

Ongoing

<ul style="list-style-type: none"> Choose appropriate way to plan and make notes Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Proof-read writing for spelling and punctuation errors Read aloud writing using appropriate intonation and controlling the tone and volume so that the meaning is clear Know some differences between Standard and non-Standard English Evaluate & edit writing based on identified success criteria, audience & purpose Write narrative & non-narrative texts using structures & forms of different text types Use different ways to plan & note make e.g. bullet points, diagrams Begin to adapt writing to be concise & clear Make decisions about form & purpose Organise paragraphs around a theme Extend sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use the present perfect form of verbs in contrast to the past tense Use conjunctions, adverbs and prepositions to express time and cause Use fronted adverbials Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Begin to use complex sentences as well as simple & compound sentences Begin to know and when to use, Standard and non-standard English Begin to use some examples of impersonal language in non-narrative Make adventurous word & language choices generally appropriate to style/purpose of text Select & use a range of technical and descriptive vocabulary (e.g. simile, personification, rhetorical questions etc.) and consider language impact on the reader 	<ul style="list-style-type: none"> Recognise a range of prefixes & suffixes, understanding how they modify meaning & spelling, & how they assist in decoding long complex words Distinguish the spelling & meaning of homophones Spell words that are often misspelt Use the possessive apostrophe for regular plurals and in words with irregular plurals Use the first few letters of a word to check its spelling in a dictionary Use dictionaries efficiently Have legible, consistent handwriting Proof read for spelling and punctuation errors Use a comma after fronted adverbials and before coordinating conjunctions Use possessive apostrophe with plural nouns Punctuate direct speech Spell unfamiliar words using known conventions including grapheme-phoneme correspondences & morphological rules Spell all words from year 3/4 word list correctly Spell common polysyllabic words accurately Begin to use commas to mark clauses Use indefinite article a/an accurately
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	Introduction	Guided/ Independent Tasks.	Plenary
Day 1	<p>Introduce the new text Kensuke's Kingdom. Do they know the author Michael Morpurgo? What else has he written?</p> <p>Read to pg. 2 'as I knew him' What have we learnt? What do we need to know? Discuss the fact that this has been written retrospectively. What does this mean? Why has it been written in this way? Discuss the writer's hook and the impact of this.</p> <p>Continue to read to the end of pg. 5. Discuss the impact of the letter.</p>	<p>LO: To use comparative language Easiteach – The letter</p> <p>What was the impact of the letter? What was life like before and after its arrival? Why did it have such an impact? Discuss the language of comparing and contrasting. Today they will write a short paragraph using comparison: before the letter came..., but after its arrival ...</p> <p>Must: Use comparative language, reasoning Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: Justify reasons, figurative language, select vocabulary</p> <p>SEN: Scaffold for organisation AGT: Focus on justification and reasoning</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>
Day 2	<p>Discuss what we know so far. Read on to page 7 'He's got a job and I haven't'. Discuss the fact that sometimes adults may be angry about something else and take it out on others around them. Is this fair? Is this something they ever do? Discuss the need to 'read' body language so as to not make a bad situation worse.</p> <p>If they were Michael, who would they side with? Why?</p>	<p>LO: To debate and reason Easiteach - Debate</p> <p>Read on to page 11 'what do you think then?'. Children to look at pages 10-12 and identify the reasoning dad has given. Do they think this is enough to persuade them to go? What might mum say in counter argument? What might she be worried about? Read on to pg. 12 'Promise'</p> <p>Children to be given pages 10-11 to identify all of the reasons he has given to go. Do they think these reasons are good enough? What would you say if you were Michael to persuade mum to go? What would you say if you were mum?</p> <p>Split group into 2- One will be arguing as mum, the other as dad to identify and justify their reasoning – decision alley.</p>	

<p>Day 3</p>	<p>What has happened so far? Read on to pg. 21 'not any more'</p> <p>What are the roles and responsibilities each person has? How does this change their relationships to each other? How would they feel? Discuss the fact that mum is now the boss of them both. Is this a good/bad thing for Michael?</p>	<p>LO: To identify different perspectives Easiteach- Different perspectives</p> <p>What is a perspective? Why do people look at situations with different perspectives? Explain that they will write 2 diary entries for what has happened so far – one from the mum and the other from the dad. Will they say the same thing? Why not? It will be important to also have reference to their new roles and responsibilities. Today they will focus on mum. What are her roles and responsibilities? How will she feel about dad and Michael? How will she view how they see her?</p> <p>Must: identify roles/responsibilities, emotions, SNT, personification Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: Show different perspectives, select vocabulary, simile/metaphor, rhetorical question</p> <p>Resources: Wordbank- Perspectives AGT: Include humour around how they may see her differently eg They love all the chores I give them</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>
<p>Day 4</p>	<p>Recap what we have read so far. What is a perspective? Does everyone have the same perspective? Why not? What influences a person's perspective?</p>	<p>LO: To identify different perspectives Easiteach- Different perspectives</p> <p>Recap that yesterday we focused on mum. Today they will look at dad. What are his roles and responsibilities? How will he feel about mum and Michael? How will he view how they see him?</p> <p>Must: identify roles/responsibilities, emotions, SNT, personification Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: Show different perspectives, select vocabulary, simile/metaphor, rhetorical question</p> <p>Resources: Wordbank- Perspectives AGT: Include humour around how they may see him differently e.g. They love all my silly jokes</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>

Day 5	<p>Discuss what has happened so far. (Remind them of Summarising skills from VIPERS) Read on to pg. 34 'Eeyuk'. What would it be like to be on the boat for so long? Compare with Jessie. How would they feel about seeing the coast of South Africa? Why?</p> <p>Read on to pg. 40 'millions of them' and discuss what has happened so far.</p>	<p>LO: To consider the structure of writing Easiteach – Letter to Eddie Explain that they will be writing in role as Michael. They will be writing a letter to Eddie to explain what has happened, what he has seen, about his parents and how he is feeling. They may also want to include his future plans. What type of letter will this be? How do they know? Discuss the fact that he and Eddie might have a bit of 'banter' or humour between them.</p> <p>Today they will create plans and focus on the structure</p> <p>Resources: Wordbank- Letter to Eddie SEN: Focus on chronological order of events AGT: Include humour and 'banter'</p>	<p>With a partner discuss how they have planned to organise their letter. Why have they done it in this way?</p>
Day 6	<p>Recap what has happened and look over their plans from yesterday. Do they wish to add anything?</p>	<p>LO: To write in role Easiteach – Letter to Eddie Children will write their letters, focusing on having a cohesive structure. They need to ensure they include what has happened, what he has seen, about his parents and how he is feeling. They may also want to include his future plans.</p> <p>Must: emotions, recall events, SNT, personification Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: select vocabulary, simile/metaphor, rhetorical question, humour, writer's voice</p> <p>Resources: Wordbank- Letter to Eddie SEN: Focus on chronological order of events AGT: Include humour and 'banter'</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>
Day 7	<p>Recap what has happened and read on to pg. 42 'harness clipped on' What do they think will happen next? How do they know? What clues have been given in the text so far? (Remind them of inference – VIPERS)</p> <p>Continue to read to pg. 52 'I too was frightened'. Why was he frightened? What might he be feeling? Thinking?</p>	<p>LO: To develop the writer's voice Easiteach – Stranded Using clips listen to the noises of a storm and the jungle – children to write down whatever comes to mind as they listen. Explain that they will be writing a diary entry as Michael. The focus will be on getting across how he is feeling and his thoughts, so the reader feels the same as the read it. Today they will create a plan: P1- How he feels now – focus on fear, isolation, noises P2 – less than 24hrs ago being on the boat and the storm arriving P3 – arriving on the beach, relief at survival, being alone P4 – back to thoughts in P1</p> <p>Children should also consider his thoughts towards Stella – her fault he is there v company/not being alone</p> <p>Resources: Wordbank- Stranded, sound clips AGT: can write the beginning and end the same – discuss the impact of this.</p>	<p>Compare plans and discuss language used. Can they uplevel their plans?</p>

Day 8	<p>Discuss what has happened so far. Go over their plans. Do they want to add anything? Have they used the senses to describe what is happening/how they are feeling/thinking?</p>	<p>LO: To develop the writer's voice Easiteach – Stranded Remind the children of the structure and the focus on drawing the reader into Michael's feelings and thoughts. Children to write the diary.</p> <p>Must: emotions, feelings, thoughts, SNT, personification, descriptive language Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: select vocabulary, simile/metaphor, rhetorical question, writer's voice, conflicted feelings</p> <p>Resources: Wordbank- Stranded, sound clips AGT: can write the beginning and end the same – discuss the impact of this.</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>
Day 9	<p>What has happened so far? What do they think might happen next? How do they know?</p> <p>Read on to page 59 'Slept at last'. Whilst Michael is on the island, what do they think is happening on the boat? Discuss the fact that his parents would not have discovered him and Stella missing until the next morning. What would they then do? How would they react? Create a quick freeze-frame to show their reactions as they realised what must have happened.</p>	<p>LO: To use standard English in a report Easiteach – Police Report Imagine that they went to tell the police. What would they say? What wouldn't they say? Why? Watch/read police reports – children to note down the vocabulary they use whilst watching. Discuss how the report was structured. Explain that they will be writing up the report based on the information they have received. Will it have opinion? If so where?</p> <p>What will be the structure of this writing? What is the level of formality? What will be needed in each paragraph?</p> <p>P1/2- Details of incident P3/4-Result of incident investigation</p> <p>Resources: Wordbank- Police report, example police report SEN: Scaffold for each paragraph</p>	<p>Share their plans with a partner and uplevel.</p>
Day 10	<p>Recap what we did yesterday. Go over their plans from yesterday, is there anything they want to add?</p>	<p>LO: To use standard English in a report Easiteach – Police Report Remind children of the structure for their report and what will go in each paragraph.</p> <p>Must: correct structure, formal English, appropriate formality Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: select vocabulary, sufficient detail</p> <p>Resources: Wordbank- Police report SEN: Scaffold for each paragraph</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>

Day 11	<p>What has happened to Michael? How is he feeling? Continue to read to pg. 62 'close by' Who do they think it is? Why?</p> <p>Continue to read to pg70 'I had no idea what he was saying'</p>	<p>LO: To use evidence</p> <p>What do they think of this person? What picture do they get of him? Why? Children to be given the description of the man. From this they will draw a picture – ensuring they find the evidence and then annotate their drawing with it.</p>	<p>Look at the pictures. Who has the picture that best illustrates the description?</p>
Day 12	<p>Can they describe the man? Read on to pg. 83 'much of what he was saying'</p> <p>What does he want to know about this man? Why? Why is he so keen to have a relationship with him?</p>	<p>LO: To use modal verbs Easiteach – Modal verbs</p> <p>What is a modal verb? How do they impact the reader/ affect the writing? Explain that today they will be planning a diary entry as Michael. This entry will focus on what he wants to know and how he might go about getting to know the man. How will this affect the tense? Discuss the fact that for thinking rhetorical questions are good.</p>	<p>Read through their plans – do they have appropriate modal verbs?</p>
Day 13	<p>What has happened so far? What does Michael want/want to know? Why?</p> <p>Look through their plans from yesterday. Do they need to add anything?</p>	<p>LO: To use modal verbs Easiteach – Modal verbs</p> <p>Today they will write a short diary entry as Michael focusing on the things he wants to happen and find out.</p> <p>Must: feelings, thoughts, rhetorical questions, modal verbs Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: select vocabulary, simile/metaphor, writer's voice, conflicted feelings personification, SNT</p> <p>Resources: Wordbank- Diary Modal verbs SEN: Scaffold for each paragraph AGT: To incorporate the future tense</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>
Day 14	<p>Discuss what has happened so far and read on to pg. 88 'trees and away'</p> <p>What do they think the orang-utan is thinking? Why?</p>	<p>LO: To infer thoughts Powerpoint – Orang-utan</p> <p>Look at some photos and video clips of orang-utans. Discuss how they move and their facial expressions. Imagine they were an orang-utan – what would they think of humans? Why? Can they act out the Orang-utan's facial features?</p> <p>Today they are going to imagine they are the orang-utan watching Michael and create a thought bubble</p> <p>Resources: Thought bubble</p>	<p>Share thought bubbles – who has the most interesting one?</p>

Day 15	<p>Read on to pg. 91 'no particular danger'. Why shouldn't he swim? What do they think is the problem? Would they listen to this man or not?</p> <p>Continue on to pg. 97 'when I like'. What do they predict will happen next? Why? What clues are there?</p>	<p>LO: To continue in a narrative style Easiteach – Narrative Today they will write the next paragraph continuing on the narrative. Discuss the fact that it will need to be kept in line with Morpurgo's style. The focus today is on quality, not quantity.</p> <p>Must: feelings, thoughts, emotions, personification, SNT Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: select vocabulary, simile/metaphor, writer's voice, conflicted feelings, rhetorical questions, modal verbs</p> <p>Resources: Wordbank- Narrative AGT: To write in a similar style to Morpurgo</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>
Day 16	<p>Discuss what has happened so far. Read on to pg. 108 'myself to waiting'</p> <p>Why is he not pushing Kensuke to find out what happened to him? Why is Kensuke not telling Michael about his life?</p>	<p>LO: To create a character history Easiteach – Kensuke back story What questions might we want to know about Kensuke? - What do they think has happened to Kensuke? Why is he on the island? How long has he been there? Was he always on his own? How did he survive? How did he become friends with the orang-utans etc?</p> <p>Explain that they will be planning a monologue to explain Kensuke's past and answer the key questions. They will do this in a narrative style – discuss how this would look and show the model.</p>	<p>Share the answers to the questions raised. Which ideas are the most feasible? Why?</p>
Day 17	<p>Recap the plans from yesterday. Have they thought of any more questions? Want to alter any ideas etc?</p>	<p>LO: To create a character history Easiteach – Kensuke back story Today they will write a monologue in a narrative style to explain why Kensuke is on the island and everything that has happened to him. The explanations need to be plausible and based on what they already know of him.</p> <p>Must: feelings, thoughts, explanations and reasoning Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: select vocabulary, simile/metaphor, writer's voice, rhetorical questions, modal verbs, personification, SNT</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>

Day 18 and 19	<p>Discuss what has happened so far in the book. Read on to pg. 124 'I not want to see people again'</p>	<p>LO: To see events from another perspective Powerpoint – War in Pacific Discuss the parties involved in WW2. Explain that we will not go in to too much detail as they will look at the war in year 5. Who's side were Japan on? Discuss the fact that WW2 had many countries involved and that there were wins/losses on both sides, as well as many victims. How would the average person have felt about going to war? Is war exciting/glamorous etc? Discuss how the war in the Pacific ended and the fear of this is what stops major world wars now. Discuss about countries moving towards disarming nuclear weapons etc. Read through the information on Shoichi Yokoi and the fact that in the Japanese culture, honour is held as the most important thing. What do they think about this man? Can they see similarities to Kensuke? Discuss conflicts that are happening in the world today – from conflicts in the playground to situations, Brexit, fighting in Syria etc. Is one side always right/wrong?</p>	
Day 20	<p>Discuss what has happened. Read on to pg. 128 Do they think he is right to write a letter? What would they put in the letter? Why?</p> <p>Continue to read to pg. 132 'had before' How are Michael and Kensuke feeling? What are their thought?</p>	<p>LO: To write from different perspectives Easiteach – Kensuke v Michael Remind the children of the narrative we wrote for the mum/dad at the beginning of the book. Explain that they will be doing this again, but this time writing from Michael and Kensuke's perspective. They will need to focus on the thoughts and feelings of both characters, writing 1 paragraph from each point of view. Discuss mirroring and how the events should be exactly the same, just seen from their own perspective</p> <p>Must: feelings, thoughts, modal verbs, different perspectives Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: select vocabulary, simile/metaphor, writer's voice, rhetorical questions, , personification, SNT</p> <p>Resources: Wordbank- Kensuke v Michael AGT: Include an awareness of what the other is thinking SEN: Scaffold needed</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>
Day 21	<p>Read on to pg. 142 'True story, Micasan'</p> <p>What do they know about turtles? What would they like to know? What dangers are affecting turtles today? Why? Is there anything we can do to support the turtles?</p>	<p>LO: To write a non-chronological report Powerpoint – Turtles Read the story 'One Tiny Turtle' and show the powerpoint photos and videos to show how turtles lay their eggs etc. Explain that they will be creating a non-chronological report about turtles. What is a non-chronological report? What are its features? Discuss the level of formality required and that they need to show an 'expert' voice. What headings/information might they want to include? (To include : Habitat/where they go in world, Diet, Life cycle, Environmental impact)</p> <p>Children to use books/internet to find relevant information on turtles</p> <p>Children to be put into groups to find out about 1 area for the report. Collect 4/5 bits of the most relevant information and write up on large sugar paper. Share back to the class and organise information together.</p> <p>C/C- Science- lifecycles, Art- drawings</p>	

Day 22	<p>What do they remember about turtles? Discuss the information collected and how we organised the information within each section.</p>	<p>LO: To write a non-chronological report Powerpoint – Turtles Model the introduction to ensure the children understand the level of formality and technical vocabulary etc required. Discuss the order that the main sections go in- does it matter? Why not? Children to write their introduction and 2 sections today.</p> <p>Must: formal, non-chronological, relevant/interesting facts, conjunctions Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: select vocabulary, technical vocabulary, writing as an expert</p> <p>Resources: Wordbank- Turtles AGT: Good amount of detail. Use of conjunctions for cohesion SEN: At least 2/3 facts per paragraph</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>
Day 23	<p>Read through a partner's work from yesterday and evaluate. Read through their own and uplevel as needed.</p>	<p>LO: To write a non-chronological report Powerpoint – Turtles Today the children will write the next 2 sections and a conclusion.</p> <p>Must: formal, non-chronological, relevant/interesting facts, conjunctions Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: select vocabulary, technical vocabulary, writing as an expert</p> <p>Resources: Wordbank- Turtles AGT: Good amount of detail. Use of conjunctions for cohesion SEN: At least 2/3 facts per paragraph</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>

Day 24	<p>What has happened so far? What do they think will happen next? Why?</p> <p>Read on to pg. 158 'not honourable thing to do' What do they think about what Kensuke is saying?</p>	<p>LO: To show conflicted feelings Easiteach – Conflicted feelings What would Michael be thinking? Why? Does he understand Kensuke's point of view? What should Michael do? Stay with Kensuke or go? Why? Explain that today they will be showing the conflicted feelings in Michael. What are these conflicts? Create a list. Children will show the conflict within Michael.</p> <p>G&T – Write from Kensuke's point of view. Show his conflicted feelings.</p> <p>Must: feelings, thoughts, emotions, conflicted feelings Should: Fronted adverbials, conjunctions (when, if, because, although), Conditional fronted conjunctions, Perfect present form Could: select vocabulary, simile/metaphor, writer's voice, rhetorical questions, personification, SNT</p> <p>Resources: Wordbank- Turtles AGT: Good amount of detail. Use of conjunctions for cohesion SEN: At least 2/3 facts per paragraph</p>	<p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given</p> <p>Uplevel language using the thesaurus</p>
Day 25	<p>Read the rest of the story- what do they think of the ending? How has it impacted them as a reader?</p> <p>Read the postscript- What does this tell us about Michael?</p>	<p>LO: To use persuasive language Easiteach- Assessment letter Read the final message from Morpurgo at the back of the book. How is Morpurgo trying to influence the reader about the environment? What is his message? Why is he trying to do this? Is this a message that is also within the story? Can they think of particular examples of it? Show the logo on Ethical Publishing and FSC paper. Why are these logos required? Has anything about the issues raised made them more aware or influenced their opinion?</p> <p>Explain that they will be asked to write a letter to convince/persuade a friend or relative to be more environmentally aware. What criteria would it need to include? How would they organise the paragraphs?</p> <p>P1- Why they are writing P2/3 reasons with evidence P4- concluding/ final persuasive</p> <p>What language will they need to include? What reasons will they give? Do they have any facts to support their reasons? Children to plan their letter.</p> <p>Resources: Wordbank- Assessment letter</p>	<p>Share their plan with a partner- do they have good enough reasons with evidence to support?</p> <p>What persuasive language do they have?</p> <p>Would they be persuaded?</p>
Day 26	<p>Look over their plans from yesterday. Share with a different partner and see if there is anything to add.</p>	<p>LO: Assessment Children to write their persuasive letter using their plan. They will have 40 minutes</p>	<p>Check through their work for sense, accuracy etc</p>