

## English Medium Term Plan

Spring 2

Year 1

Unit:	Stories with familiar settings: Lost and Found by Oliver Jeffers
Duration:	2-3 weeks
Outcome:	Narrative based on model text with innovation of character/s and a familiar setting.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Make predictions based on what has been read so far.</li> <li>Explain clearly their understanding of what is read to them.</li> <li>Identify and discuss the main events in stories.</li> <li>Identify and discuss the main characters in stories.</li> <li>Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>.</li> <li>Make basic inferences about what is being said and done.</li> <li>Read words containing –s, –es, –ing and –ed endings.</li> <li>Split two and three syllable words into the separate syllables to support blending for reading.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Reread every sentence to check it makes sense.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Add suffixes to verbs where <b>no spelling change is needed</b> to the root word, e.g. <i>help – helping, camp – camping, think-thinking etc.</i></li> <li>Identify and use question marks.</li> <li>Use simple joining words to link ideas e.g. <i>and</i>.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> <li>Discuss their writing with adults and peers.</li> <li>Read aloud their writing to adults and peers.</li> </ul>
Unit:	Non-fiction texts: Booklets
Duration:	2 weeks
Outcome:	Information booklet.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Recall specific information in texts.</li> <li>Read aloud books closely matched to their improving phonic knowledge.</li> <li>Introduce and discuss key vocabulary.</li> <li>Activate prior knowledge e.g. <i>what do you know about camping/the park/our school grounds etc?</i></li> <li>Explain clearly their understanding of what is read to them.</li> <li>Listen to what others say.</li> <li>Take turns.</li> <li>Demonstrate understanding of texts by answering questions related to who, what, where, when and why.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Write simple sentences that can be read by themselves and others.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Use question marks.</li> </ul>

	<ul style="list-style-type: none"> <li>Re-read every sentence to check it makes sense.</li> <li>Use simple joining words to link ideas e.g. and etc.</li> <li>Write information texts with simple text type features.</li> <li>Discuss their writing with adults and peers.</li> <li>Read aloud their writing to adults and peers.</li> </ul>
Unit:	Traditional Rhymes
Duration:	1 week
Outcome:	A simple rhyme based on a traditional rhyme.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Listen to a range of poems.</li> <li>Recognise and join in with language patterns and repetition.</li> <li>Recite rhymes and poems by heart.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Make personal reading choices and explain reasons for choices.</li> <li>Introduce and discuss key vocabulary.</li> <li>Listen to what others say.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Write poems with simple structures.</li> <li>Write simple sentences that can be read by themselves and others.</li> <li>Use capital letters for names of places</li> <li>Separate words with finger spaces.</li> <li>Use their phonic knowledge when spelling any unfamiliar words.</li> <li>Read aloud their writing to adults and peers.</li> </ul>
Year 2	
Unit:	Stories with familiar settings: Mudpuddle farm series by Michael Morpurgo
Duration:	3-4 weeks
Outcome:	Innovated narrative/part of narrative with a farm setting.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>Read words containing common suffixes, e.g. <i>-ness</i>, <i>-ment</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i>.</li> <li>Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories.</li> <li>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>Identify, discuss and collect favourite words and phrases.</li> <li>Demonstrate understanding of texts by asking who, what, where, when, why, how questions.</li> <li>Make predictions based on what has been read so far.</li> <li>Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i></li> <li>Explain and discuss their understanding, giving opinions and supporting with reasons, e.g. <i>Hansel was clever when he put stones in his pocket because...</i></li> <li>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>Consider other points of view.</li> </ul>

Key Learning Writing:	<ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, command, exclamation.</li> <li>Use past tense for narratives, recounts and historical reports.</li> <li>Select, generate and effectively use adjectives.</li> <li>Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>.</li> <li>Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</li> <li>Orally rehearse each sentence prior to writing.</li> <li>Develop a positive attitude to writing.</li> <li>Develop stamina for writing in order to write at length.</li> <li>Write about fictional events.</li> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> <li>Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop</i>.</li> </ul>
Unit:	Persuasion
Duration:	2-3 weeks
Outcome:	Persuasive leaflet or poster.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>Read further common exception words, noting tricky parts.</li> <li>Read words containing common suffixes, e.g. <i>-ing, -ed, -er, -est, -y</i>.</li> <li>Use tone and intonation when reading aloud.</li> <li>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>Identify, discuss and collect favourite words and phrases.</li> <li>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction.</li> <li>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</li> <li>Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</li> <li>Identify how specific information is organised within a non-fiction text, e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>Make personal reading choices and explain reasons for choices.</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Check that texts make sense while reading and self-correct.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, command, exclamation.</li> <li>Use commas to separate items in a list.</li> <li>Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress.</li> <li>Use present tense for persuasive adverts.</li> <li>Select, generate and effectively use adjectives.</li> <li>Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>.</li> <li>Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</li> <li>Orally rehearse each sentence prior to writing.</li> </ul>

