

MARINA INTERNATIONAL SCHOOL

ENGLISH SCHEME OF WORK

YEAR 4 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Fiction Genre	<p>Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.*</p> <p>how fiction reflects the time or context in which it is set.</p>
1.2	Fiction Genres(Contd)	<p>Reading and thinking about a story that is set in the past. Tell learners that they will be reading and thinking about a story that is set in the past.</p> <p>Ask questions to assess learners' understanding of what the past means, such as: What did you do yesterday or last week? Where did your parents live when they were children? Have you watched any television programmes or films that were set in the past? How do you know they were set in the past? Did you learn anything about history from them?</p> <p>Show photographs and pictures of scenes from long ago to encourage ideas and discussion. Ask learners, in pairs, to discuss: how they know the scenes are from a long time ago the main differences between then and now.</p> <p>Ask learners to work in pairs to make a table with two columns, showing the similarities and differences between now and the time shown in one of the pictures. Compare and discuss these as a whole class.</p>

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1.3	Punctuations	<p>Reading with awareness of punctuations. Support learners in their reading aloud to the class by occasionally modelling reading, paying attention to punctuation.</p> <p>Pause before any words learners may be unfamiliar with and write them on the board. Ask learners: How do you think this word should be pronounced? Why? If learners do not know the meaning of a word, write a sentence containing the word on the board to give learners some context to understand its meaning.</p>
1.4	1.4 Fiction and non fiction compared look at how books are classified as either fiction or non-fiction,/The differences between fiction and non-fiction texts and locate books by classification.	<p>1.4 Ask learners how they can find out more information about life in the time of your chosen story. Show learners non-fiction texts about the period to prompt suggestions. Ask learners, in pairs, to make notes about what they found out about life in the time of your chosen story and give them opportunities to share their findings with the whole class.</p> <p>In a library, look at how books are classified as either fiction or non-fiction, and ask why they are grouped like this. Discuss the differences between the non-fiction texts and the historical story set in about the same period in history.</p> <p>1.5 Talk about the differences between historical facts and information invented in stories, and how historical stories contain some factual information about life and events in the past as well as fictitious details.</p> <p>Ask learners to find examples of each in the story</p>
2.1	Historical Fiction	<p>Explore explicit meanings in a range of texts.</p> <p>Characterisation in Historical Fiction</p> <ul style="list-style-type: none"> • to find information about the main character of a chosen historical story • Tell learners that they are going to find out more about the main character of your chosen historical story. Tell them that they will look only for explicit information.

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2.2	Vocabulary	<p>Explore explicit meanings in a range of texts. vocabulary and written compositions</p> <p>Using interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.</p>
2.3	Vocabulary (contd) • Context clues for synonyms	<p>Model examples of this for learners, e.g. the sky was a deep grey does not mean that it was raining, but the rain poured down.</p>
2.4	Use context to suggest synonyms for unfamiliar words./Historical Fiction (contd)	<p>Ask learners to tell you when they come across an unfamiliar word in the story.</p> <p>Ask them to suggest how they could work out the meaning of the word (e.g. thinking of similar words or words that may be linked to it, looking in a dictionary, looking at the rest of the sentence and trying to work out what it means).</p> <p>2.5 Writing about main character of historical times</p> <p>Learners read, asking them to make notes of important and interesting information about the main character. Tell them that they will use this information later when they write about the character and their daily life.</p>
3.1	Planning and writing a factual account of the main character in a historical fiction and their life at that time. .	<p>Ask them to record the information in their notebooks. To guide learners, model the sort of information needed and ask questions such as:</p> <p>When does the story take place?</p> <p>Where is it set?</p> <p>Who is the main character?</p> <p>Where does the character live?</p> <p>What does the character look like?</p> <p>How does the character spend their time?</p>

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3.2	Vocabulary (contd) .Context clues for synonyms. Use context to suggest synonyms for unfamiliar words.	<p>Ask learners to tell you when they come across an unfamiliar word in the story.</p> <p>Ask them to suggest how they could work out the meaning of the word (e.g. thinking of similar words or words that may be linked to it, looking in a dictionary, looking at the rest of the sentence and trying to work out what it means).</p> <p>Model strategies to work out the meaning of a word from its context, e.g. working out the meaning of exceedingly in the sentence The hat and gloves he was given were exceedingly useful in the ice-cold weather.</p> <p>Ask learners: When you look at the word in the context of the sentence, do you think it is describing a feeling or a place? Is the word saying something about how powerful a statement is? Can you guess the meaning of the word from the rest of the sentence?</p>

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3.3	Planning and writing a factual account of the main character in a historical fiction and their life at that time.	<ul style="list-style-type: none"> • describing objects in a simple factual way. Learners describe objects with more interesting vocabulary. <p>Show examples of everyday objects and describe them in a simple, factual way, for example:</p> <ul style="list-style-type: none"> • This book has pages with words on them. <p>Ask learners what they think of the description. Then describe the object again with more interesting vocabulary, for example:</p> <ul style="list-style-type: none"> • This book is the doorway to a world of adventures, with every page containing treasures that will enrich your imagination. <p>3.5 Ask learners: Which description do you prefer and why? How does the second description make you feel about books? What effect is created by using these words?</p> <p>how a writer's choice of words, including verbs, strengthens the impact on the reader</p> <ul style="list-style-type: none"> • Organise learners into small groups and give them an extract from a chosen story from which you have removed all the powerful verbs and replaced them with overused, less interesting verbs. • After they have discussed suitable vocabulary, ask learners to comment on the impact of the rewritten extract and to suggest more interesting, powerful words, e.g. acquired or obtained instead of got, proceeded or departed instead of went, uttered or declared instead of said.

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3.4	Vocabulary – Using descriptive words./Verbs Choose and use words (including verbs, e.g. rushed instead of went) to strengthen the impact of writing.	<ul style="list-style-type: none"> • describing objects in a simple factual way. Learners describe objects with more interesting vocabulary. <p>Show examples of everyday objects and describe them in a simple, factual way, for example:</p> <ul style="list-style-type: none"> • This book has pages with words on them. <p>Ask learners what they think of the description. Then describe the object again with more interesting vocabulary, for example:</p> <ul style="list-style-type: none"> • This book is the doorway to a world of adventures, with every page containing treasures that will enrich your imagination. <p>3.5 Ask learners: Which description do you prefer and why? How does the second description make you feel about books? What effect is created by using these words?</p> <p>how a writer’s choice of words, including verbs, strengthens the impact on the reader</p> <ul style="list-style-type: none"> • Organise learners into small groups and give them an extract from a chosen story from which you have removed all the powerful verbs and replaced them with overused, less interesting verbs. • After they have discussed suitable vocabulary, ask learners to comment on the impact of the rewritten extract and to suggest more interesting, powerful words, e.g. acquired or obtained instead of got, proceeded or departed instead of went, uttered or declared instead of said.

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4.1	Adverbs	<p>Identifying adverbs in texts.</p> <ul style="list-style-type: none"> • finding adverbs in the sentences. <p>Display sentences taken from your chosen text containing powerful verbs and adverbs. Revise the term adverb and as a class find all the adverbs in the sentences. After modelling an example, ask learners to describe the adverb's purpose in each of the sentences, encouraging learners to look at how it modifies the verb and makes it more interesting. Discuss how the verb adds to the meaning of a sentence.</p> <p>Show examples of the three kinds of adverbs on the board:</p> <ul style="list-style-type: none"> • adverbs of manner, saying how something was done (e.g. quietly, loudly, quietly) • adverbs of time, saying when something was done (e.g. afterwards, tomorrow, later) • adverbs of place, saying where something was done (e.g. upstairs, down, behind). <ul style="list-style-type: none"> • Ask learners to find all the adverbs in an extract from the text. • Ask them to replace the more powerful adverbs with overused, less interesting ones (e.g. slowly, nicely). • Discuss how this affects the atmosphere created and character of the writing.
4.2	Adjectives	<p>Identifying adjectives in texts.</p> <ul style="list-style-type: none"> • finding adverbs in the sentences. <p>The same activity on adverbs can be focused on adjectives, replacing powerful adjectives with overused words such as big, good and nice.</p>

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4.3	Vocabulary (contd)	<p>Further practise at identifying and using more interesting, powerful vocabulary,</p> <p>give individual learners an ordinary, unexciting word to mime and get the rest of the class to suggest a more interesting, powerful word for it, e.g. shout, cry, yell, scream instead of call;</p> <p>icy, chilly, freezing instead of cold.</p> <p>Display learners' suggestions in the form of spider diagrams around the classroom. Learners will be able to refer to and draw on these useful word banks for their own writing.</p>
4.4	Historical Fiction (contd)/Use vocabulary precisely to make the meaning clear.	<p>How the choice of words helps to bring out the meaning of the story.</p> <ul style="list-style-type: none"> • explore and comment on how a writer's choice of words, including adjectives and adverbs, enhances the meaning (shades of meaning). • Learners read a chosen historical story, ask them to find words that show degrees of intensity, e.g. chilly, freezing; old, ancient <p>4.5 • Ask learners whether they know any other words that mean the same thing.</p> <ul style="list-style-type: none"> • Explain that there are many words for the same thing, but some have a more precise or more powerful meaning than others. <p>Ask: Why do you think the writer chose to use this word here? Which other words could the writer have used? Why is ... better than ...? Does the word ... mean the same as ...? What is the difference in meaning</p>

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5.1	Vocabulary in story writing.	<p>Explore shades of meaning in adjectives and adverbs (e.g. tepid, warm, hot), and use them appropriately in own writing.</p> <p>Ask learners to discuss the words and their shades of meaning, and to put them in order of intensity.</p> <p>Invite their feedback, with reasons for their opinions, and together decide on an order of intensity for each set.</p> <p>Give learners some gapped sentences with the adjectives and adverbs missing from them. Invite learners to suggest words to fill the gaps.</p> <p>Ask them where the words would fit.</p> <p>Invite other learners to comment on the suggestions and to say whether they agree or disagree. If they disagree, ask them to justify their opinion and to suggest an alternative word.</p>
5.2	Vocabulary in story writing – adjectives (contd).	<p>Organise learners into small groups and give each group an unordered list of adjectives covering the spectrum from least to most (e.g. temperature adjectives from freezing to roasting; adjectives describing degrees of interest from bored to enthralled).</p> <p>Ask learners to put the adjectives in order from least to most.</p> <p>Write some gapped sentences on the board, with missing adjective, e.g. Mia was ... about her school report; They were ... that they could not play outside. Ask learners to complete each sentence with a suitable word, e.g. overjoyed, disappointed, but tell them that they can use each new word only once. Learners can think of their own words, or you could provide a list of options for them to choose from.</p> <p>Ask learners to write a short story using some of the adjectives and adverbs reflecting shades of meaning that they have looked at.</p> <p>How the choice of words helps to bring out the meaning of the story.</p> <ul style="list-style-type: none"> • explore and comment on how a writer’s choice of words, including adjectives and adverbs, enhances the meaning (shades of meaning). • Learners read a chosen historical story, ask them to find words that show degrees of intensity, e.g. chilly, freezing; old, ancient.

