

Book Based Learning - Objective Overview

Class 3: 'The Queen's Token' by P. Oldfield

Unit Overview: (Includes objectives from Unit 3.3)

This historical adventure is set in Tudor times. 'The Queen's Token' focuses on one character 'Hal'. Children's understanding of discussion texts, fact and opinion is developed.

Reading – Children are encouraged to develop empathetic responses to characters and situations and an awareness of different points of view; they will explore two discussion texts and develop an awareness of fact and opinion.

Writing – They write a new episode for the story about a new adventure for Hal. Children will write their own discussion text and take part in a class debate (suggestion about whether the crown should go to the oldest heir, or be elected?)

Grammar – Determiners *a* and *an*; conjunctions; adverbs and adverbials



Reading Objectives: Y3 and Y4 (Y3/4 specific to be added onto L+L plans)

Pupils should be taught to:

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a 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
- using dictionaries to check the meaning of words they have read.
- increasing their familiarity with a wide range of books, including fairy stories, myths, legends and retelling some of these orally.
- identifying themes and conventions in a wide range of books
- preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination.

Understand what they read in books they can read independently by:

- checking that text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- 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
- identifying the main ideas drawn from more than one paragraph and summarise these
- Identifying how language, structure and presentation contribute to meaning
- retrieve, record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing Objectives:

Pupils should be taught to:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording initial ideas,
- Composing and rehearsing sentences orally (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures
- **Organising paragraphs around a theme**
- **in narratives, create settings, characters and plot**
- in non-narrative material, using simple organisational devices (eg headings and sub-headings)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation error

read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Grammar Objectives:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- **choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition**
- Using conjunctions, adverbs and prepositions to express time and cause.
- Use fronted adverbials
- using commas after fronted adverbials
- **use the possessive apostrophe with plural nouns**