# English MTP    Class: Sycamore Class  Term: Autumn 1: The Whale

Oak View Academy
Believe, Expect, Succeed

| Text | Text type and Objectives | SPAG taught through the unit | Key Skills: Spelling | Com |
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| The Whale:<br><br>Text type: Setting description<br><br>02.09.21 | Immersion<br>LO: Cold write task (Setting description)<br>LO: To use inference skills to predict what the text will be about<br>-<br>Enjoy, explore and respond to text:<br>Use Aiden Chambers 'Tell Me' approach to elicit possibilities about the object. | -using conjunctions, adverbs and prepositions to express time and cause<br>-Comma after fronted adverbial | Revisiting Year 3 statutory spelling list-<br>Look/cover/write- different strategies of writing the words | |
| The Whale<br><br>Text type: Setting description<br><br>06.09.21 | Immerse/Analyse<br>LO: I can find information from the illustrations/captions and diagrams.<br>LO: I can understand and use vocabulary in the vehicle text.<br>LO: I can understand and use vocabulary in the example text (WAGOLL)<br>LO: I can discuss the structure of the example text.<br><br>Circle of Understanding Group Activity:<br>Select the following images from the Vehicle Text and place on tables<br>Expanded noun phrases to describe images- revisit what an expanded noun phrase is/ writing sentences to accompany the images- using fronted adverbials- revisit fronted adverbials<br><br>Pre-teaching key vocabulary- Adding key words into a sentence to support their understanding of the words-<br><br>focus on phrases- what do the phrases cause the reader to feel- drama- freeze frames- adding captions to each of the phrases- impact of words<br><br>Grammar and vocabulary in context- what is the tune of the text-discuss phrases and sentences from the vehicle text<br>-effect on the reader- discussion of language- imagery-model and scaffold response with learners<br><br>what do the children already know about settings? How they describe | • indicating possession by using the possessive apostrophe with plural nouns<br>• using and punctuating direct speech<br>-using commas after fronted adverbials | Words with /aw/ spelt- augh or au | |

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| | them? Share model text-exploration of model text-questions based on the model text. Make links and recall on prior learning<br><br>Explore descriptive setting- The girl of ink and stars-compare and contrast/ explore and respond-puzzles/patterns<br><br>Vocabulary in context- chn highlight words used by the author to create an ominous atmosphere-chn to change the mood of the text chn identifying writer hints used by the author | | | |
| The Whale<br><br>Text type: Setting description<br><br>13.09.21 | -Analyse- Planning/independent writing<br><mark>LO: I can identify how the writing works in the example text and use this to inform my own planning.</mark><br><mark>LO: I can gather ideas for my own writing.</mark><br><mark>LO: I can choose effective grammar and vocabulary to help plan my writing.</mark><br><mark>LO: I can use/select a plan to organise my own writing/ideas</mark><br><br>similes focus- purpose and audience- word choices and the effect on the reader- Gathering ideas- chn write examples of their own similes-convert some into metaphors-<br><br>Observe illustrations from the model text- signpost chn to different settings- stimulus to base setting description on- gathering and recording of ideas- -seek effective vocabulary- using a thesaurus.<br><br>Model writing a plan for a setting description- planning frame- emphasis on tension through weather and characters' actions- writer hints previously identified- chn to begin planning their own setting description using the planning frame. | using commas after fronted adverbials<br>• indicating possession by using the possessive apostrophe with plural nouns<br>• using and punctuating direct speech | Adding the prefix 'in' meaning not or into. | |
| The Whale<br><br>Text type: Setting description<br><br>27.09.21 | -Independent write continued- draft/revise/edit<br><mark>LO: I can use my plan to help write my work.</mark><br><mark>LO: I can use effective vocabulary/ grammar/punctuation in my writing.</mark><br><mark>LO: I can edit/ revise/proofread my writing.</mark><br><mark>LO: I can make sure the writer's knowledge is used effectively.</mark><br><br>Chn move to writing own setting description following their own plan and referring to scaffolded model and working wall. Proof reading/drafting/ editing after each paragraph- encourage peer support- editing pen | choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br>-using conjunctions, adverbs and prepositions to express time and | Adding the prefix 'im' before a root word starting with 'm' or 'p' | |