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		<ul style="list-style-type: none"> • Ask learners whether they know any other words that mean the same thing. • Explain that there are many words for the same thing, but some have a more precise or more powerful meaning than others. <p>Ask: Why do you think the writer chose to use this word here? Which other words could the writer have used? Why is ... better than ...? Does the word ... mean the same as ...? What is the difference in meaning?</p> <p>Provide learners with sets of adjectives and adverbs that show shades of meaning, such as: overjoyed, delighted, happy sad, miserable, disappointed very, really, completely.</p> <p>Explore shades of meaning in adjectives and adverbs (e.g. tepid, warm, hot), and use them appropriately in own writing.</p> <p>Ask learners to discuss the words and their shades of meaning, and to put them in order of intensity.</p> <p>Invite their feedback, with reasons for their opinions, and together decide on an order of intensity for each set.</p> <p>Give learners some gapped sentences with the adjectives and adverbs missing from them. Invite learners to suggest words to fill the gaps.</p> <p>Ask them where the words would fit.</p> <p>Invite other learners to comment on the suggestions and to say whether they agree or disagree. If they disagree, ask them to justify their opinion and to suggest an alternative word.</p> <p>Organise learners into small groups and give each group an unordered list of adjectives covering the spectrum from least to most (e.g. temperature adjectives from freezing to roasting; adjectives describing degrees of interest from bored to enthralled).</p> <p>Ask learners to put the adjectives in order from least to most.</p> <p>Write some gapped sentences on the board, with missing adjective, e.g. Mia was ... about her school report; They were</p>

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5.3	How settings and characters are developed, identifying key words and phrases from the story.	<p>How the choice of words helps to bring out the meaning of the story.</p> <ul style="list-style-type: none"> • explore and comment on how a writer's choice of words, including adjectives and adverbs, enhances the meaning (shades of meaning). • Learners read a chosen historical story, ask them to find words that show degrees of intensity, e.g. chilly, freezing; old, ancient. • Ask learners whether they know any other words that mean the same thing. • Explain that there are many words for the same thing, but some have a more precise or more powerful meaning than others. <p>Ask: Why do you think the writer chose to use this word here? Which other words could the writer have used? Why is ... better than ...? Does the word ... mean the same as ...? What is the difference in meaning?</p> <p>Provide learners with sets of adjectives and adverbs that show shades of meaning, such as:</p>

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		<p>or adverb to make the meaning more precise?</p> <p>Give learners the opportunity to amend their short stories in light of the feedback they receive.</p> <p>learners create a graphic organiser to show how an idea for a character and a setting in a story can be built up.</p> <p>explain that a graphic organiser is a map or chart with words and pictures that shows connections between facts or ideas, and show learners a completed example of a graphic organiser.</p> <p>Tell learners to close their eyes, listen, and imagine the scene as you read aloud. Read an extract from the start of your chosen historical story that describes a scene and a character or characters. After reading, tell learners to describe the scene, character(s) and life at that time by writing important words and drawing pictures on their graphic organisers. Encourage learners to share the information they have gathered about the scene, character(s) and life at the time.</p> <p>Ask learners to show: the difference between adverbs and adverbial phrases? their purpose?</p> <p>Explore examples of adverbs and adverbial phrases in texts, including their purposes.</p> <p>Look at the sentences with adverbs and adverbial phrases again and ask questions about the extra information that the adverbs and adverbial phrases give.</p> <p>Learners continue to add to their graphic organisers.</p> <p>Learners should make sure that their graphic organiser has enough detail to show how the character(s) and setting develop over time.</p> <p>Put learners into pairs, and ask them to swap their graphic organisers to check whether they have adequately explained by means of words and pictures how the character(s) and setting develop.</p> <p>To prepare learners to turn their graphic organisers into descriptive writing, look at some sentences from the story with interesting adverbs and adverbial phrases. Display these</p>

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		<p>for the whole class and highlight the examples using a different colour for each.</p> <p>Ask learners to take turns to read the sentences, leaving out the highlighted words, and discuss the difference this makes to the description.</p> <p>learners to use the information on their graphic organisers to write about what could happen to the character and setting at a later point in the story.</p> <p>Remind learners to:</p> <ul style="list-style-type: none"> include information gathered from the original extract show how the character and setting progress from the original description. include information they found from their research use descriptive language such as adverbial phrases to trigger the reader's imagination and give more detail.
5.4	Adverbs and adverbial phrases./Develop descriptions of settings and characters to capture the reader's imagination	<p>Ask learners to show:</p> <ul style="list-style-type: none"> the difference between adverbs and adverbial phrases? their purpose? <p>Explore examples of adverbs and adverbial phrases in texts, including their purposes.</p> <p>Look at the sentences with adverbs and adverbial phrases again and ask questions about the extra information that the adverbs and adverbial phrases give.</p> <p>5.5</p> <p>learners create a graphic organiser to show how an idea for a character and a setting in a story can be built up.</p> <p>explain that a graphic organiser is a map or chart with words and pictures that shows connections between facts or ideas, and show learners a completed example of a graphic organiser.</p> <p>Tell learners to close their eyes, listen, and imagine the scene as you read aloud. Read an extract from the start of your chosen historical story that describes a scene and a character or characters. After reading, tell learners to describe the scene, character(s) and life at that time by writing important words and drawing pictures on their graphic organisers. Encourage learners to share the information they have gathered about the scene, character(s) and life at the time.</p>

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6.1	Identifying the viewpoint from which a story is told.	<p>Understanding from whose viewpoint a story is told, read aloud some descriptive extracts from a chosen story.</p> <p>Learners identify whose viewpoint they just heard.</p>
6.2	Expressing a viewpoint in fiction through a character's opinions about a setting or other characters.	<p>Learners discuss with a partner which character's opinions, thoughts and feelings feature most in a chosen story.</p> <ul style="list-style-type: none"> • Support them in finding examples from the text and list their suggestions. Explain that these are the opinions, thoughts and feelings of the character from whose viewpoint the story is told. Tell learners that they can refer to this list when doing their own writing. • Organise learners into pairs and tell them that they are going to imagine themselves in the story. Learners take turns to close their eyes and picture themselves as a character in the story. They should tell their partner what they can see, hear, smell and touch while in character. <p>writing a descriptive historical scene</p> <p>Learners write a descriptive historical scene from the viewpoint of a character they will create who lived at that time.</p> <p>Ask them to complete a character profile consisting of separate boxes for:</p> <ul style="list-style-type: none"> the name of the character a drawing of the character a description of where the character lives a description of the character a description of the character speaks.
6.3	Fiction genres (contd) • Historical Fiction	<p>Ask learners to draw the historical setting for their new character.</p> <p>Their picture could be of a town or a country scene; it could include buildings, other characters and forms of transport. Tell learners to label objects and write brief descriptions on their drawing.</p>

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6.4	Writing from a character's viewpoint / role-play/Read and explore a range of non-fiction text types. – Recount texts - Features	<p>Ask learners to use their character profile and their labelled picture of the setting to create a descriptive piece of writing from the viewpoint of their new character. Ask learners: Whose viewpoint will you use? Will you write in the first person or the third person? What is the reason for your choice?</p> <p>Show learners short extracts from historical stories using each of these viewpoints.</p> <p>Ensure learners understand what they need to do to write in the first or third person. Remind them of the examples they looked at from your chosen story about how to express a character's viewpoint.</p> <p>Organise learners into small groups and tell them that they are going to role-play their characters. As preparation, ask learners to suggest what would make their performance entertaining for their audience to watch.</p> <p>E.g. adopting the posture and gestures of their character; using their voice to mimic the character's accent;</p> <p>using words their character would use and making comments that they would make;</p> <p>dressing up in clothes suitable for the period.</p> <p>6.5 Show learners a range of recount texts and establish the features of recounts texts, tell us about people's lives or events in the past.</p>
7.1	Extend a discussion by contributing relevant comments and questions.	<ul style="list-style-type: none"> • Organise learners into groups and ask them to think of people in the past or events that have happened that they would like to read about, or that they have read about, <p>E.g. sporting events, news reports, events from history, biographies of famous people such as sports stars or historical figures.</p> <p>Discuss anything of interest or significance that has happened in school or locally, encouraging learners to ask questions if they are not familiar with the details.</p>

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7.2	Using punctuations and grammar to read unfamiliar texts with understanding	<ul style="list-style-type: none"> • Display a paragraph from a recount text that contains a variety of punctuation, including speech marks. • Draw learners' attention to the different punctuation marks and ask: What is the function of each punctuation mark? How does the punctuation mark affect the way you read the text? How do punctuation marks help us understand the meaning a sentence? Display a paragraph from a recount text with its punctuation removed and grammar altered. • Ask learners to read it in small groups. <p>Ask questions such as:</p> <ul style="list-style-type: none"> • Is the meaning clear? • How have the missing punctuation and bad grammar affected your understanding of the information?
7.3	Reading aloud - with expression, adapting the pace and volume appropriate to the content.	<p>Make copies of a variety of recounts available in the classroom for learners to read.</p> <p>Set aside time for learners to read the recounts aloud to the class in the role of the writer or the subject</p> <p>E,g a biography, e.g. a sports commentator or historical figure.</p> <p>Discuss how learners could deliver the recount, for example: How would a sports commentator recount an exciting football match? How would a king or a famous general read a recount of a battle he had won?</p>

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7.4	Differences between fiction and non-fiction texts and locate books by classification. (continuation)/ Use as many initial letters as necessary to organise words in alphabetical order, and to locate words in dictionaries and glossaries.	<p>Learners name some books that they have read recently.</p> <p>Write these on the board in two columns, one for fiction and one for non-fiction.</p> <p>Add some books you have in the classroom to ensure that there are books listed in both columns.</p> <p>Ask learners: Why is the list of books organised like this? What are the differences between fiction and non-fiction writing?</p> <ul style="list-style-type: none"> • Visit the school library together and ask learners to add to what you have already discussed about the differences between fiction and non-fiction texts. Ask them to find evidence, such as pointing to the contents page, different chapters or pictures with captions. <p>Ask learners to explain how they would find a book in a library on a particular topic, e.g. life under the sea, forms of transport. As an answer is suggested, challenge learners to find a book on a given topic to check whether the suggestion works.</p> <p>7.5 Check learners' understanding of alphabetical order with activities such as: reciting the alphabet saying what letter comes next in the alphabet locating words in dictionaries as quickly as possible ordering words that begin with different letters ordering words that begin with the same letter.</p>
8.1	Spelling and Vocabulary	<p>Learners name some books that they have read recently.</p> <p>Write these on the board in two columns, one for fiction and one for non-fiction.</p> <p>Add some books you have in the classroom to ensure that there are books listed in both columns.</p> <p>Ask learners: Why is the list of books organised like this? What are the differences between fiction and non-fiction writing?</p> <ul style="list-style-type: none"> • Visit the school library together and ask learners to add to what you have already discussed about the differences between fiction and non-fiction texts. Ask them to find evidence, such as pointing to the contents page, different

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		<p>chapters or pictures with captions.</p> <p>Ask learners to explain how they would find a book in a library on a particular topic, e.g. life under the sea, forms of transport. As an answer is suggested, challenge learners to find a book on a given topic to check whether the suggestion works.</p> <p>Check learners' understanding of alphabetical order with activities such as: reciting the alphabet saying what letter comes next in the alphabet locating words in dictionaries as quickly as possible ordering words that begin with different letters ordering words that begin with the same letter.</p> <p>Sharing strategies for remembering difficult spellings. If they do not already have one, encourage learners to try a strategy that helps them remember spellings they frequently get wrong, such as:</p> <ul style="list-style-type: none"> • using a different colour to highlight the tricky letter combinations • writing the word on lots of pieces of paper and sticking them around at home. <p>Encourage learners to use on-screen spellcheckers when produce word-processed pieces of writing. In addition, make sure that they also keep a spelling log containing their handwritten and on-screen spelling errors. Remind them to use their spelling logs whenever they encounter a new word in their reading and to use words from their list in their writing.</p>
8.2	Explore and understand how past, present and future verb forms are used in texts.	<p>Share texts containing a range of verb forms, ensuring that past, present and future forms are all represented. Ask learners to identify all the verbs in the texts and to organise them into three categories: past, present and future. Ask learners:</p> <p>What is the purpose of verbs in a sentence? How did you recognise whether the verb was past, present or future?</p>

WEEK	TOPIC	TOPIC DETAILS
8.3	Use past, present and future verb forms accurately.	<p>Look at and discuss the different forms of past tense verbs and participles. Introduce the term irregular verbs and share examples. For each example, ask learners: Is this a past, present or future verb form? How do you know?</p> <p>Look at some extracts from recount texts and ask learners to identify the tense (past). Look at other types of text to see what tense they are written in (e.g. instructions and information texts – present tense; fiction, persuasive texts – possibly a mixture of tenses).</p>
8.4	Take turns in a discussion, making links with what others have said. Explore and use alternatives for overused words and phrases.	<p>8.5 Give learners extracts from non-fiction texts with the verbs removed and replaced with the infinitive form with to, e.g. ran replaced with to run, plays replaced with to play, will teach replaced with to teach. Ask learners to choose the correct form of the verb each time for the sentence to make sense.</p> <p>Ask learners to plan and write their recount individually. To encourage them to use a wide range of vocabulary in their writing: get them to use a thesaurus to find alternatives for overused words and phrases such as said, it was a good book, I had a nice time model alternative, interesting vocabulary when you talk when reading, point out and discuss interesting, less common vocabulary and how it increases the appeal of the text for the reader.</p> <p>Provide some success criteria for their writing, such as: Write in the past tense and use the correct verb forms. Make sure the information is accurate. Arrange the information in a logical order so that it makes sense. Use some interesting, less common words and phrases.</p>

WEEK	TOPIC	TOPIC DETAILS
9.1	Evaluate own and others' writing, suggesting improvements for sense, accuracy and content	<p>Provide some success criteria for their writing, such as: Write in the past tense and use the correct verb forms. Make sure the information is accurate. Arrange the information in a logical order so that it makes sense. Use some interesting, less common words and phrases.</p> <p>When learners have finished writing, ask them to swap recounts with a partner to read and comment on their text. They should refer to the success criteria as they evaluate their partner's writing.</p>
9.2	Locating and using relevant information from a text to answer questions.	<p>Hand out extracts from a variety of recount texts recalling an exciting, important or momentous event, e.g. an extreme weather event. Display one of the extracts and a question that can be answered from it, such as: How many days did it last for?</p> <p>Model how to scan the relevant paragraph(s), focusing on the specific information without reading the whole text. Give learners more questions to answer in a similar way for them to practise finding relevant information in a text.</p>
9.3	Make short notes to record information from a text and use them to inform writing.	<p>Organise learners into groups and give a different topic to each group. Tell learners that they are going to research their topic (using texts you provide or from a library) then present a short talk to the rest of the class on it. Prepare questions for learners to answer using information from the books. Display the questions they need to find the answers to, such as: Where and when was ... born? What is their most famous achievement? What was their biggest problem?</p> <p>Remind learners to use the contents page and index to help them to find the answers. Tell them to make notes on the information they find. When groups have recorded all the information they need for their talk, ask them if there were any other organisational features that they used to find the information, e.g. headings and subheadings.</p> <p>As groups begin to plan their presentations, ask: Should the information be in chronological order? Which verb form should you use?</p> <p>Refer learners to the recount texts they have looked at to answer these questions.</p>

