Texts - 'The Last Alchemist', 'The Witches', 'You Wouldn't Want to be a Mayan Soothsayer'

Written Outcomes

- Narrative
- Character descriptions
- Setting descriptions
- Diary entries
- Non chronological report

Planned Oracy Opportunities:

- Hot seating
- Role play
- Emotions of characters and comparisons between.

Writing Process:

- Book talk
- Planning
- Drafting
- Sharing
- Evaluating
- Revising
- Editing
- Publishing

Reading

- Ensure that pupils are confident with their inferences about key characters e.g. Spinifex, Arthur, Alice, Queen of hearts etc.
- Ensure all Domains are taught
- Ensure that pupils are encouraged to work out any unfamiliar words
- When reading with, or to pupils, ensure that they continue to pay attention to new vocabulary – both a word's meaning(s) and its correct pronunciation

Ensure that pupil draw out meaning and explanation
To understand the meaning of new words they meet
New vocab in book – pre-teach: Shaman, Alchemist, Soothsayer, protagonist, antagonist, apprentice, laboratory, millennium, devoured, curious, curiosity, queer, authority, assertion, solemn, melancholy, duchess, civilisation, Mesoamerica, hieroglyphics, nutrients, archaeological, society, historic, anno domini, astronomers, divination, chronological.

Comprehension

- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic under discussion
- Opportunities to predict, question, clarify, summarise, infer and activate prior knowledge
- Explain in simple terms what they have read
- Ask questions to improve their understanding of what they have read
- Provide reasoned justifications for their views.

Grammar and punctuation

- Using inverted commas to represent and show speech
- Using a wider range of conjunctions (before, after, so while)
- Using a range of adverbs
- Fronted adverbials with a comma.
- Prepositions including before and after
- Prefixes and suffixes
- Beginning to use the Plural possessive apostrophe

Composition

Pupils should be taught to:

- plan their writing by:
- use adventurous and wide-ranging vocabulary and the language of complaint and persuasion
- organise ideas into paragraphs
- use a clear structure to organise their poetry
- use a simple writing frame to support/organise letters

Spelling – No-Nonsense Spelling Links:

- To use independent spelling strategies
- To build a bank of useful adventurous vocabulary – class list
- Knwledge of y3/4 words (and y1/2 words)
- Suffixes – *ly, less*
- *Prefixes – re mis, super, auto, pre, sub, dis.*

Prior learning checklist for writing:

Sentences using a range of conjunctions (if, and, but, that because when.)

Use of commas in a list.

Use of commas in expanded noun phrases.

Use a range of interesting vocabulary, including adjectives in expanded noun phrases.

Cross Curricular Links:

- ✓ Link to science – states of matter
- ✓ Art – creating potion bottles and the use of clay.
- ✓ Geography – identification of the continents.
- ✓ PSHCE
- ✓ History – looking at the Ancient Mayan civilisation and comparing to modern day Britain.