



Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Spring 1 – Adventure Story/Descriptive Poetry/Historical Fiction, Graphic Novel. Spring 2 – Biography, Classic Narrative/Fantasy Fiction	5	Spring	14 weeks

Spring 1

NC Skills Explored in this topic

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Give well-structured, descriptions, explanations and narratives
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play, improvisations and debates

Reading comprehension:

- Identify and discuss themes and conventions
- Make comparisons within and across books
- Learn poetry by heart
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Summarise main ideas, identifying key details
- Retrieve, record and present information from non-fiction
- Explain and discuss understanding of reading

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action

- Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Proof-read for spelling and punctuation errors
- Perform own compositions using appropriate intonation, volume and movement

Duration	Resource, Genre and purpose	Learning intentions.	
4 Weeks	<p>Text: Arthur and the Golden Rope (Adventure Story Narrative)</p> <p>Resource: Pathways</p> <p>Purpose for Writing: To entertain</p>	<p>Overview Arthur decides to make the journey to the great hall and help Thor catch the wicked Fenrir. In an exciting battle, it seems as if all is lost, until Arthur proves that even a small boy can be the most unlikely of heroes. (Allows children to revisit and apply their knowledge from the Viking era Year 4)</p> <p>Writing outcome 1: To write a short adventure of how Arthur acquires a new object.</p> <p>Writing outcome 2: To write a myth: to create characters (heroes, villains and monsters) and settings.</p> <p>Greater depth Writing outcome 1: To write a short adventure of how Arthur acquires a new object and is seen through the eyes of another character.</p> <p>Greater depth writing outcome 2: To write a myth from a different character’s point of view.</p>	
<p>RWI Spelling patterns linked to unit.</p> <ul style="list-style-type: none"> • Words that contain the letter string /ough/ • Homophones • Orange words 		<p>NC vocabulary linked to unit.</p> <p>attached, category, committee, definite, exaggerate, excellent, foreign, interrupt, lightning, marvellous, mischievous,</p>	<p>Ambitious Vocabulary linked to unit.</p> <p>elements, mighty, bounded, gravely, ravaged, realms, peril, endurance, fruitful, valiant, ravines, molten, embers, townsfolk, meddler, fjord, warrior, cauldron, talon.</p>

	privilege, relevant, rhythm, stomach, symbol, twelfth, yacht,	
<p>Cycle 1, Week 1</p>	<p>Viper reading focus (Build vocabulary and retrieve) (Session 1) Read to the pupils - page 1 and 2 of 'Myths of the Norsemen' to introduce the ancient Norse world and the Gods.</p> <p>Skill: To use relative clauses (Session 2) Pupils create character profiles of their chosen character. Use these to create Top Trumps (see resources for outline). Ensure at least one of the sentences with relative clauses has been used in the profile. Check accurate comma use.</p> <p>Skill: To use a varied and rich vocabulary (Session 3) To build a glossary of words to help enhance vocabulary using our dictionary skills. Use these words in context by writing the words into a sentence using the family tree. To apply write a short account about the Norse worlds.</p> <p>Skill: To use ambitious vocabulary and relative clauses. (Session 3) Tease out some ambitious vocabulary and descriptive phrases about the character and go on to write a character description of Arthur (the main character in the story).</p> <p>Skill: To use expanded noun phrases to convey information (Session 4).</p>	
<p>Cycle 1, Week 2.</p>	<p>Write a mini adventure about how Arthur obtained and acquired magical objects.</p> <p>Viper reading focus (Build Vocabulary and make inferences) (Session 4) Atrix tells wondrous and frightening stories every night. Can you think of a synonym for 'wondrous' and one for 'frightening'? Find and copy a word on page 15 that means the same as 'belonging to the very distant past' or 'very old'. What are your first impressions of Arthur? How do the townsfolk react to Arthur carrying around his collection of unusual items? Why might Arthur's greatest challenge so far be rescuing Atrix's cat? Read page 11. Why might Arthur be different? What role do you think Wind Weaver's gift will play in the story? Do you think Arthur will use the Hand of Time? How? Why?</p> <p>Skill: To use expanded noun phrases to convey information (Session 5) Pupils should choose one item from each list to expand to a magical object. Create expanded noun phrases around the object applying vocabulary from session 3. Develop these to create a free verse poem.</p>	

**Cycle 2, Week
1**

Skill: To plan a short story

Children plan a short story to explain how Arthur gains another new magical item to add to his collection.

