

Writing

<p>Unit overview The Chocolate Tree introduction Chn will be introduced to the text. They will explore the different themes of the story and consider what we may come across in the topic this term. Chn will explore the story, making predictions, completing justifications and sharing opinions. They will use what they read to delve into characters and settings. They will evaluate the story and share their ideas about the characters, setting and plot.</p>	
<p>Learning objective & assessment</p>	<p>Vocabulary</p>
<p>To listen to a story and describe a character <i>Can chn use adjective to describe a character? Can chn explain tier ideas?</i></p>	<p>Folktale Maya Describe Annotate</p>
<p>To compare characters in a story <i>Can chn compare the characters? Can chn justify their ideas?</i></p>	<p>Compare Justify</p>
<p>To predict events in a story <i>Can chn predict events in a story? Can chn explain their ideas and share opinions?</i></p>	<p>Predict Evaluate Opinion</p>
<p>Unit overview Chocolate poetry Chn will explore what a narrative poem is. They will look at and discuss the features of rhythm, rhyme and figurative language, which are often used in poetry. Chn will watch and analyse Michael Rosen's performance of his poem, 'Chocolate Cake'. They will focus on how he uses his voice, facial expression and body language to engage the audience and make the poem 'come alive'. Chn will plan, write and perform their own chocolate themed poem.</p>	
<p>Learning objective & assessment</p>	<p>Vocabulary</p>
<p>To explore a narrative poem <i>Can chn explain what a narrative poem is? Can chn share their opinions of a poem they have read? Can chn answer questions about a poem?</i></p>	<p>Narrative poetry Narrator Setting Dialogue Characters Action Resolution Figurative language Metaphor Simile Hyperbole Personification Alliteration Onomatopoeia</p>
<p>To know how to perform a poem <i>Do chn understand what a performance poem is? Can chn name some ways in which a poem can be performed successfully? Can chn perform a given poem themselves?</i></p>	<p>Performance poem Voice: pitch, speed, tone, volume Facial expression Body language Audience Ad-lib</p>
<p>To gather ideas for a chocolate-themed narrative poem</p>	<p>Memory</p>

<p>Do chn remember similarities between a narrative poem and a story? Can chn generate ideas for their own chocolate-themed poem? Can chn explain their ideas, and respond to suggestions given?</p>	<p>Plan</p>
<p>To write a chocolate themed narrative poem Can chn discuss and explain some of the devices used by poets to keep the reader's attention and interest? Can chn use some of these devices in their own poetry writing? Can chn use their notes and checklist to create a chocolate-themed narrative poem?</p>	<p>Layout Line breaks End-stopped line Enjambed line</p>
<p>To write a chocolate themed narrative poem Can chn use some poetry devices in their own poetry writing? Can chn use their notes and checklist to create a chocolate-themed narrative poem?</p>	<p>Layout Line breaks End-stopped line Enjambed line</p>
<p>To edit chocolate themed poem Can chn use dictionaries to improve spelling? Can chn edit their writing to improve flow?</p>	<p>Edit Spelling Grammar Punctuation</p>
<p>To publish chocolate themed poem Can chn choose a presentation style? Can chn use joined handwriting? Can chn evaluate a poem?</p>	<p>Publish Presentation</p>
<p>To prepare a performance of your narrative poem Can chn explain some of the ways in which a performance of a poem can be made engaging for the audience? Can chn make minor adjustments to their poem to turn it into a performance poem? Can chn perform their poem to an audience?</p>	<p>Performing Evaluation Annotate</p>
<p>Unit overview Non chronological texts Chn will be introduced to the features of a non-chronological report. They will identify and discuss the different features, discuss and create an imaginary new species that they have discovered whilst on a trip to the rainforest. They will look at how they should organise the information they have generated into a plan for a report. Chn will look at examples of notes that have been turned into a paragraph, sentence by sentence, and discuss how they have been developed. They will write their own first drafts of their paragraphs. Chn will discuss the importance of editing their writing. Chn will then apply this knowledge when editing their own work. Finally they will publish their report to create an exploding crate!</p>	
<p>Learning objective & assessment</p>	<p>Vocabulary</p>
<p>To identify the features of a nonchronological report Do chn know what a non-chronological report is? Can they list the features of a non-chronological report? Can they identify these features within given non-chronological reports?</p>	<p>Heading Sub-headings Images Captions Technical vocabulary Paragraphs Fact box Bullet points Factual, formal language</p>
<p>To gather information for a non-chronological report Can chn recall the main features of a non-chronological report? Can chn share, discuss and record their ideas for a newly discovered animal? Can chn generate appropriate notes for a non-chronological report?</p>	<p>Purpose Species Discovery</p>
<p>To know how to organise information into a plan for a nonchronological report Can chn use notes to create a plan for a nonchronological report? Can chn group related material into paragraphs? Can chn decide on the most appropriate order for the paragraphs?</p>	<p>Appearance Diet Behaviour and other facts</p>

<p>To write the content for a nonchronological report 2 lessons <i>Can chn list and define features needed when writing paragraphs for a report?</i> <i>Do chn understand importance of thinking carefully about order of information within sentences?</i> <i>Can chn write a first draft of the paragraphs for their report?</i></p>	<p>Draft Present tense Third person Formal language Different sentence starters Conjunctions Interesting adjectives</p>
<p>To edit the content of a nonchronological report <i>Do chn understand why it is important to edit their work?</i> <i>Can chn make suggestions on how their writing could be edited?</i> <i>Can chn edit their work and explain their reasoning for any changes they make?</i></p>	<p>Edit</p>
<p>To organise and present a nonchronological report 2 lessons <i>Do chn understand the importance of layout for a nonchronological report?</i> <i>Can chn organise the different sections of their nonchronological report in the most informative way?</i> <i>Can chn present their non-chronological report in a visually pleasing way?</i></p>	<p>Layout Presentation</p>

