

English Key Stage 2

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS2 English is formed of 60 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 The BFG - Narrative Writing	Year 3	20
2 Into the Forest by Anthony Browne	Year 3	5
3 Portia Spiders - Non-Chronological Report	Year 3	20
4 Mulan by Michaela Morgan	Year 3	5
5 The Man on the Moon - Narrative Writing	Year 3	15
6 The Fate of Fausto - Narrative Writing	Year 3	20
7 The Firework Maker's Daughter by Phillip Pullman	Year 3	5
8 Monster Pizza - Instructions	Year 3	10
9 Healthy Food - Persuasive writing	Year 3	10



10 King of the Sky by Nicola Davies	Year 3	5
11 The Day the Crayons Quit - Persuasive writing	Year 3	15
12 Aladdin - Narrative Writing	Year 3	20
13 Rushing Rivers by Kingfisher	Year 3	5
14 The Happy Prince - Narrative Writing	Year 3	20
15 The Suitcase Kid by Jacqueline Wilson	Year 3	5
16 How Bees make Honey - Explanation writing	Year 3	15
17 Angler Fish - Non chronological report	Year 4	20
18 There's A Boy In The Girls' Bathroom by Louis Sachar	Year 4	5
19 The Robin - Narrative Writing	Year 4	20
20 Hansel and Gretel by Anthony Browne	Year 4	5
21 A Christmas Carol - Narrative writing	Year 4	15



22 John Lyons - Poetry	Year 4	20
23 I Was a Rat! by Phillip Pullman	Year 4	5
24 Chocolate Making - Explanation writing	Year 4	20
25 Hidden Depths: Exploring the Deep by Chloe Rodes	Year 4	5
26 The Borrowers - Narrative writing	Year 4	15
27 The Jabberwocky - Narrative writing	Year 4	20
28 Walter Tull's Scrapbook by Michaela Morgan	Year 4	5
29 Journalistic Writing - based on traditional tales	Year 4	20
30 A Christmas Carol - by Charles Dickens	Year 4	5
31 Whale Rider - Narrative writing	Year 4	15
32 How to Train your Dragon - Mixed outcomes	Year 5	40
33 History VIP: Mary Anning by Kay Barnham	Year 5	5



34 The British by Benjamin Zephaniah	Year 5	5
35 Wild Cats - Non-chronological reports	Year 5	15
36 Oliver - Narrative writing	Year 5	30
37 Demon Dentist by David Walliams	Year 5	5
38 School Uniform - Persuasive writing	Year 5	10
39 Poetry - The Listeners by Walter de la Mare	Year 5	5
40 The Viewer - Narrative writing	Year 5	15
41 Macbeth - Narrative writing	Year 5	20
42 Street Child by Berlie Doherty	Year 5	5
43 Inspirational figures - Biographical writing	Year 5	10
44 Mirror by Jeannie Baker	Year 5	5
45 The Highwayman - Narrative writing	Year 5	25



46 Sherlock Holmes - Mixed outcomes	Year 6	30
47 The Giant's Necklace by Michael Morpurgo	Year 6	5
48 The Windrush - Diary writing	Year 6	25
49 Holes by Louis Sachar	Year 6	5
50 Spiderman - Journalistic writing	Year 6	20
51 The Blitz Survivor Stories	Year 6	5
52 The Golden Compass - Mixed outcomes	Year 6	30
53 Greenling by Levi Pinfold	Year 6	5
54 Rabbit Proof Fence - Narrative writing	Year 6	25
55 London is the Place for Me by Lord Kitchener	Year 6	5
56 Important Scientists - Biographical writing	Year 6	10
57 Goodnight Mister Tom by Michelle Magorian	Year 6	5

58 Pandas - Non-chronological report

Year 6

15

59 A Career in Computer Games by Anthony Horowitz

Year 6

5

60 Grammar Practice

Year 6

5





3. Lessons

Unit 1 The BFG - Narrative Writing

20 Lessons

Lesson number	Lesson question	Pupils will learn
1.	To identify the main characters and the setting in a visual narrative	<ul style="list-style-type: none">In this lesson, we will identify the main characters and the setting in a visual narrative based on a book by Roald Dahl. We will then sketch and label the setting with ambitious adjectives.
2.	To investigate suffixes: Past and present tense	<ul style="list-style-type: none">In this lesson, we will explore the rules associated with adding the suffix -ed. 10 spelling words will be explained and set to learn.
3.	To explore simple sentences	<ul style="list-style-type: none">In this lesson, we will recap what a verb is, define a simple sentence as a main clause that makes sense on its own and write our very own simple sentences.



-
- 4. To sequence and retell the opening**
- In this lesson, we will recap word class. We will then watch the opening scene of *The BFG* again and sequence and retell the main events. Finally, we will generate adjectives to describe how Sophie is feeling during the opening.
-
- 5. To develop a rich understanding of words associated with night time**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 6. To generate vocabulary for character description**
- In this lesson, we will think about different ways of referring to the characters introduced in the opening scene of *The BFG*. We will then generate adjectives to describe the appearance and personality of the characters.
-
- 7. To practise and apply knowledge of suffixes: Past and present tense, including a test**
- In this lesson, we will practise the rules associated with adding the suffix -ed. We will learn how to practise using the small to large strategy and will test the words previously set to learn.
-



8. To analyse the opening scene

- In this lesson, we will analyse the opening scene of *The BFG* and generate vocabulary to describe the setting, what we can hear and what we can see. We will then think about how we feel when we watch the opening and how we can reflect this in our writing.
-

9. To write the first part of the opening (Part 1)

- In this lesson, we will learn about fronted adverbials and recap the purpose of an opening. We will then watch and order the first part of the opening, take part in writing and write the first part of the opening.
-

10. To write the first part of the opening (Part 2)

- In this lesson, we will practise extending sentences using joining words. Following shared writing, we will carry on writing the first part of the opening.
-

11. To write the second part of the opening (Part 1)

- In this lesson, we will watch and order the second part of the opening. We will also look at ways to show not tell. Following shared writing, we will write the second part of the opening.
-

12. To investigate more suffixes: Past and present tense

- In this lesson, we will explore the rules associated with adding the suffix -ing. Ten spelling words will be explored and set to learn.
-



- 13. To explore compound sentences**
- In this lesson, we will recap what a simple sentence is and define what a compound sentence is. We will learn the three coordinating conjunctions 'but', 'or', 'and' and when to use each one appropriately. We will also practise writing compound sentences using all three coordinating conjunctions.
-
- 14. To write the second part of the opening (Part 2)**
- In this lesson, we will recap and write compound sentences. We will recap key vocabulary and use it to orally rehearse ambitious sentences to include in our writing. Following shared writing, we will carry on writing the second part of the opening.
-
- 15. To develop a rich understanding of words associated with night time**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 16. To sequence and retell the build-up**
- In this lesson, we will recap the job of a build up. We will then watch and order the main events of the build up. After that, we will recap fronted adverbials and use them to retell the build up.
-



17. To practise and apply knowledge of more suffixes: Past and present tense, including test

- In this lesson, we will practise the rules associated with adding the suffix -ing. We will learn how to practise using the look, cover, write, check strategy and will test the words previously set to learn.
-

18. To generate vocabulary for the build-up

- In this lesson, we will generate precise vocabulary to use in our writing. We will use this vocabulary to orally rehearse our writing of the build up.
-

19. To write the build-up (Part 1)

- In this lesson, we will explore some additional aspects of suspense writing, including ellipses and exclamation marks. Following shared writing, we will write the first part of our build up.
-

20. To write the build-up (Part 2)

- In this lesson, we will revise aspects of suspense writing and introduce questions to the reader. Following shared writing, we will complete our writing of the build up and end our writing on a cliffhanger.
-



Lesson number	Lesson question	Pupils will learn
1.	To engage with a text	<ul style="list-style-type: none">In this lesson, we will introduce the text and learn about its author.
2.	To answer questions on a text	<ul style="list-style-type: none">In this lesson, put the key events in order and focus on key vocabulary to support understanding. We will use the strategies of identifying key words, skimming and scanning and searching for hidden clues to answer questions.
3.	To answer questions on a text	<ul style="list-style-type: none">In this lesson, we will read the next part of the story, and pick it apart and analyse it in some detail.
4.	To answer questions on a text	<ul style="list-style-type: none">In this lesson, we will read the final part of the text. After that, we will do some text analysis before finally responding to the text.
5.	To analyse the author's use of colour.	<ul style="list-style-type: none">In this lesson, we will explore and discuss Anthony Browne's use of colour throughout the book.



Lesson number	Lesson question	Pupils will learn
1.	To identify features of a non-chronological report	<ul style="list-style-type: none">In this lesson, we will look at what a non-chronological report is, then we will look at purpose, audience, language and layout in more detail.
2.	To investigate suffixes: Plurals	<ul style="list-style-type: none">In this lesson, we will explore the rules associated with plurals. Ten spelling words will be explained and set to learn.
3.	To revise compound sentences	<ul style="list-style-type: none">In this lesson, we will revise simple sentences and then explore compound sentences. We will look at common mistakes made when writing compound sentences.
4.	To learn about the Portia Spider	<ul style="list-style-type: none">In this lesson, we will research Portia Spiders in preparation for a non-chronological report. We will also look at the layout of a non-chronological report.
5.	To develop a rich understanding of words associated with the jungle (Part 1)	<ul style="list-style-type: none">In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.



-
- 6. To develop vocabulary to describe the Portia Spider**
- In this lesson, we will develop both subject specific vocabulary and expanded noun phrases to describe the Portia Spider.
-
- 7. To practise and apply knowledge of suffixes: Plural, including a test**
- In this lesson, we will practise the rules associated with adding suffixes to make plurals. We will learn how to practise using the 'best bet' strategy and will test the words previously set to learn.
-
- 8. To plan the first section of a report**
- In this lesson, we will plan the opening and first section of a non-chronological report. We will look at how to set the report out.
-
- 9. To write the opening to a report**
- In this lesson, we will write the opening paragraph of a non-chronological report. We will look at the layout and what an opening needs to do.
-
- 10. To write compound sentences for a non-chronological report**
- In this lesson, we will write compound sentences for a non-chronological report. We will also look at the purpose, audience, language and layout of our report.
-
- 11. To explore complex sentences**
- In this lesson, we will explore subordinate clauses and complex sentences.
-



12. To investigate suffixes: More plurals

- In this lesson, we will further explore the rules associated with adding the suffixes -es and -ves to make plurals. Ten spelling words will be explained and set to learn.
-

13. To write complex sentences for a report

- In this lesson, we will write a range of complex sentences for a report. We will look at the purpose, audience, language, and layout of our non-chronological report and where complex sentences should be used.
-

14. To write the first section

- In this lesson, we will write the first section of a non-chronological report. We will look at a modelled example to help us.
-

15. To develop a rich understanding of words associated with the jungle (Part 2)

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-

16. To edit the first section

- In this lesson, we will practise editing work. We will then edit the first section of a non-chronological report.
-



17. To practise and apply knowledge of suffixes: More plurals, including test

- In this lesson, we will practise the rules associated with adding the suffixes -es and -ves to make plurals. We will learn how to practise using the 'Pyramid' strategy and will test the words previously set to learn.
-

18. To plan the second section of a report

- In this lesson, we will plan the second section of a non-chronological report. We will look at the vocabulary that we might use when we plan our report, then we will revise the layout, purpose, audience and language.
-

19. To write the second section of a report

- In this lesson, we will write the second section of a non-chronological report. First we will look at the vocabulary that we might be using in this section of our non-chronological report. Then we will look at what we need to include to the purpose audience, language and layout.
-

20. To write the closing section of a report

- In this lesson, we will write the closing of a non-chronological report. We will look at an example closing and pick out ideas that we can use in our own closing
-



Lesson number	Lesson question	Pupils will learn
1.	To engage with a text	<ul style="list-style-type: none">In this lesson, we will introduce Mulan and traditional tales as a genre. We will read the opening chapter of Mulan and predict what might happen next in the story.
2.	To answer questions on a text (Part 1)	<ul style="list-style-type: none">In this lesson, we will recap what we already know about Mulan, read the next section of Mulan and answer questions.
3.	To answer questions on a text (part 2)	<ul style="list-style-type: none">In this lesson, we will recap what we already know about Mulan, read the next section of Mulan and answer questions giving detailed responses.
4.	To explore character	<ul style="list-style-type: none">In this lesson, we will analyse Mulan as a character by analysing her character traits.
5.	To explore themes	<ul style="list-style-type: none">In this lesson, we will explore the key themes in Mulan. We will look at a question to help us answer the main idea and learn how to respond to the text.



Lesson number	Lesson question	Pupils will learn
1.	To develop initial responses	<ul style="list-style-type: none">In this lesson, we will watch a visual literacy clip and develop initial responses.
2.	To investigate suffixes: -y suffix	<ul style="list-style-type: none">In this lesson, we will explore the rules associated with adding the suffix -y to nouns to form adjectives. Ten spelling words will be explained and set to learn.
3.	To explore complex sentences	<ul style="list-style-type: none">In this lesson, we will we learn about complex sentences and we will practise writing some complex sentences.
4.	To describe two contrasting settings and characters	<ul style="list-style-type: none">In this lesson, we will develop vocabulary to describe the characters and the setting.
5.	To develop a rich understanding of words associated with sadness	<ul style="list-style-type: none">In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.



-
- 6. To write the opening of a narrative**
- In this lesson, we will look at the features of an opening and develop vocabulary to use in our own writing of the beginning of a narrative.
-
- 7. To practise and apply knowledge of suffixes: -y suffix, including test**
- In this lesson, we will practise the rules associated with adding the suffix -y. We will learn how to practise using the 'Look, Cover, Write, Check' strategy and will test the words previously set to learn.
-
- 8. To plan the build-up of a narrative**
- In this lesson, we will develop vocabulary to be used in the build-up of a narrative.
-
- 9. To write a range of sentences for the build-up of a narrative**
- In this lesson, we will learn what the purpose of a narrative build-up is and write a range of sentence types.
-
- 10. To write the first part of the build-up of a narrative**
- In this lesson, we will look at the purpose of a narrative build-up and develop vocabulary to use in our own writing of the first part.
-
- 11. To write the second part of the build-up of a narrative**
- In this lesson, we will explore the features of a build-up and develop the character by thinking about what Lily might be feeling and thinking throughout this writing of a narrative.
-



12. To plan the climax of a narrative

- In this lesson, we will plan the climax of a narrative. We will look at the purpose of a climax, what its role is in a narrative and generate vocabulary we can use for this part of our writing.
-

13. To write the climax of a narrative

- In this lesson, we will learn how to pick sentence types and vocabulary to mirror the emotion of the characters and use this to write the climax of a narrative.
-

14. To edit the climax of a narrative

- In this lesson, we will edit the climax of a narrative. First we will edit for punctuation, then we will edit to improve our writing. Finally we will reflect on the unit as a whole.
-

15. To develop reading for pleasure through personal reflection

- In this lesson, we will reflect on what reading for pleasure means. We will spend time thinking about different texts that are important to us and create a 'Reading River' to show our own personal journeys in reading.
-



Lesson number	Lesson question	Pupils will learn
1.	To understand and order the story of a picture book	<ul style="list-style-type: none">In this lesson, we will explore what fables are and read a modern fable by Oliver Jeffers called the Fate of Fausto. We will consider the themes of the fable and then revise the structure of a story and order sections of the story on a 'story staircase'.
2.	To investigate suffixes: -ly suffix	<ul style="list-style-type: none">In this lesson, we will explore the rules associated with adding the suffix -ly. Ten spelling words will be explained and set to learn.
3.	To explore word classes	<ul style="list-style-type: none">In this lesson, we will explore the four word classes of nouns, adjectives, verbs and adverbs. We will consider their purpose and impact in writing and practise using them in our writing.
4.	To practise the four types of simple sentence	<ul style="list-style-type: none">In this lesson, we will practise the four types of simple sentence: statements, questions, exclamations and commands. We will practise writing each sentence correctly with appropriate punctuation.



5. To develop a rich understanding of words associated with confidence

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-

6. To write the opening of a picture book

- In this lesson, we will consider the purpose of an opening section of a story and what makes an effective opening. We will read an example of an opening and then write our own version.
-

7. To practise and apply knowledge of suffixes: -ly suffix, including test

- In this lesson, we will practise the rules associated with adding the suffix -ly. We will learn how to practise using the 'spot a word within a word' strategy and will test the words previously set to learn.
-

8. To practise speech punctuation rules

- In this lesson, we will revise the rules for accurately punctuating speech when speech comes at the start of a sentence. We will revise the correct terminology and the positive effect that speech punctuation has on a reader's ability to read a piece of writing.
-



- 9. To describe feelings**
- In this lesson, we will consider lots of different words that describe feelings and how to carefully choose the most appropriate word. We will then look at how to use 'show and tell' to describe a character's feelings and then practise writing some character feeling descriptions.
-
- 10. To write the build up of a story**
- In this lesson, we will revise rules for speech punctuation and consider the purpose of a build-up in a story. We will then read an example of a piece of writing and then write our own build-up.
-
- 11. To practise the full range of three sentence types**
- In this lesson, we will consider the definition of a clause and how knowledge of clauses can help us identify and write simple, compound and complex sentences. We will then practise writing our own sentences.
-
- 12. To investigate suffixes: -ful and -less suffixes**
- In this lesson, we will explore the rules associated with adding the suffixes -ful and -less. Ten spelling words will be explained and set to learn.
-
- 13. To explore expanded noun phrases**
- In this lesson, we will explore the purpose and rules of using expanded noun phrases and practise writing them, using a range of ambitious vocabulary.
-



- 14. To describe a setting**
- In this lesson, we will use a range of senses to help us describe a setting accurately. We will also practise using prepositions of place accurately.
-
- 15. To develop a rich understanding of words associated with anger**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 16. To practise writing speech**
- In this lesson, we will practise using speech punctuation accurately and consider effective synonyms for said and effective adverbs.
-
- 17. To practise and apply knowledge of suffixes: -ful and -less suffixes, including test**
- In this lesson, we will practise the rules associated with adding the suffixes -ful and -less. We will learn how to practise using the small to large strategy and will test the words previously set to learn.
-
- 18. To write the climax of a story**
- In this lesson, we will consider the purpose of a climax in a story and begin to write our own version.
-
- 19. To write and edit the climax of a story**
- In this lesson, we will finish writing our climax and then edit it carefully.
-

20. To write the resolution of a story

- In this lesson, we will write the resolution of our story and consider the themes of the Fate of Fausto.
-





Lesson number	Lesson question	Pupils will learn
1.	To engage with the text	<ul style="list-style-type: none">In the lesson, we are going to engage with a new text and practise strategies for understanding unfamiliar vocabulary.
2.	To answer questions on the text, orally and in written form	<ul style="list-style-type: none">In this lesson, we will answer retrieval and inference questions.
3.	To analyse a character	<ul style="list-style-type: none">In this lesson, we will use inference questions to analyse the main character in the book.
4.	To explore one of the main themes	<ul style="list-style-type: none">In this lesson, we will explore how a female character is portrayed, one of the main themes of the Firework-Maker's Daughter by Philip Pullman.
5.	To explore genre	<ul style="list-style-type: none">In this lesson, we will analyse the genre of the book. We will learn the features of a quest narrative and analyse these features in the Firework-Maker's Daughter by Philip Pullman.