WEEK	TOPIC	TOPIC DETAILS
9.4	Identifying connectives in texts./9.5 Continuation of connectives.	<p>Ask learners what they know about connectives. Elicit that they are words we put between sentences and paragraphs to show a link. Referring to a text learners are familiar with, ask them to identify the connectives the writer has used to link the ideas, then ask:</p> <p>Why do writers use connectives? Are all connectives interchangeable? Why not? What is the purpose of this connective?</p> <p>Ask groups to draw a flow chart of the information in their notes to show a sequence of events, for example:</p> <p>He made his discovery in 1900. → He didn't publish his results for five years. → He wanted to carry out more experiments.</p> <p>Ask learners to add appropriate connectives to link the information in the flow chart. For example:</p> <p>He made his discovery in 1900 although he didn't publish his results for five years because he wanted to carry out more experiments.</p> <p>Ask learners to write the script for their presentation using their flow chart. Encourage them to use diagrams, arrows, boxes and pictures to help listeners understand the information more easily. Ensure that learners appreciate that they must present their information clearly so that their audience understands it.</p> <p>Invite groups to deliver their presentations to the class. At the end of each presentation, listeners should be able to answer the original questions you gave each group.</p>

WEEK	TOPIC	TOPIC DETAILS
10.1	Explore in texts, and understand, subject-verb agreement.	<p>Remind learners about verbs and their purpose in a sentence. Display some sentences with the verbs underlined and make sure learners know what verbs are and their purpose in a sentence. Show learners some sentences with no underlining and ask them to identify the verbs. Then ask learners what the subject of a sentence is. Display a few sentences with the subject underlined and then some where learners have to identify the subject. Ask learners to identify the verbs too.</p> <p>Display a pair of similar sentences, one with a third-person singular subject and a singular verb, and the other with a plural subject and a plural verb, for example:</p> <p>The boy sings in the choir. / The boy and girl sing in the choir. The child goes to school. / The children go to school. She was excited about the trip. / They were excited about the trip.</p> <p>Ask learners: What is the difference between the sentences? Why are they different?</p>

WEEK	TOPIC	TOPIC DETAILS
10.2	Use the verb to be accurately, including subject-verb agreement for different verb forms	<p>After showing learners plenty of examples ask them to identify the rules for subject-verb agreement, such as: Singular subjects need singular verbs; plural subjects need plural verbs. For regular third-person verbs in the present tense, add -s to the end of singular verbs but not to plural verbs.</p> <p>Ask learners to make a note of irregular verbs that do not follow the 'adding -s' rule in the normal way, e.g. I am, she is, we are, you are, they are; I was, he was, you were; I have, he has. Ask them to write these on sticky notes and put them on a wall as they find examples.</p> <p>Explain that the matching of subject and verb is known as subject-verb agreement: the subject and verb have to agree with each other for the sentence to be grammatically correct. Ask learners to explain what happens to the sentence when they do not agree, for example:</p> <p>The boy sing in the choir. / The boy and girl sings in the choir. The child go to school. / The children goes to school. She were excited about the trip. / They was excited about the trip.</p> <p>Give learners a recount text they are familiar with in which you have replaced verbs with verb options, such as, The goalkeeper [was/were] wearing a new shirt. Ask learners to choose the correct form of the verb from the two options.</p> <p>To practise using the verb to be, ask learners to take all the verb forms they have written on the sticky notes and write sentences using each one, making sure that the subject-verb agreement is correct in each sentence.</p>

WEEK	TOPIC	TOPIC DETAILS
10.3	Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts persuade the reader.	<p>News reports and textbooks have an impersonal style.</p> <p>Tell learners to plan and write a recount text for a school magazine. they will also explain to the class how and where they included the features of a recount text in their writing. Give learners a topic to write about, or they could choose their own, e.g. a recount of a recent school trip or visit to the school by a speaker, a recount of a day that went badly.</p> <p>ask them to read examples of this type, noting down examples of interesting words and time connectives to link events. Give learners time to research their chosen topic and make notes.</p> <p>Ask learners to begin writing their recounts, referring to the list of features you made as a class and their own lists of interesting words and connectives. When they have written an introduction, ask them to swap with a partner in order to get some feedback about whether they are including all the features of recount texts on the checklist.</p>
10.4	Develop writing of a range of text types for a specified audience, using appropriate content and language.*	Begin to evaluate own and others' talk, including what went well and what could be improved next time. 10.5 (CONTINUATION)
11.1	Enjoy independent and shared reading of poems,.	<p>Throughout the unit, share poetry with learners. Encourage them to make their own choices about reading poetry in addition to reading class poems.</p> <p>Tell learners that they will be looking at poetry from different times and cultures. Choose a poem to read to the class. Before you read, ask learners what they think 'culture' is, showing the title of the poem and asking learners to suggest what the poem might be about. Read the poem, then explore learners' ideas about other cultures and any traditions that they associate with them. Ask learners what they think makes their own culture different from the ones in the poem:</p> <p>Is culture where you come from? Is culture your friends? Is culture the way you dress? Is culture your celebrations?</p>

WEEK	TOPIC	TOPIC DETAILS
11.2	Enjoy independent and shared reading of poems, (continuation)	<p>Encourage learners to explore these ideas, showing them photographs of scenes from the relevant culture.</p> <p>If possible, listen to a recording of a poem from a different culture being read. Ask: How does hearing the poem make you feel? How does the person whose point of view is given in the poem feel? How can you tell? What would you feel in the same situation?</p> <p>To help learners to get a better understanding of the main character in a poem, set up a 'hot-seating' role-play activity with an adult in the hot seat. Encourage learners to ask them questions about the character and poem.</p>
11.3	Enjoy independent and shared reading of poems, (continuation)	<p>Read and discuss a poem on the theme of moving from one culture to another, e.g. Windrush Child by John Agard or Island Man by Grace Nichols. Discuss the culture described in the poem and give learners any extra information about the culture to help them to understand the background of the poem</p>
11.4	Recognise, compare and contrast the themes and features of texts./11.5 Explore implicit meanings in a range of texts.	<p>Read and discuss a poem on the theme of moving from one culture to another, e.g. Windrush Child by John Agard or Island Man by Grace Nichols. Discuss the culture described in the poem and give learners any extra information about the culture to help them to understand the background of the poem.</p> <p>11.5 Organise learners into small groups and give each group another poem on the theme of moving from one culture to another. Once learners have read their poem, ask questions such as: What words and phrases tell us that the poem is from different times and cultures? What information does the poem give about life in that culture? How are the themes different to the poem we read earlier? How do the settings differ? What do you notice about the poem's rhythm and rhymes?</p>

WEEK	TOPIC	TOPIC DETAILS
12.1	Explore learners' understanding of implicit meaning by questioning them and modelling examples.	<p>Together, look for information in the poem that is implicitly given: first ask learners what facts they can find in the text, then, after they have identified the facts, ask learners to be detectives and work out more information from clues that the writer gives. Support this process by asking questions about specific details, for example, looking at John Agard's <i>Windrush Child</i>, you could ask questions such as:</p> <p>What do the palm trees do in the first verse? What sort of birds does the writer mention in the second verse? What is 'rolling by' in the third verse? What can you work out from this information? Where is the child? What is the child looking at? What are they doing</p>
12.2	Respond politely to another point of view with a personal point of view.*	<p>Encourage learners to share their ideas and say whether they share the same opinions about the implicit details in the poem. Ensure that learners use evidence from the poem to support their view and that they consider others' views. Remind learners that we all have our own opinions, and if we disagree about something, it does not always mean that the other person is wrong</p>
12.3	Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.*	<p>Discuss the structures of the poems that learners have been looking at in this unit. Ask them to compare this to what they know about the structure of stories. Ask learners what features of text structure they can identify in the poems they have looked at, such as:</p> <ul style="list-style-type: none"> lines stanzas order of events / sequencing. <p>Organise learners into groups. The number of learners in each group should be the same as the number of structural features you have identified together. Give learners a copy of one of the poems and assign a different structural feature to each learner in the group to look at in your chosen poem. Ask them to make notes on what they find. When they are ready, ask group members to share what they have noticed about their particular feature to the rest of the group.</p> <p>Invite groups to share what they have learned about the structure of the poem. Ask learners to share their findings individually with the class.</p>
12.4	Explore words with common roots and compare their meanings/ 12.5 Spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough.	<p>Explain what root words are to learners, showing examples and explaining that root words have a meaning of their own. Explain that this meaning can be altered by adding a prefix or a suffix to make a new word, for example:</p> <p>12.5</p>

WEEK	TOPIC	TOPIC DETAILS
		<p>Root words can prove helpful in working out what an unknown word means. Challenge learners to work out the meaning of unknown words if they know what the root word means. Model dividing the words into the root and the prefix or suffix. This can also help learners to spell the words, e.g. dis-comfort, anti-social, sub-standard.</p> <p>Challenge learners to find other words with the same prefix in dictionaries and to compare their meanings, e.g. disobey, disbelief; antifreeze, antiperspirant.</p> <p>Read a poem with the class. Ask learners to look for any root words in the poem and ask them questions such as: Which words have prefixes? Which words have suffixes? What does the root mean? What does the prefix/suffix tell you about the word? What does the whole word mean? Do any of the words have the same root?</p> <p>Either at the start or end of the activity, write one of the root words on the board, e.g. thing, mother, friend, nation. Ask learners to work in groups to create spider diagrams of all the words they can think of that share that root word. Display the diagrams around the classroom. Ask learners to write sentences containing the root words that make the meaning of the root word clear.</p> <p>Display some words containing the same letter string, e.g. -ough, but which have different pronunciations, e.g. though, through, plough, cough, tough. As a class, compose a short rhyming poem. The poem should contain words with the same letter string but different pronunciations, and words that rhyme with these words but which have different spellings, for example:</p> <p>I told my brother, 'Get out of my room! I'd had enough of him taking my stuff!</p> <p>I broke my sister's favourite toy – I never thought that I'd ever get caught!</p> <p>Ask learners to think of more words with the same letter string. Support them as they write pairs of rhyming lines to add to the poem. You can try this activity again on another occasion, choosing a different letter string.</p>

WEEK	TOPIC	TOPIC DETAILS
13.1	Identify and recognise meaning of figurative language in texts, including alliteration and similes, e.g. as ... as ...	<p>Ask learners to identify the difference between two sentences, for example:</p> <p>He is very tall. He is as tall as a giraffe.</p> <p>Elicit that the second sentence is using figurative language, and specifically a simile, to compare the person to something else that is tall. Discuss the structure of the simile, i.e. as ... as ..., and ask learners to suggest alternative similes for the sentence, for example:</p> <p>He is as tall as a skyscraper. He is as tall as a sunflower.</p>
13.2	Using simple figurative language, including alliteration and similes.	Learners often get confused with like in similes. Ensure that they can distinguish between like the verb and like when it introduces a simile. Clarify the difference between, say, I like giraffes and tall like a giraffe with learners.
13.3	The impact of figurative language in texts, including alliteration and similes.	<p>Ask learners to write their own similes. This can be free association, or you could show learners a picture and ask them to describe what they can see using similes.</p> <p>Ask learners to find examples of similes in a poem from a different time or culture that they are familiar with. Once learners have found some similes, ask them to consider each one in turn to answer the following questions:</p> <p>What image does the simile create in your head? Why do you think the writer chose to compare these two things like this? How does it make you feel or think about the thing that is being compared?</p>

WEEK	TOPIC	TOPIC DETAILS
13.4	<p>The impact of figurative language in texts, including alliteration and similes. Identifying and recording interesting and significant words, and synonyms, from texts to inform own writing and explore a range of non-fiction text types. Explanation Texts writing/</p>	<p>As learners identify similes in the poem, ask them to make a note of any that they find particularly interesting and that they would like to use in their own writing. Learners can look in a thesaurus for interesting synonyms to use too and add these to their list.</p> <p>13.5 Tell learners that they will be looking at explanation texts, or texts that explain how and why something happens or how and why something works. Give learners a range of explanation texts to read, e.g. texts giving information about recycling, texts explaining the water cycle. Discuss the different explanation texts with learners and ask them what topics they would like to learn about.</p>

ENGLISH SCHEME OF WORK

YEAR 4 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Responding politely to another point of view with a personal point of view.*	Encourage learners to show respect for and appreciation of other people's views. After one member of a group has said what they like/dislike about a text, giving an example from the text to support their ideas, the next member of the group can say if they agree or not. They should also offer their opinion and ideas, supported by examples from the text. Encourage learners to continue the discussion around the group until everyone has expressed their point of view.
1.2	Read aloud with accuracy and fluency, showing awareness of punctuation.	<p>Make available to learners an assortment of explanation texts on different topics (e.g. crafts, simple science, sports and games, video games).</p> <p>Ask learners to take turns to read a chosen explanation text to a small group, aiming to read fluently, with correct intonation and paying attention to punctuation, so that other learners understand what is read.</p>
1.3	Skim to gain an overall sense of a text.	Give members of the group a copy of the information text they have heard. Model skimming the text in order to understand the gist. Ask learners to practise skimming (not reading the whole sentence or skipping some sentences).

