

## Reading Comprehension

1	Evaluate and analyse the information that you can predict from a book's cover and blurb.
2	Investigate the use of flashbacks and sequence the events of a story chronologically.
3	Explore vocabulary choices the author has made and practice finding synonyms to help define words.
4	Explore a character's motives and help them make an important decision.
5	Identify and analyse links between stories.
6	Make reasoned predictions about the end of a story and determine their likelihood of happening.

- continuing to 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, 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
- making comparisons within and across books
- asking questions to improve their understanding
- predicting what might happen from details stated and implied
- 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
- provide reasoned justifications for their views.
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

## Floodland

### A KS2 thematic English topic

### Newspaper Reports

1	Research the causes and consequences to rising sea levels.
2	Plan a newspaper report, focusing on different linguistic and structural features.
3	Write a report to meet a brief.
4	Write a report to meet a new brief, justifying changes we make according to the effect they create.

- 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
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proof-read for spelling and punctuation errors
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

### Character Analysis

1	Use the skills of inference and deduction to analyse the words, thoughts and actions of the characters of 'Floodland'.
2	Explore the different relationships between the characters.
3	Step into the shoes of one of the characters and write a diary entry from their point of view.

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- provide reasoned justifications for their views
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

## Narrative

1	Discuss the purpose and effect of backstories within a narrative.
2	Develop ideas for a character's backstory.
3	Plan a backstory for a character using a given structure.
4	Write a backstory for a character.

- 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
- 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
- using a wide range of devices to build cohesion within and across paragraphs
- assessing the effectiveness of their own and others' writing
- linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

## Speeches

1	Analyse and find persuasive features in a speech.
2	Explore the use of formal tone in a speech and plan a formal, persuasive speech.
3	Write, perform and edit a persuasive speech.

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- assessing the effectiveness of their own and others' writing
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using modal verbs or adverbs to indicate degrees of possibility
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Reading - word reading		
<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>		
Reading - comprehension		
<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>		<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>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</li> <li>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</li> <li>provide reasoned justifications for their views.</li> </ul>
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar	
<ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:</li> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> <li>indicate grammatical and other features by:</li> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>	
Writing - transcription SPELLING	English Appendix 2	
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus</li> </ul>		
Writing - composition	English Appendix 2	
<ul style="list-style-type: none"> <li>plan their writing by:</li> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>draft and write by:</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul>	WORD	
	SENTENCE	
	PUNCTUATION	
	TEXT	
	TERMINOLOGY FOR PUPILS	
	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>	
	<ul style="list-style-type: none"> <li>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of <b>subjunctive</b> forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul>	
	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipses</b></li> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>	
	<ul style="list-style-type: none"> <li>subject, object</li> <li>active, passive synonym, antonym</li> <li><b>ellipsis</b>, hyphen, colon, semi-colon, bullet points</li> </ul>	

