

Teaching Focus	Learning Intentions		
	Reading and Spoken Language	Writing	Grammar Focus
<i>Job applications (AH)</i>	<ul style="list-style-type: none"> Research the successors to the throne after Edward the Confessor. Pupils to assume a role and are hot seated so they can verbally explain why they should be king 	<ul style="list-style-type: none"> Create a fact file about each potential king Write a job application as one of the possible successors explaining why they should be king 	<ul style="list-style-type: none"> Formal language Persuasive language Use of sub-headings; why they'd be good for the job, personal information etc.
<i>Comparative descriptive writing (GJ)</i>	<ul style="list-style-type: none"> Research life in 1066 Ask relevant questions to extend knowledge and understanding; <i>What was it used for? What clothes were worn?</i> Use spoken language to explore ideas Make comparisons of clothes, food, homes and hygiene to today. 	<ul style="list-style-type: none"> Write a comparative and descriptive account of life in 1066 and life today Write about homes, food, clothes and hygiene. 	<ul style="list-style-type: none"> Use of past and present tense Commas to separate items in a list Use of new adjectives to describe Joining clauses with different conjunctions. Use of paragraphs to separate focal points.
<i> kennings (AH)</i> <i>Each line in a Kenning poem has only two words joined using a hyphen. The words are usually a noun and a verb or two nouns.</i>	<ul style="list-style-type: none"> Pass around images of weapons, armour and also quotes from eye-witnesses from the Battle of Hastings, reflect and discuss how the soldiers might feel Read Rodger Steven's kenning poem 'Eight Swords' and discuss what the poem might be describing before revealing the title. Read a variety of kennings, discussing features. Discuss the kennings poems they write, identifying the subject matter 	<ul style="list-style-type: none"> Create a features list for Kenning poems Plan and write a kenning poem using an object from the Battle of Hastings with a partner Create an individual kenning poem about war 	<ul style="list-style-type: none"> Use of nouns and verbs Use of a hyphen Metaphors
<i>Diaries (GJ)</i>	<ul style="list-style-type: none"> Research, identify and discuss occurrences from the Battle of Hastings Read diary entries and identify features of diary writing 	<ul style="list-style-type: none"> Write a features list for diary writing Write diary entries as a soldier in the Battle of Hastings 	<ul style="list-style-type: none"> Writing in the 1st person Use of correct punctuation (full stop, question mark and exclamation mark)

	<ul style="list-style-type: none"> • Read a diary entry from the Battle of Hastings; identify the language used 		<ul style="list-style-type: none"> • Correct use of capital letters for beginning sentences, names and places. • Writing in the past tense
<i>Non-chronological report (AH)</i>	<ul style="list-style-type: none"> • Research Norman castles • Identify and discuss the features of castles • Investigate and discuss what various areas of the castle were used for 	<ul style="list-style-type: none"> • Write a features list for non-chronological reports • Write a description of a room within a Norman castle. • Write a non-chronological report about Norman castles 	<ul style="list-style-type: none"> • Use of subheadings • Factual language • Writing in paragraphs • Use of thesaurus/ dictionaries for word meanings and alternative words.
<p><i>Guided Reading; Reading comprehension</i></p> <p><i>Pupils will read every day and will participate in a guided reading group once a week.</i></p>	<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. 		