

Reading Comprehension

1	Recall and retrieve information from the text in order to make deductions about the main characters.
2	Develop summarising skills by outlining a chapter from the text.
3	Predict what might happen in future chapters based on the characters and events in the text so far.
4	Locate relevant information in the text in order to answer a range of comprehension questions.
5	Demonstrate an understanding of the text by asking and answering questions in character.

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- discussing words and phrases that capture the reader's interest and imagination
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

The Twits

A KS2 thematic English topic

Non-chronological Reports

1	Identify and discuss the features of a non-chronological report.
2	Generate and gather information about the subject of the report.
3	Group the gathered information and use it to make a plan.
4	Write and edit a non-chronological report.

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- assessing the effectiveness of their own and others' writing and suggesting improvements
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Instructions

1	Identify the features of instructional texts and discuss their purpose.
2	Collaboratively plan a set of instructions as a class before children create their own plans.
3	Write a set of instructions, focusing on fronted adverbials as a method for varying sentence structure.

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- assessing the effectiveness of their own and others' writing and suggesting improvements
- using fronted adverbials
- using commas after fronted adverbials
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Descriptive Writing

1	Invent a new horrible character inspired by Mr and Mrs Twit and describe them.
2	Experiment with language and the effect it creates when describing characters.
3	Use fronted adverbials to help describe the setting of the Twits' house.
4	Use persuasive language to sell the Twits' house in an estate agent's advert

- discussing and recording ideas
- in narratives, creating settings, characters and plot
- assessing the effectiveness of their own and others' writing and suggesting improvements
- using fronted adverbials
- using commas after fronted adverbials
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Playscripts

1	Write a missing chapter inspired by 'The Twits' using correctly punctuated direct speech.
2	Identify features of a playscript and what each is used for.
3	Write a playscript based on a narrative.
4	Perform and edit a playscript.

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- assessing the effectiveness of their own and others' writing and suggesting improvements
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- using and punctuating direct speech
- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

Reading - word reading	
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	
Reading - comprehension	
<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>WORD</p> <ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Writing - composition	<p>SENTENCE</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] <p>TEXT</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials <p>TERMINOLOGY FOR PUPILS</p> <p>determiner pronoun, possessive pronoun adverbial</p>

