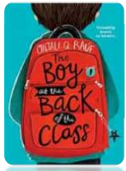
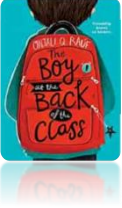
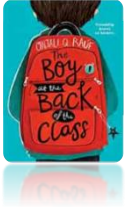
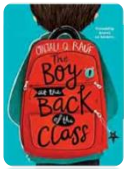


<u>Week Beginning</u>	<u>Chapter/Page Reference</u>	<u>Reading Intention / Objectives</u>	<u>Spelling, Punctuation & Grammar</u> <u>Key vocabulary</u>	<u>Outcome(s)</u> <u>Reading/Writing/Speaking & Listening</u> PASS - Purpose / Audience / Style / Structure	<u>Prior Learning:</u> Can you remember when we did. . .
<p>Week 1 w/c 06.09.21</p> <p>Baseline SATs Practice Test</p>	 <p>The Boy at The Back of The Class by Onjali Q. Rauf.</p> <p>Ch 1. Day 3-5 Please note: stand-alone non-fiction texts and poetry text (for example First News/Literacy Shed/Test Base) will be used at least once a week.</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (S)</p> <p>Identifying how language, structure and presentation contribute to meaning. (V, R, E)</p> <p>Read books that are structured in different ways and for a range of purposes. (R)</p> <p>Asking questions to improve their understanding. (I, E)</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning</p>	<p><u>Spelling:</u> words with short vowel sound /i/ spelled y <u>Word:</u> Use formal vocabulary/language <u>Sentence:</u> The difference between structures typical of informal speech and structures appropriate for formal speech and writing. <u>Text:</u> Adverbials (cohesive devices), layout devices (Heading, sub-headings, captions and text boxes). <u>Punctuation:</u> colon/bullet points for lists. <u>Key Vocabulary:</u> biography, autobiography, heading/titles, sub-heading/subtitles,</p>	<p><u>Purpose:</u> To give information about a person of interest (chronological account). <u>Audience:</u> KS2 Pupils. <u>Style:</u> Factual/information <u>Structure:</u> Quick fact box, subtitles, Fact-file-bullet points, note-taking.</p> <p>Day 3-5 Immerse: mind maps, KWL Children explore different examples of biographies. (Noticing, questions, discussion). <u>Learning outcome:</u></p> <ul style="list-style-type: none"> Children can discuss, explain and ask questions relating to information they have read; Use lesson vocabulary to explain/state clearly the definition/purpose of a biography. <p>Children explore the biography of a particular person as presented in a range of different texts, on paper and on screen. They build up a picture of the life from the various perspectives offered, as well as discussing and evaluating the differences between the texts.</p> <p>Access biographies through a different medium (video/ audio/internet research) and evaluate the reliability and usefulness of information.</p> <p>Understand the term 'biography' and 'autobiography' and use them correctly. Extract and interpret information from both. <u>Learning outcome:</u></p>	<p>What can you remember about information texts?</p> <p>What is the purpose of information texts?</p> <p>Give examples of organisational devices found in information text.</p>

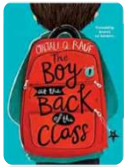
		<p>of words in context. (V)</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (I, E)</p> <p>Predicting what might happen from details stated and implied. (P)</p> <p>S, L & O: Listen and respond appropriately to adults and their peers- 1</p> <p>Summarise what other people suggest or think and make my own suitable suggestions based on this- 11</p>	<p>structure, synonyms, features</p>	<ul style="list-style-type: none"> • Children can evaluate the reliability and usefulness of biographical information from different sources. • Children can understand the terms 'biography' and 'autobiography' and can use them appropriately. • Children can extract and interpret information effectively from biographical and autobiographical sources. • Listen and respond appropriately to adults and their peers; • Speak in a clear and interesting way, providing evidence and reasoned conclusions, as part of an oral presentation of a particular biography (feedback from other children, teacher observation); • Children can research, prepare and present orally a reasoned account of a particular life. 	
<p>Week 2 w/c 13.09.21</p>		<p>Continuing to read and discuss an increasingly wide range of poetry, non-fiction and reference books or text books. (R, V)</p> <p>Read books that are structured in</p>	<p><u>Spelling:</u> words with long vowel sound /i/ spelled ay</p> <p><u>Word:</u> How words are related by meaning as synonyms and antonyms.</p> <p><u>Sentence:</u> Use of passive to affect the</p>	<p><u>Purpose:</u> To give information about a person of interest (chronological account).</p> <p><u>Audience:</u> KS2 Pupils</p> <p><u>Style:</u> Factual/information</p> <p><u>Structure:</u> picture/shape map (features), note-taking, question/answer template to record information.</p> <p>Day 1 - 2 Analyse snowstorm /'post-it wall'</p>	<p>What is a biography?</p> <p>What is its purpose? Text?</p> <p>What is the difference between biography and autobiography?</p>

