



	<p><b>WEEK 2/3</b></p> <ol style="list-style-type: none"> <li>1. Discuss stimuli that can be used for writing poetry.</li> <li>2. In small groups brainstorm ideas for poems to be written for a poetry slam.             <ol style="list-style-type: none"> <li>1. Investigate how dialogue is punctuated in a poem.</li> <li>2. List 'rules' for writing dialogue.</li> <li>3. Add punctuation to some dialogue poems.</li> <li>4. Write the first draft of a poem (using ICT) for a poetry slam competition.</li> </ol> </li> <li>3. Find interesting rhymes.</li> <li>4. Use informal language.             <ol style="list-style-type: none"> <li>1. Proof-read for spelling and punctuation errors.</li> <li>2. Check the consistency and accuracy of verb use.</li> <li>3. Use a word processing program to edit and redraft their poem.</li> <li>4. Give and receive constructive criticism.                 <ol style="list-style-type: none"> <li>1. Perform their poem to an audience including judges.</li> <li>2. Behave appropriately as part of an audience.</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>4. Distinguish between words that are often confused.             <ol style="list-style-type: none"> <li>1. Understand how to use BOS and QuAD grids.</li> <li>2. Identify and use report features.</li> <li>3. Finish planning a travel report.                 <ol style="list-style-type: none"> <li>1. Understand the term, cohesion.</li> <li>2. Understand the function of paragraphs and how adverbials can link them.</li> <li>3. Write topic sentences-sentences which introduce the topic of a sentence. (4. Add parenthetical information and punctuate, using commas, brackets or dashes.)</li> </ol> </li> </ol> </li> </ol> <p><b>WEEK 2/3</b></p> <ol style="list-style-type: none"> <li>1. Discuss where non-chronological reports are found.</li> <li>2. Use BOS and QuAD grid to brainstorm ideas.</li> <li>3. Prepare questions to support their research.             <ol style="list-style-type: none"> <li>1. Discuss how to skim &amp; scan and take notes.</li> <li>2. Research information for a non-chronological report.</li> <li>3. Use the Internet and information books for research.</li> <li>4. Note useful vocabulary and check their definitions.                 <ol style="list-style-type: none"> <li>1. Understand what is meant by a paragraph.</li> <li>2. Explain when writers start new paragraphs.</li> <li>3. Plan content of paragraphs for non-chronological report.</li> <li>4. Apply understanding of adverbials in planning a cohesive text.                     <ol style="list-style-type: none"> <li>1. Write a non-chronological report.</li> <li>2. Use paragraphs to organise the material.</li> <li>3. Use cohesive devices.</li> <li>4. Include at least one diagram, picture or table in their report.</li> <li>5. Use ICT to draft, edit &amp; redraft their report.                         <ol style="list-style-type: none"> <li>1. Compare India to other known destinations.</li> </ol> </li> </ol> </li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>2. Learn by heart part of a narrative poem.</li> <li>3. Recite a section of a poem as part of a class performance.</li> </ol> <p><b>WEEK 2/3</b></p> <ol style="list-style-type: none"> <li>1. Identify relative clauses.</li> <li>2. Recognise relative pronouns and adverbs.</li> <li>3. Use relative clauses in a recount.             <ol style="list-style-type: none"> <li>4. Use commas appropriately with relative clauses.</li> <li>1. Know how to form the present and past perfect forms of verbs.</li> <li>2. Understand the use of the perfect form to bring attention to the consequences of a prior event.</li> <li>3. Take part in group reading.</li> <li>4. Answer questions about a text.                 <ol style="list-style-type: none"> <li>1. Learn to spell adjectives ending in the /shus/ sound.</li> <li>2. Write sentences including words ending in -cious or -tious.</li> <li>3. Recognise that anxious is an exception.</li> </ol> </li> <li>1. Describe the structure of a stanza in a poem.                 <ol style="list-style-type: none"> <li>2. Beat out the rhythm of a stanza.</li> <li>3. Plan a different ending to a narrative poem.                     <ol style="list-style-type: none"> <li>1. Write a different ending to a narrative poem in the style of the poet.