

Teaching Focus	Learning Intentions		
	Spoken Language	Writing	Grammar and punctuation focus
<i>Hogwart's acceptance letter (PK)</i>	<ul style="list-style-type: none"> Group guided reading discussion on an adapted passage from the first chapter of the Philosopher's stone. As a class orally annotate the features of a letter. Watch Harry receiving his letter from Hogwarts. 	<ul style="list-style-type: none"> Annotate a character description Explore differences and tension between the wizarding world and muggle word. Plan, draft and write an acceptance letter to Hogwarts. 	<ul style="list-style-type: none"> Use of exclamation marks. Structure of a formal letter. Bullet points Comma in lists.
<i>Triwizard's cup dragons; non-chronological report (GJ)</i>	<ul style="list-style-type: none"> Watch the Triwizard's Cup; retrieving the cup from the four fire-breathing dragons Identify the features and appearance of the 4 dragons Discuss what the dragons might eat, where they might live, how they protect themselves and other amazing facts. 	<ul style="list-style-type: none"> Opening and concluding statements. Organisation of facts. Include technical vocabulary. Use of diagrams or illustrations to clarify/ support information 	<ul style="list-style-type: none"> Use of sub-headings and paragraphs Use of questions to engage the reader Expand sentences using subordination and coordination
<i>Daily prophet; newspaper article (PK)</i>	<ul style="list-style-type: none"> Take about the purpose of a newspaper Fake news vs. real news discussion Read and discuss newspaper articles. Research an event to report from the Harry Potter series. 	<ul style="list-style-type: none"> Annotate real newspaper articles Take notes on events in the Harry potter series. Plan, draft and write an article for the daily profit. 	<ul style="list-style-type: none"> Good use of catchy titles and headings Persuasive language Inverted commas to quote sources.
<i>Reading comprehension</i>	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them. Answer and ask questions based on the text Clarify meanings of unknown words 		
<i>Handwriting</i>	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place 		

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| | <ul style="list-style-type: none">• Form capital letters• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. |
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