English

This lessons in the English chapter match the objectives in the Primary National Strategy's *Primary Framework for literacy*. These objectives are listed in the curriculum grid below, along with the corresponding objectives from the medium-term planning in the National Literacy Strategy. The curriculum grids in this book are also provided on the accompanying CD-ROM, in editable format, to enable you to integrate the lessons into your planning.

The interactive whiteboard offers pace and visual excitement to the lessons. Words can be made to appear or disappear, text can be manipulated, the children can see sentences being constructed, and they will watch paragraphs and stories emerging.

Be generous with the use of the interactive whiteboard and involve the children as much as possible in operating the board's tools. This will bring special benefits to children with dominant visual and kinaesthetic styles of learning. Above all, use the interactive whiteboard as another resource for the teaching of English. The whiteboard should support the interaction between you, the children and literacy.

Lesson title	PNS objectives	NLS objectives	Expected prior knowledge	Cross-curricular links
Lesson 1: Clarity and correctness ☐	Sentence structure and punctuation • Punctuate sentences accurately.	**S3:** To discuss, proof-read and edit their own writing for clarity and correctness. **S6:** To understand the need for punctuation as an aid to the reader.	• Editing can improve their writing.	**PE** PoS (4b) Pupils should be taught to warm up and prepare appropriately for different activities. **PE** PoS (4c) Why physical activity is good for health and well-being.
Lesson 2: Words ending in vowels ☐	Word structure and spelling • Group and classify words according to their spelling patterns.	**W4:** To examine the properties of words ending in vowels other than the letter *e.*	• The term *vowel.*	**Science** QCA Unit 5A 'Keeping healthy'
Lesson 3: Adapting and simplifying ☐	Sentence structure and punctuation • Adapt sentence construction to different readers.	**S4:** To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit.	• Text should have a target audience.	**ICT** QCA Unit 5A 'Graphical modelling'
Lesson 4: Mapping texts ☐ ☐	Creating and shaping texts • Experiment with different narrative forms and styles; write their own stories. Text structure and organisation	**T14:** To map out texts showing development and structure.	• Narrative needs a structure.	**History** QCA Unit 11 'What was it like for children living in Victorian Britain?'
Lesson 5: Direct and reported speech ☐	Creating and shaping texts • Vary the pace and develop the viewpoint through the use of direct and reported speech. Sentence structure and punctuation • Adapt sentence structure to different text-types, purposes and readers. • Punctuate sentences accurately, including use of speech marks.	**S5:** To understand the difference between direct and reported speech. **S7:** From reading, to understand how dialogue is set out.	• The term *direct speech.*	**Speaking and listening** Objective 51: To perform a scripted scene making use of dramatic conventions.
Lesson 6: Adverbs ☐ ☐	Creating and shaping texts	**W10:** To use adverbs to qualify verbs in writing dialogue.	• The term *adverb.*	**Speaking and listening** Objective 51: To perform a scripted scene making use of dramatic conventions.
Lesson 7: Story openings ☐	Understanding and interpreting texts Creating and shaping texts	**T1:** To analyse the features of a good opening and compare a number of story openings.	• Familiarity with stories.	**History** QCA Unit 11 'What was it like for children living in Victorian Britain?'
Lesson 8: Verbs ☐	Sentence structure and punctuation • Adapt sentence structure to different text-types, purposes and readers.	**S8:** To revise and extend work on verbs.	• Verbs have different forms.	**Science** QCA Unit 5A 'Keeping healthy'