

Units of study

Holes

Journalism

Poetry

Arguments

National Curriculum objectives

Writing objectives:

1. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
2. noting and developing initial ideas, drawing on reading and research where necessary
3. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
4. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
5. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
6. précisising longer passages
7. using a wide range of devices to build cohesion within and across paragraphs
8. using further organisational and presentational devices to structure text and to guide the reader
9. assessing the effectiveness of their own and others' writing
10. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
11. ensuring the consistent and correct use of tense throughout a piece of writing
12. proof-read for spelling and punctuation errors

Speaking and listening objectives:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others

Reading objectives:

- 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
- increasing their familiarity with a wide range of books
- recommend books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction

Selected Resources

Holes novel

Range of poems

Newspaper extracts

ICT - use of Newsround

Range of arguments to read