Reading Comprehension				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To evaluate a new book based on its cover and blurb.	Children are challenged to use their inference skills as they evaluate and analyse the information that they can gather from the book's title, cover and blurb. They use this information to make predictions about the characters, setting and plot of the book, justifying their ideas using evidence from the cover and blurb.	<ul style="list-style-type: none"> <li>Can children deduce information from images and blurbs?</li> <li>Can children predict information about characters/plot/setting/themes based on images and blurbs?</li> <li>Are children able to back up their predictions using evidence they have derived from an image or blurb?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B</li> <li>Copy(ies) of 'Floodland' - Marcus Sedgwick</li> <li>Worksheet 1C (FSD? activity only)</li> <li>Large plain paper (optional) (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To investigate the use of flashbacks and sequence events chronologically from a story.	Children will explore the author's use of flashbacks in the first two chapters of the story. They will use their logic and reading skills to help them sequence a set of events in chronological order as well as how they appear in the story.	<ul style="list-style-type: none"> <li>Can children retrieve information from a text?</li> <li>Can children describe what a flashback is?</li> <li>Are children able to describe why and how an author might use a flashback?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Event Cards 2A</li> <li>Story Cards 2A</li> <li>Worksheet 2A/2B/2C</li> <li>Extract Card 2A (FSD? activity only)</li> <li>Worksheet 2D (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore new vocabulary and the effects the author's choices have.	In this lesson the children have the opportunity to expand their knowledge of different vocabulary as they discuss the author's vocabulary choices in the chapter being studied. They look at words with unknown meanings and try to figure out the words using their contexts as well as using dictionaries and thesauruses to find definitions and synonyms.	<ul style="list-style-type: none"> <li>Can children identify unknown words based on their context in a piece of writing?</li> <li>Are children able to generate synonyms for a given word?</li> <li>Can children use thesauruses and dictionaries to define and find synonyms effectively?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Thesauruses</li> <li>Dictionaries</li> <li>Worksheet 3A/3B</li> <li>Word List 3A</li> <li>Quote Cards 3A (FSD? activity only)</li> <li>Worksheet 3C (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To give justified reasons for ideas and opinions.	Children will explore a character's motives and practise justifying their ideas and opinions as they discuss and explore options for a decision that Zoe has to make in the story. They will use a conscience alley to explore different consequences of Zoe's decisions and write letters to the character to convince her of their opinions on the choice she has to make.	<ul style="list-style-type: none"> <li>Can children express their own ideas on a decision a character has to make?</li> <li>Can children find a piece of evidence in the text that can justify their opinions?</li> <li>Are children able to use evidence to help them make an informed decision?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Character Profile Cards 4A</li> <li>Worksheet 4C (FSD? activity only)</li> <li>Challenge Cards 4A (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To identify and analyse links between stories.	Children explore the stories that are shared between the characters in the story and explore how morals and lessons within stories helped Zoe in the story. They are encouraged to make links between the stories which have been included and think about why they were included through rich discussion.	<ul style="list-style-type: none"> <li>Can children identify the moral of a story?</li> <li>Can children identify links between two stories?</li> <li>Are children able to identify similarities and differences between stories?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Story Cards 5A</li> <li>Challenge Cards 5A</li> <li>Large plain paper</li> <li>Worksheet 5A/5B (optional)</li> <li>Worksheet 5C (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To predict the end of a story.	In this final lesson the children will discuss the structure of the book and how it might give clues as to what happens next to Zoe in her mission to find her parents. They will look at characters' relationships, and motives to determine the likelihood of different predictions before comparing the predictions they will make to the real ending of the story.	<ul style="list-style-type: none"> <li>Are children able to create a reasonable prediction to end a known story?</li> <li>Can children assess the likelihood of a prediction based on previous knowledge of the story?</li> <li>Can children identify important character traits which would affect their predictions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Prediction Cards 6A/6B (FSD? activity only)</li> </ul>

Character Analysis				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To use skills of deduction and inference to explore characters in the text	In this lesson, children will use the skills of inference and deduction to explore the characters of 'Floodland' in more detail. As a class, they will analyse the character of Zoe, based on her words, thoughts and actions. In their independent activities, they will explore the characters of Dooby, Munchkin and William. In the alternative activity, children will be given quotations from the text and challenged to decide who said each one or who it is describing, noting the reasons for their decision.	<ul style="list-style-type: none"> <li>Do children understand what is meant by 'deduction' and 'inference'?</li> <li>Can children use the text to deduce and infer information about different characters?</li> <li>Can children describe characters in their own words?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Text Extracts</li> <li>Description Cards</li> <li>Worksheet 1A/1B/1C</li> <li>Who is This? Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the relationships between characters in the text	Children will first discuss which characters they most and least sympathise and empathise with, before moving on to exploring how the characters think and feel about each other, based on the events in the text. In their independent activities, children will be required to use their skills of inference and deduction to further explore the relationships between the characters, through discussion and role-play.	<ul style="list-style-type: none"> <li>Can children discuss which characters they most/least sympathise/empathise with, and why?</li> <li>Can children identify and discuss the relationships between the characters in the text?</li> <li>Can children deduce and infer how the different characters feel towards each other?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li>Character Cards</li> <li>Character Conversation Cards</li> <li>Discussion Around the Fire Challenge Card (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To write a diary extract from a character's point of view	Children will first explore and discuss the features of a diary, before analysing a given example. They will then be challenged to apply what they have learnt about the characters in 'Floodland' in order to write a diary entry from one of their points of view, detailing a specific event that happened in the text, and how their character feels about it.	<ul style="list-style-type: none"> <li>Do children know and understand the features of a diary entry?</li> <li>Can children put themselves 'into the shoes of' a character and write using 'their voice'?</li> <li>Can children successfully use the features of a diary in their written work?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Character &amp; Scenario Cards</li> <li>Checklist Cards A/B/C</li> <li>Diary Template</li> <li>Zoe's Arrival Challenge Card (FSD? activity only)</li> </ul>