Skill: To write a short story

Children plan a short story to explain how Arthur gains another new magical item to add to his collection. Think about all the things he has seen so far and use the information gathered in Session 5 and the children's knowledge about the setting.

Skill: To edit and improve

Pupils should reflect on the skills throughout the week.

Have they:

- Engaged the reader through use of description, feelings and opinions?
- Used relative clauses?
- Used ambitious vocabulary linked to the setting?

Viper reading focus (Build vocabulary and infer) (Session 6)

On return to their tables, pupils create thoughts, feelings and dialogue charts for one character in that scene. Pupils write their own scene, showing how character's feel through their speech.

Skill: To use relative clauses (Session 7)

Pupils create either a story map or timeline of what was encountered by Arthur by following the white line from his town, to Valhalla, home of Thor. Once the map is created, expanded noun phrases and sentences with relative clauses should be added to the map.

Skill: To use cohesive devices across paragraphs. (Session 7 or 8)

Pupils recount Arthur's journey, introducing each paragraph with a different adverbial for time or place, or through character speech Or Pupils use the sentences (see resources) which describe the structure of the clip. Each sentence represents a new paragraph. Ask pupils to consider ways to introduce and connect the paragraphs using adverbials. They may add extra detail.

Skill: To use summarise main ideas and use cohesive devices across paragraphs (Session 9)

Pupils write the opening sentence for each paragraph on the sheet. The idea of this activity is so that pupils see how often you need to change a paragraph and also how to link across paragraphs. There is no need for

**Cycle 2, Week
2**

pupils to write the narrative of this scene but you may wish for them to do so to practise paragraphing and to support their understanding of cohesion.

Skill: To use relative clauses and the correct use of comma's. (Session 10).

Pupils write a short profile for Arthur. Arthur, a selfless individual, put himself forward to carry out the most perilous of tasks. To save his town from the clutches of the evil wolf Fenrir, he ventured to meet Thor who was the God of Thunder.

Viper reading focus (Build Vocabulary and summarise) (Session 11)

Predict what will happen next – what has happened to Arthur's hand? Can pupils remember the magical objects...? Does Arthur have one left? Read to the end and summarise key events.

Skill: To use paragraphs to organise ideas (Session 12 pt1)

This session prepares pupils for writing their myth. All other Feature keys have been investigated throughout the unit, except the first one on story openings. Pupils should work in groups to read and sort the range of story openings in resources. Each opening is from a Norse myth. They should be sorted into the following groups: - Character description - Setting description - Action – Dialogue. Ask children to elaborate on these.

Skill: To plan a myth (Session 12 pt 2)

Pupils plan their own myth set in the Norse world. Use planning grid for identifying the main characters, settings and quests (in resources session 12). All of the work carried out in this unit should contribute to planning the final story.

Skill: To write a myth (Session 13)

Pupils should use their planning sheets and work from throughout the unit to write their myth section by section.

Skill: To edit and improve

Pupils should reflect on the skills throughout the week.

Have they:

- Used expanded noun phrases to convey complicated information concisely?
- Used relative clauses to add detail and description?
- Linked across paragraphs using adverbials?
- Are they using commas to clarify meaning?

