

'Alice in Wonderland', 'The Last Alchemist' (Mayan non-fiction text)		
<p>Written Outcomes</p> <ul style="list-style-type: none"> • character description • Descriptive piece - settings • Story <p>Planned Oracy Opportunities:</p> <ul style="list-style-type: none"> • Hot seat characters • Interview The Last Alchemist • Debating actions of characters 	<p>Reading</p> <ul style="list-style-type: none"> • Ensure pupils are able to pick out key information from the text about settings and key characters e.g. Alice. • Ensure all domains are taught. • Ensure pupils are encouraged to work out any unfamiliar words. • To understand the meaning of new words they meet. • New vocab in book - pre teach: apprentice, millennium, shaman, protagonist, laboratory, antagonist, queer, shaman, soothsayer, devoured, curious, curiosity, authority, assertion, solemn, melancholy, duchess, civilisation, Meso-America, hieroglyphics, nutrients, archaeological, society, historic, astronomers, divination, chronological. <p>Comprehension</p> <ul style="list-style-type: none"> • Explain in simple terms what they have read and what they have understood from this. • Have opportunities to make predictions, summarise, infer, ask questions and activate prior knowledge. • Ask questions to improve their understanding of what has been read. • Provide justification for their opinions, using increasing evidence from the text. <p>Grammar and punctuation</p> <ul style="list-style-type: none"> • To use fronted adverbials with a comma • To use the possessive apostrophe with plurals • To use and punctuate direct speech • To use determiners • To use pronouns • To use possessive pronouns • To use adverbial phrases • To use the present perfect form of verbs in the past tense <p>Composition</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To use varied and rich vocabulary • To use a range of sentence structures • To organise paragraphs around a theme • To create characters and settings in plots • To structure writing appropriate for the genre and purpose <p>Spelling - No-Nonsense Spelling Links:</p> <ul style="list-style-type: none"> • To use independent spelling strategies. • Knowledge of Year 3 and 4 spelling word • Words ending /ʒə/ • Possessive apostrophes • Homophones (piece/peace, main/mane, fair/fare) • Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' • Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' • Prefixes - in, im, il, ir • Suffixes - ing, er, ed, en 	<p>Prior learning checklist for writing:</p> <p>Use fronted adverbials, sometimes with commas.</p> <p>Paragraphs organised around a theme.</p> <p>Sentences fully demarcated with all relevant punctuation.</p> <p>Some common exception words spelled accurately.</p> <p>Some application of possessive apostrophe.</p>
<p>Writing Process:</p> <ul style="list-style-type: none"> • Book talk • Planning • Drafting • Sharing • Evaluating • Revising • Editing • Publishing 	<p>Cross Curricular Links:</p> <ul style="list-style-type: none"> ✓ History - looking at Mayan civilisation ✓ Art - creating mood ✓ Geography - location, countries, ✓ Science - states of matter ✓ DT - potion bottle making 	