Speech Writing				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify effective structural and linguistic features of a persuasive speech.	The children will begin by studying the speech made by Severn Suzuki at the 1992 UN Earth Summit. They will discuss why it was effective and then unpick the different features of the speech and how they were used to make it more effective. They will look at the structural features and punctuation and how they are used to create a piece of writing that is meant to be read aloud.	<ul style="list-style-type: none"> <li>Can children identify persuasive features of a speech?</li> <li>Are children able to identify the purpose and audience of a speech?</li> <li>Can children identify important punctuation and structural features of a text written to be spoken aloud?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Transcript Sheet 1A</li> <li>Challenge Card 1A</li> <li>Worksheet 1A</li> <li>Coloured pens/pencils</li> <li>Speech Sheet 1A (FSD? activity only)</li> </ul>
Lesson 2	To plan a formal, persuasive speech including the use of the subjunctive mood.	Children study a formal, persuasive speech in order to discuss the structure and layout as well as the features of writing that create a more formal tone. The children will explore and recap the use of the subjunctive mood and identify where it has been used in the model text before planning it into their own speech.	<ul style="list-style-type: none"> <li>Can children identify the format and structure of formal language, including the subjunctive mood?</li> <li>Are children able to identify the purpose of different sections within a written speech?</li> <li>Can children identify key areas to use persuasive features in their writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Model Text 2A</li> <li>Worksheet 2A/2B</li> <li>Subjunctive Sheet 2A</li> </ul>
Lesson 3	To write, perform and edit a formal persuasive speech.	Children will have the opportunity to apply their learning about persuasive techniques and formal language as they write their speech to convince the inhabitants of Eels Island to make them the leader of the island. They will perform their speeches in order to edit and improve their writing, evaluating their use of vocabulary and punctuation in a piece of writing that is meant to be read aloud.	<ul style="list-style-type: none"> <li>Can children write for a particular purpose and audience?</li> <li>Are children able to write in a formal manner to suit the purpose of their writing?</li> <li>Can children include persuasive features in their writing effectively?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Children's plans from the previous lesson</li> <li>Teacher Notes 3A</li> <li>Writing Frame 3A/3B</li> <li>Word Bank 3A</li> <li>Checklist 3A</li> </ul>



Narrative				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To analyse a character's backstory	In this first lesson, children will discuss the purpose and effect of using backstories within a narrative, using the character of Zoe as an example. In their independent activities, children will analyse the backstory of another character, and think about the effect this new information has on their thoughts and opinions of them.	<ul style="list-style-type: none"> <li>Do children understand the term 'backstory'?</li> <li>Can they explain why an author might include a character's backstory?</li> <li>Can children analyse a given character's backstory?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Copy(ies) of 'Floodland' (not provided)</li> <li>Sarah's 'Before' Sheet</li> <li>Worksheet 1A/1B/1C</li> <li>Question Cards (FSD? activity only)</li> <li>Sarah's 'Then' Quotes Sheet (FSD? activity only)</li> </ul>
Lesson 2	To develop ideas for a character's backstory	Children will begin by discussing what they know, or can infer, about a character based on extracts from the text. They will then start to think about what they would like to know about this character's life before they came to Eels Island. In their independent activities, children will generate questions and discuss answers to develop ideas for their character's backstory.	<ul style="list-style-type: none"> <li>Can children use the text to ask and answer questions about a character?</li> <li>Can children generate ideas for a backstory to explain possible reasons for a character's behaviour?</li> <li>Can children share and explain their ideas?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Text Extracts about Munchkin (Teaching Input)</li> <li>Text Extracts about Dooby (Teaching Input if following FSD? activity)</li> <li>Question &amp; Answer Sheet A/B/C</li> <li>Challenge Cards (FSD? activity only)</li> <li>Extract A &amp; B (FSD? activity only)</li> <li>Ideas for Dooby's 'Before' Sheet (FSD? activity only)</li> </ul>
Lesson 3	To plan a backstory for a character	Before planning their backstory for their chosen character, children will analyse the structure of a given backstory, looking at and discussing the five main sections: opening, build-up, dilemma, resolution and ending. They will then apply what they have learnt to create their own plans.	<ul style="list-style-type: none"> <li>Do children understand the structure of the backstory?</li> <li>Can children plan a backstory for a character using this structure?</li> <li>Can children evaluate their own and others' work?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Question &amp; Answer Sheets from previous lesson</li> <li>Sarah's 'Before' Sheet (Teaching Input)</li> <li>Prompt Sheet</li> <li>Planning Sheet</li> <li>Challenge Card</li> <li>Ideas for Dooby's 'Before' Sheet from previous lesson (FSD? activity only)</li> </ul>
Lesson 4	To write a backstory for a character	Children will first discuss how to keep their audience engaged and develop the reader's understanding of the character through careful choice of vocabulary, use of different cohesive devices, and emotive language. They will then apply what they have learnt when writing their character's backstory.	<ul style="list-style-type: none"> <li>Can children use carefully chosen vocabulary for effect?</li> <li>Can children use a range of devices to create cohesion between and within their paragraphs?</li> <li>Can children use emotive language to evoke feelings towards a character?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Planning Sheets from previous lesson</li> <li>'Before' Writing Template</li> <li>Challenge Cards A/B/C</li> </ul>