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| | (model this in whole class writing)<br><br>Drafting, editing, evaluating- add annotations to their writing- effects used and why/ choice of writer hints- vocab. (reading to the class). Challenge *write a persuasive speech encouraging the ban of commercial whaling. | cause | | |
| The Whale<br><br>Text type: Newspaper report<br><br>4.10.21 | Immerse<br>LO: I can predict what this story is about.<br>LO: I can understand the setting/ characters and events through drama.<br>LO: I can respond to themes in the vehicle text.<br>LO: I can write in role as the character(s) in the vehicle text.<br>Vehicle text- read out the words- open discussion debate- possibilities- hoax or reality- first cape chronical revealed-<br><br>Complete word and phrase activities- focus on intended effect- impact on reader- pre-teach vocabulary- chn to use dictionaries to identify unfamiliar words and their definitions- thesaurus- more focused vocab.<br><br>Chn to answer comprehension questions about the model text- using evidence from the text to support their answers | using commas after fronted adverbials<br>• indicating possession by using the possessive apostrophe with plural nouns<br>• using and punctuating direct speech-<br>-revise and review the use of apostrophes for contractions and to mark possession- -singular and plural- practise a wide range of phrases using apostrophes to mark singular and plural possession | Adding the prefix il (before a root word starting with 'l') and the prefix 'ir' before a root word starting with 'r') | |
| The Whale<br><br>Text type: Newspaper report<br><br>11.10.21 | -Analysing/ planning<br>LO: I can discuss the structure of the vehicle text/example text/<br>LO: I can discuss language features of the example text.<br>LO: I can identify and discuss how the writing works in the example text (Writer's knowledge)<br>LO: I can gather ideas for my own writing.<br>LO: I can use/select a plan to organise my own writing.<br><br>T-annotating enlarged copy of the model text- structures and features- different colours- model text newspaper structure/ model text language features- (discuss, highlight and annotate)- paired work- identifying in model text- language features and structures. *Newspaper reports during guided reading* | -referential pronouns.- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br>-using conjunctions, adverbs and prepositions to express time and cause<br>Inverted commas and | Homophones and near homophones | |

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| | -Chn to reread the model text- identifying writer's hints- writer hints table. Search and discuss other newspaper articles-<br><br>Write synonyms for said that are likely to be found in a newspaper- add to working wall- complete newspaper plan as a class. | other punctuation to indicate direct speech- modelling of correct punctuation of direct speech- range of examples demonstrated- chn complete different sentences punctuating direct speech correctly- reporting clauses. | | |
| The Whale<br><br>Text type: Newspaper report<br><br>18.10.21 | Writing (Independent)<br>LO: I can choose effective vocabulary and grammar to help plan my writing<br>LO: I can use my plan to help write my work<br>LO: I can use effective grammar, vocabulary and punctuation in my writing.<br>LO: I can edit, revise and proofread my writing and use the writer's knowledge effectively<br><br>Write synonyms for said that are likely to be found in a newspaper- add to working wall- complete newspaper plan as a class.<br><br>Revisit whole class plan- chn plan their own newspaper using planning frame and information collected on working wall-<br><br>Modelled write- headline and introduction- accounts from eye witnesses.- chn to write their own headline and introduction from their plan.- discuss headlines- striking- grabbing readers attention<br><br>Continue to write newspaper report- modelling the use of the newspaper report skeleton-<br><br>Draft, revise and edit- vocab, grammar, punctuation- enhanced effects- peer editing opportunities- | using commas after fronted adverbials<br>• indicating possession by using the possessive apostrophe with plural nouns<br>• using and punctuating direct speech | Words with 'shun' endings spelt with 'sion' if root word ends in 'se' 'de' or 'd'<br><br>Review week | |