NC skills linked to topic

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Select and use appropriate registers for effective communication

Reading comprehension:

- Learn poetry by heart
- Prepare poems for performance
- Check sense, discuss understanding and explore meaning of words in context
- Evaluate authors' language choice

Writing composition:

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a recipe poem about new beginnings for performance

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p>Poetry Unit (Descriptive Poetry)</p> <p>Resource - Old Possum's Book of Practical Cats by T.S. Eliot Year 5 Hamilton Brookes (hamilton-trust.org.uk)</p> <p>Purpose -To entertain.</p>	<p>Overview (Links well to real life scenarios and familiar themes)</p> <p>Writing outcome: To write a poem of their own based on an animal of choice.</p> <p>Greater Depth Writing Outcome: To write a poem of their own based on an unusual animal of choice.</p>	
<p>RWI Spellings linked to topic.</p> <ul style="list-style-type: none"> • Orange words • Homophones that are easily confused with others. 		<p>NC vocabulary linked to unit. attached, category, definite, excellent, interrupt, marvellous,</p>	<p>Ambitious Vocabulary linked to unit. Couplet, prose, assonance, onomatopoeia,</p>

	<p>mischievous, privilege, relevant, rhythm, stomach, symbol,</p>	<p>repetition, syllables, consonance, hyperbole, metaphor, stanza, alliteration, chorus, oxymoron, simile</p>
<p>Cycle 1, Week 3</p>	<p>Viper reading focus (Build vocabulary and explain) (Unit 1, Day 1 and 2)</p> <p>They can bring a picture of their ideal pet if they don't have one or a picture of someone else's pet that they know and like. Jot down what they do and behaviours of cats discuss. Read descriptions of cats some of the language in the poems is unfamiliar jot down some of the words.</p> <p>Skill: To prepare and perform a poem (Unit 1, Day 3 and 4)</p> <p>Chn read through Old Gumbie Cat . Give each group a specific verse to prepare. They should try to learn their words by heart as much as possible. Use these new words to write another 'chorus' to 'The Old Gumbie Cat' using the same structure and pattern, with the same first and fourth line. Read through together and edit as you feel necessary.</p> <p>Skill: To write and punctuate relative clauses (Unit 2)</p> <p>Children follow the Writing Brief, to write sentences to describe a fourth scenario for Old Deuteronomy.</p> <p>Skill: To use parentheses (Unit 4, Day 1)</p> <p>Children work through the activities in Skimbleshanks Sentences 1-3, adding information to sentences, using parentheses. children must compose their own information and decide where to put it. Children go on to make up their own sentences about Skimbleshanks.</p> <p>Skill: To use punctuation to make parenthesis clear (Unit 4, Day 2/3)</p> <p>They re-write these sentences using commas, brackets or dashes to show the parenthesis and to make the sentences clear. Write a newspaper piece celebrating the great achievements of Skimbleshanks on the railway.</p>	
<p>Cycle 2, Week 4.</p>	<p>Viper reading focus (Build vocabulary and summarise) (Unit 5)</p> <p>Read and review a selection of poems from the Unit with a focus on The Naming of Cats, The Old Gumbie Cat, The Rum Tum Tugger, Old Deuteronomy, Macavity and Skimbleshanks). Take time to perform. Explore vocabulary, descriptive language and summarise them and what they like about each one.</p> <p>Skill: To identify features of a poem (Unit 5)</p>	

Look carefully at a chosen model and identify features and what they tell us.

Skill: To plan a poem

Working with their partner they think of descriptive language and phrases that they could use when writing about their animal. Using the resource with various openings from Eliot's poems, children write a strong opener for their poem.

Skill: To write a poem

They should consider what rhyme scheme they will use and select word endings which have many rhyming possibilities, before naming their subject. Support children who struggle to find rhyming possibilities or who need help in selecting a suitable structure.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the unit.

Have they:

- Used descriptive language?
- Used relative clauses?
- Used the correct layout?
- Used parenthesis?

NC skills linked to topic.