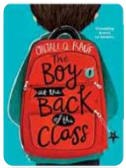
	<p>The Boy At The Back Of The Class by Onjali Q. Rauf.</p> <p>Ch. 2 Day 1-5 Please note: stand-alone non-fiction texts and poetry text (for example First News/Literacy Shed/Test Base) will be used at least once a week.</p>	<p>different ways and for a range of purposes. (R, E)</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing. (I, E)</p> <p>Retrieve, record and present information from non-fiction. (R)</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (S)</p> <p>S, L & O: Listen and respond appropriately to adults and their peers- 1</p> <p>Explain, negotiate and predict possible outcomes- 11</p>	<p>presentation of information in a sentence. <u>Text:</u> Adverbials (cohesive devices), layout devices <u>Punctuation:</u> colon/bullet points for lists. Use of semi-colons within a list. <u>Key Vocabulary:</u> biography, autobiography, subtitles, structure, synonyms, features, colon, semi-colon</p>	<p>Children re-read and analyse some of the biography and autobiography texts, identifying key language, structure, organisation and presentational features as preparation for writing.</p> <p>Identify what features and elements might be included in an effective biography.</p> <p>Write a biography of their partners. Learning outcome:</p> <ul style="list-style-type: none"> Children can recognise the structure and language, organisational and presentational features of different forms of biography and autobiography; Children can ask relevant questions for research, and to prepare and present account of a particular life applying their knowledge and skills of a biography. <p>Day 3- 5 Write/Presentation Following teacher modelling, children set their own writing challenge and, based on a range of biographical information, write biographies of the person concerned, selecting their own approach and medium, as required by the purpose and audience. Learning Outcome:</p> <ul style="list-style-type: none"> Plan an effective biography making use of appropriate language, style and structural choices to meet a particular purpose and audience (success criteria); Children can write an effective selecting language, form, format and content to suit a particular audience and purpose; Children can edit and re-write a given part of their biography; 	<p>What are the features of a biography?</p>
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				<ul style="list-style-type: none"> Use relevant strategies to build their vocabulary; Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 	
<p>Week 3 w/c 20.09.21</p>	 <p>The Boy At The Back Of The Class by Onjali Q. Rauf.</p> <p>Ch. 3 Day 1-5 Please note: stand-alone non-fiction texts and poetry text (for example First News/Literacy Shed/Test Base) will be used at least once a week.</p>	<p>Continuing to read and discuss an increasingly wide range of poetry, non-fiction and reference books or text books. (R, V)</p> <p>Read books that are structured in different ways and for a range of purposes. (R, E)</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing. (I, E)</p> <p>Retrieve, record and present information from non-fiction. (R)</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (S)</p>	<p><u>Spelling:</u> adding the prefix -over to verbs. <u>Word:</u> Use formal language <u>Sentence:</u> <u>Text:</u> Adverbials (cohesive devices), layout devices <u>Punctuation:</u> colon/bullet points for lists. Use of semi-colons within a list. <u>Key Vocabulary:</u> biography, autobiography, subtitles, structure, synonyms, features, colon, semi-colon</p>	<p><u>Purpose:</u> To give information about a person of interest (chronological account). <u>Audience:</u> KS2 Pupils <u>Style:</u> Factual/information <u>Structure:</u> picture/shape map (features), note-taking, question/answer template to record information.</p> <p>Day 1- 5 Write/Presentation Write an effective biography (plan, draft, edit, review/publish).</p> <p><u>Learning Outcome:</u></p> <ul style="list-style-type: none"> Plan an effective biography making use of appropriate language, style and structural choices to meet a particular purpose and audience (success criteria). Children to clearly articulate their written plans to partners/teacher/adults using lesson vocabulary. Draft to produce a biography applying all the learning from this unit. Children can edit and re-write a given part of their biography: Use relevant strategies to build their vocabulary; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 	<p>What is a biography?</p> <p>What is its purpose? Text?</p> <p>What is the difference between biography and autobiography?</p> <p>What are the features of a biography?</p>