	<ul style="list-style-type: none"> <li>Develop a positive attitude to writing.</li> <li>Use specific text type features to write for a range of audiences and purposes, e.g. to persuade.</li> <li>Edit and improve their own writing in relation to audience and purpose.</li> <li>Evaluate their writing with adults and peers.</li> <li>Read aloud their writing with intonation to make the meaning clear.</li> </ul>
Unit:	Riddles
Duration:	1-2 weeks
Outcome:	Own riddle based on a fruit or vegetable on sale at the farm shop.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>Read further common exception words, noting tricky parts.</li> <li>Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>Make personal reading choices and explain reasons for choices.</li> <li>Listen to, discuss and express views about a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry.</li> <li>Identify, discuss and collect favourite words and phrases.</li> <li>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>Check that texts make sense while reading and self-correct.</li> <li>Make predictions based on what has been read so far.</li> <li>Listen and respond to contributions from others.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i>, e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></li> <li>Use subordination for reason using <i>because</i> and <i>if</i>, e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></li> <li>Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification).</li> <li>Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas.</li> <li>Develop a positive attitude to writing.</li> <li>Use specific text type features to write for a range of audiences and purposes.</li> <li>Write simple poems based on models.</li> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>
Year 3	
Unit:	Novel as a theme: Iron Man by Ted Hughes
Duration:	3-4 weeks
Outcome:	Story based on a plot structure from the focus text.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Listen to and discuss a range of fiction.</li> <li>Regularly listen to whole novels read aloud by the teacher.</li> <li>Use intonation, tone and volume when reading aloud.</li> <li>Explain the meaning of unfamiliar words by using the context.</li> </ul>

	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>Use dictionaries to check meanings of words they have read.</li> <li>Raise questions during the reading process to deepen understanding, e.g. <i>I wonder why the character ...</i></li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>Use point and evidence to structure and justify responses.</li> <li>Sequence and discuss the main events in stories.</li> </ul> <p>Make and respond to contributions in a variety of group situations, e.g. <i>whole class, pairs, guided groups, book circles.</i></p>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Select, generate and effectively use adverbs, e.g. <i>silently, soon, next</i></li> <li>Explore, identify and create sentences using a range of conjunctions, e.g. <i>since, until, before, as.</i></li> <li>Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</li> <li>Use inverted commas to punctuate direct speech (speech marks)</li> <li>Read and analyse narrative in order to plan and write own version.</li> <li>Identify and discuss the language and structures of narrative for writing.</li> <li>Create and develop settings for narratives.</li> <li>Create and develop characters for narrative.</li> <li>Create and develop plots based on a model.</li> <li>Generate and select from vocabulary banks, e.g. <i>noun phrases, powerful verbs</i>, appropriate to text type.</li> <li>Group related material into paragraphs</li> </ul>
Unit:	Recount: Diaries
Duration:	1-2 weeks
Outcome:	<ul style="list-style-type: none"> <li>Diary entries which include those written: <ul style="list-style-type: none"> <li>from own experience;</li> <li>in role as a character.</li> </ul> </li> </ul>
Key Learning Reading:	<ul style="list-style-type: none"> <li>Listen to and discuss a range of diaries.</li> <li>Read a range of recounts: diaries.</li> <li>Discuss their understanding of the text.</li> <li>Make predictions based on details stated.</li> <li>Use point and evidence to structure and justify responses.</li> <li>Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>Analyse and evaluate texts looking at language, structure and presentation, e.g. <i>diaries.</i></li> <li>Make and respond to contributions in a variety of group situations, e.g. <i>whole class, pairs, guided groups, book circles.</i></li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i></li> <li>Read and analyse diaries in order to plan and write own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of diaries for writing.</li> </ul>