Lesson number	Lesson question	Pupils will learn
1.	To identify the features of instructions	<ul style="list-style-type: none">In this lesson, we will read through instructions and find their features, including sequencing words and imperative verbs.
2.	To investigate suffixes: -er and -est suffixes	<ul style="list-style-type: none">In this lesson, we will explore the rules associated with adding the suffixes -er and -est. Ten spelling words will be explained and set to learn.
3.	To explore 'being' verbs	<ul style="list-style-type: none">In this lesson, children will be given a definition of 'being' verbs. First, they will identify the forms of the verb 'to be' in sentences. Then, they will look at plural and singular forms of the verb 'to be'. After that, they will look at past/present tense forms of the verb 'to be'.
4.	To devise ingredients for our monster pizza	<ul style="list-style-type: none">In this lesson, we will look at the ingredients of pizza and generate ideas for what types of ingredients a monster would use to make their pizza.



-
- 5. To develop a rich understanding of words associated with disgusting food**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 6. To generate vocabulary to use in our instructions**
- In this lesson, we will recap imperative verbs and sequencing words. We will also investigate using adverbs in instructions and write some sentences using sequencing words, verbs and adverbs.
-
- 7. To practise and apply knowledge of suffixes: -er and -est suffixes, including test**
- In this lesson, we will practise the rules associated with adding the suffixes -er and -est. We will learn how to practise using the colour blocking strategy and will test the words previously set to learn.
-
- 8. To orally rehearse our instructions**
- In this lesson, we will use adjectives to describe our ingredients. Then, we will orally rehearse our instructions, using the features of instructions we have found.
-
- 9. To write the instructions for our monster pizza**
- In this lesson, we will recap the features of instructions and write the instructions for making a pizza for a monster using sequencing words, adverbs, adjectives and imperative verbs.
-

10.

To write an invitation asking our monster friends to a pizza party

- In this lesson, we will pretend to be a monster and free write an invitation asking other monsters to come to our pizza party. We will look at an example of an invitation and then children will write their own.
-





Lesson number	Lesson question	Pupils will learn
1.	To understand the features of adverts	<ul style="list-style-type: none">In this lesson, we will look at an example of an advert and discuss its PALL - purpose, audience, language and layout. Children will then write their own sentences using a comparative and a superlative.
2.	To investigate suffixes: More -er and -est suffixes	<ul style="list-style-type: none">In this lesson, we will further explore the rules associated with adding the suffixes -er and -est. Ten spelling words will be explained and set to learn.
3.	To explore prepositions	<ul style="list-style-type: none">In this lesson, we will explore prepositions of place and time. First, we will look at some pictures of a koala, describe what its position is, and fill in the missing prepositions of place. Then, we will identify when we use the prepositions 'at' 'in' and 'on' in relation to time and spot a rule.



-
- 4. To build scientific vocabulary to describe healthy snacks**
- In this lesson, we will sort healthy and unhealthy snacks. We will discuss a healthy diet and what foods make up a healthy diet. We will think about what makes a snack healthy. Scientific vocabulary will be introduced: protein, fibre, vitamins, minerals.
-
- 5. To develop a rich understanding of words associated with meals**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 6. To design a healthy snack**
- In this lesson, we will think about the snacks we eat and why we like them. We will look at an advert advertising an unhealthy snack, then think about healthy alternatives. Then, we will write a persuasive sentence about the snack we have designed.
-
- 7. To practise and apply knowledge of suffixes: More -er and -est, including test**
- In this lesson, we will further practise and apply knowledge of the rules used when adding the suffix -er and -est.
-
- 8. To build persuasive vocabulary to use in our advert**
- In this lesson, we will recap comparatives and superlatives. We will find alliteration, rhyme, adjectives and slogans and write our own slogans for a healthy snack.
-

9. To write complex sentences about our healthy snack

- In this lesson, we will explore complex sentences and subordinating conjunctions. We will learn how to choose appropriate conjunctions for a range of sentences, look at examples of complex sentences and use superlatives and comparatives.



10. To design and write an advertisement for a healthy snack

- In this lesson, we will use our knowledge of the features of advertisements to write our own advert for a healthy snack.
-

Unit 10 King of the Sky by Nicola Davies

5 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To explore a theme	<ul style="list-style-type: none">In this lesson, we will explore the theme of 'home'.
2.	To engage with a text	<ul style="list-style-type: none">In this lesson, we will practise some vocabulary strategies and engage with the second half of the text.
3.	To analyse a character	<ul style="list-style-type: none">In this lesson, we will use the text and images to analyse the boy in the story.
4.	To explore figurative language	<ul style="list-style-type: none">In this lesson, we will analyse a piece of figurative language used to describe Re del Cielo.
5.	To generate and explore themes	<ul style="list-style-type: none">In this lesson, we will use the text to analyse statements about the book. We will use this analysis to discuss themes of the story.



Lesson number	Lesson question	Pupils will learn
1.	To share and discuss a story	<ul style="list-style-type: none">In this lesson, we will read the story 'The Day the Crayons Quit' and pause throughout to think and answer questions about the text.
2.	To investigate silent letters	<ul style="list-style-type: none">In this lesson, we will investigate silent letters, highlighting etymology and spotting patterns.
3.	To explore conjunctions	<ul style="list-style-type: none">In this lesson, we will explore joining or coordinating conjunctions used in compound sentences. We will identify the two main clauses, the verbs and the coordinating conjunctions in compound sentences. We will look at the difference between 'but' 'and' and 'or' and discover when it is appropriate to use each one.
4.	To explore the features of a persuasive letter	<ul style="list-style-type: none">In this lesson, we will look at excerpts from the text 'The Day the Crayons Quit' and look at the features of persuasive letters: exaggeration, emotions, opinions and reasons (argument) and threat.



-
- 5. To develop a rich understanding of words associated with negative emotions**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 6. To devise a character and describe how they are feeling**
- In this lesson, we will think about items we own: are there any that feel neglected? Overworked? Misused? We will choose a belonging and devise a character inspired by the crayons from 'The Day the Crayons Quit'.
-
- 7. To practise and apply knowledge of silent letters, including test**
- In this lesson, we will practise and apply our knowledge of silent letters and take our spelling test.
-
- 8. To express opinions and give reasons for them**
- In this lesson, we will think about the way the crayons felt in the book and why. We will write the feelings and opinions of the crayons, explaining these using the joining conjunctions 'because' and 'so'. We will think about some opinions their characters might have.
-
- 9. To use commands and rhetorical questions to persuade**
- In this lesson, we will explore commands and then rhetorical questions in 'The Day the Crayons Quit'. We will practise writing commands and rhetorical questions from the perspective of one of the crayons.
-



-
- 10. To orally rehearse paragraph one of a persuasive letter**
- In this lesson, we will look at a modelled write of a persuasive letter and find the persuasive features of the first paragraph. Then, we will ask and answer questions about our devised character. Finally, we will orally rehearse the first paragraph of our letter.
-
- 11. To write the first paragraph of a persuasive letter**
- In this lesson, we will recap the features of a persuasive text, focussing on the first paragraph of a letter. Then, we will have a shared write and write the first paragraph of our letter, using our plans to help.
-
- 12. To orally rehearse paragraph two of a persuasive letter**
- In this lesson, we will look at a modelled write of a persuasive letter and find the persuasive features of the second paragraph. We will use these features as the basis for our plan. Then, we will orally rehearse the second paragraph of our letter, using the plan to help.
-
- 13. To write the second paragraph of a persuasive letter**
- In this lesson, we will recap the features of a persuasive text, focussing on the second paragraph of a letter.
-
- 14. To write a persuasive letter (free write)**
- In this lesson, we will free write a persuasive letter to a person/organisation/thing of choice. We will recap the features of a persuasive letter, come up with some ideas for who we could write our letter to.
-

15.

To develop reading for pleasure through discussion of favourite characters

- In this lesson, we will develop reading for pleasure through book recommendations and then discuss and describe character traits of our favourite characters.





Lesson
number

Lesson question

About the lesson

1.

To orally rehearse a section of narrative

Pupils will learn

- In this lesson, we will be introduced to the story of Aladdin. We will watch a clip from the opening of the Disney film, think about what the opening of a story should do and then retell it. We will begin to generate vocabulary and practise writing sentences with our new vocabulary.

Guidance warnings

- Contains conflict or violence.

2.

To investigate prefixes

Pupils will learn

- In this lesson, we will investigate and generate rules about the prefixes un-, dis-, mis- and non-.

3.

To revise our understanding of simple, compound and complex sentences

Pupils will learn

- In this grammar lesson, we will revise the different sentence types: simple, compound and complex. We will practise coordinating and subordinating conjunctions and play a sentence building game to check what we know.



4. To generate ideas for writing

Pupils will learn

- In this lesson, we will watch the opening clip from Aladdin and analyse it using our senses. We will use our new vocabulary to write strong sentences. Keep these notes to help with writing the opening.

Guidance warnings

- Contains conflict or violence.
-

5. To develop a rich understanding of words associated with clever or sly traits (Part 1)

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-

6. To plan a setting description

Pupils will learn

- In this lesson, we will analyse the opening of the Aladdin clip. We will look at the camera shots used and think about how to recreate this in our writing. We will generate powerful vocabulary and practise putting it into sentences that we can use when we write our opening.

Guidance warnings

- Contains conflict or violence.
-



7. To practise and apply prefixes, including test

Pupils will learn

- In this lesson, we learn how to spell words which include the prefixes un-, dis-, mis- and non-.
-

8. To write the opening setting description

Pupils will learn

- In this lesson, we will prepare and write our opening. We will revise what we need and look at notes made in earlier lessons. Then, we will do some writing together and check that it has all that it needs for the opening.
-

9. To practise writing speech

Pupils will learn

- In this lesson, we will be introduced to speech punctuation. We will look at the punctuation needed and how it should be laid out. We will have a go at punctuating speech from the Aladdin clip.
-

10. To write a scene with speech

Pupils will learn

- In this lesson, we will write a section of dialogue (speech) from the opening of Aladdin. First, we will revise speech punctuation and have a go at writing it together. Then, we will have a go independently.
-



11. To plan a build-up

Pupils will learn

- In this lesson, we will think about what the build-up in a story needs to do. We will watch a section of the opening of Aladdin and analyse it as a build-up. We will then look at the action and reactions of the characters and use this to create powerful sentences for our build-up writing.

Guidance warnings

- Contains conflict or violence.
-

12. To investigate more prefixes

Pupils will learn

- In this lesson, we will investigate and generate rules about the prefixes de-, re-, sub- and super-.
-

13. To understand the two functions of apostrophes

Pupils will learn

- In this lesson, we will look at the two types of apostrophes and when they are used. We will then focus on apostrophes for contraction and practise where to use them for different word combinations.
-



14. To write the build-up

Pupils will learn

- In this lesson, we will prepare and write our build-up based on the clip of Aladdin. We will revise what we need for a build-up and look at notes made in earlier lessons. Next, we will have a go at writing it together, editing it and improving it. Then, we will have a go ourselves.

15. To develop a rich understanding of words associated with clever or sly traits (Part 2)

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.

16. To plan the climax

Pupils will learn

- In this lesson, we will watch a section of the opening of Aladdin and analyse it as a climax. We will look at the action and reactions of the characters and use this to generate vocabulary to write powerful sentences for our climax writing.

Guidance warnings

- Contains conflict or violence.

17. To practise and apply knowledge of more prefixes, including test

Pupils will learn

- In this lesson, we will learn how to spell words which include the prefixes de-, re-, sub- and super-.
-

18. To write the climax

Pupils will learn

- In this lesson, we will prepare and write our climax based on the clip of Aladdin. First, we will revise what we need for a climax and look at notes made in earlier lessons. Next, we will have a go at writing it together, editing it and improving it.

Guidance warnings

- Contains conflict or violence.
-

19. To edit our work

Pupils will learn

- In this lesson, we will learn about why editing is important and practise editing. The children will then edit their climax writing from the previous lesson.

Guidance warnings

- Contains conflict or violence.
-

20. To write the end of the narrative

Pupils will learn

- In this lesson, we will recap the writing we have done from the entire Aladdin unit. We will think about how we have created feelings for the reader.
-





Lesson number	Lesson question	Pupils will learn
1.	To identify features of a non-fiction text.	<ul style="list-style-type: none">In this lesson, we will explore the purpose, audience and features of a non-fiction text and how it compares to a fiction text.
2.	To answer questions on a non-fiction text (Part 1)	<ul style="list-style-type: none">In this lesson, we will practise answering questions on a non-fiction text. We will look at the features and vocabulary used in a non-fiction text.
3.	To answer questions on a non-fiction text (Part 2)	<ul style="list-style-type: none">In this lesson, we will practise answering questions on a non-fiction text. We will learn how the features of a non-fiction text can support understanding of the vocabulary.
4.	To answer questions on a non-fiction text (Part 3)	<ul style="list-style-type: none">In this lesson, we will practise answering questions on a non-fiction text. We will learn strategies for finding key words and key information in a text.
5.	To complete an activity on a non-fiction text	<ul style="list-style-type: none">In this lesson, we will analyse the text as a whole and complete an independent activity.



Lesson number	Lesson question	Pupils will learn
1.	To engage with a narrative	<ul style="list-style-type: none">In this lesson, we will read a narrative and think about the message it has to its readers.
2.	To investigate homonyms	<ul style="list-style-type: none">In this lesson, we will explore homonyms. We will learn what they are and look at some examples. Ten spelling words will be explained and set to learn.
3.	To introduce apostrophes for singular possession	<ul style="list-style-type: none">In this lesson, we will introduce apostrophes for singular possession. We will learn to spot them and practise using them.
4.	To retell and analyse a narrative	<ul style="list-style-type: none">In this lesson, we will recall and retell a section of the story of 'The Happy Prince'. We will structure the story and investigate how the author conveys his message in the story.
5.	To develop a rich understanding of words associated with cities	<ul style="list-style-type: none">In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.



6. To prepare to write an opening setting

- In this lesson, we will learn how writing can be like camera shots in a film. We will practise 'being the director' with our writing and build powerful vocabulary to write our own opening.
-

7. To practise and apply knowledge of homonyms, including test

- In this lesson, we will practise and apply our knowledge of homonyms. We will learn how to practise using the 'Look, Cover, Write, Check' strategy and will test the words previously set to learn.
-

8. To write an opening setting

- In this lesson, we will revise what we have learnt about writing an opening, use our notes to have a go at writing an opening together and then we will have a go ourselves.
-

9. To continue to write the opening

- In this lesson, we will will practise writing a complex sentence and continue to write the opening together, using long and short sentences.
-

10. To edit our writing

- In this lesson, we will learn about why editing is important, practise editing together and then we will have a go at editing our writing.
-



11. To practise writing speech

- In this lesson, we will learn the punctuation for writing speech and practise writing speech from 'The Happy Prince'.
-

12. To investigate homophones

- In this lesson, we will explore homophones. We will learn what they are and look at some examples. Ten spelling words will be explained and set to learn.
-

13. To revise apostrophes for contraction and singular possession

- In this lesson, we will revise the use of apostrophes for contracted words and singular possession. We will spot where they are used in writing and practise writing sentences with them.
-

14. To continue to write the opening with speech

- In this lesson, we will revise and practise our speech writing skills, continue to write the opening with speech together and write independently.
-

15. To develop a rich understanding of words associated with sadness

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-



-
- 16.** **To analyse the build up and prepare to write**
- In this lesson, we will analyse what a build-up should do for the reader. We will also look again at being a 'director' when we are writing and use camera shots to make our reader feel things. Lastly, we will gather powerful vocabulary and build some 'star' sentences.
-
- 17.** **To practise and apply knowledge of homophones, including test**
- In this lesson, we will practise and apply our knowledge of homophones. We will learn how to practise using the pyramid strategy and will test the words previously set to learn.
-
- 18.** **To write the first part of the build up**
- In this lesson, we will revise our brilliant notes from the previous lesson, have a go at writing the first part of the build up together and check and edit the writing.
-
- 19.** **To write the second part of the build up with speech**
- In this lesson, we will revise how we write speech, write the next part of the build up together and check it.
-
- 20.** **To write the conclusion and resolution to the narrative**
- In this lesson, we will look at what action needs to be included and what we should remember when we are writing. We will then write the climax and resolution.
-



Lesson
number

Lesson question

About the lesson

1.

To engage with a text

Pupils will learn

- In this lesson, we will make predictions based on a book cover, read the beginning of 'The Suitcase Kid' and record our opinions.

Guidance warnings

- Contains subject matter which individuals may find upsetting.

2.

To answer retrieval questions

Pupils will learn

- In this lesson, we will answer retrieval questions, skimming and scanning for key information words.

Guidance warnings

- Contains subject matter which individuals may find upsetting.



3. To answer inference questions

Pupils will learn

- In this lesson, we will answer inference questions. We will identify key information in the questions and use skimming and scanning to find the answers.

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

4. To analyse language

Pupils will learn

- In this lesson, we will analyse the author's use of language.

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

5. To analyse a character's emotions

Pupils will learn

- In this lesson, we will analyse how the main character is feeling.

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-



Lesson number	Lesson question	Pupils will learn
1.	To identify the features of an explanation text	<ul style="list-style-type: none">In the lesson, we will learn about the features of explanation texts, such as the way they are organised and their language features.
2.	To explore compound words	<ul style="list-style-type: none">In this lesson, we will explore compound words. We will learn what they are and look at some examples. Ten spelling words will be explained and set to learn.
3.	To explore using apostrophes for plural possession	<ul style="list-style-type: none">In this lesson, we will learn how to use apostrophes to show possession for plural nouns.
4.	To understand and sequence how bees make honey	<ul style="list-style-type: none">In this lesson, we will learn how bees make honey and order each part of the process. We will draw simple pictures or diagrams to illustrate the sequence.
5.	To develop a rich understanding of words associated with trying hard	<ul style="list-style-type: none">In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.



6. To use precise vocabulary

- In this lesson, we will generate different nouns, adjectives, verbs and adverbs to use in our writing.
-

7. To practise and apply knowledge of compound words, including test

- In this lesson, we will practise and apply our knowledge of compound words. We will learn how to practise using the spot the syllable strategy and will test the words previously set to learn.
-

8. To orally explain a process

- In this lesson, we will practise retelling the process of honey orally. We will practise using the precise vocabulary and sentence starters already learnt and then put all this into sentences.
-

9. To plan an explanation text

- In this lesson, we will write a plan, using our wordbank and sequencing pictures to help us.
-

10. To practise complex and compound sentences

- In this lesson, we will revise our knowledge of clauses and sentence types and then practise writing complex and compound sentences.
-

11. To write the introduction to an explanation text

- In this lesson, we will explore what makes an effective introduction and then write the introduction to our own explanation texts about how bees make honey.
-



- 12. To write the first section of an explanation text**
- In this lesson, we will write about the first stages of the honey-making process. First we will learn how to spell technical vocabulary, then we will analyse the features that should be included in an explanation of how to make honey.
-
- 13. To edit an explanation text**
- In this lesson, we will improve our writing through editing.
-
- 14. To write the second section of an explanation text**
- In this lesson, we will finish writing our explanation text about the honey-making process.
-
- 15. To develop reading for pleasure through book recommendations**
- In this lesson, we will develop reading for pleasure through book recommendations, focusing on non-fiction and poetry. We will explore the concept of genre and pupils will generate their own recommendations to share with others.
-



Lesson number	Lesson question	Pupils will learn
1.	To identify the features of a non-chronological report	<ul style="list-style-type: none">• In this lesson, we will learn about non-chronological reports and identify their key features.
2.	To investigate suffixes: Past and present tense	<ul style="list-style-type: none">• In this lesson, we will be investigating suffixes, past and present tense and set spelling words to learn.
3.	To explore simple and compound sentences	<ul style="list-style-type: none">• In this lesson, we will revise our understanding of verbs and learn how to write simple and compound sentences.
4.	To develop and generate subject-specific vocabulary	<ul style="list-style-type: none">• In this lesson, we will develop and generate subject-specific vocabulary to use in a non-chronological report about the Anglerfish. We will learn definitions and practise using vocabulary in sentences.
5.	To develop a rich understanding of words associated with water	<ul style="list-style-type: none">• In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.