Spoken Language

- maintain positive attitudes to reading and an understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes

Reading comprehension

- maintain positive attitudes to reading and an understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

Writing composition

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs

Grammar

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p>Hugo Cabaret (Narrative)</p> <p>Resources – Curriculum Folder The Invention of Hugo Cabret by Brian Selznick</p> <p>Purpose - To entertain</p>	<p>Overview Set in 1930 Paris. The hero of the book, (Hugo) is an orphan who lives inside the walls of a train station. <i>(Fits well with D and T unit of moving toys)</i></p> <p>Writing outcome: To write a newspaper report as a journalist about the fire.</p> <p>Greater Depth Writing Outcome: To write a newspaper report as a journalist about the fire using a range of reported and direct speech.</p>	
<p>RWI spellings linked to topic.</p> <ul style="list-style-type: none"> • Words ending in –ent • Orange words 		<p>NC vocabulary linked to unit.</p>	<p>Ambitious Vocabulary linked to unit.</p>

<ul style="list-style-type: none"> Homophones that are easily confused with others 	<p>Available, achieve, equipped, equipment, familiar, frequently, necessary, recommend, relevant sufficient, temperature.</p>	<p>Agitated, furious, snatch, shudder, scavenge, rickety, emerge, decrepit, summon, revealing, sole, artificial, restless.</p>
<p>Cycle 1, Week 5</p>	<p>Viper reading focus (Build vocabulary and infer) Model 'thinking aloud' making inferences based on the image. Refer to the illustrator's use of lighting, spacing and shot type (long, medium and close-up) and what this tells us about the character. e.g. when we look at the pictures what vocabulary springs to mind?</p> <p>Skill: To use apostrophes for contraction Show children a heart-shaped key. Ask them to create some statements about where it might come from or what it could do, e.g.: It might open a chest that contains secrets. Children to identify the modal within their sentence and create a negative contraction by adding the contracted form of not, e.g. couldn't, wouldn't, mightn't etc, on a luggage tag. Model placing the comma. Write short paragraph about what the key might do.</p> <p>Skill: To use expanded noun phrases To write a descriptive paragraph about the train station scene.</p> <p>Skill: To understand our purpose for writing and use tense correctly. Identify and use verbs in the past tense, e.g. snatched, folded, turned (pages), stared, held. Create a single-clause sentence on a sentence strip where the old man: Model writing the scene as retold by a reporter for Le Monde. Children to write in role as a journalist reporting on the scene.</p>	
<p>Cycle 1, Week 6.</p>	<p>Skill: To use adverbs of possibility. certainly, clearly, obviously, possibly, perhaps, probably, maybe. Teacher to model writing a diary entry in role as Hugo in response to his father's death. Highlight the use of emotive language, repetition and adverbs of possibility- this shows Hugo's state of mind is troubled and unclear.</p> <p>Viper reading focus (Build vocabulary and retrieve) From the text I can generate descriptive vocabulary I can explore a character through different lenses Read p124- 127. Children to visualise and draw what Uncle Claude might look like by retrieving information from the text e.g. tiny steel spectacles, blood shot eyes. Allow for inferences e.g. unkept clothes, unshaven face.</p>	

Skill: To use relative clauses

Looking at the features of a newspaper report who, what, when, where
Write the opening paragraph of a newspaper report about the fire at the museum.

Skill: To plan a newspaper report.

Plan a report about the fire as a journalist.

Skill: To write a newspaper report

Write a newspaper report as a journalist.

Skill: To edit and improve

Have they:

- Used reported and direct speech?
- Created an appropriate headline?
- Created an introductory paragraph containing the 5w's?
- Written in the past tense?
- Used formal language?

Autumn 2

NC skills linked to unit**Spoken language:**

- Build vocabulary
- Articulate and justify answers
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Use Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Select and use appropriate registers for effective communication

Reading comprehension:

- Identify and discuss themes and conventions
- Check sense, discuss understanding and explore meaning of new words in context
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction

Writing Composition

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary

- Précis longer passages
- Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Distinguish between the language of speech and writing.
- Proof-read for spelling and punctuation errors

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p>The Darkest Dark</p> <p>Resource: Pathways to Write (Narrative)</p> <p>Purpose – To inform</p>	<p>Overview The Darkest Dark will encourage readers to dream the impossible. <i>(Links well with PSHE Growing Up)</i></p> <p>Writing outcome: To write a formal biography about Chris Hadfield.</p> <p>Greater depth writing outcome: To write a formal biography about Chris Hadfield including an extra section in informal first person.</p>