Year 4	
Unit:	Explanations
Duration:	2-3 weeks
Outcome:	Oral explanation of a process. Written explanation of a process.
Key Learning Reading:	Listen to, read and discuss a range of explanation texts. Orally retell an explanation. Analyse and evaluate texts looking at language, structure and presentation. Analyse and evaluate how specific information is organised within an explanation text. Explain how paragraphs are used to order an explanation text.
Key Learning Writing:	Explore, identify and create complex sentences using a range of conjunctions, e.g. subordinating conjunctions to show time - when, later, after, after that, before, meanwhile, first of all, following this, eventually, next (recap and extend from Y3 Key Learning). Explore, identify and create complex sentences using a range of conjunctions, e.g. subordinating conjunctions to show cause and effect – because, if, therefore, as a result, this causes, which causes, consequently. Use commas to mark clauses in complex sentences. Discuss and record ideas for planning, e.g. text map, non-fiction bridge, boxing-up text types to create a plan. Use paragraphs to organise writing in non-fiction text. Link ideas across paragraphs. Generate and select from vocabulary banks, e.g. subordinating conjunctions to show time; subordinating conjunctions to show cause and effect; technical language appropriate to explanations.
Unit:	Novel as a theme: Gulliver's travels by Marie Crook
Duration:	3-4 weeks
Outcome:	Innovated narrative based on a model.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Listen to, read and discuss a range of fiction.</li> <li>Regularly listen to whole novels read aloud by the teacher.</li> <li>Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Demonstrate active reading strategies, e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> <li>Orally retell a range of stories.</li> <li>Make and respond to contributions in a variety of group situations, e.g. <i>whole class, independent reading groups, book circles</i>.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Use nouns for precision.</li> <li>Explore, identify, collect and use noun phrases.</li> <li>Identify, select and effectively use pronouns.</li> <li>Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were</i> instead of <i>we was</i>; <i>I was</i> instead of <i>I were</i>; <i>I did</i> instead of <i>I done</i>.</li> <li>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</li> <li>Create sentences with fronted adverbials for 'when' and 'where'</li> </ul>

	<ul style="list-style-type: none"> <li>Read and analyse narrative in order to plan and write own version.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative</li> <li>Discuss and record ideas for planning, e.g. <i>story board, boxing-up text types to create a plan</i>.</li> <li>Develop settings and characterisation using vocabulary to create atmosphere.</li> <li>Plan and write an opening paragraph which combines the introduction of a setting and character/s.</li> <li>Link ideas across paragraphs using fronted adverbials for when and where, e.g. <i>Several hours later..., Back at home...</i></li> <li>Generate and select from vocabulary banks, e.g. <i>powerful adverbs, adverbial phrases</i>.</li> </ul>
Unit:	Non-chronological reports
Duration:	2-3 weeks
Outcome:	Information poster with flip-flap facts.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Listen to, read and discuss a range of non-fiction in different forms, e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i>.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</li> <li>Scan for dates, numbers and names.</li> <li>Demonstrate active reading strategies, e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>Identify main ideas drawn from more than one paragraph and summarise these, e.g. <i>Clitheroe Castle is a worthwhile place to visit because... 1/2/3 reasons across a text</i>.</li> <li>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> <li>Analyse and evaluate how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Identify, select and use determiners, e.g. <i>a, the, this, that, these, those, some, many, every</i>.</li> <li>Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were</i> instead of <i>we was</i>; <i>I was</i> instead of <i>I were</i>; <i>I did</i> instead of <i>I done</i>.</li> <li>Read and analyse non-fiction in order to plan and write their own.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction.</li> <li>Discuss and record ideas for planning, e.g. <i>boxing-up text types to create a plan</i>.</li> <li>Use paragraphs to organise writing in non-fiction texts.</li> <li>Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.</li> <li>Generate and select from vocabulary banks, e.g. <i>technical language</i>.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> <li>Discuss and propose changes to own and others' writing with partners/small groups.</li> </ul>
Year 5	
Unit:	Inventors and Inventions
Duration:	3-4 weeks
Outcome:	<ul style="list-style-type: none"> <li>A short story or chapter for a novel about an invention.</li> <li>A range of writing outcomes linked to the novel, e.g. explanation, summary, prediction.</li> </ul>
Key Learning Reading:	<ul style="list-style-type: none"> <li>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>Explore the meaning of words in context.</li> <li>Use knowledge of root words to understand meanings of words.</li> <li>Explore themes within and across texts, e.g. loss, heroism, friendship.</li> <li>Read books that are structured in different ways for a range of purposes.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Demonstrate active reading strategies, e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>▪ Predict what might happen from information stated and implied.</li> <li>▪ Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>▪ Making comparisons within a text, e.g. characters' viewpoints of same events.</li> <li>▪ Summarise main ideas drawn from more than one paragraph and identifying key details which support this.</li> <li>▪ Explain the effect on the reader of the authors' choice of language.</li> <li>▪ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>▪ Justifying opinions and elaborate by referring to the text (Point + Evidence + Explanation).</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Apply knowledge of prefixes to understand meaning of new words.</li> <li>▪ Blend action and description within and across paragraphs.</li> <li>▪ Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that, e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</li> <li>▪ Use similar writing models.</li> <li>▪ Think how authors develop characters and settings (in books, films and performances).</li> <li>▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>▪ Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>▪ Ensure consistent subject and verb agreement.</li> <li>▪ Proofread for spelling and punctuation errors.</li> </ul>
Unit:	Magazine: Information text hybrid
Duration:	3-4 weeks
Outcome:	A magazine which includes a range of text types.
Key Learning Reading:	<ul style="list-style-type: none"> <li>▪ Read books and texts that are structured in different ways for a range of purposes.</li> <li>▪ Exploring meaning of words in context.</li> <li>▪ Scan for key words and text mark to locate key information.</li> <li>▪ Demonstrate active reading strategies, e.g. generating questions, making connections.</li> <li>▪ Analyse the conventions of different types of writing.</li> <li>▪ Identify how language, structure and presentation contribute to meaning.</li> <li>▪ Explain and discuss their understanding of what they have read.</li> <li>▪ Explain the effect on the reader of the authors' choice of language.</li> <li>▪ Use notes to support presentation of information.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Create complex sentences by using relative clauses with pronouns which, and whose and demarcate with commas, e.g. <i>The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more.</i></li> <li>▪ Identify and use commas, brackets and dashes to indicate parenthesis.</li> <li>▪ Identify the audience and purpose.</li> <li>▪ Select the appropriate language and structures.</li> <li>▪ Note and develop ideas.</li> <li>▪ Draw on reading and research.</li> </ul>