6.	To learn about the Anglerfish and their appearance	<ul style="list-style-type: none">• In this lesson, we will learn about Anglerfish and their appearance. We will read a text and make notes by identifying the key information.
7.	To practise and apply knowledge of suffixes: Past and present tense, including a test	<ul style="list-style-type: none">• In this lesson, we will be practising and applying knowledge of suffixes, past and present tense.
8.	To practise using formal conjunctions	<ul style="list-style-type: none">• In this lesson, we will learn about formal conjunctions. We will practise using them to link sentences together.
9.	To write the opening paragraph of a non-chronological report	<ul style="list-style-type: none">• In this lesson, we will recap the features of non-chronological reports and write an opening paragraph.
10.	To write the appearance paragraph of a non-chronological report	<ul style="list-style-type: none">• In this lesson, we will write the appearance paragraph of a non-chronological report.
11.	To edit a non-chronological report	<ul style="list-style-type: none">• In this lesson, we will edit the appearance paragraph of a non-chronological report.
12.	To investigate more suffixes: Past and present tense	<ul style="list-style-type: none">• In this lesson, we will be investigating more suffixes, past and present tense and set spelling words to learn.



-
- 13.** **To revise our understanding of simple and compound sentences**
- In this lesson, we will revise our understanding of simple and compound sentences.
-
- 14.** **To learn about the Angler Fish's diet**
- In this lesson, we will learn about Anglerfish and their diet. We will read a text and make notes by identifying the key information.
-
- 15.** **To develop a rich understanding of words associated with being wet**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 16.** **To write the diet paragraph of a non-chronological report**
- In this lesson, we will write the diet paragraph of a non-chronological report.
-
- 17.** **To practise and apply knowledge of more suffixes: Past and present tense, including a test**
- In this lesson, we will be practising and applying knowledge of more suffixes, past and present tense.
-
- 18.** **To learn about the angler fish's habitat**
- In this lesson, we will learn about Anglerfish and their habitat. We will read a text and make notes by identifying the key information.
-

19. To write the habitat paragraph of a non-chronological report

- In this lesson, we will recap the features of a non-chronological report, quick recap the habitat information and use this to write the habitat paragraph of a non-chronological report.



20. To write the closing paragraph of a non-chronological report

- In this lesson, we will revise the features of a non-chronological report, recap our entire report so far, analyse the closing of a non-chronological report, and then we will write the closing paragraph of a non-chronological report.
-



Lesson number	Lesson question	Pupils will learn
1.	To engage with the text	<ul style="list-style-type: none">In this lesson, we will engage with the text and read the first chapter together.
2.	To analyse a character (Bradley)	<ul style="list-style-type: none">In this lesson, we will investigate one of the two main characters, Bradley.
3.	To analyse a character (Jeff)	<ul style="list-style-type: none">In this lesson, we will investigate one of the two main characters, Jeff.
4.	To explore Bradley further	<ul style="list-style-type: none">In this lesson, we will investigate Bradley further and explore his personality in greater detail,
5.	To explore a theme	<ul style="list-style-type: none">In this lesson, we will analyse the theme of 'fitting in'.



Lesson number	Lesson question	Pupils will learn
1.	To analyse a film clip and order the story	<ul style="list-style-type: none">In this lesson, we will watch the clip that we will use to help us write the story. We will analyse it, before ordering the key parts of the story and writing some sentences.
2.	To investigate suffixes (-ate, -en)	<ul style="list-style-type: none">In this lesson, we will be investigating the -ate and -en suffixes and set spelling words to learn.
3.	To explore complex sentences	<ul style="list-style-type: none">In this lesson, we will explore 'As' complex sentences and have a go at writing our own, based on the clip we watched in the first lesson.
4.	To generate vocabulary	<ul style="list-style-type: none">In this lesson, we will watch the clip again and do a range of activities to help us generate vocabulary to describe the characters and the setting. We will use the words we've learnt to write full sentences.



-
- | | | |
|-----------|--|---|
| 5. | To develop a rich understanding of words associated with the countryside (Part 1) | <ul style="list-style-type: none">• In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences. |
|-----------|--|---|
-
- | | | |
|-----------|---|---|
| 6. | To plan the opening of the story | <ul style="list-style-type: none">• In this lesson, we will watch the opening of the story and order the key moments. We will plan precise vocabulary for each part, before practising full sentences out loud. |
|-----------|---|---|
-
- | | | |
|-----------|--|--|
| 7. | To practise and apply knowledge of suffixes (-ate, -en) | <ul style="list-style-type: none">• In this lesson, we will be practising and applying knowledge of the -ate and -en suffixes. |
|-----------|--|--|
-
- | | | |
|-----------|--|---|
| 8. | To write the opening of the story | <ul style="list-style-type: none">• In this lesson, we will use our plan to write the opening of the story in short sections. We will finish the lesson by reading aloud our writing. |
|-----------|--|---|
-
- | | | |
|-----------|--|--|
| 9. | To plan the build-up of the story | <ul style="list-style-type: none">• In this lesson, we will watch a short part of the clip and use it to help us plan the build up of the story using precise vocabulary. We will orally rehearse some sentences using vocabulary from our plan. |
|-----------|--|--|
-
- | | | |
|------------|---|---|
| 10. | To write the build-up of the story | <ul style="list-style-type: none">• In this lesson, we will use our planning from the last lesson to help us write the build up in short parts. We will finish the lesson by reading our paragraph aloud. |
|------------|---|---|
-



- 11. To generate vocabulary for the climax**
- In this lesson, we will watch the climax of the story and use a range of activities to help us generate vocabulary, ready for planning and writing. We will practise writing full sentences.
-
- 12. To investigate suffixes (-tion, -ity, -ness)**
- In this lesson, we will be investigating the -ity and -ness suffixes and set spelling words to learn.
-
- 13. To develop understanding of complex sentences**
- In this lesson, we will explore using 'As' adverbial complex sentences and complex sentences that have relative clauses in them. We will practise writing sentences throughout the lesson.
-
- 14. To plan the climax**
- In this lesson, we will watch the climax of the story and reflect on our vocabulary lesson before planning each section of the climax in parts. We will practise full sentences out loud.
-
- 15. To develop a rich understanding of words associated with the countryside (Part 2)**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-



- | | | |
|------------|---|---|
| 16. | To write the climax | <ul style="list-style-type: none">• In this lesson, we will watch the clip again, reflect on our vocabulary choices from our planning lesson and use them to write the climax in short parts. We will finish by reading our whole paragraph out loud. |
| 17. | To practise and apply knowledge of suffixes (-tion, -ity, -ness) | <ul style="list-style-type: none">• In this lesson, we will be practising and applying knowledge of the -ity and -ness suffixes. |
| 18. | To practise editing skills | <ul style="list-style-type: none">• In this lesson, we will practise a range of editing skills before using them one by one on our own writing. |
| 19. | To plan the ending | <ul style="list-style-type: none">• In this lesson, we will watch the ending of the clip and plan each part of it in sections. We will finish by practising sentences out loud. |
| 20. | To write the ending | <ul style="list-style-type: none">• In this lesson, we will use our plans to write the ending of the story in short parts. We will finish by reading our paragraph aloud. |

Unit 20 Hansel and Gretel by Anthony Browne

5 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To engage with a text	<ul style="list-style-type: none">In this lesson, we will introduce the text and do some guided reading of the text.
2.	To answer questions on the text	<ul style="list-style-type: none">In this lesson, we will analyse the opening section of the text.
3.	To answer questions on the text	<ul style="list-style-type: none">In this lesson, we will analyse the climax of the text.
4.	To analyse a character	<ul style="list-style-type: none">In this lesson, we will analyse and explore the stepmother and the witch.
5.	To explore genre	<ul style="list-style-type: none">In this lesson, we will use Hansel and Gretel to explore fairy tales.



Lesson number	Lesson question	About the lesson
1.	To analyse a visual clip	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will learn about Charles Dickens and his novel 'A Christmas Carol'. We will watch a visual clip from the opening and begin to prepare for writing that part of the story.
2.	To investigate suffixes: -tion, -cian, -sion, -ssion	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will investigate and generate rules about the use of -tion, -sion, -ssion and -cian.
3.	To develop our understanding of simple, compound and complex sentences	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will learn all about clauses and how they can be used to make simple, compound and complex sentences. We will also learn about the coordinating and subordinating conjunctions that we use to make the different sentence types.



4.	To generate vocabulary to describe the setting	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will begin to generate vocabulary to describe the setting of the film 'A Christmas Carol'. We will learn how to choose nouns to describe and how to add verbs and adverbs for further detail.
5.	To develop a rich understanding of words associated with anger	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
6.	To generate language to describe a character	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will learn how to describe a character in detail. Also, how we can add verbs and adverbs to describe what characters are doing in a particular moment.
7.	To practise and apply knowledge of suffixes: -tion, -cian, -sion, -ssion, including test	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will learn how to spell words ending -tion, -sion, -ssion and -cian.
8.	To write the opening	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will write the opening to A Christmas Carol. We will use success criteria and a plan to help keep on track when writing.



9. To generate vocabulary to write the build-up

Pupils will learn

- In this lesson, we will move to a different part of the story - the build-up. We will learn how to make language choices to create suspense and keep a reader desperate to read on.

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

10. To develop our understanding of how to use verbs and adverbs

Pupils will learn

- In this lesson, we will build on our knowledge of verbs and adverbs and learn different ways they can be used to create detailed description.

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

11. To learn how to use fronted adverbials

Pupils will learn

- In this lesson, we will learn all about fronted adverbials and how they can be used to give writing variety and even more detailed description.
-

12. To practise writing speech

Pupils will learn

- In this lesson, we will learn about how to write speech and the grammatical rules that apply.

Guidance warnings

- Contains subject matter which individuals may find upsetting.



13. To plan the build-up

Pupils will learn

- In this lesson, we will plan for writing the build-up. This will involve deciding how to start our sentences in different ways and choosing what vocabulary we will use.

Guidance warnings

- Contains subject matter which individuals may find upsetting.

14. To write the build-up

Pupils will learn

- In this lesson, we will write the build-up. Using a plan, we will build suspense and excitement in our writing and include speech and fronted adverbials.

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

15.

To develop reading for pleasure through personal reflection

Pupils will learn

- In this lesson, we will explore examples of genre in literature. We will explore the different kinds of reading we do each day and create a 24 hour reading log.
-





Lesson number	Lesson question	About the lesson
1.	To learn about John Lyons	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will learn about the poet John Lyons. We will watch videos of Lyons speaking about and performing poetry provided by CLPE. <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains external content.
2.	To investigate suffixes: -ous	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will be investigating the -ous suffix and set spelling words to learn.
3.	To explore word class	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will learn the definitions of nouns, adjectives, verbs, adverbs and prepositions. We will identify these word classes in sentences.



4. To explore and respond to John Lyons' poetry: Dancing in the rain

Pupils will learn

- In this lesson, we will read and respond to two of John Lyons' poems from his collection 'Dancing in the Rain', including discussing structure, language and meaning. We will watch videos of Lyons reading his poems from CLPE.

Guidance warnings

- Contains external content.
-

5. To develop a rich understanding of words associated with happiness (Part 1)

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-

6. To explore and respond to John Lyons' poetry: Dancing in the rain (Part 2)

Pupils will learn

- In this lesson, we will read and respond to three of John Lyons' poems from his collection 'Dancing in the Rain', including discussing structure, language and meaning. We will watch videos of Lyons reading his poems from CLPE.

Guidance warnings

- Contains external content.
-



7. To practise and apply knowledge of suffixes: -ous, including test

Pupils will learn

- In this lesson, we will be practising and applying knowledge of the -ous suffixes.

8. To perform a poem

Pupils will learn

- In this lesson, we will discuss how to perform a poem based on a poem's tone and meaning. We will warm up our voices, faces and bodies in preparation for our performance.

Guidance warnings

- Contains external content.

9. To analyse 'Carib Nightfall'

Pupils will learn

- In this lesson, we will read 'Carib Nightfall' and listen to a reading by John Lyons from CLPE. We will then respond to the poem and analyse its structure, meaning, themes and tone.

Guidance warnings

- Contains external content.
-



10. To analyse 'Dancing in the Rain'

Pupils will learn

- In this lesson, we will read 'Dancing in the Rain' and listen to a reading by John Lyons from CLPE. We will then respond to the poem and analyse its structure, meaning, themes and tone.

Guidance warnings

- Contains external content.
-

11. To generate and develop vocabulary (Part 1)

Pupils will learn

- In this lesson, we will recap the tone and theme of John Lyons' poems 'Carib Nightfall' and 'Dancing in the Rain'. We will then create word maps of vocabulary to use in our own poems about nature and weather.

Guidance warnings

- Contains external content.
-

12. To investigate suffixes: -ial

Pupils will learn

- In this lesson, we will be investigating the -ial suffix and set spelling words to learn.
-

13. To explore expanded noun phrases

Pupils will learn

- In this lesson, we will explore the definition of expanded noun phrases and associated word classes. We will then identify and use expanded noun phrases in sentences.
-



14. To write a free verse poem

Pupils will learn

- In this lesson, we will use our word maps and example poems from John Lyons to write our own free verse poems about nature and weather.

Guidance warnings

- Contains external content.
-

15. To develop a rich understanding of words associated with happiness (Part 2)

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-

16. To analyse 'Carnival Jumbie'

Pupils will learn

- In this lesson, we will read 'Carnival Jumbie' and listen to a reading by John Lyons from CLPE. We will learn about the context and then analyse the poem's structure, language, themes and tone.

Guidance warnings

- Contains depictions of discriminatory behaviour.
Contains external content.
-

17. To practise and apply knowledge of suffixes: -ial, including test

Pupils will learn

- In this lesson, we will be practising and applying knowledge of the -ial suffixes.
-

18. To analyse 'Carnival Dance Lesson'

Pupils will learn

- In this lesson, we will read 'Carnival Dance Lesson' and listen to a reading by John Lyons from CLPE. We will learn about the context and then analyse the poem's structure, language, themes and tone.

Guidance warnings

- Contains external content.

19. To generate and develop vocabulary (Part 2)

Pupils will learn

- In this lesson, we will recap the tone and themes of John Lyons' poems 'Carnival Jumbie' and 'Carnival Dance Lesson'. We will then create senses word maps to describe what we might see and hear at a carnival to use in our own poems.

Guidance warnings

- Contains external content.

20. To write a poem

Pupils will learn

- In this lesson, we will use our senses word maps and inspiration from John Lyons' poems to write our own poems about a carnival. We will include a rhyming refrain and will perform to a beat or rhythm.

Guidance warnings

- Contains external content.
-





Lesson number	Lesson question	Pupils will learn
1.	To engage with the text	<ul style="list-style-type: none">In this lesson, we will read the opening chapter and engage with the text.
2.	To answer questions on the text (Part 1)	<ul style="list-style-type: none">In this lesson, we will answer retrieval and inference questions on the opening chapter.
3.	To analyse characters	<ul style="list-style-type: none">In this lesson, we will look at the characteristics of the main characters.
4.	To answer questions on the text (Part 2)	<ul style="list-style-type: none">In this lesson, we will answer questions on an extract from the second chapter.
5.	To analyse the author's use of language	<ul style="list-style-type: none">In this lesson, we will analyse the author's use of language.



Lesson number	Lesson question	Pupils will learn
1.	To identify the features of an explanation text	<ul style="list-style-type: none">In this lesson, we will explore the layout and language features of explanation texts.
2.	To investigate the -al suffix	<ul style="list-style-type: none">In this lesson, we will be investigating the -al suffix and set spelling words to learn.
3.	To explore pronouns	<ul style="list-style-type: none">In this lesson, we will explore pronouns and possessive pronouns and practise using them correctly.
4.	To develop an understanding of the chocolate making process	<ul style="list-style-type: none">In this lesson, we will learn how chocolate is made. We will then summarise each of the four main stages by writing a sentence for each stage.
5.	To develop a rich understanding of words associated with delicious food (Part 1)	<ul style="list-style-type: none">In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.



- | | | |
|------------|---|---|
| 6. | To write complex sentences | <ul style="list-style-type: none">• In this lesson, we will learn how to write complex sentences. We will consider how complex sentences are constructed from main and subordinate clauses and use this knowledge to write our own. |
| 7. | To practise and apply knowledge of suffix: -al, including test | <ul style="list-style-type: none">• In this lesson, we will be practising and applying knowledge of the -al suffixes. |
| 8. | To practise using formal conjunctions | <ul style="list-style-type: none">• In this lesson, we will practise how to use a range of formal conjunctions correctly in our writing. |
| 9. | To plan the opening of an explanation text | <ul style="list-style-type: none">• In this lesson, we will create a plan for our introduction and opening paragraph. |
| 10. | To write the opening of an explanation text | <ul style="list-style-type: none">• In this lesson, we will write our opening introduction and first paragraph of our explanation text on chocolate. |
| 11. | To plan an explanation text (Part 1) | <ul style="list-style-type: none">• In this lesson, we will create a plan for our sections on harvesting and roasting. We will also use our plans to orally practise these sections. |



-
- 12.** **To investigate the suffix -ic**
- In this lesson, we will be investigating the -ic suffix and set spelling words to learn.
-
- 13.** **To explore the functions of fronted adverbials**
- In this lesson, we will learn the purpose for using fronted adverbials and how they can improve our writing.
-
- 14.** **To write an explanation text (Part 1)**
- In this lesson, we will write our sections on harvesting and roasting.
-
- 15.** **To develop a rich understanding of words associated with delicious food (Part 2)**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 16.** **To edit an explanation text**
- In this lesson, we will edit the writing we have so far completed for our explanation text. We will focus on both correcting and improving our writing.
-
- 17.** **To practise and apply knowledge of the suffix: -ic, including test**
- In this lesson, we will be practising and applying knowledge of the -ic suffixes.
-



18. To plan an explanation text (Part 2)

- In this lesson, we will create a plan for our sections on grinding, mixing and moulding. We will also use our plans to orally practise these sections.
-

19. To write an explanation text (Part 2)

- In this lesson, we will write our sections on grinding and mixing.
-

20. To write the closing paragraph of an explanation text

- In this lesson, we will consider what makes an effective closing paragraph and write our own.
-



Lesson
number

Lesson question

About the lesson

1.

To engage with a text

Pupils will learn

- In this lesson, we will explore a non-fiction text about the deep sea. First, we will explore the features of a non-fiction text and then we will read two pages and answer some questions on the text.

Guidance warnings

- Contains external content.

2.

To read and answer questions on a text (Part 1)

Pupils will learn

- In this lesson, we will review the text type and the features of a non-fiction text. Then we will read two pages and answer questions on the text.

Guidance warnings

- Contains external content.



3. To read and answer questions on a text (Part 2)

Pupils will learn

- In this lesson, we will review the text type and the features of a non-fiction text. Then we will read two pages and answer questions on the text.

