


Subject:	English - Fresh Start - SPAG -RWI Spelling - Literacy text- Roald Dahl Autobiography		
Class: T1 (Nurture)	Teacher: Sukhi Lall	Term: 3	
Key Vocabulary: Autobiography, memoir, narrative, context, genre, convention, purpose, audience, inference, evidence, deduce, context clues, emotion, interpretation, extract, ambitious vocabulary Language, structure, organisational features characterisation, setting, figurative language, simile, metaphor, descriptive technique narrative technique Green and words RWI	Alternative Learning Environments		Resources: Book: Roald Dahl The Boy Copies of 'The Boy' by Roald Dahl - Biographical information about Roald Dahl - Extracts from other autobiographies/memoirs - Whiteboard/flipchart - Worksheet: Features of memoir Extracts from first chapters of <i>Boy</i> - Dictionaries (print or digital) - Vocabulary log sheets

Unit Aim: Reading: Develop skills in retrieving and interpreting information from texts. Identify key themes, ideas, and characters in literature. Begin to analyze how writers use language, structure, and form to create effects. Build confidence in reading aloud with appropriate tone and expression. Compare different types of texts (e.g., fiction vs. nonfiction).

Writing: Write for a range of purposes and audiences (e.g., narrative, descriptive, persuasive). Use varied sentence structures and ambitious vocabulary. Plan, draft, edit, and improve written work with growing independence. Use correct spelling, punctuation, and grammar (SPaG) consistently. Develop imaginative and structured story writing.

Speaking & Listening: Participate in group discussions, offering ideas and building on others' points. Perform or present written work clearly and confidently. Listen carefully and respond appropriately to others. Use standard English in formal settings.

Literary Knowledge: Gain exposure to a variety of genres, including poetry, drama, and prose. Understand literary terms (e.g., metaphor, simile, personification, tone, theme). Develop opinions about texts and justify them with evidence.

Prior Learning: Ability to read and understand age-appropriate fiction and nonfiction. Familiarity with story elements: character, setting, plot, problem/resolution. Basic inference and prediction skills. Recognition of different text types (e.g., story, poem, letter, information text). Some understanding of language techniques (e.g., simile, alliteration).

Writing: Ability to write in full sentences and structured paragraphs. Basic understanding of purpose and audience. Familiarity with writing simple texts (e.g., stories, instructions, recounts). Use of punctuation such as full stops, commas, question marks, and speech marks. Some knowledge of grammar (e.g., nouns, verbs, adjectives).

Speaking & Listening: Experience taking part in class and group discussions. Ability to listen to others and take turns speaking. Confidence in reading aloud and speaking in front of the class. Use of standard English in some formal settings.

Literary Knowledge - Prior Knowledge: Exposure to a range of texts, including poems and traditional tales. Recognition of common literary features (e.g., rhyme, rhythm, dialogue). Some familiarity with classic authors (e.g., Roald Dahl, Shakespeare in simple form, fairy tales, myths).

Week	Session 1-3 Fresh Start & SPAG	Session 4 (Thurs)	Session 5 (Fri)
1	<p>Lesson Objective/Success Criteria -</p> <p>Fresh Start - Set 1 I can read all sounds/words I can read all sounds speedily Set2 I can read all sounds and match phonics. I can read green words</p> <p>I can use suffixes to learn how the root words have different meaning. I can apply the rules for spelling when words have silent letter, or different sound for certain letters/vowels. I can learn about homophones and find words that sound the same but have different meaning and spelling I can speed spell I can use the spelling zones to learn rules I can write the number of sounds for the words I can change root words with suffixes I can take turns to read aloud dictation sentences I can play team teach and write all red words that need revising</p> <p>Activities Fresh Start - Introductory Module (Modules 1 -3) with Linda and Sophie Kyron -Set 1 sounds/words</p> <p>RWI Spelling book 2b</p> <p>Leo M unit 8 - suffix/word ending in-el Tommy F - unit 7 -suffix -ness (2) Freddie W unit 6 suffix -ness (1) (SL)</p>	<p>Learning Objective: I can identify and explain new vocabulary in context, relating it to known vocabulary and using dictionaries to support understanding.</p> <p>Activities: Introduce Roald Dahl as an author and the genre of autobiography. Explore the context in which <i>Boy</i> was written and discuss the purpose and intended audience. Establish expectations for reading a whole book and begin to identify features of autobiographical writing.</p>	<p>Learning Objective: I can recognise the key features of autobiography. And highlight them correctly.</p> <p>Activities: Recap on previous lesson and talk about autobiography. What is an autobiography? Discuss the features List the key features. In pairs to research and record what features are needed to write an autobiography and the purpose of these features</p>