		<p>S, L & O: Listen and respond appropriately to adults and their peers- 1</p> <p>Explain, negotiate and predict possible outcomes- 11</p>			
<p>Week 4 w/c 27.09.21</p>	<p>Silver- Walter Da La Mare</p> <p>Snow and Snow - Ted Hughes</p>  <p>The Class by Onjali Q. Rauf.</p> <p>Ch. 3 Day 1-5 Please note: stand-alone non- fiction texts and poetry text (for example First News/Literacy Shed/Test Base)</p>	<p>Identifying how language, structure and presentation contribute to meaning (V, I) Continuing to read and discuss an increasingly wide range of poetry, non-fiction and reference books or text books. (R, V)</p> <p>Learning a wider range of poetry by heart. (R, V, I)</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. (V) (S, L & O)</p>	<p>Spelling: Convert nouns or verbs into adjectives using suffix '-ful.'</p> <p>Word: Word meaning (synonyms and antonyms)</p> <p>Sentence: selecting appropriate imagery</p> <p>Text: figurative language</p> <p>Punctuation: semi- colons to mark boundaries between independent clauses.</p> <p>Key Vocabulary: <i>Synonyms, antonyms, colon, semi-colon.</i></p>	<p>Purpose: To use words that gives vivid description and create images in the reader's mind.</p> <p>Audience: KS2 adults and pupils</p> <p>Style: Imagery</p> <p>Structure: drawing of images, lines, verses, couplets</p> <p>Day 1-3 Immerse: KWL, Magpies Children explore different examples of imagery poetry. (Noticing, questions, discussion).</p> <p>Explore poetic devices (similes, metaphor, alliteration, personification, exaggeration, etc.) used and draw out how this is used to communicate with readers. Match poetic device to its definition.</p> <p>Capture ideas, language and learning to be to use in the writing phrase.</p> <p>Learning outcome:</p> <ul style="list-style-type: none"> • Children can discuss, explain and ask questions relating to the poems they have read; • Use lesson vocabulary to explain/state clearly the definition/purpose of imagery poetry. • Children can use poetic devices (similes, metaphors, personification, etc.) correctly 	<p>What do you think imagery means?</p> <p>Why would a poet use it?</p> <p>Give some examples of imagery?</p> <p>What is a simile/metaphor/alliteration?</p>

	<p>will be used at least once a week.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (I, E, V)</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (S)</p> <p><u>S, L & O:</u> Produce speech that is consistently clear and easy to understand- 8</p> <p>Able to say words of any length with accuracy- 8</p>		<ul style="list-style-type: none"> • Children can use language to create powerful images through appropriate descriptive words • Children can extract poetic devices and explain the impact on readers; • Children understand how poets can use personification to communicate with their readers; • Children can write a poem that begins to use personification effectively. <p>Day 4 - 5 Day 1 Analyse Role on the wall (pic. the poem) Children will identify features of imagery poetry from given texts.</p> <p>Children will follow modelled work focusing on the use of powerful images. For example: How does personification show the author's intention in this line/poem?</p> <p>Children will begin to write a poem that uses powerful imagery effectively.</p> <p>Learning outcome:</p> <ul style="list-style-type: none"> • Children will identify poetic devices taught from poems; • Children will explain the impact of imagery on the readers; • Children can use poetic devices (similes, metaphors, personification, etc.) correctly; • Children can use language to create powerful images through appropriate descriptive words; • Children can extract poetic devices and explain the impact on readers; • Children understand how poets can use personification to communicate with their readers; • Children can write a poem that begins to use personification effectively. 	
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				<ul style="list-style-type: none"> Children can discuss, explain and ask questions relating to the poems they have read; Use lesson vocabulary to explain/state clearly the definition/purpose of imagery poetry. 	
<p>Week 5 w/c 04.10.21</p>	<p>I wandered lonely as a cloud by William Wordsworth</p> <p>City Jungle- Pie Corbett</p>  <p>The Class by Onjali Q. Rauf.</p> <p>Ch. 3 Day 1-5 Please note: stand-alone non- fiction texts and poetry text (for example First News/Literacy Shed/Test Base) will be used at least once a week.</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for their views.</p> <p>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.</p> <p>S, L & O: Listen and respond appropriately to adults and their peers- 1</p>	<p><u>Word:</u> Word meaning (synonyms and antonyms) <u>Sentence:</u> selecting appropriate imagery <u>Text:</u> figurative language, repetition <u>Punctuation:</u> semi- colons to mark boundaries between independent clauses. <u>Key Vocabulary:</u> Synonyms, antonyms, colon, semi-colon.</p>	<p>Day 1-5 Write/Presentation Children will write imagery poetry following modelled examples.</p> <p>Learning outcome:</p> <ul style="list-style-type: none"> Children will identify poetic devices taught from poems; Children will explain the impact of imagery on the readers; Children can use poetic devices (similes, metaphors, personification, etc.) correctly; Children can use language to create powerful images through appropriate descriptive words; Children can extract poetic devices and explain the impact on readers; Children understand how poets can use personification to communicate with their readers; Children can write a poem that begins to use personification effectively. <ul style="list-style-type: none"> Children can discuss, explain and ask questions relating to the poems they have read; Use lesson vocabulary to explain/state clearly the definition/purpose of imagery poetry. 	<p>What do you think imagery means?</p> <p>Why would a poet use it?</p> <p>Give some examples of imagery?</p> <p>What is a simile/metaphor/alliteration?</p> <p>What is personification?</p>

		Ask relevant questions to extend their understanding and knowledge- 2			
Week 6 w/c 11.10.21	<p>The Highwayman by Alfred Noyes</p> <p>From A Railway Carriage by Robert Louis Stevenson</p>  <p>The Class by Onjali Q. Rauf.</p> <p>Ch. 4 Day 1-5 Please note: stand-alone non-fiction texts and poetry text (for example First News/Literacy Shed/Test Base) will be used at least once a week.</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. (R, E)</p> <p>Provide reasoned justifications for their views. (R, E)</p> <p>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. (I, E)</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that</p>	<p><u>Word</u>: Word meaning (synonyms and antonyms) <u>Sentence</u> : passive/question tags <u>Text</u>: use of cohesive devices (ellipsis) <u>Punctuation</u>: use of dash Use of hyphen to avoid ambiguity <u>Key Vocabulary</u>: Synonyms, antonyms, colon, semi-colon, passive, ellipsis, hyphen, ambiguity</p>	<p><u>Purpose</u>: To retell a story descriptively as the narrator <u>Audience</u>: KS2 adults and pupils. <u>Style</u>: recount <u>Structure</u>: paragraphs</p> <p>Day 1-2 Immerse: snow storm Children explore examples of first-person narratives.</p> <p>Children summarise key points from what has been read so far. What is/isn't key information?</p> <p>Create a storyboard/track</p> <p>Day 3- 5 Analysis Children to discuss and highlight features of a recount, highlighting and labelling structure, content and language features. Children to discuss and record suggestions to improve given recount.</p> <p>Children to write examples of their given SC from the text.</p> <p>Children to collect useful words and phrases that will be used in their own writing. Learning outcome:</p> <ul style="list-style-type: none"> • Children can discuss, explain and ask questions relating to the story they have read; • Use lesson vocabulary to explain/state clearly the definition/purpose of their writing. 	<p>What is a recount?</p> <p>Give me an example of it.</p> <p>What language features do we need in a recount?</p> <p>What does 'first-person' mean?</p> <p>What have we learnt so far that could help us write descriptively?</p>

		<p>support the main ideas. (S)</p> <p>Identifying how language, structure and presentation contribute to meaning (V)</p> <p><u>S, L & O:</u> Listen and respond appropriately to adults and their peers- 1 Ask relevant questions to extend their understanding and knowledge- 2</p>		<ul style="list-style-type: none"> • Children can write consistently in the first person; • Children can use information from the story to write their recount • Children can use cohesive devices (adverbial, ellipsis) correctly; • Children can use unit's vocabulary in the correct context. 	
<p>Week 7 w/c 18.10.21</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. (R, E)</p> <p>Provide reasoned justifications for their views. (R, E)</p> <p>Participate in discussions about books that are read to</p>	<p><u>Word:</u> Word meaning (synonyms and antonyms) <u>Sentence:</u> selecting appropriate imagery <u>Text:</u> figurative language, repetition <u>Punctuation:</u> semi-colons to mark boundaries between independent clauses. <u>Key Vocabulary:</u> Synonyms, antonyms, colon, semi-colon, passive, ellipsis</p>	<p>Day 1-5 Write/Presentation</p> <p>Children to use their summaries/storyboard to write a plan for their story.</p> <p>Children to write examples of their given SC from the text.</p> <p>Children to collect useful words and phrases that will be used in their own writing.</p> <p>Learning outcome:</p> <ul style="list-style-type: none"> • Children can discuss, explain and ask questions relating to the story they have read; • Use lesson vocabulary to explain/state clearly the definition/purpose of their writing. • Children can write consistently in the first person; • Children can use information from the story to write their recount 	<p>What is a recount?</p> <p>Give me an example of it.</p> <p>What language features do we need in a recount?</p> <p>What does 'first-person' mean?</p> <p>What have we learnt so far that could help us write descriptively?</p>	

them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. (I, E)

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (S)

Identifying how language, structure and presentation contribute to meaning (V)

S, L & O:

Listen and respond appropriately to adults and their peers- 1

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas- 7

- Children can use cohesive devices (adverbial, ellipsis) correctly;
- Children can use unit's vocabulary in the correct context.

Christian values:	Trust	Thankfulness	Respect	Forgiveness	Hope	Courage
British values:	Democracy	Individual Liberty	Rule of Law	Respect	Tolerance	