Guidance warnings

- Contains external content.
-

4. To read and answer questions on a text (Part 3)

Pupils will learn

- In this lesson, we will review the text type and the features of a non-fiction text. Then we will read one page of the book and answer questions on the text.

Guidance warnings

- Contains external content.
-

5. To engage with the text and to complete an independent activity

Pupils will learn

- In this lesson, we will recap the features of a non-fiction text and the vocabulary learnt in this reading unit. They will then have an opportunity to create their own imaginary deep sea fish. Lastly, some non-fiction texts will be recommended for further reading.

Guidance warnings

- Contains external content.
-



Lesson number	Lesson question	Pupils will learn
1.	To develop an understanding of key characters from 'The Borrowers'	<ul style="list-style-type: none">In this lesson, we will be focusing on the key characters from the book and visual narrative, 'The Borrowers'. We will be introduced to each of the key characters and we will gain an insight into their personalities.
2.	To investigate suffixes -ary/-ery	<ul style="list-style-type: none">In this lesson, we will be investigating the -ery and -ary suffixes and set spelling words to learn.
3.	To revise our knowledge of word class	<ul style="list-style-type: none">In this lesson, we will focus and revise our knowledge of word class and the definitions for each word class. We will construct sentences using various nouns, adjectives, verbs and adverbs that we can apply to our writing.
4.	To generate vocabulary for character description	<ul style="list-style-type: none">In this lesson, we will be focusing on key vocabulary to describe each of the characters based on a short clip from an episode of 'The Borrowers'. We will generate vocabulary to develop character descriptions for each character and the different ways we can refer to them in our writing.



5. To develop a rich understanding of words associated with large objects

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.

6. To analyse and interpret a setting description from an extract

- In this lesson, we will be focusing on an extract from the book and listening to a setting description. We will then discuss key vocabulary related to the setting and how we can apply this to our writing.

7. To practise and apply knowledge of suffixes -ary/-ery

- In this lesson, we will practise and apply knowledge of the -ery and -ary suffixes.

8. To plan the opening

- In this lesson, we will be focusing on the opening scene in an episode of 'The Borrowers'. We will plan our ideas and generate vocabulary that can be applied to our writing.

9. To write the opening

- In this lesson, we will be focusing on the opening scene in an episode of 'The Borrowers'. We will learn how to use our plans effectively to apply to our writing and construct sentences for the opening scene.
-



- 10. To practise speech with punctuation**
- In this lesson, we will be looking at speech first and second and the correct punctuation. We will apply our knowledge of speech to our own speech sentences and add extra information.
-

- 11. To generate vocabulary for the build-up**
- In this lesson, we will generate vocabulary for the build-up scene in 'The Borrowers'. We will generate vocabulary and show not tell to show how the characters are feeling.
-

- 12. To plan the build-up**
- In this lesson, we will be focusing on the build-up scene in an episode of 'The Borrowers'. We will plan our ideas and generate vocabulary that can be applied to our writing.
-

- 13. To write the build-up**
- In this lesson, we will be focusing on the build-up scene in an episode of 'The Borrowers'. We will learn how to use our plans effectively to apply to our writing and construct sentences for the build-up.
-

- 14. To analyse the climax and resolution**
- In this lesson, we will be focusing on both the climax and resolution scenes in an episode of 'The Borrowers'. We will analyse and interpret each scene and generate sentences to describe the final scenes of the narrative.
-

15.

To develop reading for pleasure through discussion of favourite characters

- In this lesson, we will explore how reading builds empathy. We will share recommended reads and explore character traits in order to describe a favourite character.
-





Lesson number	Lesson question	Pupils will learn
1.	To engage with the poem	<ul style="list-style-type: none">In this lesson, we will learn a little bit about the poet, before reading the poem aloud and identifying all the nonsense words. We will play a true or false game and order the key moments in the story.
2.	To investigate French derived sounds	<ul style="list-style-type: none">In this lesson, we will be investigating French derived words and set spelling words to learn.
3.	To explore the function of apostrophes	<ul style="list-style-type: none">In this lesson, we will investigate how to use apostrophes for singular possession and for contraction. We will practise using them in sentences linked to our Jabberwocky writing.
4.	To generate vocabulary to write the opening	<ul style="list-style-type: none">In this lesson, we will re-read verses 1 and 2 of the poem and use images to help us generate vocabulary.
5.	To develop a rich understanding of words associated with being confident	<ul style="list-style-type: none">In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.



-
- 6. To plan the opening**
- In this lesson, we will use all the vocabulary we have learnt to plan writing the opening in a cohesive order. We will finish the lesson by practising sentences orally.
-
- 7. To practise and apply knowledge of French derived sounds**
- In this lesson, we will practise and apply knowledge of French derived words.
-
- 8. To write the opening**
- In this lesson, we will use our plans to write the opening of the story in short parts. We will finish the lesson by reading our paragraph aloud.
-
- 9. To plan the build up**
- In this lesson, we will read verse 3 of the poem to find out what happens next before planning precise vocabulary for us to use to write the build up as a story. We will finish the lesson by practising sentences orally, using vocabulary from our plan.
-
- 10. To write the build-up**
- In this lesson, we will use our plan to write the build up of the story in short parts. We will finish the lesson by reading our paragraph aloud.
-



11. To generate vocabulary for the climax

- In this lesson, we will read the fourth and fifth verses and discuss what happens in this part of the story. We will use a range of activities to generate vocabulary to use in our planning lesson.
-

12. To investigate double consonants

- In this lesson, we will be investigating words with double consonants and set spelling words to learn.
-

13. To explore punctuating speech first

- In this lesson, we will explore punctuating speech first and speech second sentences, which we will use when we come to write the ending of the story.
-

14. To plan the climax

- In this lesson, we will use the vocabulary we learnt in a previous lesson to plan our writing for the climax in a cohesive order. We will finish by practising using some of this vocabulary in full sentences.
-

15. To develop a rich understanding of words associated with fighting or being in battle

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-



- | | | |
|------------|---|--|
| 16. | To write the climax | <ul style="list-style-type: none">• In this lesson, we will use our plans to write the climax in short parts. We will finish by reading aloud our paragraph and reflect on its impact on the reader. |
| 17. | To practise and apply knowledge of double consonants | <ul style="list-style-type: none">• In this lesson, we will practise and apply our knowledge of words with double consonants. |
| 18. | To generate vocabulary for the ending | <ul style="list-style-type: none">• In this lesson, we will read the next verse in the poem and do a range of activities to help us generate vocabulary for when we need to write the ending of the story. |
| 19. | To plan the ending | <ul style="list-style-type: none">• In this lesson, we will plan each part of the ending of the story, using the vocabulary we generated in the previous lesson. |
| 20. | To write the ending | <ul style="list-style-type: none">• In this lesson, we will write the ending to the story using our plans. We will finish by reading our whole paragraph out loud. |



Lesson
number

Lesson question

Pupils will learn

-
- | | | |
|-----------|---|--|
| 1. | To engage with the text | <ul style="list-style-type: none">• In this lesson, we will make inferences about what this book is about by looking at pictures, they will then consider the text type and finally they will generate their own question about Walter Tull. |
| 2. | To read about Walter Tull's family and childhood | <ul style="list-style-type: none">• In this lesson, we will read about Walter Tull's early life. Sadly, lots of his family members died when he was young. We will answer retrieval questions, consider the layout of the text and reflect upon his experience as a child. |
| 3. | To read about Walter Tull's career in football | <ul style="list-style-type: none">• In this lesson, we will read about Walter's football career and track how his emotions changed during this. We will also read about the racism Walter faced during his career. |
-

4.

To read about Walter Tull's career in the army

- In this lesson, we will read about Walter's time in WW1. We will read about his daily routine and the uniform that he wore. At certain points of the lesson will will reflect upon his race and the contributions he has made to a more inclusive society today.



5.

To reflect upon the text we have read

- In this lesson, we will re-read an extract and answer some language-based inference questions. We will write a letter from the perspective of Walter Tull describing his time in the trenches. We will spend some time considering why Walter Tull was remarkable.
-



Lesson number	Lesson question	Pupils will learn
1.	To identify the features of a newspaper report	<ul style="list-style-type: none">In this lesson, we will discuss journalistic writing and the purpose, audience, language and layout of newspaper reports. We will read an example newspaper report and identify some of the key features.
2.	To investigate compound nouns	<ul style="list-style-type: none">In this lesson, we will investigate compound nouns, creating them using two nouns.
3.	To revise speech punctuation	<ul style="list-style-type: none">In this lesson, we will practise writing speech at the beginning and end of sentences with a focus on accurate punctuation.
4.	To identify the features of a newspaper report	<ul style="list-style-type: none">In this lesson, we will recap the purpose, audience, language and layout of newspaper reports. We will read an example newspaper report and identify some of the key features.



-
- 5. To develop a rich understanding of words associated with feeling surprised**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 6. To gather information and evidence for a newspaper report**
- In this lesson, we will gather information and evidence about an incident to use in our own newspaper reports.
-
- 7. To practise and apply knowledge of compound words, including test**
- In this lesson, we will practise and apply our knowledge of compound nouns.
-
- 8. To generate formal, journalistic vocabulary**
- In this lesson, we will discuss formal vocabulary and generate appropriate language for common synonyms.
-
- 9. To plan the opening and chronological recount paragraph of a newspaper report**
- In this lesson, we will recap the purpose of the opening and chronological recount paragraphs. We will then plan our content in note form.
-
- 10. To write the opening of a newspaper report**
- In this lesson, we will discuss the features and the success criteria for our opening paragraph, look at a model opening paragraph and write the opening paragraph of a newspaper report.
-



- | | | |
|------------|---|---|
| 11. | To write the chronological recount paragraph of a newspaper report | <ul style="list-style-type: none">• In this lesson, we will recap the purpose of a chronological recount paragraph, explore the features and success criteria for this paragraph and write the chronological recount paragraph of a newspaper report. |
| 12. | To investigate homophones | <ul style="list-style-type: none">• In this lesson, we will be investigating homophones. We will explore key vocabulary, investigate and generate rules and find out the new words to learn. |
| 13. | To practise using simple past, present and future tense | <ul style="list-style-type: none">• In this lesson, we will explore the features of simple past, present and future tense. We will practise using each tense in sentences. |
| 14. | To edit a newspaper report | <ul style="list-style-type: none">• In this lesson, we will edit our newspaper report, focusing on checking for errors and making improvements. |
| 15. | To develop a rich understanding of words associated with feeling surprised | <ul style="list-style-type: none">• In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences. |
| 16. | To plan the quotes paragraph of a newspaper report | <ul style="list-style-type: none">• In this lesson, we will plan for our quotes paragraph of a newspaper reports. We will think about what witnesses and people involved in the incident would say. |



-
- 17.** **To practise and apply knowledge of homophones, including test**
- In this lesson, we will practise and apply our knowledge of homophones.
-
- 18.** **To practise writing direct and reported speech**
- In this lesson, we will explore the differences between direct and reported speech. We will identify the main features and practise writing and punctuating our own speech sentences.
-
- 19.** **To write the quotes paragraph of a newspaper report**
- In this lesson, we will write the quotes paragraph of a newspaper report, focusing on direct and reported speech.
-
- 20.** **To write the closing paragraph of a newspaper report**
- In this lesson, we will write the closing paragraph of a newspaper report, focusing on past, present and future tense.
-

Unit 30 A Christmas Carol - by Charles Dickens

5 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To explore the text's context	<ul style="list-style-type: none">In this lesson, we will discuss the author and era of A Christmas Carol
2.	To analyse a character	<ul style="list-style-type: none">In this lesson, we will analyse Ebenezer Scrooge using text and pictures.
3.	To engage with the story	<ul style="list-style-type: none">In this lesson, we will engage with the story of A Christmas Carol and practise some techniques for understanding tricky vocabulary.
4.	To infer using text and pictures	<ul style="list-style-type: none">In this lesson, we will practise our inference skills using the text and picture.
5.	To analyse a theme	<ul style="list-style-type: none">In this lesson, we will analyse the theme of transformation.



Lesson number	Lesson question	About the lesson
1.	To learn about Maori culture	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will learn about Maori culture and traditions in preparation for writing a narrative based on the film 'Whale Rider'.
2.	To investigate suffixes (-ify -ise)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will be investigating the -ify and -ise suffixes.
3.	To revise simple, compound and complex sentences	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will revise the components of simple, compound and complex sentences. We will identify examples of each type and write our own.



4. To develop an understanding of the main characters in a film

Pupils will learn

- In this lesson, we will watch a clip from the film 'Whale Rider' and analyse the two main characters in terms of their actions and internal feelings and emotions.

Guidance warnings

- Contains subject matter which individuals may find upsetting. Contains conflict or violence.
-

5. To develop a rich understanding of words associated with eyes

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.

Guidance warnings

- Contains subject matter which individuals may find upsetting. Contains conflict or violence.
-

6. To plan a narrative build-up

Pupils will learn

- In this lesson, we will discuss the purpose of a narrative build-up. We will then re-watch a clip from the film 'Whale Rider' and describe the characters' actions.
-

7. To practise and apply knowledge of suffixes (-ify -ise)

Pupils will learn

- In this lesson, we will practise and apply our knowledge of the -ify and -ise suffixes.
-



8. To practise punctuating speech

Pupils will learn

- In this lesson, we will discuss the key components of speech punctuation. We will then practise punctuating speech at the beginning and end of sentences.

Guidance warnings

- Contains conflict or violence.
-

9. To write a narrative build-up

Pupils will learn

- In this lesson we will use a film clip from 'Whale Rider', our character analysis and plans to write a narrative build-up based on the film 'Whale Rider'.

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

10. To analyse a visual film clip

Pupils will learn

- In this lesson, we will watch a clip from the film 'Whale Rider' and analyse it in terms of the setting, sounds, colours and character.

Guidance warnings

- Contains conflict or violence.
-



11. To plan a narrative climax

Pupils will learn

- In this lesson, we will plan a narrative climax based on a clip from the film 'Whale Rider'. We will focus on the characters' actions, body language and facial expressions to show their feelings and emotions.

Guidance warnings

- Contains conflict or violence.
-

12. To write a narrative climax

Pupils will learn

- In this lesson, we will use our film analysis and plans to write a narrative climax based on the film 'Whale Rider'.

Guidance warnings

- Contains conflict or violence.
-

13. To plan a narrative resolution

Pupils will learn

- In this lesson, we will plan a narrative resolution based on a clip from the film 'Whale Rider'. We will focus on the character's actions, body language and facial expressions to show their feelings and emotions.

14. To write a narrative resolution

Pupils will learn

- In this lesson, we will use our plans to write a narrative resolution based on the film 'Whale Rider'.
-

15.

To develop reading for pleasure through book recommendations

Pupils will learn

- In this lesson, we will develop reading for pleasure through book recommendations. We will focus on nonfiction and picture books. We will then generate our own recommendations to share with other people.
-





Lesson number	Lesson question	Pupils will learn
1.	To engage with the context of the 'How to Train Your Dragon' narrative	<ul style="list-style-type: none">In this lesson, we will learn about the author, setting and key characters in this narrative and visual narrative. We will also learn about the historical context of some of the characters.
2.	To investigate suffixes: Plurals	<ul style="list-style-type: none">In this lesson, we will investigate plural suffixes and adding the -s and -es suffixes to nouns.
3.	To explore simple and compound sentences	<ul style="list-style-type: none">In this lesson, we will explore simple and compound sentences. We will look at what a sentence is and how sentences are made up of clauses and phrases. We will then discuss what a main clause is and how these are used to create simple and compound sentences.
4.	To identify the C and S features of an opening scene	<ul style="list-style-type: none">In this lesson, we will explore the opening scene, generating vocabulary to describe the sounds and the setting. We will also use our new vocabulary to begin to write descriptive sentences about the setting.



-
- 5. To develop a rich understanding of words associated with water**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 6. To generate precise adverbs and verbs to describe the opening scene**
- In this lesson, we will revise the role of adverbs and focus on the importance of choosing precise adverbs. We will practise this skill and then move on to identify precise verbs and adverbs to describe the action in the opening scene. We will use these verbs and adverbs to write ambitious sentences.
-
- 7. To practise and apply knowledge of suffixes: Plurals, including test**
- In this lesson, we will look at the application of spelling rules for plural suffixes, use several spelling strategies, and take a spelling test.
-
- 8. To plan and write the first part of an opening scene**
- In this lesson, we will plan and write the first part of our opening scene. We will review any vocabulary generated in previous lessons and apply this in our writing.
-
- 9. To plan and write the second part of an opening scene**
- In this lesson, we will plan and write the second part of our opening scene. We will review any vocabulary generated in previous lessons and apply this in our writing.
-



-
- 10. To plan and write the third part of an opening scene**
- In this lesson, we will plan and write the third part of our opening scene. We will review any vocabulary generated in previous lessons and apply this in our writing.
-
- 11. To generate vocabulary to describe the characters**
- In this lesson, we will think carefully about the characters Hiccup and Toothless. We will generate precise adjectives to describe them and use these to write sentences about them.
-
- 12. To investigate suffixes: -ate -en -ify -ise**
- In this lesson, we will investigate suffixes that change the word class of a word from a noun or an adjective to a verb and explore appropriate spelling rules associated with the addition of -ate -en -ify -ise.
-
- 13. To explore complex sentences**
- In this lesson, we will explore complex sentences. We discuss that they are made up of main clauses and subordinate clauses. We will review what these are and then the pupils have a chance to practise writing their own.
-
- 14. To plan the first part of a build-up scene**
- In this lesson, we will plan the first section of our writing for the build-up scene in the film 'How to Train Your Dragon'.
-



-
- 15.** **To develop a rich understanding of words associated with clumsiness**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 16.** **To write the first part of a build-up scene**
- In this lesson, we will write the first section of the build-up of 'How to Train Your Dragon'.
-
- 17.** **To practise and apply knowledge of suffixes -ate, -en, -ify, -ise suffixes, including a test**
- In this lesson, we will practise spelling strategies for suffixes that change the word class of a word from a noun/ adjective to a verb and explore appropriate spelling rules associated with the addition of 4 suffixes -ate -en -ify -ise.
-
- 18.** **To plan the second part of a build-up scene**
- In this lesson, we will plan the second section of our writing for the build-up scene in the film 'How to Train Your Dragon'.
-
- 19.** **To write the second part of a build-up scene**
- In this lesson, we will write the second section of the build up of 'How to Train Your Dragon'.
-
- 20.** **To edit your build-up writing**
- In this lesson, we will edit our writing from Lessons 6 and 9 of this unit. We will practise the skills of searching for errors and improving vocabulary choices.
-



-
- 21. To identify the features of an instructional text**
- In this lesson, we will look at the features of instructional texts and have a go at identifying some of these features together.
-
- 22. To investigate suffixes: -al, -ic and -tion, -ity, -ness**
- In this lesson, we will investigate rules for the suffixes -ic -al and how they change the word class from a noun to an adjective. We will also explore the suffixes -ity, -ness, -tion, which do the reverse and change words from adjectives to nouns.
-
- 23. To revise complex sentences**
- In this lesson, we will revise complex sentences. We will review simple and compound sentences and then discuss what a complex sentence is. We will review how to punctuate complex sentences and practise writing complex sentences.
-
- 24. To write an introduction**
- In this lesson, we will identify the purpose of an introduction to instructions and have a go at writing our own introduction for our instructions on how to care for a pet dragon!
-
- 25. To develop a rich understanding of words associated with trying hard (Part 1)**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-