WEEK	TOPIC	TOPIC DETAILS
1.4	<p>Answer questions with some reference to single points in a text/1.5</p> <p>Explore and describe the main stages in a text from introduction to conclusion.</p>	<p>To make this more motivating for learners, put them into teams and ask questions which require them to find specific information as quickly as possible. Tell them to put up their hand when they have found the correct answer.</p> <p>1.5</p> <p>Organise learners into small groups and look at an explanation text. Ask learners to point out features of explanations, e.g. paragraphs, diagrams and pictures, glossary, and discuss these as a class.</p>
2.1	<p>Explore and recognise how points are sequenced and linked to develop ideas within and between paragraphs.</p>	<p>Look at the explanation text together in more detail, working through the text from beginning to end and identify the features and structure of the text, including the heading, introduction, stages of the explanation divided into paragraphs, time connectives, subject-specific vocabulary, diagrams and pictures, conclusion, glossary. Annotate the features as you identify them together. Ask learners to decide which features refer to the text structure or order in which the information is presented.</p>
2.2	<p>Develop a logical sequence of ideas, making relationships between them clear.</p>	<p>To help them become familiar with the features of an explanation text, learners can play a matching game, where they have to match the features with their definitions. Give pairs of learners two sets of cards: one set in one colour for the names of the features, with one feature written on each card; the other set in another colour for definitions of the different features, with one definition on each card, for example:</p>

WEEK	TOPIC	TOPIC DETAILS
2.3	Use connectives to establish links between paragraphs, e.g. if, although.	<p>Ask learners to identify all the time connectives in the text, noting their order, e.g. first, next, then, after that, finally. They may also identify other connectives such as so and in order to.</p> <p>So that learners understand how ideas are linked together in explanation texts, give them a text that they are not familiar with in which you have previously changed all the time connectives to next or then. Ask pairs of learners to read the text to each other and discuss: Was it easy to understand? Was it as easy to follow as the explanation we looked at together?</p> <p>Discuss the difference that a wider range of time connectives makes to how easy an explanation is to understand.</p> <p>Ask learners to discover what happens when the order of an explanation gets mixed up. Give pairs of learners an explanation text including a heading, introduction, paragraphs linked by time connectives and conclusion, but with these components in the wrong order. Ask learners: Can you understand this explanation? Why not?</p> <p>Give learners scissors and ask them to try to put the text back in the correct order. Then 'snowball' the activity by putting each pair with another pair to compare results. Ask the group of four to work together and agree on the best order for the text.</p> <p>Ask pairs of learners to practise writing explanations in a logical order. Give them a simple, familiar topic, e.g. Explain how ... works, that they can write about in the form of an explanation using three paragraphs. Ask them to plan their explanation in the form of a flow chart: First ... Then ... Finally ...</p>

WEEK	TOPIC	TOPIC DETAILS
2.4	<p>Sequence relevant information to aid the listener's understanding/2.5</p> <p>Explore in texts the use of different connectives in multi-clause sentences.</p>	<p>Remind learners to use time connectives in a suitable order, and tell them that they should write a short paragraph for each stage. When they have written their explanations, learners can read them to each other in pairs and get feedback on their writing, and you can snowball the activity again by putting pairs to evaluate their work together.</p> <p>2.5</p> <p>Tell learners that they can improve their writing by using a variety of connectives in multi-clause sentences. Ask learners what they remember about the different sentence types. Write three sentences on the board: a simple sentence, a compound sentence and a complex sentence, and explain the different parts of each to remind learners.</p>
3.1	<p>Write multi-clause sentences using a range of connectives.</p>	<p>Display an explanation text. Highlight all the multi-clause sentences and ask learners to identify what makes them a multi-clause sentence (two or more clauses joined by a connective). Ask learners to identify the connectives. Give learners more examples of connectives in multi-clause sentences until you are sure they understand.</p> <p>Ask learners to suggest alternatives for the connectives in the sentences on the board. For each new sentence created, ask learners:</p> <p>Does the sentence still make sense?</p> <p>Does it mean something different now that we have changed the connective?</p> <p>What is the difference?</p> <p>Organise learners into groups and give them some questions about connectives in multi-clause sentences to discuss, such as:</p> <p>Why do writers add connectives to sentences?</p> <p>Why don't they just use simple sentences?</p> <p>Does the meaning of the sentence change if we use a different connective?</p> <p>As learners discuss the questions in their groups, go around and monitor their discussions, checking that they are taking turns to speak and listening to others' opinions.</p> <p>You can provide learners with further practice at forming multi-clause sentences by giving some clauses to join with a suitable connective. Model some</p>

WEEK	TOPIC	TOPIC DETAILS
		<p>examples first, such as:</p> <p>They didn't know where to go next. / They had left their map in the car. → They didn't know where to go next because they had left their map in the car.</p> <p>They had plenty of water to drink. / They were getting hungry. → They had plenty of water to drink although they were getting hungry.</p> <p>They knew they would be all right. / They kept warm. → They knew they would be all right as long as they kept warm.</p> <p>Give learners a list of connectives and ask them to use them to join two clauses in compound and complex sentences.</p>
3.2	Explore in texts examples of adverbs and adverbial phrases, including their purposes.	<p>Find out how familiar learners are with the term adverb. Look at examples of three types of adverb together and check that learners understand that:</p> <ul style="list-style-type: none"> adverbs of manner tell you how something happens (e.g. loudly, slowly, carefully) adverbs of time tell you when something happens (e.g. tomorrow, later, weekly) adverbs of place tell you where something happens (e.g. everywhere, outside, nearby). <p>Challenge learners to find adverbs in an explanation text they are familiar with, asking them to identify which type each one is an example of.</p>

WEEK	TOPIC	TOPIC DETAILS
3.3	Use adverbs and adverbial phrases appropriately.	<p>Explain to learners that most words change when they become plurals. Ask learners to find as many examples of plurals as they can in the explanation text. Using these examples, challenge learners to make up rules for forming plurals, listing the plurals that follow that each rule, for example:</p> <p>For most nouns, just add -s, e.g. cars, animals, donkeys. For nouns ending in ch, sh, s, x or z, add -es, e.g. bunches, buses, boxes. For nouns ending in a consonant plus y, drop the y and add -ies, e.g. diaries, poppies. For nouns ending f, drop the f and add -ves, e.g. halves, leaves.</p> <p>Some plurals are exceptions to the rules and need to be learned individually, for example, write child on the board and ask learners: What is the plural form? Do any of the rules work for making it into a plural? What happens to the pronunciation when it becomes a plural?</p> <p>Ask learners to find more plurals that do not use any of the rules they identified, e.g. women, sheep.</p> <p>3.5 (CONTINUATION OF PLURALS)</p>

WEEK	TOPIC	TOPIC DETAILS
3.4	Explore in texts a range of examples of quantifiers, e.g. either, neither, both/(Continuation)	<p>Explain to learners that most words change when they become plurals. Ask learners to find as many examples of plurals as they can in the explanation text. Using these examples, challenge learners to make up rules for forming plurals, listing the plurals that follow that each rule, for example:</p> <p>For most nouns, just add -s, e.g. cars, animals, donkeys. For nouns ending in ch, sh, s, x or z, add -es, e.g. bunches, buses, boxes. For nouns ending in a consonant plus y, drop the y and add -ies, e.g. diaries, poppies. For nouns ending f, drop the f and add -ves, e.g. halves, leaves.</p> <p>Some plurals are exceptions to the rules and need to be learned individually, for example, write child on the board and ask learners: What is the plural form? Do any of the rules work for making it into a plural? What happens to the pronunciation when it becomes a plural?</p> <p>Ask learners to find more plurals that do not use any of the rules they identified, e.g. women, sheep.</p> <p>3.5 (CONTINUATION OF PLURALS)</p>
4.1	Explore explicit meanings in a range of texts.*	Explain to learners that they are going to write their own explanation text on a topic of their choice that will be suitable for a school magazine.
4.2	Develop writing of a range of text types for a specified audience, using appropriate content and language.*	Remind learners about the content and organisation of explanation texts. Give learners the explanation texts you have been reading in class and tell them that they are going to look at how writers include explicit information. Model some examples from an explanation text for learners, then encourage them to talk about the explicit information they found with a partner. Ask pairs to feed back to the whole class to make sure everyone has understood what explicit information is.

WEEK	TOPIC	TOPIC DETAILS
4.3	Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).*	Explain to learners that they are going to write their own explanation text on a topic of their choice that will be suitable for a school magazine.
4.4	Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and once Begin to take an assigned role within a group.*reen)/	<p>Remind learners about the content and organisation of explanation texts. Give learners the explanation texts you have been reading in class and tell them that they are going to look at how writers include explicit information. Model some examples from an explanation text for learners, then encourage them to talk about the explicit information they found with a partner. Ask pairs to feed back to the whole class to make sure everyone has understood what explicit information is.</p> <p>Give learners a list of success criteria, including features covered in the unit, before they begin to plan their own text, such as:</p> <ul style="list-style-type: none"> Use appropriate vocabulary. Use paragraphs to organise the information. Write in the present tense. Include multi-clause sentences, adverbs, time connectives and quantifiers. Spell plural words correctly. <p>Organise learners into groups of five, and ask them to suggest items for a checklist of features to help them to plan, write and present their explanation texts to their group:</p> <ul style="list-style-type: none"> a catchy heading that says what it is about and grabs attention an introduction paragraphs sequenced from start to finish diagrams a conclusion. <p>Discuss how learners could plan their explanation text. Model setting out ideas in a flow chart, with the introduction in the first box and the conclusion in the last, and adding time connectives between the boxes, for example:</p> <p>4.5</p>

WEEK	TOPIC	TOPIC DETAILS
5.1	<p>Organise learners into groups of five, and ask them to suggest items for a checklist of features to help them to plan, write and present their explanation texts to their group: a catchy heading that says what it is about and grabs attention an introduction paragraphs sequenced from start to finish diagrams a conclusion. Discuss how learners could plan their explanation text. Model setting out ideas in a flow chart, with the introduction in the first box and the conclusion in the last, and adding time connectives between the boxes, for example:</p>	<p>Organise learners into groups of five, and ask them to suggest items for a checklist of features to help them to plan, write and present their explanation texts to their group:</p> <ul style="list-style-type: none"> a catchy heading that says what it is about and grabs attention an introduction paragraphs sequenced from start to finish diagrams a conclusion. <p>Discuss how learners could plan their explanation text. Model setting out ideas in a flow chart, with the introduction in the first box and the conclusion in the last, and adding time connectives between the boxes, for example:</p>
5.2	<p>Develop preferences about favourite books and share recommendations with others.</p>	<p>Ask learners to think about the differences between fantasy stories and other storybook genres, e.g. adventure stories, real-life stories. Encourage them to discuss the differences by referring to books they have read. Compile a list of the features of fantasy stories together. If learners cannot think of features themselves, suggest some features to discuss, such as:</p> <ul style="list-style-type: none"> strange creatures that can talk unusual, imaginary settings good versus bad characters events that cannot happen in real life characters that have amazing powers.
5.3	<p>Listen and respond appropriately, including asking and answering questions to develop ideas.</p>	<p>Start reading your chosen fantasy story as a class and ask learners to find examples of the features you have identified together.</p> <p>Encourage learners to read fantasy stories in their own time, particularly those by an author they have not tried before and those recommended by others in the class. Ask learners to tell the rest of the class about any fantasy stories they are enjoying during their personal reading time. Support learners as they talk about fantasy stories by asking questions such as:</p> <ul style="list-style-type: none"> What do you like about fantasy stories? What sort of fantasy characters do you like? Is there anything that would make them even more appealing? Which settings do you find especially interesting? Are these settings realistic or are they make-believe?