<p>RWI spellings patterns linked to unit.</p> <ul style="list-style-type: none"> ➤ Orange Words ➤ Orange Words 	<p>NC vocabulary linked to unit. According, amateur, communicate, develop, equipment, existence, forty, frequently, government, leisure, physical, programme, soldier, system, vehicle.</p>	<p>Ambitious vocabulary linked to topic. Declared, depended, gathered, experiment, darkness, explore, exploration, resilient, aspiration, impossible, astronaut, gravity, lunar, atmosphere, universe, galaxy, spherical, moonless, orbited, military.</p>
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<p>Cycle 1, Week 9.</p>	<p>Viper reading focus (Build vocabulary and predict) (Session 1) Predict further from a picture board (see resources) shared in a small group. Prompt the children with questions: Children to justify reasons and change predictions based on each other’s ideas. List 5 key words from the evidence.</p> <p>Skill: Use commas to clarify meaning or avoid ambiguity in writing (Session 2) The house, which was bright white in contrast, stood at the edge of the calm, dark lake. ! Pupils use the sentences in a setting description about where the main character lives. To aid cohesion and avoid a list of</p>
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sentences, ask the children to either begin at the house and zoom out, or begin at the forest and zoom in.

Skill: To use a variety of verb forms used correctly and consistently. (Session 3)

Pupils write an 'Early life' paragraph about Chris Hadfield drawing on setting description and character sheet.

Skill: To use cohesive devices to link paragraphs (Session 4)

Link ideas across paragraphs using adverbials of time, place and number. Pupils write a recount of 'Chris's strange night' using the timeline as planning. Ensure pupils write in consistent past tense and encourage use of a variety of verb forms (progressive, perfect, modals). Begin each new paragraph when the event changes and add adverbial phrases to introduce each paragraph (new time, new place). Encourage use of relative clauses and subordinate clauses to vary sentence structure.

Cycle 2, week 10.

Skill: To use brackets to indicate parenthesis (Session 6)

Pupils write sentences with parenthesis. Develop into a non-fiction paragraph about the moon landings. Encourage children to link sentences using adverbial phrases and a range of tenses.

Viper reading focus (Build vocabulary and make inferences) (Session 7)

How does Chris feel about the dark now? Write questions to ask Chris or another one of the neighbours watching TV, how they felt about what they were watching. Hot-seat children in role as Chris or one of the neighbours.

Skill: To extend sentences with more than one clause by using a wide range of conjunctions (Session 8/9)

Pupils use complex sentences with subordinate and relative clauses to write a paragraph to describe why Chris had changed. Encourage use of the fronted adverbials chart to add variety to sentences.

Skill: To plan a biography. (Session 10/11)

Engage reader through use of description, feelings and opinions. Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary. Use real life facts, including dates and place names. Use thematic language specific to the subject.

Skill: To write a traditional tale with an alternative ending. (Session 12/13)

To write an extended biography on Chris Hadfield over several days. Including all the skills planned yesterday.

Skill: To edit and improve

When the biographies have been written, reflect on the Mastery keys:

Have they:

- Mastered using parenthesis?
- Used brackets and commas accurately?
- Used adverbial phrases to link within and across paragraphs?
- Used a variety of sentence types?

NC skills explored in this topic**Spoken language**

- Listen and respond appropriately.
- Use spoken language to develop understanding.
- Articulate and justify opinions.
- Consider different viewpoints.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Reading Comprehension

- Increase familiarity with a wide range of books, including fiction from our literary heritage, and from other cultures/traditions.
- Provide reasoned justifications for their views,
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Summarise the main ideas drawn from more than one paragraph.
- Predict what might happen from details stated and implied.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Draw inferences and justify these with evidence from the text.
- Provide reasoned justifications for their views.
- Participate in discussions about books.

Writing composition

- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read.
- Note and develop initial ideas.
- Assess the effectiveness of their own and others' writing.

Grammar

- Use commas to clarify meaning or avoid ambiguity in writing.
- Use and understand the grammatical terminology in English Appendix 2 accurately (Revision of dialogue punctuation)

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p>The Jungle Book (Narrative)</p> <p>Resources - Stories by Rudyard Kipling Classic Fiction Year 5 English Hamilton Brookes (hamilton-trust.org.uk)</p> <p>Purpose – To entertain</p>	<p>Overview</p> <p>The Jungle Book introduces Mowgli, the human foundling adopted by a family of wolves.</p> <p>(Links to the circle of Life topic how living things depend on one and other and links with PSHE Relationships and Growing up)</p> <p>Writing outcome:</p> <p>To write a story of origin in the style of Rudyard Kipling.</p> <p>Greater Depth Writing Outcome</p> <p>To write a story of origin in the style of Rudyard Kipling from the point of view of another character.</p>	
<p>RWI spelling patterns explored in this unit.</p> <ul style="list-style-type: none"> ➤ Orange words ➤ Orange words 		<p>NC vocabulary linked to unit.</p> <p>ancient, accompany, aggressive, community, conscience, environment, familiar, mischievous, neighbour, nuisance, recognise, sufficient, variety.</p>	<p>Ambitious vocabulary linked to topic.</p> <p>Apt, hydrophobia, lame, scour, Alight, thicket, mangy, haunch, quarry, monotonous clamour, tender, sullenly, fodder, fawn, maim, folly, marrow, jabber, cower, piteous, loll, hark</p>
<p>Cycle 1, week 11</p>	<p>Viper reading focus (Build vocabulary and explain) (Unit 1, Day 1/2)</p> <p>Check chn’s understanding of what they have read. Share some of the chn's opinions and encourage justifications of viewpoints. Record and display features of Kipling's style for future reference. Chn then repeat with a different character building up a character map. Chn might include links between characters such as friendship or rivalry.</p> <p>Skill: To punctuate direct speech correctly (Unit 2, Day 2/3)</p>		

Cycle 2, week
12.

Chn should include punctuated dialogue, thinking about making that dialogue sound real and distinct from narration, using techniques discussed last session. As they redraft, chn should put in clues for characterisation and motive.

Skill: To use and punctuate relative clauses correctly (Unit 4, Day 1)

Distribute 'Embedding relative clauses' (*see resources*). Chn experiment with changing the reader's perception of some well-known characters, rewriting each sentence, adding an embedded clause. Remind chn that embedded clauses should be punctuated with a pair of commas.

Skill: To use and punctuate relative clauses correctly (Unit 4, Day 2)

Chn discuss and develop ideas for an animal character from the Jungle book. Once chn have had thinking/discussion time, they write a character description, using relative clauses to add detail in Kipling's style.

Skill: To use commas for clarity (Unit 5, Day 1/2)

Chn note down some ideas about character and setting as main clauses. They then develop each main clause, adding subordinate clauses. Chn select their best sentences, recording as a story opening and punctuating opening subordinate clauses with commas.

Viper reading focus (Build vocabulary and predict) (Unit 3/6)

[just so stories - Google Search](#) Explore just so stories (the elephants child or how the whale got his small throat). Explore third person narrative and it's effect on the reader. Also discuss how animals from the jungle book could have come to be. Look at trick vocabulary in the stories.

Skill: To use third person to show point of view (Unit 6)

Explain in the third person, the narrator can be any character in the story, so the reader gets to see things from multiple perspectives. It's also easier for readers to get inside the heads of characters in the third person than in the first person. Look differences. How could they develop a character from the Jungle book using this perspective?

Skill: To plan a storu of origin (Unit 6, Day 1)

Explain that the chn are going to plan and write a similar story to read aloud to a younger child. Today, chn will plan a story, beginning with an animal character with a prominent feature and thinking of how that animal became that way. Use animals from the Jungle Book.