- 26. To plan a first set of instructions**
- In this lesson, we will plan our first set of instructions to tame and train our dragons. We will use the film clip for inspiration and will generate ideas based on what we have seen and our own imaginations.
-
- 27. To practise and apply knowledge of suffixes: -ic, -al and -ity -tion -ness, including test**
- In this lesson, we will practise and apply rules for adding suffixes and learn a new strategy to help us remember and spot patterns between spellings with the 5 suffixes from last lesson: -al, -ic and -tion, -ity, -ness.
-
- 28. To write a first set of instructions**
- In this lesson, we will write our first set of instructions on how to tame and train your very own pet dragon!
-
- 29. To plan a second set of instructions**
- In this lesson, we will plan our second set of instructions about how to care for our pet dragons. We will use the film clip for inspiration and will generate ideas based on what we have seen and our own imaginations.
-
- 30. To write a second set of instructions**
- In this lesson, we will write our second set of instructions on how to care for your very own pet dragon!
-



31. To identify the features of a persuasive letter

- In this lesson, we will look at the features of persuasive letters and have a go at identifying some of these features together.
-

32. To investigate homophones

- In this lesson, we will investigate homophones in detail, learn what homophones are, and explore the meaning of words in depth, spotting spelling rules.
-

33. To explore relative clauses

- In this lesson, we will review all the sentence types and then discuss that sentences with relative clauses are a type of complex sentence. We discuss how to use a relative clause (in the middle or at the end of a sentence) and what the relative pronouns are.
-

34. To plan a persuasive letter

- In this lesson, we will plan all of the sections of our persuasive letter. We will think carefully about each paragraph and plan our ideas to help us with our writing in upcoming lessons.
-

35. To develop a rich understanding of words associated with trying hard (Part 2)

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-



36. To write the opening to a persuasive letter

- In this lesson, we will write the opening paragraph to our persuasive letter. We will use our plan from Lesson 4 of this unit to help us.
-

37. To practise and apply knowledge of homophones, including test

- In this lesson, we will review homophones and spelling rules from the last spelling lesson. We will use an exciting new strategy to help us remember our spelling words and a spelling test at the end of the lesson.
-

38. To write the first paragraph of a persuasive letter

- In this lesson, we will write the first paragraph of our persuasive letter. We will put forward our reasons for not wanting to continue dragon training. We will use our plan from Lesson 4 of this unit to help us with our writing.
-

39. To write the second paragraph of a persuasive letter

- In this lesson, we will write the second paragraph of our persuasive letter. We will put forward our reasons for wanting to open a new dragon training school. We will use our plan from Lesson 4 of this unit to help us with our writing.
-

40. To write the closing paragraph of a persuasive letter

- In this lesson, we will write the closing paragraph of our persuasive letter. We will summarise our thoughts from the whole letter and use some presumption and flattery to help convince our reader. We will use our plan from Lesson 4 of this unit to help us with our writing.
-





Lesson number	Lesson question	Pupils will learn
1.	To introduce the context and genre of a text	<ul style="list-style-type: none">In this lesson, we will analyse the front cover to infer the genre and subject of the text. We will then explore some of the key features of non-fiction texts and consider their purpose.
2.	To answer retrieval questions	<ul style="list-style-type: none">In this lesson, we will focus on developing retrieval skills. We will read sections of text and answer retrieval questions.
3.	To answer language questions (Part 1)	<ul style="list-style-type: none">In this lesson, we will read sections of the text and answer questions about the author's use of language.
4.	To answer language questions (Part 2)	<ul style="list-style-type: none">In this lesson, we will read sections of the text and answer questions about the author's use of language. We will also consider synonyms to answer 'find and copy' style questions.
5.	To make inferences based on a text	<ul style="list-style-type: none">In this lesson, we will read sections of the text and answer inference questions.

Unit 34 The British by Benjamin Zephaniah

5 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To learn about a poet and the historical context of a poem	<ul style="list-style-type: none">In this lesson, we will learning about the poet Benjamin Zephaniah and the historical context behind his poem The British.
2.	To read and analyse a poem	<ul style="list-style-type: none">In this lesson, we will be analysing a poem and the way it is written.
3.	To explore the writer's purpose	<ul style="list-style-type: none">In this lesson, we will discussing the writer's purpose for writing this poem and the reasons he made certain language choices.
4.	To answer questions on a poem and to plan my own poem	<ul style="list-style-type: none">In this lesson, we will be answering questions on the poem itself and then begin the process of planning our own poem inspired by The British.
5.	To write my own recipe poem	<ul style="list-style-type: none">In this lesson, we will be writing our own recipe-style poem about the perfect school.



Lesson number	Lesson question	Pupils will learn
1.	To identify the features of a non-chronological report	<ul style="list-style-type: none">In this lesson, we will learn about non-chronological reports and identify their key features.
2.	To investigate the letter string -fer	<ul style="list-style-type: none">In this lesson, we will explore an interesting letter string, -fer, and investigate the two different spelling patterns that occur when a suffix is added to words that contain this letter string.
3.	To develop knowledge of relative clauses	<ul style="list-style-type: none">In this lesson, we will learn about complex sentences and relative clauses.
4.	To develop and generate subject-specific vocabulary	<ul style="list-style-type: none">In this lesson, we will develop and generate subject-specific vocabulary to use in a non-chronological report about tigers. We will learn definitions and practise using vocabulary in sentences.
5.	To develop a rich understanding of words associated with eating	<ul style="list-style-type: none">In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.



-
- | | | |
|-----------|---|---|
| 6. | To learn about tigers and their appearance | <ul style="list-style-type: none">• In this lesson, we will learn about tigers and their appearance. We will read text and make notes by identifying the key information. |
|-----------|---|---|
-
- | | | |
|-----------|--|---|
| 7. | To practise and apply knowledge of the letter string -fer, including test | <ul style="list-style-type: none">• In this lesson, we will review the spelling rules and patterns associated with the letter string -fer and use a spelling strategy to remember our spelling words before a spelling test at the end of the lesson. |
|-----------|--|---|
-
- | | | |
|-----------|--|--|
| 8. | To practise using formal conjunctions | <ul style="list-style-type: none">• In this lesson, we will learn about formal conjunctions. We will practise using them to link sentences together. |
|-----------|--|--|
-
- | | | |
|-----------|---|---|
| 9. | To write the opening paragraph of a non-chronological report | <ul style="list-style-type: none">• In this lesson, we will recap the features of non-chronological reports and write an opening paragraph. |
|-----------|---|---|
-
- | | | |
|------------|--|--|
| 10. | To write the appearance paragraph of a non-chronological report | <ul style="list-style-type: none">• In this lesson, we will write the appearance paragraph of a non-chronological report about tigers. |
|------------|--|--|
-
- | | | |
|------------|---|--|
| 11. | To edit a non-chronological report | <ul style="list-style-type: none">• In this lesson, we will recap the key features of non-chronological reports. We will then edit our reports, focusing on correcting errors and making improvements. |
|------------|---|--|
-



- 12. To learn about tigers' diet and habitat**
- In this lesson, we will learn about tigers' diet and habitat in preparation for writing a non-chronological report.
-
- 13. To write the diet paragraph of a non-chronological report**
- In this lesson, we will write the diet paragraph of a non-chronological report about tigers.
-
- 14. To write the closing paragraph of a non-chronological report**
- In this lesson, we will write the closing paragraph of a non-chronological report about tigers. We will include a summary of the report and consider the future for this iconic animal.
-
- 15. To develop reading for pleasure through personal reflection**
- In this lesson, we will explore examples of genre in literature. We will reflect on what reading for pleasure means. We will spend time thinking about different important texts to us and create a 'Reading River' to show our own personal journeys in reading.
-



Lesson number	Lesson question	Pupils will learn
1.	To understand the historical context of 'Oliver Twist'	<ul style="list-style-type: none">In this lesson, we will learn about the historical context of the story of Oliver Twist. In addition, we will look closely at the author, setting and characters.
2.	To investigate suffixes: -tion, -cian, -sion, -ssion	<ul style="list-style-type: none">In this lesson, we will investigate the suffixes -tion, -ssion, -sion and -cian.
3.	To explore word class	<ul style="list-style-type: none">In this lesson, we will explore word class. We will focus on identifying nouns, adjectives, adverbs and verbs in sentences. We then explore what prepositions are and identify these in sentences.
4.	To analyse a film clip and generate vocabulary	<ul style="list-style-type: none">In this lesson, we will watch and analyse the opening clip to a film version of Oliver Twist. We will generate nouns and adjectives to describe the setting and characters and verbs and adverbs to describe the action. Finally, we will use our new vocabulary to help us write sentences.



-
- | | | |
|------------|---|--|
| 5. | To develop a rich understanding of words associated with meals | <ul style="list-style-type: none">• In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences. |
| <hr/> | | |
| 6. | To plan the first part of an opening scene | <ul style="list-style-type: none">• In this lesson, we will plan the first part of our opening scene. We will look at each frame in detail and generate ideas to help us with our writing in which we will begin in Lesson 8 of this unit. |
| <hr/> | | |
| 7. | To practise and apply knowledge of suffixes: -tion, -cian, -sion, -ssion | <ul style="list-style-type: none">• In this lesson, we will practise and apply our knowledge of the suffixes -tion, -ssion, -sion and -cian. |
| <hr/> | | |
| 8. | To write the first part of the opening | <ul style="list-style-type: none">• In this lesson, we will write the first part of the opening scene to the story of Oliver Twist. We will use our plan from Lesson 6 of this unit to help us. |
| <hr/> | | |
| 9. | To plan the second part of the opening | <ul style="list-style-type: none">• In this lesson, we will watch a film clip and orally retell the narrative to help us plan the second part of the opening of Oliver Twist. |
| <hr/> | | |
| 10. | To write the second part of the opening | <ul style="list-style-type: none">• In this lesson, we will review and recap the scene, decide on our success criteria and write the second part of the opening of Oliver Twist. |
-



- 11. To analyse a clip and generate vocabulary (Part 1)**
- In this lesson, we will watch a new section of Oliver Twist and begin to analyse it carefully by generating vocabulary to describe the setting, characters and action.
-
- 12. To investigate /ee/ sound 'ie' or 'ei' spelling**
- In this lesson, we will investigate words with the vowel sound /ee/, spelt either with an 'ie' or an 'ei'. We will explore a rule that generally applies for the different spellings whilst looking at several patterns within words.
-
- 13. To explore expanded noun phrases**
- In this lesson, we will explore expanded noun phrases. We will start by introducing the adjective, adjective noun expression. Then we will look at adding in prepositional phrases and to identify these in an expanded noun phrase.
-
- 14. To practise using speech in complex sentences**
- In this lesson, we will review the rules for punctuating speech first and speech second as well as recapping complex sentences. We will then apply this knowledge to help us add more detail to our speech sentences by writing them in complex sentences.
-
- 15. To develop a rich understanding of words associated with hunger or thirst (Part 1)**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.



-
- 16.** **To plan the first part of a narrative scene**
- In this lesson, we will plan in key vocabulary and phrases to help us with our writing of the first part of the build-up scene.
-
- 17.** **To practise and apply knowledge of /ee/ sound 'ie' or 'ei' spelling, including a test**
- In this lesson, we will apply knowledge of the spelling rules for words with the vowel sound /ee/, spelt with an 'ie' or an 'ei'. Then, we will use a spelling strategy to practise and complete a test at the end of the lesson.
-
- 18.** **To write the first part of a build-up scene**
- In this lesson, we will review and recap the scene, identify the success criteria and use our plan to write the first part of the build-up scene.
-
- 19.** **To plan the second part of a narrative scene**
- In this lesson, we will plan in key vocabulary and speech sentences to help us with our writing of the second part of the build-up scene.
-
- 20.** **To write the second part of a narrative scene**
- In this lesson, we will think about what we've already written, then we will identify our success criteria to think about what to include to make our writing as successful as possible.
-



21. To analyse a clip and generate vocabulary (Part 2)

- In this lesson, we will watch a new section of the film and generate vocabulary to describe the new setting and characters that we encounter.

22. To investigate the suffixes -ant and -ent

- In this lesson, we will investigate the two suffixes -ent and -ant, including noticing some pattern with word class and letter sounds. We will also review some of the spelling rules we have learnt for suffixes in previous lessons.

23. To explore the functions of fronted adverbials

- In this lesson, we will explore fronted adverbials. We look at how they can be made up of words or phrases. Then we will explore how they are used to show, 'when', 'where' and 'how'.

24. To practise conveying character through verb and adverb choices

- In this lesson, we will review the role of verbs and adverbs in adding precision to our writing. In particular, we will think about how the correct choice of verbs and adverbs helps us gain a better understanding of characters. We will be looking closely at the character of Fagin to practise this skill.

25. To develop a rich understanding of words associated with hunger or thirst (Part 2)

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-



26. To plan and write the first part of a narrative scene

- In this lesson, we will watch a clip of the boys walking to Fagin's house and think carefully about the events unfolding. Following this, we will orally retell this section of narrative and then we will use this to help us with our writing.
-

27. To practise and apply knowledge of suffixes -ant and -ent, including test

- In this lesson, we will practise and apply spelling rules and patterns for the suffixes -ent and -ant. We will discover and use a new spelling strategy to practise -ent and -ant words before a spelling test at the end of the lesson.
-

28. To plan and write the second part of a narrative scene

- In this lesson, we will watch a clip of the boys entering Fagin's house and think carefully about the events unfolding. Following this, we will orally retell this section of narrative and then we will use this to help us with our writing.
-

29. To edit a narrative scene

- In this lesson, we will edit our writing from Lessons 6 and 8 of this unit. We will practise the skills of searching for errors and improving vocabulary choices.
-

30.

To write a section of narrative (Free write)

- In this lesson, we will review all the key skills that we have developed over our unit on Oliver Twist. Following this, we will think about some ideas for writing so that we can write our own creative narrative, using the characters in Oliver Twist as inspiration.
-





Lesson
number

Lesson question

About the lesson

1.

To engage with the text

Pupils will learn

- In this lesson, we will be introduced to the author and the book and use clues from the front cover and prologue to make some predictions about the story.

2.

To answer questions on the text (Part 1)

Pupils will learn

- In this lesson, we will use the text to retrieve and infer answers to questions about chapter 3 - Whiter than White. We will explore the meaning of words and how to use a range of strategies when we come across unfamiliar words in our reading.

3.

To analyse characters

Pupils will learn

- In this lesson, we will explore the main characters in the text in more detail. Our main focus is on Miss Root, the new dentist. We will look closely at the author's choice of language and characterisation.

Guidance warnings

- Contains subject matter which individuals may find upsetting.

4.

To answer questions on the text (Part 2) Pupils will learn

- In this lesson, we will read the beginning of chapter 13 (Impro!), retrieving and inferring information from the text in order to answer questions. This includes understanding and explaining the order of events, as well as characters' feelings.



5.

To analyse the author's use of language Pupils will learn

- In this lesson, we will be analysing the author's choice of language. We will look at vocabulary meaning in depth and how words and phrases have been used specifically to add to an overall atmosphere, created purposefully by the author.
-



Lesson number	Lesson question	Pupils will learn
1.	To understand the features of a persuasive letter	<ul style="list-style-type: none">In this lesson, we will be learning all about what it means to persuade someone and will look closely at the features of a persuasive letter.
2.	To further investigate suffixes -ant, and -ent	<ul style="list-style-type: none">In this lesson, we will look closely at the spelling patterns that can help us decide between the two suffixes, -ent and -ant, and we will look at how words are connected by spellings and meaning, using word maps.
3.	To explore pronouns	<ul style="list-style-type: none">In this lesson, we will be focusing on pronouns and the role they play in our writing.
4.	To generate points to use in our persuasive letter	<ul style="list-style-type: none">In this lesson, we will begin to prepare to write our persuasive letter by generating points to use in our argument.
5.	To develop a rich understanding of words associated with feeling surprised	<ul style="list-style-type: none">In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.



6. To plan a persuasive letter

- In this lesson, we will begin the process of planning to write a persuasive letter. We will learn how to use a new planning structure for making persuasive points.
-

7. To practise and apply knowledge suffixes -ant and -ent, including a test

- In this lesson, we will apply and practise the spelling rules and patterns investigated in the last lesson, explore a new spelling practice strategy, and complete a spelling test.
-

8. To develop an understanding of how to use formal conjunctions

- In this lesson, we will prepare for writing our persuasive letter, we will practise using our plans and writing sentences using formal conjunctions.
-

9. To write a persuasive letter

- In this lesson, we will model the process of writing a persuasive letter.
-

10. To write a persuasive letter (free write)

- In this lesson, we will take everything we have learnt so far and use it to write your own persuasive letter. We will look at ideas for who to write and ideas of things to try and persuade them to do.
-



Lesson number	Lesson question	Pupils will learn
1.	To learn about a poet and engage with the poem for first impressions	<ul style="list-style-type: none">In this lesson, we will learn about the poet, Walter de la Mere, and read the poem 'The Listeners' for the first time. We will then think about our first impressions of the poem and what we understand the poem to be about.
2.	To use strategies to identify key vocabulary and begin to understand the poem further	<ul style="list-style-type: none">In this lesson, we will identify vocabulary that we do not know the meaning of. Then, we will look at some strategies for working out the meaning of those words. Finally, we will practise this skill for some of the words in the poem.
3.	To use the text to answer questions,	<ul style="list-style-type: none">In this lesson, we will learn key strategies for answering retrieval and inference questions and apply these to answer questions about the poem.
4.	To discuss the poet's choice of language and structure.	<ul style="list-style-type: none">In this lesson, we will look at the structure of the poem and the poet's choice of language. We will then think about some of the key phrases in the poem and think about their effect on the reader.

5.

To identify key themes in the poem and create our own poem with a similar theme.

- In this lesson, we will discuss some of the themes in the poem. After this, there will be an opportunity to write our own poem using similar themes to the ones identified in 'The Listeners'.
-





Lesson number	Lesson question	Pupils will learn
1.	To explore a text	<ul style="list-style-type: none">In this lesson, we will introduce a new text called 'The Viewer'. We will make predictions about the text and discuss our initial impressions, focusing on the images in particular.
2.	To investigate suffixes: -able and -ible	<ul style="list-style-type: none">In this lesson, we will investigate the suffixes -able and -ible, spot patterns and generate spelling rules, and explore the meaning of words and word classes.
3.	To explore relative pronouns	<ul style="list-style-type: none">In this lesson, we will revise clauses and looking at what makes a subordinate clause. Then, we will move onto relative clauses and the relative pronouns we might use when writing one.
4.	To generate vocabulary to describe a setting	<ul style="list-style-type: none">In this lesson, we will be diving into 'The Viewer' and looking closely at a picture from the opening of the text. We will learn how to generate vocabulary to use when writing a descriptive opening.