</li> <li>2. Use the rhyme scheme aabccb.</li> <li>3. Evaluate their own and others' writing.</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and use adverbials</li> <li>2. Recognise fronted adverbials and add these to own sentences, using a comma</li> <li>3. Explore the use of adverbials to link ideas.</li> <li>4. Re-write their play script as punctuated dialogue.</li> </ol> <p><b>WEEK 2</b></p> <ol style="list-style-type: none"> <li>1. List the features of play-scripts.</li> <li>2. Describe the parts played by main characters in a Shakespeare play.</li> <li>3. Summarise the plot, characters and settings of a Shakespeare play.</li> <li>4. Give oral presentation as a group.             <ol style="list-style-type: none"> <li>1. As a group plan a scene from a Shakespeare play for 60 second challenge.</li> <li>2. Listen to the ideas and opinions of others.</li> <li>3. Use improvisation to plan and explore.                 <ol style="list-style-type: none"> <li>1. Understand how adverbials can be used to create cohesion.</li> <li>2. Write scripts based on improvisation.</li> <li>3. (Y6) Extend the range of adverbials used in writing.                     <ol style="list-style-type: none"> <li>1. Create success criteria for effective play-scripts.</li> <li>2. Make up a new word in the style of Shakespeare and use it.</li> <li>3. Edit and re-draft their play script.                         <ol style="list-style-type: none"> <li>1. Edit and re-draft using peer-feedback.</li> <li>2. Perform play-scripts.</li> <li>3. Give positive feedback to peers.</li> </ol> </li> </ol> </li> </ol> </li> </ol> </li></ol>	<ol style="list-style-type: none"> <li>4. Write some complex sentences.             <ol style="list-style-type: none"> <li>1. Listen to the opening of a PP short story Clockwork.</li> <li>2. Draw inferences and predict what will happen next.</li> <li>3. Investigate and learn how to spell words ending in /fəʌ/.                 <ol style="list-style-type: none"> <li>1. Finish listening to Clockwork.</li> <li>2. Make further predictions during the book reading.</li> <li>3. Retell the story as a class.</li> <li>4. Write a summary of the story individually, in a pair or a group.</li> </ol> </li> </ol> </li> </ol> <p><b>WEEK 3/4</b></p> <ol style="list-style-type: none"> <li>1. Listen to and study a graphic novel by PP.</li> <li>2. Compare the structure with a novel.</li> <li>3. In groups, plan a graphic novel of Clockwork.</li> <li>4. Work collaboratively.             <ol style="list-style-type: none"> <li>1. Rehearse grammar studied last week.</li> <li>2. Write a section of a graphic novel based on Clockwork – both comic strip &amp; prose sections.</li> <li>3. Use legible, fluent handwriting.                 <ol style="list-style-type: none"> <li>1. Discuss how characters' names are appropriate to their personalities.</li> <li>2. Act out their section of Clockwork using improvisation.                     <ol style="list-style-type: none"> <li>1. Discuss PP's use of a preface in Clockwork.</li> <li>2. Identify the features of film scripts.</li> <li>3. Plan a film script of their section of Clockwork.</li> </ol> </li> </ol> </li> <li>1. Write a film script of their section of Clockwork.                 <ol style="list-style-type: none"> <li>2. Work collaboratively.</li> <li>3. Edit and redraft their writing.</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>2. Read newspaper articles and identify features.</li> <li>3. Compare formal and informal report writing.             <ol style="list-style-type: none"> <li>1. Write the first paragraph of a formal newspaper article.</li> <li>2. Use features of newspaper reports.</li> <li>3. Plan further paragraphs.</li> <li>4. Evaluate their own writing.                 <ol style="list-style-type: none"> <li>1. Use reported speech and direct speech (as a quote) in newspaper report.</li> <li>2. Write in paragraphs.</li> <li>3. Write a conclusion.</li> <li>4. Evaluate the writing of a response partner.</li> </ol> </li> </ol> </li> </ol>
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<b>END OUTCOME</b>	<b>Hold a poetry slam!</b>	<b>Travel Brochure about India</b>	<b>Learn part of the poem by heart. Write a new ending</b>		<b>Write both graphic novel and film script versions.</b>	<b>Write a diary entry and create their own hoax UFO photo and report.</b>