2	<p>Lesson Objective/Success Criteria -</p> <p>Fresh Start - Set 1 I can read all sounds/words I can read all sounds speedily Set2 I can read all sounds and match phonics. I can read green words</p> <p>I can use suffixes to learn how the root words have different meaning. I can apply the rules for spelling when words have silent letter, or different sound for certain letters/vowels. I can learn about homophones and find words that sound the same but have different meaning and spelling I can speed spell I can use the spelling zones to learn rules I can write the number of sounds for the words I can change root words with suffixes I can take turns to read aloud dictation sentences I can play team teach and write all red words that need revising</p> <p>Activities Fresh Start - Introductory Module (Modules 1 -3) with Linda and Sophie Kyron -Set 1 sounds/words</p> <p>RWI Spelling book 2b</p> <p>Leo M unit 9 - suffix/word ending in-el Tommy F - unit 8 -suffix -ness (2) Freddie W unit 7 suffix -ness (1)</p>	<p>Learning Objectives: I can identify and explain new vocabulary in context, relating it to known vocabulary and using dictionaries to support understanding.</p> <p>Activities: Focus on the first chapters of <i>Boy</i>, identifying unfamiliar words, using context clues and dictionaries to determine meaning. Discuss how new vocabulary enriches understanding of the text and supports comprehension.</p>	<p>Learning Objectives: I can locate words in a dictionary using alphabetical order. I can identify and write down the correct definition of a word from multiple dictionary entries. I can use the definition of a word to create a meaningful sentence. I can explain how understanding a word's definition helps in understanding a text.</p> <p>Activities: 1: Dictionary Scavenger Hunt Description: Students work in pairs to complete a worksheet with ten words. For each word, they must: a) Find the word in the dictionary. b) Write down the correct definition.</p>

			c) Write a sentence using the word in context.
3	<p>Lesson Objective/Success Criteria -</p> <p>Fresh Start - Set 1 I can read all sounds/words I can read all sounds speedily Set2 I can read all sounds and match phonics. I can read green words</p> <p>I can use suffixes to learn how the root words have different meaning. I can apply the rules for spelling when words have silent letter, or different sound for certain letters/vowels. I can learn about homophones and find words that sound the same but have different meaning and spelling I can speed spell I can use the spelling zones to learn rules I can write the number of sounds for the words I can change root words with suffixes I can take turns to read aloud dictation sentences I can play team teach and write all red words that need revising</p> <p>Activities Fresh Start - Introductory Module (Modules 1 -3) with Linda and Sophie Kyron -Set 1 sounds/words</p> <p>RWI Spelling book 2b</p> <p>Leo M unit 10 - suffix/word ending in-el Tommy F - unit 9 -suffix -ness (2) Freddie W unit 8 suffix -ness (1)</p>	<p>Learning Objectives: I can make inferences and refer to evidence in the text to support understanding of character and setting.</p> <p>Activities: Analyse descriptions of characters and settings in <i>Boy</i>, making inferences about personalities, relationships, and atmosphere. Practise using textual evidence to justify interpretations and deepen understanding of the narrative.</p>	<p>Learning Objectives: I can analyse how language, including figurative language and vocabulary choice, presents meaning in autobiographical writing</p> <p>Activities: Examine Dahl's use of descriptive language, figurative expressions, and vocabulary choices. Discuss how these techniques create meaning and engage the reader, focusing on specific passages from <i>Boy</i>.</p>

<p>4</p>	<p>Lesson Objective/Success Criteria -</p> <p>Fresh Start - Set 1 I can read all sounds/words I can read all sounds speedily Set2 I can read all sounds and match phonics. I can read green words</p> <p>I can use suffixes to learn how the root words have different meaning. I can apply the rules for spelling when words have silent letter, or different sound for certain letters/vowels. I can learn about homophones and find words that sound the same but have different meaning and spelling I can speed spell I can use the spelling zones to learn rules I can write the number of sounds for the words I can change root words with suffixes I can take turns to read aloud dictation sentences I can play team teach and write all red words that need revising</p> <p>Activities Fresh Start - Introductory Module (Modules 1 -3) with Linda and Sophie Kyron -Set 1 sounds/words</p> <p>RWI Spelling book 2b</p> <p>Leo M unit 11 - suffix/word ending in-el Tommy F - unit 10 -suffix -ness (2) Freddie W unit 9 suffix -ness (1)</p>	<p>Learning Objectives: I can study the structure and organisation of <i>Boy</i>, considering how text structure supports meaning and narrative progression.</p> <p>Activities: Explore the organisation of chapters, use of chronology, and narrative techniques in <i>Boy</i>. Discuss how structure contributes to reader understanding and the effectiveness of the autobiography.</p>	<p>Learning Objectives: I can study characterisation and plot development, considering the effects of these on the reader.</p> <p>Activities: Analyse how Dahl develops characters and advances the plot in <i>Boy</i>. Discuss the impact of characterisation and plot choices on the reader, referencing specific events and character actions.</p>
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<p>5</p>	<p>Lesson Objective/Success Criteria -</p> <p>Fresh Start - Set 1 I can read all sounds/words I can read all sounds speedily Set2 I can read all sounds and match phonics. I can read green words</p> <p>I can use suffixes to learn how the root words have different meaning. I can apply the rules for spelling when words have silent letter, or different sound for certain letters/vowels. I can learn about homophones and find words that sound the same but have different meaning and spelling I can speed spell I can use the spelling zones to learn rules I can write the number of sounds for the words I can change root words with suffixes I can take turns to read aloud dictation sentences I can play team teach and write all red words that need revising</p> <p>Activities Fresh Start - Introductory Module (Modules 1 -3) with Linda and Sophie Kyron -Set 1 sounds/words</p> <p>RWI Spelling book 2b</p> <p>Leo M unit 12 - suffix/word ending in-el Tommy F - unit 11-suffix -ness (2) Freddie W unit 10 suffix -ness (1)</p>	<p>Learning Objectives: I can write a well-structured autobiographical narrative, drawing on knowledge of literary devices, vocabulary, and text structure from reading <i>Boy</i></p> <p>Activities: Plan and begin drafting an autobiographical narrative inspired by <i>Boy</i>, applying knowledge of structure, language, and literary devices. Focus on writing for a specific audience and purpose, using appropriate vocabulary and grammar.</p>	<p>Learning Objectives: I can edit and proof-read autobiographical writing, considering vocabulary, grammar, and structure to improve coherence and effectiveness</p> <p>Activities: Review and revise autobiographical drafts, focusing on improving coherence, vocabulary, grammar, and punctuation. Discuss the importance of editing and proof-reading for effective communication</p>
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<p>6</p>	<p>Lesson Objective/Success Criteria -</p> <p>Fresh Start - Set 1 I can read all sounds/words I can read all sounds speedily Set2 I can read all sounds and match phonics. I can read green words</p> <p>I can use suffixes to learn how the root words have different meaning. I can apply the rules for spelling when words have silent letter, or different sound for certain letters/vowels. I can learn about homophones and find words that sound the same but have different meaning and spelling I can speed spell I can use the spelling zones to learn rules I can write the number of sounds for the words I can change root words with suffixes I can take turns to read aloud dictation sentences I can play team teach and write all red words that need revising</p> <p>Activities</p> <p>Fresh Start - Introductory Module (Modules 1 -3) with Linda and Sophie Kyron -Set 1 sounds/words</p> <p>RWI Spelling book 2b</p> <p>Leo M unit 13 - suffix/word ending in-el Tommy F - unit 12 -suffix -ness (2) Freddie W unit 11 suffix -ness (1)</p>	<p>Learning Objectives: I can discuss and evaluate autobiographical writing using precise literary and linguistic terminology; participate in structured discussion to summarise and build on ideas</p> <p>Activities: Share autobiographical writing in small groups, using literary and linguistic terminology to discuss strengths and areas for improvement. Practise summarising and building on others' ideas in structured discussion.</p>	<p>Learning Objectives: I can identify and explain key features of autobiography writing. I can evaluate the effectiveness of an autobiography using appropriate language. I can use the correct tone, structure, and language to write a short autobiographical piece. I can justify my choices of language and structure in my writing.</p> <p>Activities: Students will work in pairs to evaluate a new excerpt from an autobiography using a checklist of features (provided by the teacher). Teacher Guidance: Circulate the room, prompting students with questions like, "Why do you think the author chose this detail?" or "How does this language make the reader feel?" Ensure students refer back to the checklist. Activity 2: Writing a Short Autobiographical Piece Description: Students will write a short autobiographical paragraph about a memorable experience.</p>
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