-
- 5. To develop a rich understanding of words associated with chaos and confusion**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 6. To generate verbs and adverbs to describe a setting**
- In this lesson, we will focus on how we can use verbs and adverbs to bring our descriptive writing to life! We will even look at how we can use verbs and adverbs to describe objects.
-
- 7. To practise and apply knowledge of suffixes: -able and -ible, including test**
- In this lesson, we will practise and apply the spelling rules for the suffixes -able and -ible, spotting how they differ. We will use a spelling strategy to practise and apply the rules, and we will complete a spelling test.
-
- 8. To practise using non-finite clauses**
- In this lesson, we will prepare to write our descriptive opening by learning all about non-finite clauses. These will help us to add variety to our writing and start our sentences in diverse ways.
-
- 9. To write the opening**
- In this lesson, we will write the opening of 'The Viewer', focusing on describing the setting in great detail and setting the tone for the story.
-



10. To infer meaning from images

- In this lesson, we will be reading the build up of 'The Viewer' by Shaun Tan. We will be using our inference skills to deduce meaning from the many strange and curious images that the book contains.
-

11. To generate vocabulary for a diary entry

- In this lesson, we will be generating vocabulary to use when writing a diary entry. We will focus on how to generate adjectives for key nouns, and then moving this on to adding verbs and adverbs to describe what a character might be doing at a certain point of the story.
-

12. To understand the features of a diary

- In this lesson, we will look closely at diary entries. We will learn why people write diary entries and what are the main features of a diary entry.
-

13. To write a diary entry

- In this lesson, we will write a diary entry from the perspective of Tristan from 'The Viewer'. We will use a plan and success criteria to help us write.
-

14. To write an alternative ending to a story

- In this lesson, we will be reading the rest of 'The Viewer' and discussing its ending. Then, we will make up our own alternative ending and prepare to write that.
-

15.

To develop reading for pleasure through discussion of favourite characters

- In this lesson, we will explore how reading builds empathy. We will share recommended reads and explore character traits in order to describe a favourite character.
-





Lesson
number

Lesson question

About the lesson

1.

To build knowledge of the historical context of the play 'Macbeth'

Pupils will learn

- In this lesson, we will look at the author William Shakespeare and the time period in which the play, 'Macbeth', was written. Then we will explore different types of plays and end on a brief introduction into the play.

2.

To investigate C making soft and hard sounds

Pupils will learn

- In this lesson, we will investigate the difference between a soft and hard c, exploring the vowels that usually follow a soft c and the vowels that follow a hard c.

3.

To explore using the simple past, present and future tense

Pupils will learn

- In this lesson, we will look at the different tenses (past, present and future), then explore how verbs change when they are in the simple past if they are regular or irregular verbs.



4. To analyse the opening of the play Macbeth

Pupils will learn

- In this lesson, we will look at the text type features of a play and how this is different to other text types. We will then read aloud the opening of the play and check for meaning of vocabulary. After that, we will picture the setting from reading the opening and draw our own interpretation of the settings.

5. To develop a rich understanding of words associated with dark and rainy weather

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.

6. To generate vocabulary

Pupils will learn

- In this lesson, we will look at two types of figurative language in detail: simile and personification. We will write our own sentences with a type of figurative language. Next, we will generate vocabulary (adjectives, verbs and adverbs) for the opening scene of Macbeth using the Animated Macbeth clip as a stimulus.
-



7. To practise and apply knowledge of C making soft and hard sounds, including test

Pupils will learn

- In this lesson, we will practise and apply rules in order to spell words with a hard and soft c sound correctly, using a spelling strategy called look, cover, write, check to practise spellings, and completing a test at the end of the lesson.
-

8. To practise writing complex sentences

Pupils will learn

- In this lesson, we will investigate what complex sentences are and look in detail at adverbial and relative complex sentences.
-

9. To plan the setting description

Pupils will learn

- In this lesson, we will use a clip from Shakespeare's Animated Tales and pictures from the clip to plan adjectives, verbs, adverbs, figurative language and adverbial phrases for each section of the clip.
-

10. To write the setting description

Pupils will learn

- In this lesson, we will use the plan from the previous lesson to write a description of the play's setting. The success criteria will be shared and we will use this to help us to complete the writing.
-



11. To analyse quotes from the script

Pupils will learn

- In this lesson, we will then look at Act 1 Scene 3 when Macbeth meets the witches on the heath. During this section of the play, we will analyse and unpick any Shakespearean language that is unfamiliar and explain the meaning.
-

12. To investigate Greek etymology: Words with 'ch' 'ph' and 'sc' spellings

Pupils will learn

- In this lesson, we will explore spellings with Greek etymology, including words with the letter patterns 'ch', 'ph' and 'sc' We will then look at the meaning of these words.
-

13. To explore the past, present and future progressive tense

Pupils will learn

- In this lesson, we will revise the three tenses: past, present, future. We will then break them down into past, present and future progressive tense. Lastly, we will recap knowledge of how regular and irregular verbs change in the past tense.
-

14.

To analyse evidence from the clip

Pupils will learn

- In this lesson, we will use the film clips from Shakespeare's Animated Tales to make deductions about Macbeth's character and how he changes over the course of the play. We will then generate adjectives appropriate to his character at different points in the play.

Guidance warnings

- Contains conflict or violence.



15.

To develop a rich understanding of words associated with intelligence and confidence

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.

16.

To practise using precise verbs and adverbs for characterisation

Pupils will learn

- In this lesson, we will use the film clips from Shakespeare's Animated Tales to describe Macbeth's actions, facial features and body language at different points in the play, highlighting how they change throughout the play.
-



17. To practise and apply knowledge of Greek etymology: 'ch' 'ph' and 'sc' spellings, including test

Pupils will learn

- In this lesson, we will apply and practise knowledge of Greek etymology and the sounds made by the letter patterns 'ch, 'ph' and 'sc' in words. We will use a fun and creative spelling strategy to help us remember spellings before a test at the end of the lesson.

18. To plan a character description

Pupils will learn

- In this lesson, we will use film clips from Shakespeare's Animated Tales to plan a character description. Next, we will look at the qualities Macbeth possesses at four significant points in the play. To support our assessments of each quality, we will use evidence from the film clips.

19. To write a character description (Part 2) **Pupils will learn**

- In this lesson, we will use the plan from the previous lesson to write about Macbeth's character with a main focus on two aspects of his character: at the start of the play when he is depicted as a warrior and later on when he becomes ambitious.
-

20.

To write a character description (Part 3) Pupils will learn

- In this lesson, we will use the plan from the previous lesson to write about Macbeth's character with a main focus on the last two aspects of his character: when he turns weak and decides that he wants to abandon his plans and at the end when he is overwhelmed by guilt and starts to hallucinate.
-





Lesson number	Lesson question	Pupils will learn
1.	To engage with the text and the main character	<ul style="list-style-type: none">In this lesson, we will be introduced to a historical time period. We will read chapter 8 and answer some questions to help develop an understanding of the main character's personality.
2.	To make inferences about the main character	<ul style="list-style-type: none">In this lesson, we will read a little bit more about the workhouses and answer some retrieval and inference questions. After that we will reflect upon Jim's character based on what we have read so far.
3.	To ask questions when reading to help with our comprehension	<ul style="list-style-type: none">In this lesson, we will see how asking questions and building a 'internal voice' in our head when reading can help us build comprehension. We will also consider some of the author's language choices and make a prediction.
4.	To consider the author's characterisation	<ul style="list-style-type: none">In this lesson, we will read the next part of the story and make inferences about the new character.

5.

To reflect upon the story and Victoria society

- In this lesson, we will read some of chapter 24. In this chapter Shrimps is very unwell after being robbed. Jim is trying to look after him while trying to find a doctor. We will make comparisons between society in the Victorian times and now.
-





Lesson number	Lesson question	About the lesson
1.	To identify features of a biography	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will introduce what a biography is, we will look at the features of a biography and we will find examples of features in a biography. <p>Guidance warnings</p> <ul style="list-style-type: none">Contains depictions of discriminatory behaviour.
2.	To investigate unstressed vowels in polysyllabic words	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will investigate unstressed vowel sounds in polysyllabic words and notice some of the patterns within these words.
3.	To revise the past, present and future progressive tense	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will review the past, present and future progressive tense.



4. To gather information on an inspirational figure

Pupils will learn

- In this lesson, we will research and gather information on Harriet Tubman, who escaped slavery to become a leading abolitionist. She led hundreds of enslaved people to freedom along the route of the Underground Railroad.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

5. To develop a rich understanding of words associated with with being hard-working

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-

6. To plan a biography

Pupils will learn

- In this lesson, we will plan our biography on Harriet Tubman, who led hundreds of enslaved people to freedom. We will use our previous notes from Lesson 4 of this unit and collate them into a plan ready to write.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-



7. To practise and apply knowledge of unstressed vowels in polysyllabic words, including test

Pupils will learn

- In this lesson, we will apply our knowledge of unstressed vowels in polysyllabic words to further practise spellings, use a spelling strategy for the words in the spelling list from last spelling lesson, and take a test at the end of the lesson.

8. To write a biography (Part 1)

Pupils will learn

- In this lesson, we will write their first three paragraphs of their biography of Harriet Tubman. Harriet Tubman led hundreds of enslaved people to freedom along the route of the Underground Railroad.

Guidance warnings

- Contains depictions of discriminatory behaviour.

9. To write a biography (Part 2)

Pupils will learn

- In this lesson, we will complete their writing of a biography on Harriet Tubman, who led hundreds of enslaved people to freedom along the route of the Underground Railroad. We will write our third paragraph of the main body and then our conclusion.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

10.

To edit a biography

Pupils will learn

- In this lesson, we will discuss what editing is and what an editor does. Then we will practise editing together.
-





Lesson number	Lesson question	Pupils will learn
1.	To introduce the text and author	<ul style="list-style-type: none">In this lesson, we will explore the front cover of the book 'Mirror' by Jeannie Baker and use this to make inferences. We will learn about the author and the context of the story.
2.	To infer from images and make comparisons	<ul style="list-style-type: none">In this lesson, we will infer from images in the text. We will make comparisons between the Moroccan and Australian families and their morning routine.
3.	To use images to make comparisons and predictions	<ul style="list-style-type: none">In this lesson, we will explore images of the families' journeys through the landscapes of Australia and Morocco. We will draw comparisons between the two countries and make predictions as to where the characters are going.
4.	To use images to make comparisons and links between the two stories	<ul style="list-style-type: none">In this lesson, we will explore the images and compare the shopping experience in Morocco and Australia. We will use the images to identify similarities, differences and links between the stories.

5.

To identify the themes and messages of the story

- In this lesson, we will explore the images to make comparisons between the families' evening routines. We will consider the themes, messages and what we can learn from the story.
-





Lesson number	Lesson question	Pupils will learn
1.	To build knowledge of the historical context of the poem 'The Highwayman'	<ul style="list-style-type: none">In this lesson, we will learn about who highwaymen were. We do so in order to help us understand the context of the poem. We will also read aloud the first verse.
2.	To investigate more prefixes	<ul style="list-style-type: none">In this lesson, we will learn about the prefixes 'il', 'im', 'in', 'ir' meaning 'not' and learn about the prefix contained in the word 'prefix'.
3.	To explore the function of apostrophes	<ul style="list-style-type: none">In this lesson, we will explore using apostrophes for both possession and contraction. Additionally, we will practise writing some sentences, linked to our Highwayman unit, using apostrophes.
4.	To analyse the opening of the poem 'The Highwayman'	<ul style="list-style-type: none">In this lesson, we will explore vocabulary in the opening verse of the poem and practise writing complex sentences using this vocabulary.



-
- 5. To develop a rich understanding of words associated with night time**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 6. To generate vocabulary to write the opening of 'The Highwayman'**
- In this lesson, we will generate our own vocabulary to describe the setting of the poem and the main character. We will use some of these words to practise writing our own sentences using fronted adverbials.
-
- 7. To investigate and apply prefixes**
- In this lesson, we will learn how to spell words containing the prefixes 'il', 'im', 'in' and 'ir' meaning 'not'
-
- 8. To practise adverbial complex sentences: Adverbial clauses**
- In this lesson, we will investigate and practise writing complex sentences using 'adverbial clauses' based on all the Highwayman learning we've done so far.
-
- 9. To plan the opening**
- In this lesson, we will use all the vocabulary planning we've done so far to help us plan a 'zoom in' narrative opening of the story.
-
- 10. To write the opening**
- In this lesson, we will use our plans to help us write the opening of The Highwayman as a narrative.
-



-
- 11. To analyse the build-up (Part 1)**
- In this lesson, we will explore vocabulary in the third verse of the poem and use it to help us think about what happens next in the story. We will practise using some of this vocabulary in oral and written sentences.
-
- 12. To investigate more prefixes: Bi-, Trans-, Circum- and Tele-**
- In this lesson, we will investigate and generate rules about the prefixes bi-, trans-, circum- and tele-.
-
- 13. To revise using apostrophes**
- In this lesson, we will build on our learning from Lesson 3 of the first outcome in this unit. We will explore how to use apostrophes for plural possession and we will investigate how and why we can use apostrophes for contraction. We will support and cement our learning through games and by writing example sentences.
-
- 14. To generate vocabulary for the build-up**
- In this lesson, we will re-read verse 3 of The Highwayman and explore ways to generate plenty of vocabulary to use when we write the build-up as a narrative.
-
- 15. To develop a rich understanding of words associated with 'looking'**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-



-
- 16. To plan the build-up (Part 1)**
- In this lesson, we will order the events of the first part of the build-up and use the vocabulary we learnt in previous lessons to generate a plan, ready for writing.
-
- 17. To practise and apply knowledge of more prefixes**
- In this lesson, we will learn how to spell words containing the prefixes bi-, trans-, circum- and tele-
-
- 18. To write the build-up (Part 1)**
- In this lesson, we will use our plans and all the vocabulary and knowledge we have built up in previous lessons to write the first part of the build-up of The Highwayman.
-
- 19. To analyse the build-up (Part 2)**
- In this lesson, we will find out what happens in the next two verses of the poem and explore the language that is used. We will practise writing sentences using the vocabulary we have learnt.
-
- 20. To generate vocabulary for the build-up (Part 2)**
- In this lesson, we will read verses 4 and 5 again and generate vocabulary for each moment in these verses, ready to help us plan our writing.
-
- 21. To practise writing speech**
- In this lesson, we will explore rules for writing speech first and write our own sentences linked to the part of the poem where the highwayman sees Bess.
-



22. To plan the build-up (Part 2)

- In this lesson, we will recap the important parts of the second part of the build-up before planning precise vocabulary and practising sentences out loud.
-

23. To write the build-up (Part 2)

- In this lesson, we will use our plans and all the vocabulary and knowledge we have built up in previous lessons to write the second part of the build-up of The Highwayman.
-

24. To write the rest of The Highwayman (Free Write)

- In this lesson, we will practise some of the grammatical skills we have learnt throughout the unit, before thinking about our ideas for what might happen next in the story. We will have the opportunity to 'free write' the ending to the story.
-

25. To develop reading for pleasure through book recommendations

- In this lesson, we will develop reading for pleasure through book recommendations. We will focus on poetry, picture books and non-fiction. We will then generate our own recommendations to share with others.
-



Lesson number	Lesson question	About the lesson
1.	To build knowledge of the historical context of the narrative	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will begin learning about life in Victorian London during the Victorian era. We will also begin generating descriptive vocabulary using images from this time period. <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains conflict or violence.
2.	To investigate homophones	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will establish what a homophone is and explore some of the types of word class homophones can be. Ten spelling words will be explained and set to learn.
3.	To explore simple and compound sentences	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will be learning about clauses, simple sentences, coordinating conjunctions and compound sentences.



4. To generate descriptive vocabulary

Pupils will learn

- In this lesson, we will be developing our understanding of what life was like during the Victorian era and mindmapping extra vocabulary to use in our writing lessons. We will also have a specific focus on using prepositional phrases effectively.

Guidance warnings

- Contains conflict or violence.
-

5. To develop a rich understanding of words associated with cities

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-

6. To develop our knowledge of compound and complex sentences

Pupils will learn

- In this lesson, we will revisit clauses, simple sentences, coordinating conjunctions and compound sentences. We will also apply our knowledge by writing a range of simple and compound sentences using different coordinating conjunctions.
-



7. To practise and apply knowledge of homophones, including test

Pupils will learn

- In this lesson, we will recap what a homophone is, revisit the 10 spelling words set and learn a spelling practise strategy. The 10 spelling words will also be tested at the end.
-

8. To write a setting description (Part 1)

Pupils will learn

- In this lesson, we will bring together all of our learning so far to write the first paragraph of our setting description.
-

9. To plan a setting description

Pupils will learn

- In this lesson, we will step inside Sherlock's office at 221b Baker Street and finally see what lies behind the mysterious front door. We will develop our knowledge of clauses and phrases, and generate descriptive vocabulary about Sherlock's office.
-

10. To write a setting description (Part 2)

Pupils will learn

- In this lesson, we will be learning about complex sentences, reading a model write, adding to our vocab mind maps from last lesson and writing our description of Sherlock's office.
-



11. To develop understanding of the key characters

Pupils will learn

- In this lesson, we will learn about and generate descriptive vocabulary (including show-not-tell) for the main characters.

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

12. To investigate suffixes: Past and present

Pupils will learn

- In this lesson, we will explore the rules associated with adding the suffixes -ed and -ing. 10 spelling words will be explained and set to learn.
-

13. To explore complex sentences

Pupils will learn

- In this lesson, we will learn about clauses, main clauses, subordinate clauses, subordinating conjunctions and how to structure complex sentences.

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

14. To write a character description

Pupils will learn

- In this lesson, we will use our descriptive vocabulary from lesson 11 to write our character description
-



15. To develop a rich understanding of words associated with looking or seeing

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.

16. To explore punctuating speech

Pupils will learn

- In this lesson, we will explore punctuating speech first sentences. We will also consider how we can select vocabulary to make our speech sentences more precise for our reader.

Guidance warnings

- Contains subject matter which individuals may find upsetting.

17. To practise and apply knowledge of suffixes: Past and present, including test

Pupils will learn

- In this lesson, we will recap the rules associated with adding the suffixes -ed and -ing and learn a spelling practice strategy. The 10 spelling words set in the previous lesson will be revisited and tested.
-

18. To develop our understanding of punctuating speech

Pupils will learn

- In this lesson, we will develop our understanding of punctuating speech by learning about speech second sentences. We will then apply our knowledge of writing speech sentences by adding these to our character description.



19. To edit

Pupils will learn

- In this lesson, we will focus on editing and improving our writing so far, particularly focusing on the skills we have learnt in this unit.

Guidance warnings

- Contains subject matter which individuals may find upsetting.

20. To write a narrative (free write)

Pupils will learn

- In this lesson, we will use some of the imagery and contextual knowledge they have developed about Victorian London to independently write a suspense story.

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-



21. To identify the features of a persuasive letter

Pupils will learn

- In this lesson, we will learn about the features of a persuasive letter and practise identifying them in a model.

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

22. To investigate suffixes: -er and -est comparative and superlative

Pupils will learn

- In this lesson, we will explore the rules associated with adding the suffixes -er and -est for comparative and superlative adjectives. 10 spelling words will be explained and set to learn.
-

23. To develop our understanding of the context for a persuasive letter

Pupils will learn

- In this lesson, we will be learning about the crime which is going to be the stimulus for our writing. We will also meet and make inferences about the characters whose perspective we will be writing our letters from.
-

24. To explore relative clauses

Pupils will learn

- In this lesson, we will be learning about relative clauses, which are a type of subordinate clause.
-



25. To develop a rich understanding of words associated with sadness and anger

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.

26. To practise persuasive techniques

Pupils will learn

- In this lesson, we will be learning some new formal and emotions vocabulary. We will also practise writing some flattery sentences.

27. To practise and apply knowledge of suffixes: -er and -est comparative and superlative, including test

Pupils will learn

- In this lesson, we will recap the rules associated with adding the suffixes -er and -est for comparative and superlative adjectives, look at some exceptions of the rules and learn a spelling practise strategy. The 10 spelling words set in the previous lesson will be revisited and tested.