WEEK	TOPIC	TOPIC DETAILS
5.4	Make inferences from texts, including about story settings and characters. (CONTINUATION)	<p>After reading an early chapter of your chosen fantasy story, ask learners to say what they think will happen in the next chapter:</p> <p>What have you learned about ... [a named character] so far?</p> <p>What do you think is going to happen next?</p> <p>What is ... going to do?</p> <p>5.5 (CONTINUATION)</p>
6.1	Predict what happens next in a story based on previous events in the story.	<p>Learners will need to need to make informed predictions about the character and the story based on the evidence, making connections between all the information:</p> <p>Think – What do I already know?</p> <p>Say – What do I think could happen?</p> <p>Say – Why do I think this?</p>
6.2	Take turns in a discussion, making links with what others have said.	<p>Organise learners into groups and ask one member of the group to say what they think is going to happen and why. Tell learners to point out the information they found in the text to justify their prediction, e.g. 'I think ... will happen because ...'. Ask the next member of the group to add to the prediction by saying what they think will happen after that, giving evidence from the text and referring to what the previous learner has said. Continue like this around the group, extending the story prediction each time.</p> <p>Ask each group to think of words that could appear in the next chapter of the story. This will vary depending on your choice of story. Write the words on the board.</p>

WEEK	TOPIC	TOPIC DETAILS
6.3	Use past, present and future verb forms accurately.	<p>Ask learners to write sentences about the group's predictions for the continuation of the story, including the evidence and using words from the list on the board. Remind learners that they can use verbs in the past, present and future tenses, and model some examples, such as:</p> <p>I think [character's name] will find a time machine in the cellar because she is nosey and she was searching the house in the first chapter.</p> <p>Look at the verbs together and identify and discuss the tenses that have been used.</p> <p>After learners have written their predictions, reveal what happens in the next chapter by reading it with the class.</p>
6.4	Explore in texts, and understand, the standard layout and punctuation of direct speech/Extend a discussion by contributing relevant comments and questions.	<p>Give learners an extract from your chosen fantasy story that has plenty of direct speech. As they read the text, ask learners about how the speech is punctuated, assessing their knowledge of speech marks and other speech punctuation. Ask learners to talk about how the speech is set out as well as how it is punctuated. You can support this by asking questions such as:</p> <p>Is the speech punctuation important? How does the way speech is set out in stories affect how we read it?</p> <p>6.5</p> <p>Assign each character from the extract to a learner, including the role of narrator, and ask them to read the extract aloud. Explain that each learner should only read the words their character says, and the narrator reads the rest. Practise this with learners until they understand which words are direct speech and which are not. Introduce the term direct speech.</p>

WEEK	TOPIC	TOPIC DETAILS
7.1	Begin to use other punctuation alongside speech marks to punctuate direct speech.	<p>Show learners examples of sentences containing direct speech. Explain to learners how they still need to punctuate the sentence properly, even if it is in speech marks. Use the examples to show where capital letters and end of sentence punctuation should be placed. Show learners an unpunctuated sentence containing direct speech and ask learners, as a class, to add in the correct punctuation.</p> <p>Give learners an extract from your chosen fantasy story with all the punctuation removed. Ask learners to re-write the extract, adding all the punctuation in the correct places.</p>
7.2	Explore and comment on how a writer's choice of words, including adjectives and adverbs, enhances the meaning (shades of meaning).	<p>Show learners some adjectives at the top end of the scale of intensity, e.g. excellent rather than just good, scary, enormous, beautiful. Display an extract from your chosen fantasy story that includes intense adjectives and adverbs and ask learners to comment on how they improve the story. Ask learners to think of alternative adjectives or adverbs with a less intense shade of meaning and discuss the effect of replacing the original words with them.</p>
7.3	Explore shades of meaning in adjectives and adverbs (e.g. tepid, warm, hot), and use them appropriately in own writing.	<p>Give learners pairs of words from both ends of the shades of meaning scale, e.g. miniscule, gigantic; icy, boiling. Challenge learners to think of as many words that come in between them as possible and to order them according to their intensity. The words could be written on cards and hung in order along a washing line, or written up and down a picture of a slope or staircase, or displayed on a ladder made of card. Ask learners to explain their choices for the order of the words.</p>

WEEK	TOPIC	TOPIC DETAILS
7.4	Explore and build words with related roots and meanings, e.g. medical, medicine; sign, signal, signature/(CONTINUATION)	<p>Ask them to show they understand the meanings of the words by putting them into sentences about fantasy places or characters, e.g. The miniscule village could only be seen with a magnifying glass; They had grown an enormous apple that could feed a thousand people.</p> <p>Ask learners to look at word roots to increase their vocabulary. Explain that words with the same root but different endings are often related, and give some examples. Display a root word on the board, e.g. medic, sign, play. Organise learners into groups and challenge them to write the longest list of words with the given root. Learners can show they understand the meanings of the words by including some of them in their next piece of writing.</p> <p>7.5 (CONTINUATION)</p>
8.1	Newspaper reports as an example of Factual Reporting - Facts and opinions	<p>Definition of fact? Examples of facts? Definition of opinion? Examples of opinions? Make a table with two columns: Fact and Opinion. Discuss what the terms mean.</p>
8.2	Newspaper reports as an example of Factual Reporting - Facts and opinions. (CONTINUATION)	<p>Ask learners to discuss what is special about the sentences. Elicit that each sentence contains a series of words that begin with the same sound. Introduce the word alliteration as the name for this language feature.</p> <p>Ask learners to practise writing their own examples of alliteration. This can be free association, or you could show learners a picture and ask them to describe what they can see using some alliterative phrases.</p>
8.3	Comment on the impact of figurative language in texts, including alliteration and similes.	<p>Organise learners into groups. Ask them to close their eyes and read them an extract from your chosen fantasy story that contains particularly imaginative and descriptive examples of figurative language. Ask learners:</p> <p>What did you see in your head when you heard that reading? Did anyone else see the same image in their head as you? Why do you think it made you think of different things? Why did the writer choose to write it like that?</p>

WEEK	TOPIC	TOPIC DETAILS
8.4	<p>Plan and deliver a group presentation on a familiar subject, including to a wider audience. Begin to evaluate own and others' talk, including what went well and what could be improved next time.</p>	<p>Give learners an extract from your chosen fantasy story that contains examples of figurative language. Ask each group to identify the figurative language used in the extract and discuss what images they create, paying attention to the words that they feel are most important. Ask the groups to decide whether the figurative language in the text:</p> <ul style="list-style-type: none"> creates a picture in their head creates mood and atmosphere makes it easier for them to use their imagination plays with words. <p>8.5 Ask each group to prepare a short presentation about the figurative language they have identified and discussed. They should include how it helped create the mood and talk about the vocabulary they felt was most important in achieving this mood. They can include drawings, drama, music and audience participation in their presentations. Support learners as they share out the tasks and plan their presentations.</p>
9.1	<p>Read newspaper reports and recognise that they usually contain both fact and opinion (cont'd)</p>	<p>Discuss the way that newspaper articles contain both facts and opinions, but mixed together so that it is not always easy to tell which is which. Talk about why newspapers do this and the effect it has on readers.</p>
9.2	<p>Use an apostrophe to show possession.</p>	<p>Revise the use of the apostrophe to show omission of letters in words like we'll, can't, I'm, didn't, etc. Introduce the possessive apostrophe, emphasising the fact that it is used to show ownership. Make sure learners understand that if they add an 's' to mark a plural word, they don't need to add an apostrophe (i.e. the 'grocer's apostrophe'). Give learners little exercises in deciding whether or not to use an apostrophe. When learners are revising their writing, remind them to circle all the apostrophes they have used, then to check whether the apostrophe is really needed each time.</p>
9.3	<p>Identify adverbs and recognise -ly as a suffix linked to adverbs.</p>	<p>Identify adverbs and recognise -ly as a suffix linked to adverbs.</p>

WEEK	TOPIC	TOPIC DETAILS
9.4	Consider the style of writing in different newspapers. 9.5 Consider the style of writing in different newspapers (CONTINUATION)	<p>Put each pair of learners with another pair who have different kinds of newspapers, so that all learners have the opportunity of reading a variety of styles of newspaper and of seeing how they are laid out, how they use colour, what kind of stories they think will interest their readers, etc.</p> <p>Ask learners to choose any story and read it, looking at the language. They should consider for example:</p> <ul style="list-style-type: none"> • the length and complexity of the sentences and the number of different kinds of connectives • how many sentences there are in a paragraph • how the newspaper uses headings • whether the style is chatty or formal • the kind of vocabulary chosen – (everyday, chatty vocabulary or more formal vocabulary?) • how the paper refers to eye witnesses and the kind of information given about them • how many facts and how many opinions are in a story • the wording of the headlines. <p>9.5</p> <p>Ask each group of four to evaluate the newspapers and tell you which they would prefer to read and why.</p>
10.1	Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.*	<p>Encourage learners to read a wide selection of texts, including playscripts. Set time aside daily for independent reading as well as shared reading, when each learner should be given the opportunity to read aloud to the class. Playscripts can be accessed via the internet or in hard copy. Make copies of short plays available to learners or display them onscreen in the classroom. After modelling suitable accents, volume, pace and expression, ask learners to take turns at reading the different characters out loud. Give learners feedback on their reading, including what they could try to improve next time.</p>
10.2	Read aloud with expression, adapting the pace and volume appropriate to the content.	<p>Show learners videos of plays being performed for them to appreciate and discuss the dramatic conventions of plays, such as:</p> <ul style="list-style-type: none"> characters speaking directly to the audience exaggerated language big gestures and movements how the passage of time is shown how a scene changes.

WEEK	TOPIC	TOPIC DETAILS
10.3	Extend the range of common words recognised on sight, including homophones and near-homophones.*	<p>Ask learners if they are familiar with the word homophone. Explain that homophones are words that sound the same but are spelled differently and have different meanings, e.g. here/hear, there/their/they're, your/you're, to/too/two, which/witch, piece/peace.</p> <p>Throughout the unit, as learners are reading independently, ask them to look for homophones (or words that are almost homophones). Tell learners to make a note of the words and the page reference so that a partner can check if they are homophones.</p> <p>Learners will need to remember the correct homophone to use in their writing. Give learners help remembering homophones by displaying examples around the classroom with sentences, written with learner input, showing their correct use.</p>

WEEK	TOPIC	TOPIC DETAILS
10.4	Use effective strategies, including segmenting, spelling rules, visual memory and mnemonics, to spell a range of unfamiliar regular and exception words correctly . Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.*/	<p>While reading, encourage learners to note down any spellings that they may find difficult to remember. Regularly discuss strategies to help remember the spelling of these words, such as:</p> <ul style="list-style-type: none"> covering part of the word to decode it in parts (segmenting for spelling) using knowledge of other words with the same letter combinations spelling rules, such as when to add -es and doubling consonants mnemonic sentences spelling exceptions that have to be learned individually. <p>Display words that are difficult to remember around the room and ask learners to practise using them in sentences.</p> <p>10.5 Show learners a video clip from a play without any sound. When finished, ask learners to say what they think happened in the play. As they make their suggestions, ask learners:</p> <ul style="list-style-type: none"> What aspects of the performance made you think that? What do the characters' facial expressions tell you? What do the characters' gestures tell you? What do the characters' body movements tell you? <p>Using examples from the play, ask learners to suggest what stage directions were given to the actors, such as whether they were directed to walk, creep or run on to the stage. Show learners the scene again, this time with the sound, to let learners check if they were right about what happened.</p> <p>Give learners a copy of the script for the scene they have just watched. Discuss with learners what they thought about watching a play performed rather than reading it in class. Encourage them to state and explain their preferences.</p> <p>Look at the stage directions for the play and discuss how the writer's choice of wording in the stage directions affects the enjoyment and understanding of the play. Ask learners to experiment with changing the directions to more ambiguous wording, acting out the original directions and their 'new' directions.</p>

WEEK	TOPIC	TOPIC DETAILS
11.1	Explore and comment on how a writer's choice of words, including verbs, strengthens the impact on the reader, e.g. rushed instead of went.	<p>Ask learners to comment on any differences they notice between the stage directions with clear, more powerful wording and the ones where the directions are less clear. Ask learners:</p> <p>How does the change in wording affect what the audience understands?</p> <p>Why do writers use more powerful words instead of more ordinary ones?</p> <p>How does this change in wording affect the story in the play?</p> <p>Why is non-verbal acting important in a play?</p>
11.2	Explore and understand the use of commas and apostrophes in texts, ..	<p>Review learners' prior knowledge of commas and apostrophes by giving them activities such as the following:</p> <p>Apostrophes to show omission.</p> <p>Apostrophes to show omission Write sentences on the board with the full spelling of words, then write them again with apostrophes to show where letters have been omitted to make the shortened form of the words. After a few examples, ask learners to suggest which words can be shortened and an apostrophe added.</p> <p>Make pairs of cards with the full form on one of the pair and the shortened form on the other. These can be placed face down on a table and learners can turn two over at a time to try and pair them up. The correct pairs of cards can be displayed in the classroom to help learners with their own writing.</p>
11.3	Plan a newspaper report.	Ask the learners to make notes to show what the article is about. Their notes will form the basis of their own writing later.

