

## Book Based Learning - Objective Overview

### Class 4 Cycle A 'Spymaster First Blood' by J.Burchett and S.Vogler

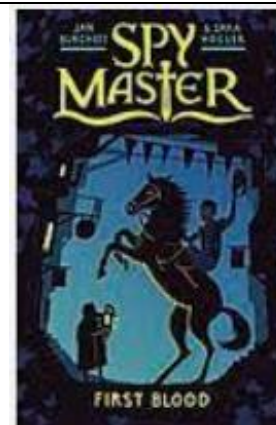
#### **Unit Overview: (Includes Objectives from Unit 5.5)**

This unit explores story structure using a story from an historical setting. 'First Blood' is an adventure set in Tudor England. The unit explores using pace and suspense to add excitement to their narrative. The children also develop an understanding of Tudor Life, customs and clothing. In non-fiction, children explore non-chronological reports.

Reading – to connect the story with own experiences and previous reading; visualise settings; gather information about Tudor life

Writing – to write a new adventure for Jack; to write their own 'Spy-Masters Guide' non-chronological text,

Grammar – adverbs and adverbials of time to create pace and drama (Suddenly, in a flash...)



**Objectives:** Y4 and Y5 **Y5 specific Y4 Specific (to be added onto L+L Unit plans)**

#### **Reading Objectives:**

##### **Pupils should be taught to:**

**maintain** (develop) positive attitudes to reading and understanding of what they read by:

- **continuing to** read, listen to 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
- **using dictionaries to check the meaning of words they have read.**
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- identifying and discussing themes and conventions in and across a wide range of writing
- discussing words and phrases that capture the reader's interest and imagination.
- **making comparisons within and across books**

##### **Understand what they read by:**

- 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
- 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
- participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say **building on their own and others ideas and challenging views courteously**
- **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.**
- **Provide reasoned justifications for their views.**

#### **Writing Objectives:**

##### **Plan their writing by:**

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- **identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.**
- Discussing and recording **noting and developing** initial ideas, **drawing on reading and research where necessary**
- 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 writing narratives, create settings, characters and plot **considering how authors have developed characters and settings in what pupils have read, listened to or seen performed**
- in non-narrative material, using simple organisational devices

##### **Draft and write by:**

- **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

- **precising longer passages**

- using a wide range of devices to build cohesion within and across paragraphs

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 to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- 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**
- **perform their own compositions, using appropriate intonation, volume and movement so that 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
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- **using passive verbs to affect the presentation of information in a sentence**
- 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 and to clarify meaning or avoid ambiguity in writing
- using and punctuating direct speech
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- **using semicolons, colons or dashes to mark boundaries between independent clauses**
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun