What could our book be called? Collect ideas and choose.

Share HP related books. Look at layout and use of pictures for presentation.

Explain chn are to type up their work and then add drawn pictures to support their work. This will then be put into a whole book.

Task:

All to type up work and add pictures.

Scaffold: share typing with adult/peer

Stretch: support peers

5/6: to add colons and semi colons into sentences for different reasons.

*Scaffold: punctuation mat, adult support, example sentences
Stretch: write own sentences using punctuation,*

To use verbs within command sentences (and to create the imperative)

Revise word classes using HP ppt.

Pick out verbs. Explain importance of these in instruction texts. Why?

Write up some command sentences. Revise this type of sentence. Can chn spot the verbs?

Show chn an example sentence with you must at start. Show one without you must. What is same? Different? Explain second doesn't need you must as this is implied. This is the imperative.

Show other examples. Can the identify if imperative or not?

Model writing imperative sentences using given verbs. Allow chn time to have a go.

Task:

3/4: Highlight the imperative verb in a set of instructions. Then to write a short set of instructions (method only) using imperative.

5/6: as 3/4 but to come up with synonyms for each on sheet. Then to write full set of instructions (equipment list and method).

Scaffold: adult support, verb word bank, picture instructions to write up

Stretch: add introduction to instructions, use of thesaurus

To write adverbials (and use correct punctuation)

Revise phrases and clauses using ppt.

What is an adverbial? Revise purpose of adverbials.

Use ppt to go through adverbials for time, manner, reason and place. Show TRaMP poster as reminder.

Look back at instructions and get chn to find examples of adverbials. Create a bank together.

Model each type of adverbial for instructions. Allow chn time to have a go.

Task:

3/4: Chn to have a simple set of instructions. They are then to cut out and put an adverbial with each instruction. They decide where to put adverbial and punctuate accordingly.

5/6: Write instructions using adverbials. They choose placement and punctuate accordingly.

Scaffold: adult support, picture instructions, adverbial word bank,

	<p><i>Stretch:</i> use other punctuation and features looked at,</p> <p>To use subordinate conjunctions Show some sentences from instructions. Get chn to locate the verb. Put up a simple method. Explain to chn that we want to link each step to show cohesion. This is when we will use time adverbials or subordinate conjunctions. Model adding these to start of method steps.</p> <p><u>Task:</u> 3/4: Provide chn in pairs with a set of instructions cut up. Can they work out what order they go in then to add a subordinate conjunction to start. 5/6: as 3/4 but work independently. Also to choose synonym for verb. Scaffold: adult support, conjunctions word mat Stretch: thesaurus use</p>	
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Teaching sequence: Fantastic beasts and where to find them-Non-chronological texts		
Stimulate & Generate	Capture, Sift & Sort	Create, Refine, Evaluate
<p>To read non-chronological texts (and identify purpose) Look at a non-chronological text to chn What is this text type? What is the purpose of the writing? Add to w.wall. Who would the audience be? How is it organised? Are there any headings or subheadings? Are there any pictures or diagrams? What has the author done to draw the attention of the reader? Read the text to chn. Focus on the language features. When and why do we need non chronological texts? Where will we find them? Share 'Fantastic beasts and where to find them'. This is our focus for the unit and by end o unit well produce our own. <u>Task:</u> Chn to read pages from the book. They are to begin looking for the features discussed and discuss the purpose of the text. This allows familiarity with the text type. Scaffold: adult support with reading, discussion question prompts Stretch: compare the texts read</p> <p>To identify features of a non-chronological text (and explain their purposes) Allow time to read independently/pairs/adult supported a non-chronological text.</p>	<p>To understand how to use parentheses (and vary) Together, list contextualised technical vocabulary, and agree its meaning. Model writing contextualised sentences - appropriate to the introduction - which include this technical vocabulary. Agree upon written definitions for the chosen technical vocabulary which are clear and concise. Using parenthesis, model the addition of these definitions to the contextualised sentences. What has been added in order to share the definition? Share ppt to look at how parentheses are used. <u>Task:</u> Complete parenthesis sheet and then create a frog card for a Hogwarts professor using parentheses to add information. 3/4: sheet underlining parentheses; use brackets only for parentheses on frog card 5/6: sheet adding parentheses; to use all parenthesis types on frog card Scaffold: adult support, modelled sentences, frog card example sentences to add parentheses to</p> <p>To use conjunctions (and other devices) to create cohesion Display some example sentences and ask the children to identify the two independent clauses in each. Underline them. How are the two related?</p>	<p>To plan a non-chronological text Discuss with chn what we have learnt about non-chronological texts. Discuss the features needed and split into layout/presentational and language. Explain that today they will be planning their own non chronological text on a fantastic beast. What could they be like? Pick one of the ideas and model completing planning template. <u>Task:</u> 3/4: complete planning template (has more questions for focusing planning) 5/6: complete briefer planning template but to include more features Scaffold: adult support, planning examples, word bank Stretch: more features included, purpose of each feature</p> <p>To write a non-chronological text Revise plans from yesterday. Allow time to share with a peer and complete using their questions. Go through the layout. Focus on headings and subheadings. What is their purpose? Model writing an introduction with focus on expanded noun phrases and parentheses. <u>Task:</u> Chn write their introduction. Bring back together and look at other subheadings. Pick one to model writing e.g. habitat.</p>

Remind the children that the purpose of the text would be the same as the ones looked at previously. What is the specific purpose of the ones looked at?