WEEK	TOPIC	TOPIC DETAILS
11.4	Plan a newspaper report. (CONTINUATION) 11.5 Write a newspaper report from a plan.	<p>Learners plan a newspaper report about an event in the news (local, national or international), something that happened in the school, or an event in a book. They can use a concept map or a flow diagram (which may be more appropriate) for planning their report. They should plan using two different colours, one to record facts, the other to record opinions. Remind them to think about headings and the order in which the events will be reported in the piece.</p> <p>11.5</p> <p>When learners have planned their report, ask them to write the first draft. Give them the success criteria for the report. For example: 'Write a newspaper report modelling the language and style on the language and style in one of the newspapers you have looked at. Use paragraphs to present your report, a headline that grabs readers' attention and introduces the report.'</p> <p>After learners have written the first draft of their report, ask them to do the 'writer's mumble', i.e. read it aloud several times to check it.</p> <ul style="list-style-type: none"> • Does it make sense? • Have you included an attention-grabbing headline? • Have you written in paragraphs? • Have you chosen the best words? Try to improve the quality of the verbs and nouns. <p>Are punctuation and spelling correct?</p>
12.1	Identifying commas and apostrophes in texts	<p>Ask learners to search for all the commas and apostrophes in your chosen playscript.</p> <p>Ask them to identify and explain how and where they are used. See if they can identify examples of (a) commas in lists and (b) commas to separate clauses, and (c) apostrophes to show possession or ownership and (d) apostrophes to show omission.</p> <p>Once learners can identify commas and apostrophes in the texts they are reading, ask them to practise using them in their own playwriting.</p>

WEEK	TOPIC	TOPIC DETAILS
12.2	Identifying the viewpoint from which a story is told. (contd)	<p>Give learners an extract from a fictional narrative and read it as a class. Discuss with learners from whose viewpoint the story is told and how the viewpoint can be identified. You can ask questions to support the discussion, for example: From whose viewpoint is the story told? How do you know this? Give examples from the text.</p> <p>Give learners another extract and ask them to read it independently. Once they have read the extract, ask them to identify whose viewpoint the story is told from and how the viewpoint can be identified. Learners can share their ideas with a partner or in small groups.</p> <p>To support learners with writing from the viewpoint of a character, and to support them in creating and developing a character, ask them to draw a stick person on a large piece of paper and consider the following question: What do you want this character to be like?</p>
12.3	Adapt speech, gesture and movement to portray a character in drama.	<p>As learners answer the question, they should add the information to their stick figure. This could include information about their character's background, opinions, interests, likes and dislikes, as well as details of their physical appearance.</p>

WEEK	TOPIC	TOPIC DETAILS
12.4	<p>Begin to express a viewpoint in fiction through a character's opinions about a setting or other characters/Spell words with a range of common prefixes and suffixes, including trans-, pre-, -ion, -ation and -ous.</p>	<p>Organise a hot-seating activity to introduce learners to each other's character. This is where a learner takes on the role of a character and is asked questions about their background, life, and experiences. The person in the hot seat takes on the mannerisms and appearance of their character. Put learners into pairs to write questions for the character in the hot seat, based on the stick person drawing of the character. Check that the questions are suitable, e.g. open-ended, before allowing them to be presented to the character in the hot seat. Model an example of hot seating with an adult adopting the role of a character before expecting learners to sit in the hot seat.</p> <p>Ask learners to plan for a written profile of their character using the ideas and information they have gathered. To begin with, learners should think about an appropriate setting for their character and/or other characters their character might come across. Tell learners to discuss these details with a partner, exchanging ideas and getting feedback before beginning to write.</p> <p>12.5</p> <p>Before writing takes place, tell learners that they will need to include words with common prefixes, such as un-, pre-, trans- and dis-. Assess learners' knowledge of these by explaining that prefixes are letters that are added to the start a word and change the meaning of that word. Ask learners what the prefix means by showing them examples:</p> <p>What does the prefix 'un-' mean in 'unhappy', 'undo', 'unknown'?</p> <p>What does the prefix 'dis-' mean in 'disappear', 'disagree', 'disappear'?</p> <p>Repeat the activity with common suffixes, such as -ion, -ation and -ous.</p> <p>Ask learners to identify words with common prefixes and suffixes and discuss how they can use their knowledge of prefixes and suffixes to pronounce and spell unknown words.</p>

ENGLISH SCHEME OF WORK

YEAR 4 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Developing Poetry skills.	<p>Reading a wide range of poetry types and sharing poem preferences with regard to themes and types with other learners.</p> <p>Organise learners into groups and give them a poem on your chosen theme to discuss. Ask: What do you like and dislike about the poem? Why? What images does the poem create in your mind? What patterns can you identify in the poem, such as rhymes, rhythm, alliteration and structure?</p>
1.2	Read aloud with accuracy and fluency, showing awareness of punctuation.	<p>Encourage learners to practise reading poems quietly to themselves and then reading them aloud to groups. Set a good example for learners by modelling reading aloud your own choice of poems at regular intervals. Learners should appreciate that poems have different punctuation and sentence lengths to stories and non-fiction writing, and that they need to pay particular attention to these.</p>
1.3	Use as many initial letters as necessary to organise words in alphabetical order, and to locate words in dictionaries and glossaries.	<p>In a previous unit, learners looked at how they would find a book on a given topic and practised familiarising themselves with alphabetical order. Extend this work by asking learners to locate poems in poetry anthologies by using: the titles of poems the first lines of poems.</p>

WEEK	TOPIC	TOPIC DETAILS
1.4	<p>Use effective strategies to read unfamiliar words accurately and confidently, including using phonic, morphological and grammatical knowledge, segmenting and contextual information/Generate spelling rules from spelling patterns, and test them.</p>	<p>Other ways of familiarising learners with alphabetical order are: reciting the alphabet having quizzes to find the meaning of a word in a dictionary filling in the missing letters in a sequence (e.g. A B _ D; F H J _ L).</p> <p>1.5</p> <p>As they read poetry, encourage learners to attempt unfamiliar words by using the knowledge they already have of the sounds of letter combinations. This could include knowledge of stems, root words, prefixes and suffixes. Remind learners that pronunciation can often be worked out by breaking words down into parts that are more familiar, and that other words can be worked out when looked at in the context of a phrase or sentence, for example, ask learners: Does it look like the word is describing a feeling or a place, or is it to show how powerful a statement is? Try using the rest of the sentence to work it out.</p> <p>Discuss how the meaning of a word could be worked out from the rest of the sentence with an example, for example, ask learners to work out the meaning of exceedingly in the sentence: The hat and gloves he was given were exceedingly useful in the ice-cold weather.</p> <p>To encourage learners to think about spellings, give them 'true or false?' cards that contain statements to test relevant spellings, adding to these as the term progresses. Learners have to decide whether the statements are true or false, for example, statements could include: Letter u is always pronounced as it is in up. The word nife is spelled correctly. The r-e-a-d in I can read a book and I have read a book are pronounced differently but spelled the same.</p> <p>Ask learners to read out the information on the 'true or false?' cards and challenge them to find examples to prove or disprove the statement on the card.</p>

WEEK	TOPIC	TOPIC DETAILS
2.1	Identify stressed and unstressed syllables in multi-syllabic words.	<p>At regular intervals, discuss tricky words and word patterns for learners to remember and develop strategies to help them recall such words.</p> <p>Direct learners' attention to words in the poems they are studying that have stressed and unstressed syllables. Explain that an unstressed syllable is the part of the word that you do not emphasise or stress, like the lish in English. The stressed syllable will be spoken with a higher pitch and louder. Display some words to show learners this and for them to practise, such as sentence, today, poem, letters, discuss.</p> <p>Encourage learners to read examples out loud so that you can check and correct their pronunciation if needed. Model how to read each syllable individually, not saying the whole word at once, as in sen tence, to day, po em, let ters, dis cuss.</p>
2.2	Explore and use silent letters (e.g. knife, lamb) and different spellings of words with vowel phonemes (e.g. short vowel phonemes: umbrella, young and love ('o' before 'v'); long vowel phonemes after 'w': want, war, water, word).	<p>Look at poems that use stressed and unstressed syllables in this way. Emphasise this further by reading and asking learners to read poems stressing the incorrect syllables, as in 'sentence', 'today', 'poem', 'letters', 'discuss'. Ask learners to comment on how this sounds.</p> <p>To familiarise learners with the common ways of spelling and pronouncing short vowel phonemes (as in umbrella, young and love) and long vowel phonemes (as in want, war, water, word), show examples and ask learners to say these words out loud. Ask them to say if they think they have long vowel sounds or short vowel sounds.</p> <p>Give groups of learners sentences that contain examples of vowel phonemes. Challenge the groups to write down and share: words they have discovered with the same letter string but different pronunciations (e.g. the spelling ea can be pronounced long vowel phoneme 'ee' in bead or short vowel phoneme 'e' in bread) words with the same vowel phonemes but different spellings (e.g. the short vowel phoneme 'u' can be spelled u as in umbrella, ou as in young, or o as in love).</p> <p>Learners will also need help with silent letters, both when reading and writing words such as knife or lamb. Show learners sentences containing lots of words with silent letters, for example:</p>

WEEK	TOPIC	TOPIC DETAILS
2.3	Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned	<p>Read the sentence and tell learners to write it down, listening carefully in order to both recognise and spell the words with silent letters correctly. Ask learners to compare their sentences with each other and discuss any differences they have in their identification and spelling of words with silent letters.</p> <p>Read a poem that contains words with silent letters to learners and challenge them to put up their hand whenever they spot a word with a silent letter. Highlight the letter combinations that silent letters are commonly found in, such as kn- (knife, know), -mb (lamb, numb), -gn (sign, foreign), ui (guilty, circuit), wr- (write, wrong). Display these in the classroom for learners to refer to when writing.</p> <p>Ask learners if they can share any tips that helps them remember spellings they frequently get wrong, such as: using a different colour to highlight the tricky letter combinations writing them sticky notes and placing them around at home using on-screen spell checkers keeping a spelling log containing their handwritten and on-screen spelling errors up to date.</p> <p>Ask learners to try out the suggested methods in their everyday writing to see what works best for them.</p>
2.4	Recognise, compare and contrast the themes and features of texts/Explore explicit meanings in a range of texts.*	<p>Select some poems with a common theme but of different types, such as haiku, limericks, concrete (shape) poems, free verse, kennings and list poems. Ask learners to decide what the common theme is.</p> <p>2.5 Ask learners to re-read the poems and answer the following questions: Are there any common words or phrases? What differences and similarities between the poems are there in rhyme? What differences and similarities are there in rhythm? What differences and similarities are there with the lengths of the lines?</p> <p>Ask learners to discuss their responses and give reasons for their answers, finding evidence from the poems to support their answers.</p>

WEEK	TOPIC	TOPIC DETAILS
3.1	Explore explicit meanings in a range of texts.*	<p>Discuss what explicit meaning is with learners, drawing on their prior knowledge. Display images on the chosen theme and ask learners to give explicit, factual information that they can see, such as the number of people in the photograph, whether there are buildings or furniture, or if it is outside or inside. Be careful not to accept any details that have been inferred, such as the people are happy, as this is not explicit detail. Then give examples of explicit meaning from the poems that are being looked at that give clear, obvious information, for example, in response to the question How did he run?, the poem might say:</p> <p>He ran. Quickly. He ran as quickly as his legs would move him.</p>
3.2	Choose and use words (including verbs, e.g. rushed instead of went) to strengthen the impact of writing.	<p>Modelling some examples first, challenge each learner to write the story of their poem in full sentences, telling them to use more powerful words than were used in the original poem, for example:</p> <p>He sprinted as rapidly as his legs could possibly propel him.</p> <p>Look at learners' writing and discuss how well they have used powerful words, and how this affects the impact of the information, asking learners what they picture in their head after hearing the information with more powerful wording.</p>
3.3	Identify and recognise meaning of figurative language in texts, including alliteration and similes, e.g. as ... as ...	<p>Pick figurative language used in the poem and ask learners to say what the words mean and why the writer chose them.</p> <p>Give learners a poem with any figurative language and interesting vocabulary removed and replaced with a blank space. Ask learners to read the poem, then fill in the blanks with suitable figurative language and vocabulary.</p> <p>3.5 Look at a poem on your chosen theme. Ask learners to discuss in groups the language used in the poem. This could include specific word choices and the use of figurative language. Encourage learners to identify not only alliteration and similes, but other types of figurative language, such as onomatopoeia and any others that they might recognise but not be able to name. Support the groups in sharing their ideas with other groups, encouraging them to ask questions of the other groups, until all the figurative language found in the poems has been shared and discussed.</p>

WEEK	TOPIC	TOPIC DETAILS
3.4	Comment on the impact of figurative language in texts, including alliteration and similes.	<p>Pick figurative language used in the poem and ask learners to say what the words mean and why the writer chose them.</p> <p>Give learners a poem with any figurative language and interesting vocabulary removed and replaced with a blank space. Ask learners to read the poem, then fill in the blanks with suitable figurative language and vocabulary.</p> <p>3.5 Look at a poem on your chosen theme. Ask learners to discuss in groups the language used in the poem. This could include specific word choices and the use of figurative language. Encourage learners to identify not only alliteration and similes, but other types of figurative language, such as onomatopoeia and any others that they might recognise but not be able to name. Support the groups in sharing their ideas with other groups, encouraging them to ask questions of the other groups, until all the figurative language found in the poems has been shared and discussed.</p>
4.1	Use simple figurative language, including alliteration and similes.	Ask learners to write some lines on your chosen theme containing examples of figurative language. Display learners' best examples in the classroom for use when writing their own poetry on the same theme.
4.2	Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).*	Recap with learners the types of poetry that they are familiar with, such as haiku, limericks, concrete (shape) poems, free verse, kennings and list poems. Tell them they are going to write their own poems on your chosen theme, with their final poems collated into a poetry anthology. Tell learners that, when the poems are completed, the groups will select a poem or poems from the ones they have written and act them out to make the other learners familiar with the character in their poem.
4.3	Explore and use different ways of planning to inform writing for particular purposes.	<p>Encourage learners to write a few poems, choosing a different poetic form for each one. Organise learners into small groups to write a poem, giving each group a different poetic form to write. The groups can discuss how to plan their poem, such as the layout of a shape poem, or the rhyming lines in a limerick. Support learners to ensure they use the correct layout to present their poem. When a group has finished their first poem, they can have another poem to discuss and write in the same way.</p> <p>When there are enough poems, and enough poetry types have been covered, learners can write the poems neatly by hand or on a word-processor. Discuss with learners how the book should be arranged. Will they group the poems:</p> <ul style="list-style-type: none"> • alphabetically by title? • alphabetically by first line? • by poem type? • by writer (group)? • any other way?