READING COMPREHENSION				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recall and retrieve information to make deductions about the main characters	In this first lesson, children will read the first four chapters together, and then answer some comprehension questions to assess their understanding. In their independent activities, children will look more closely at the characters of Mr and Mrs Twit, and write descriptions or answer questions using their retrieval and deduction skills. Alternatively, children will draw a picture of one of the characters based on the text, and surround it with descriptive words and phrases chosen from the text.	<ul style="list-style-type: none"> Can children recall key information from the text? Can children make deductions based on the text? Can children share their opinions about, and make inferences based on, the text? 	<ul style="list-style-type: none"> Slides The Twits, Chapters 1–4 (not provided) Worksheet 1A/1B/1C Word Bank Extract 1A/1B Portrait of a Twit Sheet (FSD? activity only)
Lesson 2	To know how to summarise the main events in a text	Children will first recap on the characters of the Twits before reading the next three chapters together. They will show their understanding of the main events by answering comprehension questions. Children will learn what a summary is, and what it should and should not include. In their independent activities, children will write their own summaries of a given chapter. Alternatively, they will read and analyse a range of given summaries, discussing and deciding which is the best, and why.	<ul style="list-style-type: none"> Can children demonstrate their understanding of a text by answering a range of questions? Do children understand what a summary is? Can children retrieve key information from a text to write their own summaries? 	<ul style="list-style-type: none"> Slides Chapters 5–7 (not provided) Extract 2A/2B Worksheet 2A/2B/2C Summary Checklist Summary Selection Cards (FSD? activity only)
Lesson 3	To make predictions about future chapters based on the characters and events in the text so far	Children will first discuss their opinions of the Twits' behaviour towards each other based on what they have read so far. They will then read the next six chapters of the book, and as a class, discuss the answers to a range of comprehension questions. Children will be asked to predict what might happen in the following chapter, and why. In the FSD? activity, they will be challenged to create a short role-play to show what they predict might happen.	<ul style="list-style-type: none"> Can children share their thoughts and opinions about the text? Can children make predictions based on what has already happened in the text? Can children explain the reasons for their predictions based on what they have already read in the text? 	<ul style="list-style-type: none"> Slides Chapters 8–13 (not provided) Prediction Cards Worksheet 3A/3B Role-Play Challenge Cards (FSD? activity only)
Lesson 4	To know how to answer questions using relevant information from the text	As a class, children will read the next eight chapters of 'The Twits'. They will think about what a good answer to a comprehension question should include, and then assess different answers to a comprehension question. In their independent activities, children will write, share, edit and improve answers to comprehension questions.	<ul style="list-style-type: none"> Can children identify when a question has been answered correctly? Can children use relevant information from the text to support their answers? Can children edit and improve their answers to comprehension questions? 	<ul style="list-style-type: none"> Slides Chapters 14–21 (not provided) Discussion Cards Comprehension Sheet Answer Checklist Question Cards (FSD? activity only) Whiteboards (FSD? activity only)
Lesson 5	To show understanding of the text through asking and answering questions	In this final lesson, children will finish reading 'The Twits'. They will be challenged to demonstrate their knowledge and understanding of the text by matching up a range of different questions and answers. In their independent activities, children devise questions for the Twits, and then use hot-seating and role-play to answer them in character.	<ul style="list-style-type: none"> Can children ask and answer questions about the text? Can children 'infer characters' thoughts and feelings? Can children 'put themselves into the shoes of' one of the main characters? 	<ul style="list-style-type: none"> Slides Chapters 22–29 (not provided) Question & Answer Cards (Interactive Activity) Worksheet 5A/5B/5C Twit Talk Show Name Tags Question Slips (FSD? activity only) Speech Bubble Template (FSD? activity only)

NON-CHRONOLOGICAL REPORTS				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify the features of non-chronological reports	In this first lesson, children will recap on the features of a non-chronological report, and ensure that they understand what each feature is and what it 'looks like'. In their independent activities, children will read, identify and highlight the different features within a given report. In the alternative activity, children will read three reports and identify which features have been included, and which features are missing. They will then be challenged to suggest how each report could be improved.	<ul style="list-style-type: none"> Do children know what a non-chronological report is? Can they list the features of a non-chronological report? Can they identify these features within given non-chronological reports? 	<ul style="list-style-type: none"> Slides Section Cards A3 paper, coloured pens/pencils Worksheet 1A/1B The Lilac-Breasted Roller A/B/C (FSD? activity only) Checklist Sheet (FSD? activity only)
Lesson 2	To generate and gather information for a non-chronological report	After recalling the features of a non-chronological report, children will focus on generating facts for a report on an imaginary animal from Roald Dahl's 'The Twits'. In the FSD? activity, they will gather facts about an African monkey by reading and selecting information from given sources.	<ul style="list-style-type: none"> Can children recall the features of a non-chronological report? Can children generate appropriate facts for a non-chronological report? Can children select appropriate information for a non-chronological report? 	<ul style="list-style-type: none"> Slides Prompt Questions Card Giant Skillywiggler Fact Slips Roly-Poly Bird Fact Slips Fact Features Cards Information Cards (FSD? activity only) Vervet Monkey Factsheet A/B (FSD? activity only)
Lesson 3	To group information and use it to plan a non-chronological report	Children will first discuss the importance of planning a piece of writing. Then, they will sort the fact slips from the previous lesson into groups according to given sub-headings, and use this information to plan their report about one of the imaginary animals from 'The Twits'. In the FSD? activity, children will use the information they gathered in the previous lesson to plan a report on the African vervet monkey.	<ul style="list-style-type: none"> Can children identify and recall the features of a non-chronological report? Can children group facts according to given or selected headings? Can children include appropriate features in their non-chronological report plans? 	<ul style="list-style-type: none"> Slides Fact Station Cards Completed Fact Slips from the previous lesson Worksheet 3A/3B/3C Completed Vervet Monkey Factsheet from the previous lesson (FSD? activity only) Worksheet 3D/3E (FSD? activity only)
Lesson 4	To write a non-chronological report	In this final lesson, children will explore how they can make their report interesting and engaging for the reader by using carefully chosen descriptive vocabulary and varying their sentence structure. Using this knowledge, they will then write their non-chronological report using their plans from the previous lesson.	<ul style="list-style-type: none"> Can children follow their plans to write a non-chronological report including all the relevant features? Can children make their writing interesting by varying their sentence structure and using carefully chosen adjectives? Can children reflect on, edit and improve their work? 	<ul style="list-style-type: none"> Slides Completed plans from previous lesson Report Template Sheets A/B Checklist Cards Picture Cards (FSD? activity only)