What is the same? Different? From ones looked at previously.

Task:

Ask the children to work in pairs and use the feature spotter to help them in identifying the features.

3/4: Identify features and annotate text to show on feature spotter sheet.

5/6: as 3/4 but to add the purpose of this feature.

Discuss together the features-were they all in all of the different texts?

Scaffold: annotated example, word bank

Stretch: find other features, look at multiple texts

To understand technical vocabulary is (and find synonyms)

Revise what has been done on non-chronological texts so far.

Is the vocabulary the same as you'd find in a story? Or a letter?

Discuss how the vocabulary is very specific to the focus of the writing.

Provide a text already looked at this week. What vocabulary is specific to this text? Create a word bank.

What does this vocabulary mean? How can we find out? Model using a dictionary. Allow time for chn to practise using words from word bank.

Task:

Chn are to read another non chronological text. They are to highlight the vocabulary. Then to use the brainstorm sheet to record the meaning of the vocabulary.

5/6: to also use a thesaurus

Scaffold: simpler dictionaries, adult support, peer support

Stretch: synonyms for synonyms (order for impact)

pupils to identify the word that 'bridges' the two related, independent clauses. Explain that these are conjunctive adverbs. Provide pupils with some conjunctive adverbs (all mixed up), and with each possible purpose. Ask children to sort the conjunctive adverbs into groups, depending on their purpose.

Provide pupils with a contextualised independent clause followed by a conjunctive adverb and ask them to suggest a suitable second independent clause. Model the writing of these on the board, drawing attention to the accurate use of punctuation: a semi-colon before the conjunctive adverb and a comma after it. Allow the children time to practise writing clauses joined by a conjunctive adverb.

Task:

3/4: Complete sheet identifying conjunctions

5/6: Complete sheet adding appropriate conjunctions

Scaffold: conjunctions word bank, adult support

Stretch: is there more than one option? Identify purpose of conjunction.

To use expanded noun phrases (and relative clauses)

Revise word classes with chn.

Go through ppt as revision and focus on noun phrases.

On large strips of paper, write two sentences where the subject noun is the same in both. Identify the subject noun and verb in both.

Choose the main clause and separate the subject noun from the verb. Then, embed the other clause between the subject noun and the verb. What has been created? Relative clause.

Draw attention to the fact that 'the flying lizard's venomous bite' is repeated, so we must replace it with a relative pronoun.

Use ppt to go through relative clauses.

Model writing these about Hogwarts professors.

Allow chn time to practise.

Task:

3/4: To complete sheet identifying relative pronouns.

5/6: To have sentences to add relative clauses to.

Scaffold: adult support, word bank, modelled sentences

Stretch: use noun phrases too.

To use the present perfect tense (and subjunctive)

What do you know about verbs and tense? Do you know the ways of expressing tense? What are simple, progressive and perfect forms of a verb?

Use ppt to revise tenses.

Model writing sentences in different tenses. Allow chn time to practise.

points.

Task: Chn then to write one paragraph.

If time chn to continue writing other paragraphs.

Scaffold: adult support, word banks, sentence starters

Stretch: more advanced punctuation/vocabulary

To edit a non-chronological text

Allow time for finishing writing if needed.

Discuss what we do now? Edit and improve.

What needs editing? Discuss fixing spelling and punctuation. How?

Model using dictionary and reading aloud for punctuation.

What can we improve? Focus on vocabulary and sense. Model how this can be completed.

Task:

3/4: To edit and improve with a partner

5/6: to edit and improve independently.

Scaffold: adult support, word banks,

Stretch: dictionary and thesaurus use

To publish a non-chronological text

Revise the text written this week. Share some good examples.

Explain that we now need to publish these in order to make our fantastic beasts book.

What could our book be called? Collect ideas and choose.

Share HP related books. Look at layout and use of pictures for presentation.

Explain to chn that they are going to use A3 paper today to publish their writing. they need to consider layout. Model planning how to display text written as class.

Task:

All to publish and create class book.

Scaffold: share writing with adult/peer, have writing pre-typed

Stretch: support peers

Set off 3/4.

Use ppt to go through formal tone

Introduce the subjunctive.

Model writing sentences from a non-chronological text in subjunctive.

Allow chn to write own versions.

Task:

3/4: chn to sort sentences into simple, progressive and perfect form.

5/6: chn to complete sentences in simple, progressive and perfect form. Then to turn sentences into more formal ones using subjunctive.

Scaffold: adult support, word bank, sentence examples

Stretch: join sentences with conjunctions r

To identify (and use) the passive voice

Revise clauses with chn. Can they identify the subject, verb and object?

Use ppt to look at active and passive voice.

Model writing sentences for non-chronological text using passive voice.

Allow time for practise.

Task:

3/4: have a list of sentences and to decide if active or passive.

5/6: Rewrite sentences in active or passive.

Scaffold: modelled sentences to compare to, adult support, verb word bank

Stretch: write own sentences for non-chronological text.