WEEK	TOPIC	TOPIC DETAILS
4.4	Adapt speech, gesture and movement to portray a character in drama/4.5 (CONTINUATION)	Finally, some learners can recite their poems while others act out the characters. Ask learners to decide whether the actors will mime or speak any spoken words, but remind them that they must concentrate on acting out appropriate mannerisms and movement for the characters. Ask learners to discuss how they could do this and to practice their performance before showing other learners.
5.1	Identify, discuss and compare different fiction genres and their typical characteristics.*	<p>Tell learners that they will be looking at stories that have issues or dilemmas that the characters have to face. Explain that an issue is a problem a character in a story has, such as being bullied or learning to cope when someone important to them has died, and a dilemma is a difficult choice you have to make between two things you could do. Discuss some examples of dilemmas to help learners understand, such as:</p> <p>You saw your best friend break the classroom window. Your teacher thinks it was the school bully who broke the window. Do you tell her the truth and say it was your best friend, or do you keep quiet and let the school bully, who is innocent, take the blame?</p> <p>The council is going to let a supermarket being built on the school play area. You know you could stop it happening if you say you have seen very rare butterflies living there. Do you tell the council about the butterflies, which is a lie, to keep the play area, or do you not lie about the butterflies but lose the play area?</p> <p>Discuss any stories that learners may have read about issues or dilemmas. Ask learners to share what they enjoyed about them with examples from the stories</p>
5.2	Speak with accuracy and sometimes at length in a range of familiar contexts	<p>Once learners have read or listened to a few stories with issues or dilemmas, discuss what features these stories have in addition to the basic story outline of introduction, conflict, climax, resolution and conclusion. They might identify, for example, that stories about issues and dilemmas:</p> <ul style="list-style-type: none"> grab the reader's attention quickly describe the main characters, including their thoughts and feelings use powerful verbs and adjectives build tension.

WEEK	TOPIC	TOPIC DETAILS
5.3	Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts	<p>Display a summary from a story that the whole class has read. Ask learners to show the events of the story on a flow chart with five boxes. Challenge them to write one important event in each box to show the key features of the structure of the story, for example:</p> <p>Ask learners to discuss the events they have written in pairs and compare their charts: Have you identified the same parts of the story? Have you put them in the same order?</p>
5.4	Use knowledge of punctuation and grammar to read unfamiliar texts with understanding/Read aloud with expression, adapting the pace and volume appropriate to the content.	<p>Remind learners that they can apply their knowledge of punctuation and grammar to help read unfamiliar texts. Draw their attention to punctuation marks at the start of group reading sessions and also by modelling good reading, e.g. using correct intonation. Ask learners: What is the purpose of punctuation? How do different punctuation marks affect intonation when reading aloud? How do punctuation marks help us understand the meaning of a sentence?</p> <p>Display an extract that contains full stops, question marks and exclamation marks. Discuss with learners how the punctuation affects the way we read the sentence, for example, ask learners to explain the difference between the three sentences: You spent a lot of money, You spent a lot of money? and You spent a lot of money! What does your voice do at the end of the sentence each time? Which words do you emphasise each time? Are the same ones or are they different? Why?</p> <p>5.5 Display an extract from a dramatic scene from the story that has had all the full stops, question marks and exclamation marks removed. Ask learners: • How does this affect the impact of the scene?</p> <p>Organise learners into groups and ask them to read the next chapter of your chosen story to each other, paying attention to the punctuation marks, reading with expression, and making the pace and volume appropriate to the excitement of the scene.</p>

WEEK	TOPIC	TOPIC DETAILS
6.1	Spell common homophones correctly to match their grammatical purpose, including they're, their, there.	<p>Recap what Learners know about homophones. Ask them each to write a sentence that shows the meaning of the word with the pronunciation /ðɛ:/ (i.e. there, their or they're). Do not let them know how the word is spelled! Ask learners to compare their sentences to reveal the different words they might have used (there, their or they're). If they have all used the same word, write a sentence for the other words that sound the same. Ask learners: Who has got the right answer? How can they all be correct?</p> <p>Challenge learners to find examples of there, their and they're in your chosen story. Do the same with other homophones such as our and hour, new and knew, weak and week.</p>
6.2	Express personal responses to texts, including linking characters, settings and events to personal experience.	<p>Read the part of your chosen story in which a character faces a dilemma. Ask learners to discuss and answer the following questions in groups: What would you do in the same situation? Why would you respond in that way?</p>
6.3	Respond politely to another point of view with a personal point of view.*	<p>Ask learners to think of different issues and dilemmas that a character could face in a story and compile a list of suggestions together. Be particularly sensitive about talking about issues and dilemmas with learners. Be aware of issues they may face at home or at school, and be careful to avoid causing any distress.</p>

WEEK	TOPIC	TOPIC DETAILS
6.4	Write character profiles to inform story writing/Develop descriptions of settings and characters to capture the reader's imagination.	<p>Ask learners to write a profile of their character, answering the following questions: How much will the reader know about your character? What do they look like? What is their issue or dilemma? How do they feel about it? Will you tell your story from the viewpoint of the character and write it in the first person? Or will you tell the story for your character and write it in the third person?</p> <p>6.5 To help learners visualise their character, they can draw a picture of them, showing what they look like and what they are wearing, adding labels for any details they want to include and speech bubbles to show what the character is thinking.</p> <p>When the character profiles are complete, ask learners: What is the setting for your story? How can you describe the setting to make it seem real and to make the story more interesting and exciting? Ask learners to write notes about the setting for their story, describing where it is and what it looks like. Encourage learners to think of alternative words and phrases for overused ones. Write an overused word on the board, e.g. said, and ask learners to think of as many alternative words for said as they can.</p>
7.1	Explore and use alternatives for overused words and phrases.	<p>List other overused words and phrases on the board, such as and, so, and so, big, small, good, nice, in the end, there once was, lots of. Ask learners to think of more to add to the list.</p> <p>Ask learners to look at the language used in your chosen story and to identify synonyms that the writer has used instead of overused words and phrases. Provide dictionaries and thesauruses for learners to find and check alternative words.</p>

WEEK	TOPIC	TOPIC DETAILS
7.2	Begin to evaluate own and others' talk, including what went well and what could be improved next time.*	<p>Ask learners to look at their character profile and notes on their setting to see if they have used any overused words. Challenge them to think of more interesting alternatives to describe their character's feelings and the setting.</p> <p>Give learners the opportunity to present their character, the issue or dilemma they face, and how they resolve it, to each other in groups. Ask learners to give each other feedback, saying what the best features were and what could be improved.</p> <p>Give learners the opportunity to make any necessary changes or improvements to their character profile, setting description and outline of the issue or dilemma.</p>
7.3	Explore implicit meanings in a range of texts.*	<p>Clarify with learners what implicit meaning is by modelling examples from an extract of your chosen story. Model the type of question to ask first, for example:</p> <p>How can you tell that the character is tired? Why do you think it is night-time? Why is it not a good idea for the character to go into the house?</p> <p>Ask learners to think of some questions to draw out the implicit meaning from the extract and get them to ask each other their questions in groups. Ensure learners refer to the extract in their answers.</p>
7.4	Predict what happens next in a story based on previous events in the story/ 7.5 Explore in texts, and understand, the standard layout and punctuation of direct speech.	<p>Check learners understand what a prediction is and, after modelling some predictions, ask learners to predict what they think will happen to resolve the issue or dilemma in your chosen story. Encourage learners to suggest a variety of possible future events and endings. Their ideas will depend on how they would resolve the issue or dilemma in the story if they were the character. Learners should refer to the information and events they already know about in the story and use these to predict what might happen next.</p> <p>Recap with learners the use of direct speech. Ask learners to read a text containing direct speech and talk about how the speeches are set out, including the use of punctuation. Write some sentences with direct speech on the board, some correctly punctuated and others with punctuation marks missing. Ask questions such as:</p> <p>Does the question mark come inside or outside the speech marks in this sentence? What is missing from this sentence? Where should the exclamation go?</p> <p>Ask learners to work in pairs, and give them some sentences containing direct speech that have been cut up so that all the different elements of the sentence (every word and punctuation mark) are on separate pieces of paper. Challenge learners to put the pieces in order to make the sentences.</p>

WEEK	TOPIC	TOPIC DETAILS
8.1	Explore in texts, and understand, the use of commas and apostrophes.	<p>Ask learners to find examples of sentences in which the speech verb, e.g. said, comes before the speech and sentences in which it comes after the speech. Ask learners to explain the different placing of the commas in each to their partner. Challenge learners to find other examples of commas in the extracts and explain what they are being used for in each one, for example:</p> <ul style="list-style-type: none"> to indicate a short pause when we are reading, such as in a long sentence or in a list to add information that could otherwise be put in brackets (parentheses) to separate clauses to introduce and end direct speech within a sentence. <p>Model an example of how misplaced commas in lists can be misleading, such as:</p> <p>She bought red cotton, trousers and aircraft, books and went home. She bought red cotton trousers and aircraft books and went home.</p> <p>Challenge learners to make up humorous examples of their own.</p>
8.2	Experiment with varying verb forms in texts, including in direct speech.	<p>Read an extract containing a range of regular and irregular verbs. Challenge learners to find all the verbs in the text. Ask learners to find examples of past, present and future verbs, and regular and irregular verbs. Give learners an extract from the story with incorrect forms of the verbs replacing the correct ones. Ask learners to correct the verbs.</p>
8.3	Use apostrophes for singular and plural possession.	<p>To recap on work done on apostrophes that show a range of dramatic conventions, ask learners to search for apostrophes of possession in an extract. Model examples showing both singular and plural possession and ask learners to explain, referring to the examples, what the difference is.</p>

WEEK	TOPIC	TOPIC DETAILS
8.4	<p>Identify the viewpoint from which a story is told/ Explore in texts, and understand, subject-verb agreement/8.5</p> <p>Explore in texts, and understand, subject-verb agreement.</p>	<p>Partway through reading your chosen story, ask learners to consider from whose viewpoint the story is being told and how they know: Is this story written in the first person or the third person? How do you know? What do we call the person who tells the story? What is the narrator's name? Do you think you are like this character? What have you got in common with them? Remind learners about verbs and their purpose in a sentence. Display a few model sentences where the character narrating the story is the subject. Highlight the subject and verb. Ask learners to find further examples of sentences where the character narrating is the subject and ask them to identify the verb that goes with the subject.</p> <p>Display a pair of similar sentences, one with a singular subject and a verb that agrees with it, and the other with a plural subject and a verb that agrees with it, for example:</p> <p>The girl hides from the bully. / The boy and girl hide from the bully. The child plays football. / The children play football. The boy is scared of the dark. / The boys are scared of the dark.</p>

