

Book Based Learning - Objective Overview

Class 5 Cycle A 'Treason' by B. Doherty

Unit Overview: (Includes Objectives from Unit 6.3)

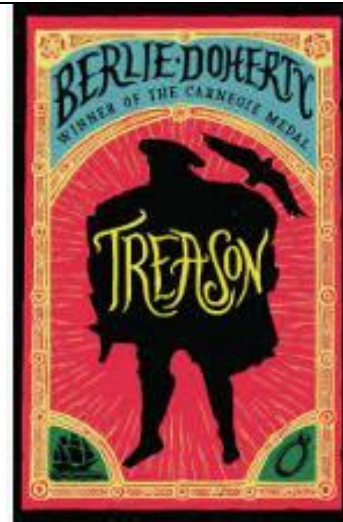
This unit explores a story set in Tudor England that provides a historical setting that is easily accessible and easily connected to children's own experiences. For non-fiction, the children are introduced to the key features of impersonal / formal writing. They will examine the audience and purpose of non-fiction texts.

Grammar – informal and formal speech and writing; subjunctive; passive voice.

Writing – to write a story in a genre of their choice, using powerful imagery to build a picture of a setting; non-fiction: letter writing (degrees of formality)

Reading – to read different genres of writing; focus on the genre of historical writing.

Drama – empathise with the character through drama and learn more about the historical context.



Reading Objectives:

- maintain positive attitudes to reading and 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.
- 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
- participate in discussions about books that are read to them and those they can read for themselves, 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:

- 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

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
- précising 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 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

Grammar Objectives:

- 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 expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- Use hyphens to avoid ambiguity
- Use brackets / dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses.