

 <p>Hidden Figures Margot Lee Shetterly</p>	 <p>Firebird Saviour Pirotta and Catherine Hyde</p>
<p>17 sessions, 3+ weeks</p>	<p>10 sessions, 2 weeks</p>
<p>Non-chronological report Reports, formal and informal letters, diaries, character descriptions, journalistic writing</p>	<p>Fairytale narratives Formal letters, retellings, character descriptions</p>

Writing (Composition)

- Identify the **audience and purpose** of writing, choose the right form, and use similar texts as models.
- When writing narratives, think about how authors create **characters and settings** in texts they've read, heard, or seen.
- Choose **grammar and vocabulary** carefully, understanding how choices affect meaning.
- In narratives, **describe settings, characters and atmosphere**, and use **dialogue** to show character and move the story on.
- **Précis** (summarise) longer passages.
- Use a range of devices to build **cohesion** within and between paragraphs.
- Assess the effectiveness of their own and others' writing.
- Suggest changes to vocabulary, grammar and punctuation to improve impact and clarity.
- Use **tense consistently and correctly** throughout writing.

Reading (Comprehension)

- Compare books with each other.
- Read books with different structures and for different purposes.
- Get to know a wide range of books: **myths, legends, traditional tales, modern fiction, classics, and stories from other cultures**.
- Spot and discuss **themes and conventions** across different texts.
- Check that they understand what they read and explore the meaning of words in context.
- Make **inferences** about characters' feelings, thoughts and motives, using evidence from the text.
- **Predict** what might happen next, using stated and implied details.
- **Summarise** main ideas from several paragraphs and pick out key supporting details.
- Discuss and evaluate how authors use **language** (including figurative language) and its effect on the reader.
- Explain and discuss what they have read through **presentations and debates**, using notes and staying focused.
- Give **reasoned justifications** for their views.
- Ask questions to help them understand the text better.
- Identify how **language, structure and presentation** add to meaning.

Vocabulary, Grammar and Punctuation

- Use relative clauses starting with **who, which, where, when, whose, that** (or leaving out the pronoun).
- Show possibility using **adverbs** (e.g. *perhaps, surely*) or **modal verbs** (e.g. *might, should, will, must*).
- Link ideas across paragraphs with **adverbials** (time: *later*; place: *nearby*; number: *secondly*) or by using **tense choices** (e.g. *he had seen her before*).
- Use **brackets, dashes or commas** to add extra information (parenthesis).
- Use **commas** to make meaning clear or avoid confusion.
- Use **expanded noun phrases** to give clear, detailed information.
- Use **cohesion devices** within paragraphs (e.g. *then, after that, this, firstly*).
- Turn **nouns/adjectives into verbs** with suffixes (e.g. *-ate, -ise, -ify*).
- Understand **synonyms and antonyms** (e.g. *big, large, little*).
- Know the difference between **informal speech** and **formal writing/speech** (e.g. question tags: *He's your friend, isn't he?*; subjunctive forms: *If I were...*).