Newspaper Reports				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To research the causes and effects of rising sea levels.	In this lesson the children will conduct research into the causes, consequences and solutions to rising sea levels as they prepare a report on the events in the story of 'Floodland'. Children will be encouraged to evaluate the importance of the information they research and ask comprehension questions in order to gain a strong background knowledge of the subject for their report.	<ul style="list-style-type: none"> <li>Can children organise research into relevant categories?</li> <li>Are children able to effectively research information on a given topic?</li> <li>Can children take effective notes of key information?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Laptops and internet access</li> <li>Information Sheet 1A (FSD? activity only)</li> <li>Question Cards 1A (FSD? activity only)</li> </ul>
Lesson 2	To plan a newspaper report.	Children are challenged to think about the linguistic and structural features of a newspaper report and think about which features of writing they might focus on more in this genre of writing. They must then plan out a newspaper report on the rising sea levels in Norwich and include where they think these features would be used most effectively in their writing.	<ul style="list-style-type: none"> <li>Can children identify effective features in a newspaper report?</li> <li>Can children identify the purpose and audience of their report, amending their ideas and writing to suit these?</li> <li>Can children include features of a newspaper report, identifying where they will be most effective?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Model Text 2A</li> <li>Planning Pieces 2A/2B</li> <li>Challenge Card 2A</li> <li>Feature Card 2A (FSD? activity only)</li> </ul>
Lesson 3	To write a report to meet a brief.	Children are introduced to a newspaper editor who would like them to write the report for his newspaper. The children are given a brief for their report which requires them to think carefully about the content and language they must use in order for their report to match what the editor wants.	<ul style="list-style-type: none"> <li>Can children make language choices to meet a brief for their intended purpose and audience?</li> <li>Are children able to make structural choices to meet a brief for their intended purpose and audience?</li> <li>Can children edit and improve their work?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Teacher Notes 3A</li> <li>Newspaper Brief 3A</li> <li>Information Sheet 3A</li> <li>Writing Frame 3A</li> <li>Editing Checklist 3A</li> <li>Laptops (FSD? activity only)</li> </ul>
Lesson 4	To write a report to meet a brief.	After writing to meet a specific brief in the previous lesson, the children are now challenged to re-write their report in order to meet a very different type of brief. They will have to make reasoned choices for their vocabulary and layout as they write to meet these new criteria.	<ul style="list-style-type: none"> <li>Can children make language changes to meet the needs of a new brief and audience?</li> <li>Are children able to amend an existing piece of writing to fit with a new brief?</li> <li>Can children discuss reasons behind the choices and changes they have made?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Children's reports from the previous lesson</li> <li>Challenge Card 4A/4B</li> <li>Laptops (FSD? activity only)</li> </ul>