Guided Reading

Y3/4

<u>Text overview 'Rainforest calling'</u> Children will read this text which includes diary extracts and prose. They will delve into the character's feelings throughout and the issues and themes raised in the text. They will link the text to their learning on rainforests. They will learn to read with expression as well as discuss the text.	
Learning objective & assessment	Vocabulary

Y5/6

<u>Text overview 'The Wonder Garden' by Jenny Broom</u> Children will spend time reading this non-fiction text. They will explore the features of a non-fiction text as well as enjoy the different habitats described in the text. Children will be able to explore the different layouts of non-fiction texts and use the text to find and record information.	
Learning objective & assessment	Vocabulary
To identify and discuss the features and layout of a non-fiction book <i>Can chn identify and discuss features of non-fiction? Can chn identify and discuss the layout of a non-fiction text?</i>	Introduction contents page habitats environments Earth Nature Amazon Great Barrier Reef Chihuahuan desert Black Forest Himalayas
To find and record key information <i>Can the chn find key information from the text? Can chn record this in an appropriate way?</i>	Species Habitat Life source Freshwater Environment Territories Survival
To compare different sections of a text <i>Can chn compare and explain choices about different sections of a text?</i>	Coral reef Pollution Climate change Species Reef system Algae Coral bleaching Biosphere

	Arid Biodiverse Altitude Migrate
To give reasons for an author's choice of language and illustrations <i>Can the chn explain and justify their ideas and opinions? Can the chn identify an author's choice of language?</i>	Densely-wooded Mountain region Ancient Enigmatic Boundaries Mysterious Blanketed Romantic landscape Interspersed Haven Wander Roam Diminutive Versatile
To discuss the text as a whole <i>Can chn share their ideas and opinions? Can chn find similarities and differences across the text?</i>	Snow-capped peaks Lush valleys Savage beauty Magnificent mountainscape Glaciers Sanskrit Abode Hibernation Mutation Ungainly Waddles Venture Endangered Nimble-footed Domesticated

SPaG

Learning objective & assessment	Vocabulary
To recognise nouns (and the different noun types) <i>Can chn explain what a noun is? Can chn identify different types?</i>	Nouns Compound Concrete Abstract Collective Proper Common
To identify adjectives (and use in sentences) <i>Can chn explain what an adjective is? Can chn use adjectives?</i>	Adjectives Describing
To recognise determiners & (expanded) noun phrases <i>Can chn identify determiners, nouns and adjectives? Can chn use noun phrases?</i>	Determiner Noun phrase
To use synonyms and antonyms (and recognise both) <i>Can chn explain and use antonyms and synonyms?</i>	Antonym Synonym
To understand (and use) verbs (do) <i>Can chn identify and use verbs for do?</i>	Verb Do
To understand (and use) verbs (be) <i>Can chn identify and use verbs for be?</i>	Verb Be
To understand (and use) the sentence parts SVO <i>Can chn identify SVO in sentences?</i>	Subject Verb Object
To use sentence parts SVO (correctly) <i>Can chn use SVO in sentences?</i>	Subject Verb Object
To recognise (and use) adverbs <i>Can chn recognise adverbs? Can chn use adverbs correctly?</i>	Adverb
To understand fronted adverbials (and recognise them) <i>Can chn explain what a fronted adverbial is?</i>	Fronted adverbial Adverb
To use fronted adverbials (and correct punctuation) <i>Can chn use fronted adverbials? Can chn use commas correctly?</i>	Fronted adverbial Adverb Comma Punctuation
To recognise prepositions (and explain their meaning) <i>Do chn understand what a preposition is?</i>	Preposition Position
To use prepositions (and find alternatives) <i>Can chn use prepositions accurately?</i>	Preposition
To understand prepositional phrases (and their construction) <i>Can chn recognise the parts of a prepositional phrase?</i>	Preposition Prepositional phrases
To use prepositional phrases (and correct punctuation) <i>Can chn use prepositional phrases in their writing?</i>	Preposition Prepositional phrases
To recognise pronouns (and their use) <i>Can chn understand how to use pronouns?</i>	Pronoun

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<p>To recognise personal pronouns (and their purpose) <i>Can chn explain the use of personal pronouns?</i></p>	<p>Pronoun Personal</p>
<p>To use personal pronouns (and find synonyms) <i>Can chn use personal pronouns in sentences?</i></p>	<p>Pronoun Personal</p>
<p>To recognise possessive pronouns (and their purpose) <i>Can chn explain the use of possessive pronouns?</i></p>	<p>Pronoun Possessive</p>
<p>To use possessive pronouns (and find synonyms) <i>Can chn use possessive pronouns in sentences?</i></p>	<p>Pronoun Possessive</p>
<p>To understand coordinating conjunctions (and explain their use) <i>Can chn recognise a coordinating conjunction?</i></p>	<p>For And</p>
<p>To use coordinating conjunctions (and find alternatives) <i>Can chn use FANBOYS in their sentences?</i></p>	<p>Nor But Or Yet So</p>
<p>To recognise subordinating conjunctions (and explain their use) <i>Can chn recognise subordinating conjunctions?</i></p>	<p>If Since As</p>
<p>To use subordinating conjunctions (and find alternatives) <i>Can chn use ISAWAWABUB in their sentences?</i></p>	<p>When Although While After Before Until Because</p>