<b>Genre &amp; Key Objectives</b>	<p><b><u>JUNGLE BOOK (4 Weeks)</u></b> <b><u>Description:</u></b> Chn explore the charm and challenge of classic fiction. Chn write a modern-day Jungle Book story, Just So Stories diary entries, and tell outrageous lies, courtesy of conjunctions. The unit ends with chn performing their own</p> <p><b><u>Grammar focus:</u></b> 1. Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences. 2. Use relative clauses. 3. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. 4. Use correct punctuation to indicate speech.</p> <p><b><u>WEEK 1/2</u></b> 1. Discuss extracts from classic Kipling texts (Jungle Book). 2. Share and justify their views. 3. Identify features of Kipling's style. 1. Rehearse basic speech punctuation. 2. Punctuating speech. 3. Converting drama script into dialogue using correct punctuation. 1. Discuss content and style of another Kipling text. 2. Answer questions about a text. 1. Explore differences in spoken and written language. 2. Role-play conflict situations in pairs. 3. Record dialogue from role-play in draft form. 1. Write a short narrative with dialogue based on role-play.</p>		<p><b><u>ARGUMENT and DEBATE</u></b> <b><u>Description: (3 Weeks)</u></b></p> <p>Identify features of argument texts and discuss differences between facts and opinions. Find out how to present opinions as if they were facts. Study formal and informal speech. Research for and hold a class debate. Children then write and edit their own argument text.</p> <p><b><u>Grammar focus:</u></b> 1. Indicate grammatical features by using semi-colons or colons, using a colon to introduce a list, punctuate bullet points. 2. Learn the grammar in Appendix 2.</p> <p><b><u>WEEK 1/2</u></b> 1. List key features of a spoken or written argument. 2. Read and list the main points on one side of a written argument. 3. Compare with opposing points in the argument. 1. Identify language features used in argument text. 2. Learn spelling of words ending in -tial and -cial.  1. Use bullet points, colons and semi-colons as appropriate. 2. Rank arguments and counter arguments in order of importance.  1. Understand cohesion in a text and that there are different devices to achieve this. 2. Identify and use adverbials for time, place and number. 1. Identify sentence openers for argument texts, including adverbials of manner.</p>	<p><b><u>LETTERS and CORRESPONDENCE. (2 Weeks)</u></b> <b><u>Description:</u></b> Read a selection of fascinating letters, both formal and informal, from different periods of history. They will focus on resumes in particular, and use the examples from the book to create a CV and covering letter for an ideal husband for Juliet.</p> <p><b><u>Grammar focus:</u></b> 1. Recognise and use modal verbs. 2. Use colons, semi colons and dashes correctly.</p> <p><b><u>WEEK 1</u></b> 1. Sort letters according to type 2. Analyse layout of formal and informal letters 3. Working with peers, write a list of reasons for writing letters 1. Read Roald Dahl letter 2. Discuss own experiences of writing 'Thank you' letters 3. Compose own letters describing a dream  1. Role play a moment from the story of Romeo and Juliet. 2. Discuss feelings of the characters. 3. Share the letters 1. Examine use of dashes as informal punctuation 2. Use bullet points to sum up the main points in a letter</p> <p><b><u>WEEK 2</u></b> 1. Introduce the modal verbs as ways of indicating degrees of possibility 2. Complete cloze exercise to practise using these</p>	<p><b><u>RECOUNTS (2 Weeks)</u></b> <b><u>Grammar focus:</u></b> 1. Learn the grammar in App.2 specifically using adverbials of time, space and number 2. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. 3. Use expanded noun phrases to convey complicated information concisely.</p> <p>WEEK 1 1. Discuss and give opinions about images. 2. Discuss the purpose, style and content of a range of recounts. 3. Identify features of recounts. 4. Compare recounts with different intended audiences. 1. Read and discuss a recount text. 2. Answer questions about a recount text. 1. Understand how commas are used in a list and to show pauses/separate parts of a sentence. 2. Explore and build expanded noun phrases. 1. Use adverbials to link ideas across paragraphs. 2. Punctuate adverbials using commas. 3. Plan a sequel to a story chn have read.  1. Write a recount in diary format. 2. Compare the style and language of a diary with other recounts. 3. Use adverbials of time, number and place.</p> <p><b>WEEK 2</b></p>	