INSTRUCTIONS				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify the features of instructional texts	In this first lesson, children will explore a range of different instructional texts, identifying the main features of this genre. They will demonstrate their understanding of these in the independent activities, where children will annotate given instruction texts and discuss the purpose of the different features.	<ul style="list-style-type: none"> • Can children explain the purpose of an instructional text? • Can children list the features of instructional texts? • Can children identify these features in a range of instructional texts? 	<ul style="list-style-type: none"> • Slides • Instructional Text Examples (Teaching Input) • Worksheet 1A/1B/1C • Features Labels • Features Card • Recipe Card A/B (FSD? activity only) • Question Cards (FSD? activity only)
Lesson 2	To plan a set of instructions	Children will first recap on the main features of instructional texts by playing a game entitled, 'Odd One Out'. They will then discuss the importance of the different features of this genre. Children will be shown how to create a plan for a set of instructions, based on an event from 'The Twits', before they plan for their own set of instructions in their independent activities.	<ul style="list-style-type: none"> • Can children recall the features of instructional texts? • Can children plan for their own set of instructions? • Can children explain and evaluate their own and others' plans? 	<ul style="list-style-type: none"> • Slides • 'The Frog' Extract Sheet (Teaching Input) • Worksheet 2A/2B/2C • 'The Wormy Spaghetti' Extract Sheet • 'Mrs Twit Gets a Stretching' Extract Sheet • Imperative Verbs List • Challenge Cards (FSD? activity only) • Recipe Planning Sheet A/B/C
Lesson 3	To write a set of instructions	In this final lesson, children will focus on how to make their instructions interesting and engaging for the reader by varying the sentence structure. They will look at different examples of fronted adverbials, and will start to discuss the effect their use can have on both sentences and a text overall. In their independent activities, children will apply this knowledge and understanding when writing their own set of instructions.	<ul style="list-style-type: none"> • Can children follow their plans to write a set of instructions? • Can children include the relevant features in their instructions? • Can children read aloud their instructions, using appropriate intonation, tone and volume? 	<ul style="list-style-type: none"> • Slides • Children's plans from previous lesson • Worksheet 3A/3B/3C • Features Checklist A/B • Recipe Template Sheet A/B/C (FSD? activity only) • Tasty Twit Treats Recipe Book Cover (FSD? activity only)