Skill: To write a story of origin

Model writing the opening to a story, being explicit in how you are applying list features, e.g. Have you ever wondered, Best Beloved, how

the _____ ended up with such an elongated trunk? Well, Elephant, who was a rather nosy creature, was born with a grey stump of a nose, very similar to your own in fact. He was always pointing it into other animals' business. (Link to own animal)

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the unit.

Have they:

- Used expanded noun phrases?
- Used relative clauses?
- Written in third person?
- Used commas for clarity?
- Punctuated speech correctly.

NC skills explored in this topic.

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Give well-structured, descriptions, explanations and narratives
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play, improvisations and debates

Reading comprehension

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Writing composition

Independent write will be to write a narrative as The Alchemist about the way he changed during the making of his machine. In order to do this they will need to build suspense and tension to show how the gold affected his life.

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- To understand pathetic fallacy as a writing device
- To use persuasive language

Grammar

- using expanded noun phrases to convey complicated information concisely

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p>The Alchemist's Letter (Film)</p> <p>Resources - EdShed</p> <p>Purpose – To entertain</p>	<p>Overview: This is the story that her father told, about a machine that could turn any metal into gold. (Fantasy Fiction links to PSHE Relationships and Growing up)</p> <p>Writing Outcome: Children are to write an independent narrative as Nicholas describing his life around the time he used his machine. Ensure they include language features taught.</p> <p>Greater Depth Children are to write an independent narrative as Nicholas describing his life around the time he used his machine. Ensure they include language features taught. Write from a different POV.</p>
<p>RWI spelling patterns linked to topic.</p> <p>➤ Orange words</p>	<p>NC vocabulary linked to unit.</p> <p>ancient, accompany, aggressive, community, conscience, environment, familiar, mischievous, neighbour, nuisance, recognise, sufficient, variety.</p>	<p>Ambitious vocabulary linked to topic.</p> <p>nurturing, forsaken, innovative, inquisitive, meticulous, grieving, neglected, enticing, cursed, intrigued, complex, captivated, bewitched, tolerate, unique,</p>

		intricate, preoccupied relinquishing, significant, reflective elegant.
<p>Cycle 1, week 13.</p>	<p>Viper reading focus (Build vocabulary and explain) (Lesson 1) To read, understand discuss and evaluate language. Children to produce an initial response to the film. The Alchemists Letter 9-11 - Film VIPERS.pdf</p> <p>Skill: To use expanded noun phrases Children write a vocab rich description of the machine.</p> <p>Skill: To use emotive language to engage the reader Children write about a powerful positive memory they have which they would use to fuel their machine. This can be a day/ event/ person/ milestone etc. They should use a variety of sentence openers and use of emotive language to convey feeling.</p> <p>Skill: To use similes and metaphors to convey thoughts and feelings. Children are to as the alchemist describing how he felt as he changed from a respectable man into the creature he describes.</p> <p>Skill: To use third person effectively. Children write third person descriptions of the scene, including pathetic fallacy.</p> <p>Skill: To use figurative language to add emphasis and impact Children complete a chart explaining symbolism of objects. Can the children then construct some paragraphs about the clip which explain the symbolism.</p>	
<p>Cycle 2, week 14.</p>	<p>Viper reading focus (Build vocabulary and summarise) At the end of the film summarise in your own words. The Alchemists Letter 9-11 - Film VIPERS.pdf See resource.</p> <p>Skill: To use persuasive language. Children are to write a letter to Nicholas from Verideon as an adult. They should make some reference to the events they saw in the memories. Expect to see persuasive devices used throughout the piece.</p> <p>Skill: To plan a descriptive narrative. Children are to plan an independent narrative as Nicholas describing his life around the time he used his machine. Ensure they include language features taught.</p> <p>Skill: To write a descriptive narrative.</p>	

Children are to write an independent narrative as Nicholas describing his life around the time he used his machine. Ensure they include language features taught.

Skill: To edit and improve

Reflect on independent writing and all the key skills taught within the in the unit.

Have they used:

- Figurative language?
- A range of sentence starters?
- Emotive language?
- Persuasive language?
- Expanded noun phrases?