28. To write the opening of a persuasive letter

Pupils will learn

- In this lesson, we will use the vocabulary we have generated so far to write the opening paragraph of our letter.
-

29. To plan the main body of a persuasive letter

Pupils will learn

- In this lesson, we will read a model and plan the main body paragraph of our letter.



30. To write the main body of a persuasive letter

Pupils will learn

- In this lesson, we will use our planning to write the main body of our letter. We will also have the optional extra task of writing the closing paragraph.
-



Lesson number	Lesson question	Pupils will learn
1.	To engage with the text	<ul style="list-style-type: none">In this lesson, we will find out the author of the book we will be studying and the name of the book. We will make inferences by looking at the front cover. We will learn some key vocabulary and then read the first couple of paragraphs.
2.	To read a text and make inferences (Part 1)	<ul style="list-style-type: none">In this lesson, we will read the opening part of The Giant's Necklace. We will look to understand the main character's personality by analysing language and a conversation between the main character and her mother.
3.	To read a text and make inferences (Part 2)	<ul style="list-style-type: none">In this lesson, we will read the next part of the story. We will focus on exploring character and looking at language.
4.	To analyse a setting	<ul style="list-style-type: none">In this lesson, we will read the next part of the story and form an impression of the setting. We will also make a prediction of what is going to happen next.

5.

To read, comprehend and respond to a climax

- In this lesson, we will consider what part of the story we are up to. We will then read the next part of the story and consider whether our predictions were correct.
-





Lesson number	Lesson question	About the lesson
1.	To build knowledge of the historical context of the unit	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will develop our knowledge of the Empire Windrush, which sailed hundreds of migrant people from Jamaica to England in 1948. <p>Guidance warnings</p> <ul style="list-style-type: none">Contains depictions of discriminatory behaviour.
2.	To investigate suffixes: Plurals	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will explore the rules associated with adding plural suffixes. 10 spelling words will be explained and set to learn.
3.	To identify the features of a diary entry	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will discuss the PALLP and features of a diary entry. We will also identify these features in a model. <p>Guidance warnings</p> <ul style="list-style-type: none">Contains depictions of discriminatory behaviour.



4. To generate vocabulary: Emotions

Pupils will learn

- In this lesson, we will look at a model diary entry from another character's perspective. We will then generate emotions vocabulary and corresponding show-not-tell phrases to use in our writing.
-

5. To develop a rich understanding of words associated with feeling stressed or scared

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-

6. To explore fronted adverbials

Pupils will learn

- In this lesson, we will be learning about fronted adverbials of time, place and manner. We will also practice writing some sentences with fronted adverbials.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

7. To practise and apply knowledge of suffixes: Plurals, including test

Pupils will learn

- In this lesson, we will recap the rules associated with adding plural suffixes and learn a spelling practice strategy. The 10 spelling words set in the previous lesson will be revisited and tested.
-



8. To write the opening of a diary entry

Pupils will learn

- In this lesson, we will learn how to structure sentences using colons to introduce a list. We will also recap the features and PALLP of diary entries. We will then use vocabulary generated in previous lessons to write the opening paragraph of our diary entry.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

9. To plan the main body of my diary entry

Pupils will learn

- In this lesson, we will use fronted adverbials and time and place to structure the main body paragraph of our diary entry.
-

10. To write the main body of a diary entry

Pupils will learn

- In this lesson, we will use our planning and vocabulary generation from previous lessons to write the main body paragraph of our diary entry.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-



11. To identify the features of a letter

Pupils will learn

- In this lesson, we will learn about the PALLP and features of a letter. We will also practise finding the features in an example.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

12. To investigate suffixes: -le -el -al -il

Pupils will learn

- In this lesson, we will explore the rules associated with adding the suffixes -le, -el, -al and -il. 10 spelling words will be explained and set to learn.

13. To explore non-finite subordinate clauses

Pupils will learn

- In this lesson, we will develop our knowledge of non-finite subordinate clauses. We will then practise writing some complex sentences which can be used in our letter writing.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-



14. To further build knowledge of the historical context of the unit

Pupils will learn

- In this lesson, we will further develop our historical knowledge by learning about what life was like for the West-Indian immigrants after they arrived in Britain in 1948.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

15. To develop a rich understanding of words associated with feeling hopeful

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-

16. To generate vocabulary

Pupils will learn

- In this lesson, we will refer back to the knowledge we developed in our last writing lesson and consider how West-Indian immigrants felt at this time.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

17. To investigate suffixes: -le -el -al -il including test

Pupils will learn

- In this lesson, we will recap the rules associated with adding the suffixes -le, -el, -al and -il and learn a spelling practice strategy. The 10 spelling words set in the previous lesson will be revisited and tested.
-



18. To write the opening of a letter

Pupils will learn

- In this lesson, we will use our planning and contextual knowledge developed over the past few lessons to write the opening paragraph of our diary entry.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

19. To plan the main body of my letter

Pupils will learn

- In this lesson, we will use the vocabulary and contextual knowledge from earlier in this unit to structure and plan the main body of our letter.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

20. To write the main body of my letter (Part 1)

Pupils will learn

- In this lesson, we will use our planning to write the first paragraph of the main body of our letter.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

21. To write the main body of my letter (Part 2)

Pupils will learn

- In this lesson, we will use our planning to write the second paragraph of the main body of our letter.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

22. To plan and write the closing of a letter

Pupils will learn

- In this lesson, we will re-read our writing so far in this unit, consider what we should include in our closing, and write the closing paragraph.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

23. To edit our letter

Pupils will learn

- In this lesson, we will look at some modelled writing and edit it. We will then edit our own writing from this unit so far .

Guidance warnings

- Contains depictions of discriminatory behaviour.
-



24.

To research the positive impact of the Windrush community on modern Britain

Pupils will learn

- In this lesson, we will learn more about the events which occurred after the Windrush brought immigrants to the UK from Jamaica, and how this has impacted modern Britain.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-

25.

To develop reading for pleasure through personal reflection

Pupils will learn

- In this lesson, we will explore examples of genre in literature and consider how reading helps build empathy. We will explore the different kinds of reading we do each day and create a 24-hour reading log.
-





Lesson
number

Lesson question

Pupils will learn

1.	To engage with the text	<ul style="list-style-type: none">• In this lesson, we will engage with the text and read the opening chapters. In this text, the main character is sent to a juvenile correction centre.
2.	To analyse setting	<ul style="list-style-type: none">• In this lesson, we will analyse the setting through inference and retrieval-based questions. In this text, the main character is sent to a juvenile correction centre.
3.	To analyse character (Part 1)	<ul style="list-style-type: none">• In this lesson, we will analyse the main character through inference and retrieval-based questions. In this text, the main character is sent to a juvenile correction centre.
4.	To analyse character (Part 2)	<ul style="list-style-type: none">• In this lesson, we will analyse a character through inference and retrieval-based questions. In this text, the main character is sent to a juvenile correction centre.

5.

To analyse the author's use of language

- In this lesson, we will analyse the author's use of language. In this text, the main character is sent to a juvenile correction centre.
-





Lesson
number

Lesson question

About the lesson

1.

To analyse the features of a newspaper report

Pupils will learn

- In this lesson, we will investigate text-type features of a newspaper report. We will then compare two types of newspaper reports - broadsheet and tabloid. Finally, we will label or identify the text-type features, using a model newspaper report as the independent task.

Guidance warnings

- Contains conflict or violence.

2.

To investigate letter strings: -ough, -ear, -ou, -au, -ice

Pupils will learn

- In this lesson, we will explore the letter strings -ough, -ear, -ou, -au and -ice and the different sounds made by each letter string. 10 spelling words will be explained and set to learn.



3. To explore word class

Pupils will learn

- In this lesson, we will recap on sentence types: compound, simple and complex. We will then recap on the definitions of the different word class categories. Following this, we will sort words into their word classes and lastly, identify word classes in different sentence types.

Guidance warnings

- Contains conflict or violence.
-

4. To gather evidence for a newspaper report

Pupils will learn

- In this lesson, we will write a complex sentence with a relative clause. Next, we will look at where we would be gathering evidence or information from if we were journalists writing our own newspaper reports and practise how to use brackets in sentences.

Guidance warnings

- Contains conflict or violence.
-

5. To develop a rich understanding of words associated with chaos and confusion

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-



6. To write the opening paragraph

Pupils will learn

- In this lesson, we will be investigating the purpose of semicolons and practising how to use them in a list. We will look at an opening of a newspaper report and identify the 5Ws: who, what, where, when and why, and we will write our own headlines for a newspaper report.

Guidance warnings

- Contains conflict or violence.
-

7. To practise and apply knowledge of letter strings: ough, ear, ou, au, ice including test

Pupils will learn

- In this lesson, we will recap the letter strings -ough, -ear, -ou, -au and -ice and the different sounds made by each letter string. We will learn a spelling practice strategy, and the 10 spelling words set in the previous lesson will be revisited and tested.
-

8. To plan the recount of events

Pupils will learn

- In this lesson, we will look at which time conjunctions are appropriate for newspaper reports. We will sort time conjunctions into the relevant sections of the Venn diagram and add time conjunctions and journalistic sentence starters in our plans.

Guidance warnings

- Contains conflict or violence.
-

9. To write a recount

Pupils will learn

- In this lesson, we will look over our plans from the previous lesson and use them to inform our writing when writing a recount. We will look at a shared piece of writing, followed by a modelled piece of writing. Both methods will support us to write our own recounts.

Guidance warnings

- Contains conflict or violence.
-

10. To edit a recount

Pupils will learn

- In this lesson, we will break an editing checklist into two parts: one that checks for punctuation, spelling and sense; and the other for language choices, sentence types and structure. After we have practised editing, we will be expected to edit recounts from the previous lesson.

Guidance warnings

- Contains conflict or violence.
-

11. To practise speech punctuation

Pupils will learn

- In this lesson, we will investigate different types of speech punctuation and put them into practice. Lastly, we will write our own speech in bubbles and transfer them into sentences with the appropriate speech punctuation.
-





12.	To investigate suffixes: -tion, -cian, -sion, -ssion	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will investigate the suffixes -tion, -ssion, -sion and -cian and explore some exceptions.
13.	To develop our knowledge of determiners	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will look at what determiners are in general. We will identify determiners within a paragraph and insert the appropriate determiners in sentences.
14.	To plan the final paragraphs of a newspaper report	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will look at some examples of eyewitness statements and who could have been at the scene of the event. We will plan two eyewitness statements and look at a modelled piece of writing for the final paragraph of a newspaper report.
15.	To develop a rich understanding of words associated with feeling surprised	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.



16. To write eye witness statements

Pupils will learn

- In this lesson, we will review speech punctuation in all three forms of speech: first, second and interrupted. We will review planning from the previous lesson on eyewitness statements, to support us in writing a paragraph for a newspaper report.

17. To practise and apply knowledge of suffixes: -tion, -cian, -sion, -ssion, including test

Pupils will learn

- In this lesson, we will practise and apply our knowledge of the suffixes -tion, -ssion, -sion and -cian.

18. To write the final paragraph of newspaper report

Pupils will learn

- In this lesson, we will discuss what tense we would be speaking in when we are talking about something that is happening now. We will use a sentence scaffold to say something about pictures in the present tense. We will then write a sentence in the present tense.

19. To edit a newspaper report

Pupils will learn

- In this lesson, we will recap our knowledge of interrupted speech and then practise writing speech sentences. We will recap the purpose of editing and the checklist needed when making edits. Lastly, we will edit our own newspaper report.
-

20.

To write a newspaper report

Pupils will learn

- In this lesson, we will be revising all the features of a newspaper report, looking at the headline, 5Ws, witness statements, direct and indirect speech, journalistic sentence starters and lastly, tense in the final paragraph. We will then write our own newspaper report.
-





Lesson number	Lesson question	Pupils will learn
1.	To activate prior knowledge and consider the historical context	<ul style="list-style-type: none">In this lesson, we will look at an extract from a newspaper article. We will think about what we already know, what we can infer and generate questions to help reflect upon what we do not yet know.
2.	To read a recount and answer retrieval and inference based questions	<ul style="list-style-type: none">In this lesson, we will place World War II on a timeline and be taught some subject-specific vocabulary. We will then read a first hand account from a Blitz survivor and answer a range of inference and retrieval questions.
3.	To understand the key information in a text and consider the author's perspective	<ul style="list-style-type: none">In this lesson, we will reflect upon the author's experience as we read. There will be a writing opportunity which will help us understand that reading helps us understand an entirely different life while building our ability to empathise.
4.	To read a new text and consider the author's use of language	<ul style="list-style-type: none">In this lesson, we will read a new account of a Blitz survivor and look at some of the language used to help them build comprehension. We will also make some brief comparisons between the two texts.

5.

To consider how reading can provide people with a way of learning new things

- In this lesson, we will make a mind map that will illustrate what we are learning from the books that we are reading. Finally, we will be introduced to books that could deepen our knowledge and further our interest in WWII.
-





Lesson number	Lesson question	Pupils will learn
1.	To identify key characters and events in the plot	<ul style="list-style-type: none">In this lesson, we will revise word classification, learn vocabulary that is key to the unit and explore key characters and points in the plot.
2.	To investigate the suffix: -ous	<ul style="list-style-type: none">In this lesson, we will explore the rules associated with adding the suffix -ous. 10 spelling words will be explained and set to learn.
3.	To explore expanded noun phrases	<ul style="list-style-type: none">In this lesson, we will review Mrs. Wordsmith vocabulary, revise key points related to expanded noun phrases and practise writing expanded noun phrases (many of which will be useful for this unit of writing).
4.	To generate vocabulary to describe a character	<ul style="list-style-type: none">In this lesson, we will revise definitions for key Mrs. Wordsmith words, analyse the opening scene of the film and generate vocabulary to describe the main character.



-
- 5. To develop a rich understanding of words associated with running**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 6. To analyse the opening scene**
- In this lesson, we will complete a sentence level task, further analyse the film clip considering aspects beyond the main character and record ideas as planning to support writing later in the unit.
-
- 7. To practise and apply knowledge of suffixes: -ous, including test**
- In this lesson, we will recap the rules associated with adding the suffix -ous, look at other words with the same suffix and learn a spelling practice strategy. The 10 spelling words set in the previous lesson will be revisited and tested.
-
- 8. To write prepositional phrases**
- In this lesson, we will correct punctuation and grammar in a sentence level activity, revise prepositional phrases and plan prepositional phrases to be used in their own writing later in the unit.
-
- 9. To write the opening**
- In this lesson, we will practise writing a complex sentence, will analyse a model piece of writing and will write their own opening scene based on the film clip.
-



-
- 10. To edit writing**
- In this lesson, we will practise spellings, look at editing and improving a piece of writing before editing and improving their own outcome from this part of the unit.
-
- 11. To plan a narrative scene**
- In this lesson, we will develop vocabulary for describing a key character in this scene, will analyse a new scene and plan ahead of writing in the next lesson.
-
- 12. To investigate suffixes: -ial**
- In this lesson, we will explore the rules associated with adding the suffix -ial. 10 spelling words will be explained and set to learn.
-
- 13. To explore the functions of fronted adverbials**
- In this lesson, we will work to correct a sentence, review learning about fronted adverbials, before practising writing fronted adverbials that would be useful for their writing in this unit.
-
- 14. To write a narrative scene (free write)**
- In this lesson, we will practise writing a relative clause complex sentence. They will review all elements of planning for this scene before having the opportunity to free write the narrative scene. There are supporting planning materials within the lesson to support all pupils.
-



-
- 15.** **To develop a rich understanding of words associated with walking**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 16.** **To write non-finite clauses**
- In this lesson, we will revisit Mrs. Wordsmith vocabulary to support this second writing outcome. The children will review complex sentences with a non-finite clause and will then practise writing these for a new scene to support writing.
-
- 17.** **To practise and apply knowledge of suffixes: -ial, including test**
- In this lesson, we will recap the rules associated with adding the suffix -ial, look at words that are exceptions to the rules and learn a spelling practice strategy. The 10 spelling words set in the previous lesson will be revisited and tested.
-
- 18.** **To develop text cohesion through use of adverbials**
- In this lesson, we will revise spellings, review their understanding of adverbials to support text cohesion and then write adverbials to support the flow of writing in the next writing outcome. The lesson includes a short film clip of an armoured bear in an alleyway.
-



- 19. To plan a diary**
- In this lesson, we will practise writing fronted adverbials, will review the features of a diary and will then begin to plan a diary entry in the first person as Lyra, the main character in the story.
-
- 20. To write a diary**
- In this lesson, we will review use of dashes for parenthesis, will analyse a piece of model writing to support this outcome before writing their next outcome in this unit, which is a diary entry from the viewpoint of the main character, Lyra.
-
- 21. To generate vocabulary**
- In this lesson, we will revisit Mrs. Wordsmith vocabulary to support this writing outcome. They will then begin to analyse a new scene, with a focus on a new character, before generating vocabulary to describe the character in this final scene.
-
- 22. To investigate /ee/ sound spelt 'ie' or 'ei'**
- In this lesson, we will explore the rules associated with /ee/ sound spelt 'ie' or 'ei'. 10 spelling words will be explained and set to learn.
-
- 23. To explore using pronouns (relative and possessive pronouns)**
- In this lesson, we will define key word classes, review knowledge of personal and possessive pronouns and then edit a short paragraph using pronouns to avoid repetition.
-



24. To practise speech punctuation

- In this lesson, we will improve a sentence as a warm-up activity before revising rules of speech. We will then write speech sentences for this final scene of the unit.

25. To develop a rich understanding of words associated with houses

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.

26. To plan a narrative scene: First part of final scene

- In this lesson, we will edit a short paragraph to correct mistakes before analysing the final narrative scene in detail. The task in the lesson today is to plan the first part of the final narrative outcome.

27. To practise and apply knowledge of /ee/ sound spelt 'ie' or 'ei', including test

- In this lesson, we will recap the rules associated with the /ee/ sound spelt 'ie' or 'ei', look at words that are exceptions to the rules and learn a spelling practice strategy. The 10 spelling words set in the previous lesson will be revisited and tested.

28. To write a narrative scene: First part of final scene

- In this lesson, we will write a compound sentence to use later in our writing. We will analyse model writing for this scene before writing our own narrative for the first part of the final scene.
-

29. To plan a narrative scene: Final part of final scene

- In this lesson, we will edit and improve a short paragraph before analysing and planning the final part of this narrative scene. This is a dramatic scene where the characters have a heated discussion which turns into a brief, physical altercation.



30. To write a narrative scene: Final part of final scene

- In this lesson, we will complete a sentence level warm-up, with a focus on three short sentences used for effect. We will analyse model writing for this scene before writing our own narrative for the final part of the final scene.
-



Lesson number	Lesson question	Pupils will learn
1.	To engage with a text	<ul style="list-style-type: none">In this lesson, we will analyse the opening pages of Greenling by Levi Pinfold.
2.	To analyse character	<ul style="list-style-type: none">In this lesson, we will explore how the different characters in Greenling react to the title character.
3.	To analyse a text	<ul style="list-style-type: none">In this lesson, we will analyse how the characters in the book 'Greenling' change their opinion of Greenling.
4.	To analyse themes	<ul style="list-style-type: none">In this lesson, we will analyse the key themes in 'Greenling' by Levi Pinfold.
5.	To develop reading for pleasure through discussion of favourite characters	<ul style="list-style-type: none">In this lesson, we will revise the meaning of empathy and genre. We will share recommended reads and character traits in order to describe a favourite character.