	<p>2. Use informal language. 3. Use speech punctuation.</p> <p><b>WEEK 2/3</b></p> <p>1. Discuss Kipling's style in Just So Stories. 2. Analyse and compare Kipling's style in Just So Stories.</p> <p>1. Revise simple, compound and complex sentences. 2. Use a range of conjunctions.</p> <p>1. Recognise relative clauses. 2. Use relative clauses to give clues to characters, motivation and plot. 3. Identify words used to introduce relative clauses.</p> <p>1. Create a story mountain/map. 2. Change the point of view of a story.</p> <p>1. Identify the features of diaries. 2. Rewrite a story they have read in a different style – diary. 3. Use simple, compound and complex sentences. 4. Use a range of conjunctions.</p> <p><b>WEEK 3/4</b></p> <p>1. Collect ideas about features of an animal. 2. Link features to character traits.</p> <p>1. Identify features of a Kipling text. 2. Start first draft of a Just So Story.</p> <p>1. Complete draft of Just So Story. 2. Use simple, compound and complex sentences. 3. Use a range of conjunctions.</p> <p>1. Edit and proof-read their story. 2. Replace excessive dialogue with action or descriptive passages. 3. Use informal language.</p> <p>1. Identify good features of oral story telling. 2. Perform/record their story for a younger child.</p>		<p>2. Understand the difference between fact and opinion. 3. Identify facts and opinions in argument text. 4. Decide on a debate topic.</p> <p><b>WEEK 2/3</b></p> <p>1. List reasons for and against a debate topic. 2. Discuss using the Internet safely. 3. Research information about the debate topic using the Internet. 4. Make notes. 5. Rehearse how a debate works.</p> <p>1. Take part in a debate. 2. Listen carefully to the views of others. 3. Respond to other speakers. 4. Take notes.</p> <p>1. Rehearse key features of argument texts. 2. Research information for their own argument text. 3. Explore adverbials of manner. 4. Give positive feedback to their peers.</p> <p>1. Work independently or in pairs to plan and write a written argument text. 2. Apply conventions of argument in writing. 3. Use adverbials for cohesion.</p> <p>1. Edit and redraft their argument text. 2. Give positive feedback to a partner. 3. Evaluate their own argument text. 4. Present writing in a formal debate.</p>	<p>1. Introduce concept of a 'cover letter' through da Vinci letter 2. Read and demonstrate understanding by drawing diagrams illustrating da Vinci's inventions</p> <p>1. Read and discuss Cruella de Vil's imaginary letter 2. Analyse use of colons and commas 3. Write a reply using colons and commas appropriately</p> <p>1. Use dictionaries and thesauruses to look up unfamiliar words 2. Discuss and sort words by word families 3. Understand and use correct spelling of -ious suffix.</p> <p>1.</p>		<p>1. Read and compare different styles of writing within the same genre. 2. Write and change the order of adverbials in sentences. 3. Begin to understand what parenthesis is and how to punctuate it with commas.</p> <p>1. Discuss how hoax images can be prepared. 2. Ask questions of hot-seated 'eye-witnesses'. 3. In small groups, plan an outline of a recount.</p> <p>1. Rehearse features of recounts. 2. Draft an impersonal or personal recount. 3. Use adverbials of time, number and place for cohesion.</p> <p>1. Analyse a draft recount. 2. Use dictionary skills to check spellings. 3. Finish and edit recount. 1. Prepare an oral presentation. 2. Give an oral presentation. 3. Read own writing aloud</p>
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<b>END OUTCOME</b>	Just So Story in Kipling's style.		Write up a balanced discussion presenting two sides of an argument, following a debate - Dick Turpin – Hero or Villain	Create a CV and covering letter to show how Romeo would be an ideal husband for Juliet.		Write a diary entry and create their own hoax UFO photo and report.