

Teaching Focus	Learning Intentions		
	Spoken Language	Writing	Grammar and punctuation focus
<i>Poems: Create your own spells and potions (GJ)</i>	<ul style="list-style-type: none"> Look at various Harry Potter potions and spells Discuss what makes the potions and spells special/ interesting Talk about the 'wizard and witch' words Look at and discuss the features of Cinquain and Haiku poetry. 	<ul style="list-style-type: none"> Create a class potion and write it as a Cinquain poem; 5 lines (2, 4, 6, 8, 2 syllables) Create a class spell and write it as a Haiku poem; 3 lines (5,7,5 syllables) Use ideas to help create individual Haiku/ Cinquain poem 	<ul style="list-style-type: none"> Cinquain poetry pattern; noun, adjectives, verbs, adjectives, synonym Identifying and counting syllables in words to follow a Cinquain/ Haiku pattern
<i>Daily prophet; newspaper article (PB)</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>Quiddich Rules and Regulations (GJ)</i>	<ul style="list-style-type: none"> Look at the game of Quiddich from Harry Potter Discuss and learn the rules of the game and compare to the rules of football Commentate a Quiddich game Look at features of rules and discuss; how are they written? What are the features of written rules? 	<ul style="list-style-type: none"> Re-write the rules of Quiddich Write the rules for popular playground games/ sporting activities 	<ul style="list-style-type: none"> Use of numbers and/ or bullet points to make rules clear Lists of equipment and rules in order of importance Use of labelled diagrams for clarity
<i>Rita Seeka interviews (PB)</i>	<ul style="list-style-type: none"> In pairs interview each other as a character from Harry Potter. Think pair share on the character you're going to choose Hot seating 	<ul style="list-style-type: none"> Write up interviews using a clear structure. Include a short introduction about the person you're interviewing. 	<ul style="list-style-type: none"> Revise dialogue words- words instead of said. Use of question marks Inverted commas to highlight speech.
<i>Posters: Have you seen this wizard? (GJ)</i>	<ul style="list-style-type: none"> Interview/ police report describing the wanted person News announcement for a wanted person Look at and discuss the features of WANTED posters Discuss the important information that needs to be included 	<ul style="list-style-type: none"> Create a WANTED poster for a character from Harry Potter Create a WANTED poster for someone in the class; what was their crime? 	<ul style="list-style-type: none"> Use of bold and eye catching words and captions Use the features of a WANTED poster

<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• Form capital letters• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.