Lesson number	Lesson question	About the lesson
1.	To understand the context of the film	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will explore the context of the film, Rabbit Proof Fence. Short clips from this film will support writing outcomes throughout this unit and in this lesson we will consider themes as well as introduce the main characters. <p>Guidance warnings</p> <ul style="list-style-type: none">Contains subject matter which individuals may find upsetting.
2.	To investigate word endings: -ant -ent -ance -ence	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will investigate the suffixes -ant, -ent, -ance, -ence and study the origin of some words that use these suffixes. 10 spelling words will be explained and set to learn.
3.	To explore the function of apostrophes	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will review the function of apostrophes before identifying how apostrophes have been used in different examples.



4. To generate vocabulary

Pupils will learn

- In this lesson, we will analyse a short clip of the film, before planning the scene. We also discuss some key information relating to the context of the film shown and key vocabulary used within the film clip.

Guidance warnings

- Contains depictions of discriminatory behaviour. Contains subject matter which individuals may find upsetting.
-

5. To develop a rich understanding of words associated with hot weather (Part 1)

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-

6. To practise non-finite complex sentences

Pupils will learn

- In this lesson, we will edit and improve a sentence before reviewing how to write a non-finite clause complex sentence. Finally, after re-watching the clip to support writing this scene, we will plan a non-finite clause complex sentence for each image in the scene.

Guidance warnings

- Contains depictions of discriminatory behaviour. Contains subject matter which individuals may find upsetting.
-



7. To practise and apply knowledge of word endings: -ant -ent -ance -ence, including test

Pupils will learn

- In this lesson, we will practise and apply knowledge of the suffixes -ant, -ent, -ance, -ence and learn a spelling practice strategy. The 10 spelling words set in the previous lesson will be revisited and tested.

8. To plan a narrative scene (Part 1)

Pupils will learn

- In this lesson, we will spot the error in a warm up, sentence level activity. Following a revision of adverbial phrases and clauses, we will add content to planning for one final time before writing the opening scene.

9. To write a narrative scene

Pupils will learn

- In this lesson, we will review compound sentences and analyse a piece of model writing before writing this first narrative scene.

Guidance warnings

- Contains depictions of discriminatory behaviour.
Contains subject matter which individuals may find upsetting.
-



10. To edit a narrative scene

Pupils will learn

- In this lesson, we will generate synonyms to support their work when editing this outcome. Before editing our writing outcome, a model piece of writing will be edited and improved in this lesson which will support independent work.
-

11. To plan a narrative scene (Part 2)

Pupils will learn

- In this lesson, we will revise identifying the subject and object in a sentence, before analysing a new short scene. We will plan with support and then independently in preparation for a free write in the next lesson.
-

12. To investigate suffixes: -ible and -able

Pupils will learn

- In this lesson, we will investigate the suffixes -able and -ible and discuss similarities and differences in words using them.
-

13. To explore subject, verb, object

Pupils will learn

- In this lesson, we will review word class in a sentence before reviewing knowledge of subject, verb and object. We will practise identifying the subject, verb and object in a sentence.
-



14.	To write a narrative scene (free write)	Pupils will learn <ul data-bbox="1081 129 1957 296" style="list-style-type: none">• In this lesson, we will practise writing a relative clause complex sentence. We will review all elements of planning for this scene before having the opportunity to free write the narrative scene.
15.	To develop a rich understanding of words associated with hot weather (Part 2)	Pupils will learn <ul data-bbox="1081 464 1957 584" style="list-style-type: none">• In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
16.	To convey character and advance action through use of speech	Pupils will learn <ul data-bbox="1081 751 1957 919" style="list-style-type: none">• In this lesson, we will consider alternative synonyms for these words. After reviewing speech rules, we will consider how to incorporate speech effectively so that it supports characterisation and advances the action.
17.	To practise and apply knowledge of suffixes: -ible and -able, including test	Pupils will learn <ul data-bbox="1081 1086 1957 1158" style="list-style-type: none">• In this lesson, we will practise and apply our knowledge of the suffixes -able and -ible.



18. To plan a narrative scene

Pupils will learn

- In this lesson, we will review key spellings before planning the initial part of the second scene. Planning will be tackled in two parts to support the initial stages and become more independent when planning the second part.

19. To write a narrative scene

Pupils will learn

- In this lesson, we will revisit writing complex sentences and plan a complex sentence for an image in this second scene. Before writing, children. We will analyse a model text considering two specific writing criteria. We will write a narrative scene.

20. To edit a narrative scene

Pupils will learn

- In this lesson, we will edit and improve our writing. We will discuss the role of an editor for writers.

21. To describe a journey

Pupils will learn

- In this lesson, we will watch a short clip of the journey from Rabbit Proof Fence. We will focus on different aspects of the scene, describing the weather, setting and characters.
-



22. To investigate silent letters

Pupils will learn

- In this lesson, we will investigate silent letters, the term 'diagraph', and how to spell words with silent letters.
-

23. To develop a rich understanding of words associated with working hard

Pupils will learn

- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-

24. To write a journey (part 1)

Pupils will learn

- In this lesson, we will recap our descriptions of the setting, weather and characters. We will write the first part of the journey, applying our language development and using devices to show the passing of time.
-

25. To write a journey (part 2)

Pupils will learn

- In this lesson, we will recap our descriptions of the setting, weather and characters. We will write the second part of the journey, applying our language development and using a colon to introduce a question and a list.
-



Lesson
number

Lesson question

Pupils will learn

-
- | | | |
|-----------|---|--|
| 1. | To form an initial impression of a song | <ul style="list-style-type: none">• In this lesson, we will listen to part of a song, read some of the lyrics in the song and reflect upon the style of music. The children will also generate their own questions about the song and its lyrics. The teacher will also provide the children with some historical context. |
| 2. | To consider the author's purpose and intended audience | <ul style="list-style-type: none">• In this lesson, we will consider the historical context in relation to the song they studied in the previous lesson. With this in mind we will then consider the songwriter's purpose when writing the song and who the intended audience might have been. |
| 3. | To explore the author's use of language and word meaning | <ul style="list-style-type: none">• In this lesson, we will look at the positive terminology used in the song we have studied and then learn some strategies to help understand new words. We will also have the opportunity to practise using these strategies. |
-

4. To consider Lord Kitchener's perspective

- In this lesson, we will have the opportunity to practise answering questions in a written form. We will also consider how the musician's feelings have changed over a period of time by studying a new song.



5. To make comparisons between two songs

- In this lesson, we will look at the negative terminology used to describe London and compare it to the positive language used to describe Jamaica in the song 'Sweet Jamaica'.
-



Lesson number	Lesson question	Pupils will learn
1.	To identify the features of a biography	<ul style="list-style-type: none">In this lesson, we will start off looking at parentheses: brackets, dashes and commas and their function within a sentence. We will explore the features of a biography: layout, punctuation, purpose, language, sentence structure, etc.
2.	To investigate French and Greek etymology	<ul style="list-style-type: none">In this lesson, we will investigate French and Greek etymology.
3.	To explore the functions of a colon	<ul style="list-style-type: none">In this lesson, we will practise using parentheses in the three forms (brackets, dashes and commas). Then we will explore why we use colons in writing and its uses.
4.	To retrieve information from a non-fiction text (Part 1)	<ul style="list-style-type: none">In this lesson, we will identify sentences written in the third person and then write our own sentences. Then we will decide which form of note taking would be the most appropriate when retrieving information from a non-fiction text.



-
- 5. To develop a rich understanding of words associated with trying hard**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 6. To retrieve information from a non-fiction text (Part 2)**
- In this lesson, we will turn notes into model sentences using an example about Charles Darwin. There will be an example of some notes about Charles Darwin which will be turned into modelled sentences. We will recap how we collect and record information.
-
- 7. To practise and apply our knowledge of French and Greek etymology**
- In this lesson, we will practise and apply our knowledge of French and Greek etymology and we will have a spelling test.
-
- 8. To plan a biography**
- In this lesson, we will write a complex sentence with a relative clause about Charles Darwin. We will plan a biographical introduction and refer to notes made from the previous lesson. Finally, we will plan a concluding paragraph.
-
- 9. To write a biography (Part 1)**
- In this lesson, we will explore whether sentences make sense grammatically. We will recap biography layouts by looking at a modelled text about Charles Darwin.
-

10. To write a biography (Part 2)

- In this lesson, we will recap the layout of biographies by looking at a modelled text about Charles Darwin. We will model two paragraphs of the biography. The conclusion paragraph will be a modelled piece of writing, which we will analyse.
-





Lesson number	Lesson question	Pupils will learn
1.	To establish a background knowledge of the story and create an initial impression	<ul style="list-style-type: none">In this lesson, we will make some inferences by looking at book covers and pictures from World War II. We will also generate their own questions and most of these will be answered by the teacher.
2.	To make inferences about characters in the book	<ul style="list-style-type: none">In this lesson, we will learn some high level and historically specific vocabulary and then read and answer a few questions from Chapter 1 of Goodnight Mister Tom.
3.	To make inferences about characters in the book (Part 1)	<ul style="list-style-type: none">In this lesson, we will, after a retrieval focus reading warm-up, read an extract from Chapter 1 and make some comparisons between Tom and Willie.
4.	To make inferences about characters in the book (Part 2)	<ul style="list-style-type: none">In this lesson, we will read an extract from chapter 8 of Goodnight Mister Tom and answer some questions.

5.

**To consider a character's perspective
and themes within a text**

- In this lesson, we will continue reading chapter 8 of Goodnight Mister Tom and consider how William feels when he has to disclose something he is ashamed of. We will also write a letter to William from the perspective of one of his friends. Finally, we will consider the themes within this book.
-





Lesson number	Lesson question	Pupils will learn
1.	To analyse the features of a non-chronological report	<ul style="list-style-type: none">• In this lesson, we will introduce what a non-chronological report is, we will look at the features of a non-chronological report and we will find examples of features in a non-chronological report.
2.	To practise curriculum words	<ul style="list-style-type: none">• In this lesson, we will use spelling practice strategies such as using drawings as prompts to learn curriculum words.
3.	To develop our knowledge of the function of a colon	<ul style="list-style-type: none">• In this lesson, we will develop our knowledge of the function of the colon. We will consolidate our understanding of the colon when introducing a list, and we will explore the colon when it separates clauses within a sentence. The lesson will conclude with a quick game to assess our understanding.
4.	To gather information for a non-chronological report	<ul style="list-style-type: none">• In this lesson, we will discuss the best way to gather information for a non-chronological report and collect notes from a video and text, focusing on collecting this information in an organised manner.



-
- 5. To develop a rich understanding of words associated with eating**
- In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.
-
- 6. To plan the opening of a non-chronological report**
- In this lesson, we will look at the purpose of an opening and use our notes to plan an opening paragraph. We will introduce formal and informal conjunctions.
-
- 7. To practise and apply knowledge of curriculum words, including test**
- In this lesson, we will use spelling practice strategies such as spotting words within words, to learn curriculum words and then have a spelling test.
-
- 8. To write the opening of a non-chronological report**
- In this lesson, we will use the plan to write an opening paragraph. We will look closely at a modelled write to understand the expectations and write sentences that they plan to use in their opening.
-
- 9. To plan the paragraph on appearance**
- In this lesson, we will discuss the relationship between a feature and its purpose. They will look at the features of a panda and then generate vocabulary and sentences to create a plan for the next lesson.
-



- 10. To write the paragraph on appearance**
- In this lesson, we will use the plan to write a paragraph on the panda's appearance. We will watch a shared write to understand the expectations and to see examples of different types of sentences and punctuation we could use ourselves.
-
- 11. To edit a paragraph of a non-chronological report**
- In this lesson, we will look at the importance of editing. We will then practise editing a pre-written paragraph with deliberate errors, before we complete an independent task of editing our writing so far.
-
- 12. To plan the paragraph on habitat and diet**
- In this lesson, we will use our notes from the research lesson to create a plan for our paragraphs on diet and habitat. We will use this plan in the next lesson to help with our writing.
-
- 13. To write the paragraph on habitat and diet**
- In this lesson, we will use our plans to write our paragraphs on diet and habitat. We will look closely at a modelled write to understand the expectations and write sentences that we plan to use in these paragraphs.
-
- 14. To analyse and write a conclusion**
- In this lesson, we will learn about the future of pandas and what humans are doing to help conserve the species. We will then use this knowledge to write a conclusion to their non-chronological report.
-

15.

**To develop reading for pleasure
through book recommendations**

- In this lesson, we will develop reading for pleasure through book recommendations. We will focus on poetry, picture books and non-fiction. We will then generate our own recommendations to share with others.
-





Lesson number	Lesson question	Pupils will learn
1.	To engage with the text and main character	<ul style="list-style-type: none">In this lesson, we will be introduced to the short story we will be studying in this unit and the author. We will read the first part of the story and reflect upon the main character's behaviour, interests and relationships.
2.	To consider the author's use of language and further understand the main character	<ul style="list-style-type: none">In this lesson, we will read the next part of the story. We will consider the author's use of language. We will then keep reading and reflect upon what we can infer about Kevin, the main character.
3.	To consider a character's experience	<ul style="list-style-type: none">In this lesson, we will read the next part of the story and make inferences to help us reflect upon how Kevin is feeling.
4.	To make inferences and predictions	<ul style="list-style-type: none">In this lesson, we will read the rest of interview and consider Kevin's feelings, make predictions and consider the story arc in this short story.

5.

To analyse a setting and consider its impact on the reader

- In this lesson, we will read part of the climax and consider how the scene and atmosphere changes as the story progresses. We reflect upon our previous predictions and the genre of this text.
-





Lesson number	Lesson question	Pupils will learn
1.	To explore the four types of sentence - statement, command, exclamation and question.	<ul style="list-style-type: none">• In this lesson, we will begin by revising some spelling rules. Then we will revise the differences between clauses and phrases. We will then introduce the four types of simple sentence: statement, command, question and exclamation. We will then have an opportunity to apply this learning.
2.	to practise and apply knowledge of silent letters, including test	<ul style="list-style-type: none">• In this lesson, we will practise and apply our knowledge of silent letters and have a spelling test.
3.	To explore prepositions	<ul style="list-style-type: none">• In this lesson, we will begin by revising some spelling rules. Then we will practise identifying main and subordinate clauses. Next we will explore what a preposition is and apply our knowledge through a range of questions.
4.	To explore prepositions further	<ul style="list-style-type: none">• In this lesson, we will begin by revising some spelling rules. We will then focus on developing our understanding of prepositions.

5.

To explore modal verbs

- In this lesson, we will begin by revising some spelling rules. We will then revise word class. In the main part of the lesson we will develop our knowledge of modal verbs and then apply that new knowledge through a number of activities.
-



4. Learn More



Contents

Section number	Section contents
1.	Introduction to Oak's key stage 2 English curriculum
2.	Coherence and flexibility
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusive and ambitious
6.	Pupil engagement
7.	Motivation through learning
8.	Additional information about key stage 2 writing units
9.	Curriculum sequence guidance

1. Introduction to Oak's key stage 2 English curriculum



English at KS2 comprises several elements that complement each other, and can work together or discretely. These are Writing, Reading, Spelling, Grammar and Vocabulary.

Reading units are 5 day units centred around a specific text, author or genre. These are primarily reading focused. Some of these units link to writing units. However, they are designed to be accessed discretely. Reading is also taught and reinforced through the writing units.

Writing units are centred around a specific text or theme. The units also incorporate the other skills and knowledge within the wider English curriculum: Reading, Grammar, Spelling and Vocabulary building. They build towards written outcomes with a focus on writing for purpose. The writing units are generally in blocks of 2-3 weeks, building towards a written outcome of a specific text type. Within this period, there are at least 6 lessons centred around the text/theme alongside 2 spelling lessons, a linked grammar lesson and a linked vocabulary lesson. Texts/themes may have between 1-3 blocks relating to a specific written outcome. These can be accessed in isolation – however, pupils will benefit the most, if they begin the first block within a unit as they will get to know the context better.

Spelling units are organised into 5 blocks of 2 lessons per term: the first lesson teaches the explicit spelling objective and the second lesson provides opportunities to practise and apply this knowledge and a test. The test takes place at the end of the lesson so that it can be viewed at a later date. There are 10 lessons each term. These align with objectives set out by the National Curriculum. The spelling lessons take place on Tuesdays within the writing units, however, they can be selected by unit in order for teachers, parents or pupils to match their own curriculum requirements. Key stage specific spelling knowledge is also applied and reinforced throughout writing units.

Grammar is taught and reinforced continually through writing and reading units. However, there are 5 lessons per term that can also be accessed discretely – where a teacher might want to direct pupils to practise a specific objective – or address a specific gap in knowledge.

Units are low threshold, high ceiling, so it may be useful to also look at a lower or higher year group to find the most suitable content. Reading units can be selected from the given year group, or from the phase - lower or upper KS2.

2. Coherence and flexibility

We strive to support schools by giving them an online learning offer that can be flexible to fit alongside their existing curriculum. We need to balance this together with coherence as complete flexibility would imply only standalone lessons

where none can build upon any other. This is particularly important in English where we need to expose students to whole stories or texts and therefore require longer sequences of lessons to build up knowledge and skills.



3. Knowledge organisation

For English at EYFS, KS1 and KS2 we have organised units to ensure a balance of coverage and progression across the year, incorporating key knowledge and skills relating to Phonics, Reading, Writing, Grammar and Spelling. Oracy underpins teaching in all units. All elements of English are embedded within the units, rather than being taught as separate strands. We will offer suggested sequences to ensure logical progression and development of knowledge and skills. The curriculum reinforces the reciprocal relationship between Reading and Writing. Although some phonics practice is embedded, Oak is not providing a phonics programme.

4. Knowledge selection

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is being taught in schools so that we can serve them well and will follow the guiding principles of The National Curriculum.

5. Inclusive and ambitious

We want Oak to be able to support all children. Our units will appropriately scaffolded so that children with different starting points can access them. This is supported by developing children's skills in Communication and Language throughout the Primary English Curriculum. Schools, who know their pupils best, will be essential in directing pupils to the lessons that will most help them.

6. Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction, just as we would with classroom teaching.

7. Motivation through learning

Like all teachers, we recognise that clear presentation and teaching helps pupils keep participating in our lessons. We will build intrinsic motivation through children's success and enjoyment within lessons. However, we are teachers, and not entertainers. As English teachers, we believe in the power of storytelling and language to motivate and inspire children, and we hope to capture this in our video resources.



8. Additional information about writing units

Writing effectively for purpose incorporates significant knowledge and skills: the knowledge of conventions within specific text types, wide ranging vocabulary, awareness of the reader – and using grammar and punctuation precisely and for effect.

Writing units ensure that pupils are first clear on the 'what to write' – the content, the sequencing, the ideas, the vocabulary so that they can then focus on 'how to write' – effective use of punctuation, sentence structure, cohesive and stylistic devices in order to achieve the intended purpose on the reader. Knowledge of spelling, grammar and punctuation is applied in context – with specific rules and conventions taught incrementally, to ensure mastery of application.

9. Curriculum sequence guidance

The KS2 writing units above are sequenced in the proposed order. This allows for logical progression of knowledge and skills across the year - specifically relating to expectations in grammar and punctuation. The reading units can be accessed in any order. They can be interspersed between writing units or sit alongside them.