DESCRIPTIVE WRITING				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To describe a character.	Children will revisit the different features of figurative language that they can use when describing a character. They are challenged to create their own horrible character which has been inspired by Dahl's descriptions of Mr and Mrs Twit.	<ul style="list-style-type: none"> Can children create a character inspired by one they have been reading about? Are children able to pick out strong characteristics for their new character and include these in a character description? Can children make effective choices in their language for description? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Word Bank 1A Colouring pencils (optional) Item Sheet 1A (FSD? activity only)
Lesson 2	To experiment with descriptive language and the intended effect.	Children will use this lesson to experiment and play with language as they change the effect that they can create when they use different adjectives when describing. The children are challenged to describe the Twits in a more positive light by experimenting and playing with the adjectives they use when describing them.	<ul style="list-style-type: none"> Can children identify different word classes in a sentence? Can children identify words which create an intended effect in a text? Are children able to use carefully chosen adjectives to describe a character? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Word Play Cards (FSD? activity only) Text Card 2A/2B (FSD? activity only) Thesauruses (FSD? activity only)
Lesson 3	To use prepositional fronted adverbials in a piece of descriptive writing.	In this lesson the children will revisit their knowledge of adverbials and fronted adverbials, in particular prepositional fronted adverbials. They will have this as a focus as they describe the Twits' house and garden as a setting.	<ul style="list-style-type: none"> Can children identify a fronted adverbial in a sentence? Are children able to use adverbial phrases to describe where a verb is taking place? Can children use fronted adverbials in a piece of descriptive writing? 	<ul style="list-style-type: none"> Slides Extract Card 3A Fronted Adverbial Sheet 3A Worksheet 3A/3B/3C Picture Card 3A (FSD? activity only) Worksheet 3D (FSD? activity only)
Lesson 4	To write a persuasive advert for a house.	In this lesson the children will be challenged to write an estate agent advert to sell the Twits' empty house after they had disappeared. Children look at different techniques for persuasive writing in adverts before exploring the way negative features can be described positively. They attempt to create a persuasive advert for the Twits' house and garden.	<ul style="list-style-type: none"> Are children able to name some ways in which writing can be made persuasive for an advert? Can children use different language features to make their writing more persuasive? Can children use their language choices to make negatives sound more positive? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Positive Phrases 4A Estate Agent Phrases 4A (FSD? activity only)

PLAYSCRIPTS				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To write a missing chapter using direct speech accurately.	In this lesson the children will revisit their understanding of direct speech when being used in a narrative text. They will practise punctuating pieces of direct speech before including it in their own version of a missing chapter.	<ul style="list-style-type: none"> • Can children identify punctuation used when writing direct speech? • Are children able to accurately punctuate direct speech? • Can children include direct speech in a narrative effectively? 	<ul style="list-style-type: none"> • Slides • Extract Cards 1A • Worksheet 1A • Speech Card 1A • Sticky notes • Item Sheet 1A (FSD? activity only)
Lesson 2	To identify features of a playscript.	This lesson lets the children analyse and evaluate the different features of a playscript as they investigate how this genre is different to other genres they have studied. They look in particular at the stage directions, experimenting with how they're used to add detail to a playscript's action.	<ul style="list-style-type: none"> • Can children name the main features of writing in a playscript? • Are children able to explain why and how each feature they identify is used? • Can children suggest genre-specific improvements for a piece of writing? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Line Cards 2A • Model Text 2A • Playscript Card 2A (FSD? activity only) • Extract Card 2A (FSD? activity only) • Worksheet 2D (FSD? activity only)
Lesson 3	To write a playscript.	Children are challenged to write a playscript based on the narrative they wrote in lesson one, or an extract from the story of 'The Twits'. They will look at the process of finding important information and speech within the narrative and how this is translated into the playscript genre.	<ul style="list-style-type: none"> • Can children identify and use features of a playscript accurately? • Are children able to use stage directions to add detail and direction to their playscript? • Are children able to convey the plot of a story through their playscript? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A • Challenge Card 3A • Extract Card 3A (FSD? activity only)
Lesson 4	To perform and improve a playscript.	Children will perform their playscripts from the previous lesson in order to assess and evaluate their effectiveness. They use these performances to inform their decisions on where the writing needs improving and provide their classmates with constructive peer feedback.	<ul style="list-style-type: none"> • Are children able to specify places in a piece of writing which could be improved? • Can children suggest ways in which a piece of writing can be improved? • Are children able to perform a scene based on a script? 	<ul style="list-style-type: none"> • Slides • Children's scripts from last lesson • Peer Feedback Card 4A • Editing Cards 4A (FSD? activity only)