WEEK	TOPIC	TOPIC DETAILS
9.1	Use the verb to be accurately, including subject-verb agreement for different verb forms.	<p>Ask learners what the difference is between the sentences in each pair, and why there is this difference. After showing learners plenty of examples, get them to work out some rules for subject-verb agreement, such as: Singular subjects need singular verbs; plural subjects need plural verbs. For regular present-tense verbs, add -s to singular verbs but not to plurals.</p> <p>Learners could make a note of irregular verbs that do not follow the 'adding -s' pattern, e.g. I am, you are, it is, we are, they are, writing these on sticky notes and putting them on a wall in the classroom as they find an example of them.</p> <p>Explain that the matching of subject and verb is known as subject-verb agreement: the subject and verb have to agree with each other for the sentence to be grammatically correct. Ask learners to explain what happens to the sentence when they do not agree, as in The girl hide from the bully, The boy and girl hides from the bully, and so on.</p> <p>Give learners sentences from your chosen story that you have altered by replacing the verbs with options, so that learners have to choose the correct form of the verb, for example:</p> <p>The caravan was/were our home.</p> <p>Ask learners to choose the correct form of the verb in each sentence.</p> <p>To practise using the verb to be, ask learners to take all the verb forms they have written on the sticky notes and to write sentences with each one in, making sure that the subject and verb agree. Model some sentences first to guide learners.</p>
9.2	Write alternative beginnings and endings for stories.	<p>Discuss with learners how a story could have had a different beginning and ending. Using your chosen story as an example, talk about how it could have: started differently to produce a different dilemma ended differently if the dilemma had been dealt with in a different way.</p> <p>Model an alternative ending to the story, showing learners how to plan their writing, for example: use planning boxes to organise paragraphs have a catchy opening sentence briefly introduce the character at the start and make sure the setting is clear say what the problem is show how the character resolves the problem include interesting vocabulary.</p>

WEEK	TOPIC	TOPIC DETAILS
9.3	Begin to take an assigned role within a group.*	<p>Organise learners into groups and ask them that to plan and write an alternative ending for your chosen story. Ask each group to discuss the different events that could happen or things the character could do to resolve the issue or dilemma. Each learner should choose one of the ideas they discussed to write an alternative ending to the story.</p> <p>Before they start writing, ensure that learners plan their ending. They can refer to the planning model demonstrated earlier. Ask learners to share their plans with each other in their group and feed back suggestions for improvement before they write their alternative ending.</p> <p>Learners can use the features you identified at the planning stage as a checklist for their writing. When they have finished, give them opportunities to read their alternative endings to their group or the rest of the class.</p>
9.4	Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts. Read and explore a range of non-fiction text types.* /	<p>Throughout the unit, learners should be encouraged to read a wide selection of non-fiction texts, particularly those that try to persuade the reader. Learners should be encouraged to make their own choices about non-fiction texts in addition to looking at texts as a class.</p> <p>Explain to learners that they will be looking at texts that try to persuade people to do something, buy something or form an opinion about something. Set time aside daily for independent reading of different persuasive texts as well as shared reading, when learners should be given the opportunity to read aloud to the class and to discuss how effective the persuasive texts are at persuading.</p> <p>9.5 Ask learners if they can remember if they had bought or wanted to buy anything they had seen advertised, such as toys, games, food or drinks. Model examples of good reading practice by reading aloud to the class and discussing your own experiences of being influenced by persuasive texts.</p>
10.1	Comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.	<p>Show learners examples of persuasive texts and ask them to say what they think are the most important words in each text. Show examples of persuasion that use non-verbal communication (e.g. colours, exclamation marks, images of animals, children in need) and ask learners to comment on how these can persuade without using words, identifying the non-verbal features that are the most persuasive. Discuss their suggestions, asking learners for their opinions about what works well, what does not work well and why.</p>

WEEK	TOPIC	TOPIC DETAILS
10.2	Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.*	Explain to learners that persuasive texts can take many forms, such as letters and posters. Have as many different examples of persuasive texts available as possible, from books, magazines, newspapers, TV, radio and the internet for learners to look at and discuss.
10.3	Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.*	<p>Give learners the opportunity to read persuasive advertising texts and watch persuasive advertising on television and videos. Once persuasive texts have been thoroughly explored, identify and discuss their key features, first demonstrating examples found in the texts, such as pointing out the use of bright colours in a poster or powerful words in a letter, then getting learners to find and share examples themselves such as:</p> <ul style="list-style-type: none"> powerful words figurative language, e.g. alliteration memorable slogans exaggerated claims bright colours rhetorical questions connectives to sequence ideas emotive language. <p>Ask learners to find examples of each of these features then share their examples with a partner. In their pairs, ask learners to discuss which features are more persuasive, giving reasons for their ideas.</p>

WEEK	TOPIC	TOPIC DETAILS
10.4	Use non-verbal communication techniques for different purposes/Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts persuade the reader.	<p>Give each learner an image of an object, such as a car, a house, a food item or a toy, printed in the middle of a plain piece of paper. Ask them to create a persuasive poster to get someone to buy the object by using any appropriate visual/non-verbal features that they have examined so far and setting out the poster in a way that will attract attention. When completed, tell learners to look at each other's posters and comment on how persuasive the features used are, and to say which features are more effective than others on each poster.</p> <p>10.5 Look at examples of persuasive texts and discuss the purpose of each, e.g. to persuade someone to buy a pizza, to persuade someone to donate money to save endangered animals. Ask learners to comment on which of these texts may persuade them to do something, and what it is in the text that would persuade them, e.g. powerful words, photographs, promises. Support learners by asking them to recall the features of recount and explanation texts. Display learners' ideas and scaffold if needed to get more complete lists, for example:</p> <p>Referring to the lists, ask learners to compare the features of persuasive texts with those in the other text types, asking them to discuss how and why these features are found in each of the different text types, for example:</p> <ul style="list-style-type: none"> • bright colours are used in persuasive texts to attract the reader • time connectives are used in recounts and explanation texts because the information in these needs to be written in time order to make sense.
11.1	Identify key words and phrases that establish the main points in a text.	After modelling examples, ask learners to identify the sort of words and phrases that are common to each of the text types, such as particular time connectives in recounts or specific powerful verbs in persuasive writing in the texts provided. When ideas have been discussed, encourage the groups to feed back their ideas and compare them with other groups' ideas
11.2	Identify key words and phrases that establish the main points in a text.	<p>Explain to learners that persuasive texts often contain a mixture of facts and opinions. In a persuasive text learners are familiar with, highlight examples of both facts and opinions so that learners can see the difference. If possible, show learners videos of advertisements, asking them if they think what they heard was fact, opinion or a mixture of both. Talk about when the text is stating a fact (e.g. There are a lot of cars in the city) or when it is giving an opinion (e.g. It's an unbelievable opportunity!).</p> <p>Give learners a new persuasive text and ask them to highlight or underline facts in one colour and opinions in another. Learners can compare their annotated texts with each other.</p>

WEEK	TOPIC	TOPIC DETAILS
11.3	Begin to distinguish between fact and opinion in texts.*	<p>Ask learners to make a spider diagram of words that are often found in persuasive writing, both when stating facts and when giving opinions, for example</p> <p>unbelievable amazing</p> <p>before it's too late!</p> <p>fabulous you must</p>
11.4	Develop writing for a purpose using language and features appropriate or a range Recognise, compare and contrast the themes and features of texts.of text types/	<p>Ask learners to write persuasive sentences, using some of the words they put in the spider diagram, to try and persuade other learners to do something or go somewhere that they actually think is boring. Remind learners to use the features that they have discussed and identified in persuasive writing. Ask learners for feedback on how persuasive they think the sentences are.</p> <p>11.5 Ask learners to look at a range of different types of persuasive texts and discuss the similarities and differences between the text types.</p>
12.1	Listen and respond appropriately, including asking and answering questions to develop ideas.	<p>Organise learners into groups and, for each text, ask them to compare and contrast the texts, discussing questions such as:</p> <p>Is the text formal or informal? Does it speak directly to the reader or to a wider audience? Is descriptive language used, or is it straightforward and practical? Does it contain facts, opinions or both? What ideas and subjects are the same and what is different? What features are found in more than one of the texts? Are different themes found in different types of persuasive texts? If so, what are the different themes?</p>
12.2	Use a range of quantifiers appropriately for the context, e.g. either, neither, both.	<p>Using the examples they found in the text as a model, ask learners to write sentences containing quantifiers that try to persuade people to do something, for example:</p> <p>If you spend less time watching TV, your homework will be better. In no time, you will have healthy teeth and gums! Either soap will make your clothes clean, but if you use ours they will be cleaner. Each child could have enough water to last a whole month.</p>

WEEK	TOPIC	TOPIC DETAILS
12.3	Write multi-clause sentences using a range of connectives.	Talk about connectives with learners and, once they have been reminded that connectives are used to join multi-clause sentences, ask learners to highlighter or circle all the connectives in their persuasive text. Using examples from persuasive texts as a model, challenge learners to make their quantifier sentences into persuasive multi-clause sentences using a range of connectives.
12.4	Adopt a viewpoint in non-fiction writing that is appropriate for the purpose and audience/Explore and describe the main stages in a text from introduction to conclusion	<p>Tell learners that they will be creating their own persuasive writing on a topic that is familiar and of interest to them. Topics could include:</p> <ul style="list-style-type: none"> People should be fined for dropping litter Homework should be banned The school day should be shorter Cars should not be allowed in cities Only serve healthy foods at school Ban adverts for sweets on kids' TV channels. <p>Before they begin their planning, learners will need to:</p> <ul style="list-style-type: none"> ensure they understand the topic they are writing about confirm their viewpoint in relation to the topic understand how persuasive writing is structured and laid out research the topic, gather information and make notes. <p>12.5 Organise learners into groups and ask them to discuss the different viewpoints that could arise from each of the topics; for example, some people feel very strongly about the amount of litter on the streets and there are others who think it is harsh to fine someone for dropping a piece of rubbish.</p>
13.1	Locate and use relevant information from a text to answer questions.	<p>Once each group has chosen their topic, ask learners:</p> <ul style="list-style-type: none"> What is your viewpoint on the topic? Who are you trying to persuade? What are you trying to persuade them to do? <p>Support learners in finding sources of information for their persuasive writing. Ask the groups to create questions they need to answer from the research they will carry out, for example:</p> <ul style="list-style-type: none"> Who do I need to persuade? Which text type would be most appropriate? What factual information do I need to gather? What sort of language is normally used in this type of text? How are claims worded? What sort of images will be most effective?

WEEK	TOPIC	TOPIC DETAILS
13.2	Explore and use different ways of planning to inform writing for particular purposes.	<p>Show learners persuasive texts and videos to demonstrate how to structure written and spoken forms of persuasion. For each text type you introduce, ask learners to consider the structure and to answer the following questions:</p> <p>Is there an opening statement or introduction, and what sort of information is included?</p> <p>What happens in the middle, for example, are points made to back up the opening statement?</p> <p>Where and how is evidence included?</p> <p>How is it concluded?</p> <p>Is there a summary?</p>
13.3	Develop a logical sequence of ideas, making relationships between them clear.	<p>Learners can model their own persuasive writing on the texts they have looked at. They will need to think about how to plan their writing. One way is to write each point they want to make on a separate sticky note so that the points can be considered and reordered as needed, with key words highlighted. Separate sticky notes can be used to write connectives on, and these can be placed between the other sticky notes to create a logical sequence.</p> <p>Another planning method is to draw a KWWL grid with four columns:</p> <p>What I Know What I Want to know Where I will look What I have Learned.</p> <p>In the first column, learners write what is already known, in the second column they write questions to be answered, in the third column they write where to look. Once the groups have researched their questions, they can record what they have learned in the fourth column.</p> <p>Once each group has completed their research, they should talk through it to make sure that it is in a sensible order before they start to fill in the details.</p>

WEEK	TOPIC	TOPIC DETAILS
13.4	<p>Explore and use different ways of laying out and presenting texts to suit Plan and deliver a group presentation on a familiar subject, including to a wider audience the purpose and audience (handwritten, printed and onscreen)/</p>	<p>Recap on work they have done on using more exciting, more powerful words to make writing more interesting, and remind learners to include appropriate quantifiers. Use an extract from a persuasive text that contains powerful words such as fantastic, urgently, huge and the best. Replace these words with overused words such good, soon, big and okay. Ask learners to comment on the persuasive power of the rewritten extract and ask them to write an improved version after small-group discussions. Learners can use dictionaries or thesauruses to extend their vocabulary by finding alternatives to overused words. Show learners the writer's original version so that they can compare their own improved version with the original version. Ask learners to say how successful they think they were at improving the extract.</p> <p>13.5 Help learners to plan their persuasive campaigns by modelling ideas for the following points and asking learners to make further suggestions about:</p> <ul style="list-style-type: none"> the size and age range of the audience how they will present all the material they have prepared (e.g. verbally, non-verbally, onscreen, on hard copies for the audience to read) who will present each aspect of the presentation. <p>Support learners as they write and prepare their persuasive campaign for presentation to their audience by showing examples of the following:</p> <p>Speeches and letters</p> <ul style="list-style-type: none"> introduction explaining what you want to persuade the listener or reader of or to do points or paragraphs with details and examples of why it is a good thing conclusion to sum up and to say what you want to the reader to do. <p>Posters and adverts</p> <ul style="list-style-type: none"> bold writing or statements to attract attention catchy slogan eye-catching illustration. <p>Drama</p> <ul style="list-style-type: none"> brief and lively. <p>Give groups opportunity to practise their presentation and make changes to ensure it works for the audience. If possible, arrange for the groups to present to other audiences too, such as adults or younger learners.</p>