	<ul style="list-style-type: none"> <li>Using organisation and presentational devices, e.g. <i>underlining, bullet points, headings</i>.</li> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Proofread for spelling and punctuation errors.</li> </ul>
Year 6	
Unit:	Detective/ Crime Fiction: A Murder Most Unladylike by Robin Stevens
Duration:	3-4 weeks
Outcome:	A detective story to entertain and intrigue children in another class.
Key Learning Reading:	<ul style="list-style-type: none"> <li>Listen to, read and discuss an increasingly wide range of fiction.</li> <li>Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li> <li>Analyse the conventions of different types of writing, e.g. detective fiction: <i>red herring, motive, alibi, alias, the reveal</i>.</li> <li>Use a reading journal to record ongoing reflections and responses to personal reading.</li> <li>Explore texts in groups and deepen comprehension through discussion.</li> <li>Demonstrate active reading strategies, e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</li> <li>Infer characters feelings, thoughts and motives from their actions, justify inferences with evidence e.g. <b>P</b>oint + <b>E</b>vidence + <b>E</b>xplanation.</li> <li>Predict what might happen from information stated and implied.</li> <li>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt – <b>P</b>oint + <b>E</b>vidence + <b>E</b>xplanation.</li> <li>Recognise themes within and across texts, e.g. hope, peace, fortune, survival.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>Manipulate sentences to create particular effects.</li> <li>Use devices to build cohesion between paragraphs in narrative, e.g. <i>in the meantime, meanwhile, in due course, until then</i>.</li> <li>Identify the subject and object of a sentence.</li> <li>Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken</i>.</li> <li>Select the appropriate structure, vocabulary and grammar.</li> <li>Draw on similar writing models, reading and research.</li> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></li> </ul>
Unit:	Explanations
Duration:	2-3 weeks
Outcome:	<ul style="list-style-type: none"> <li>An explanation linked to the theme, e.g. how evidence assists in solving a crime and/or</li> <li>An explanation linked to learning experiences in another subject</li> </ul>
Key Learning Reading:	<ul style="list-style-type: none"> <li>Analysing the conventions of different types of writing.</li> <li>Identifying how language, structure and presentation contribute to meaning.</li> <li>Explore texts in groups and deepen comprehension through discussion.</li> <li>Explain the meaning of new vocabulary within the context of the text.</li> <li>Scan for key information e.g. Find three words or phrases which suggest that a theme park is exciting.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Skim for gist.</li> <li>▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> </ul>
Key Learning Writing:	<ul style="list-style-type: none"> <li>▪ Manipulate sentences to create particular effects.</li> <li>▪ Explore and investigate active and passive, e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>.</li> <li>▪ Use active and passive voice to achieve intended effects, e.g. <i>formal reports and explanations</i></li> <li>▪ Use devices to build cohesion between paragraphs in explanatory texts, e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i>.</li> <li>▪ Identify and use colons to introduce a list.</li> <li>▪ Select the appropriate structure, vocabulary and grammar.</li> <li>▪ Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>▪ Proofread for grammatical, spelling and punctuation errors.</li> </ul>