**Pudong Primary Literacy Planning**

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| **Unit title:** Author’s Workshop  (3 weeks) | | **Big Idea:** Everyone is an author. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * Children have acquired the skills and knowledge to write in a chosen genre about a chosen topic * Planning, drafting, editing and publishing are equally important steps in the writing process * Understanding the intended audience is important before writing a story * Book launches enable authors to share their work with their intended audience * Self and peer assessment is an essential part of the writing process and improvement | | | |
| * **YCIS English Standards of this unit:** * Consider examples of conflict and resolution, exploring the language used * Explore how word meanings change when used in different contexts * Recognise rhetorical devices used to argue, persuade, mislead and sway the reader * Set their own challenges to extend achievement and experience in writing * Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words * Use paragraphs to achieve pace and emphasis * Use punctuation to clarify meaning in complex sentences | | | |
| **Guiding Questions (3-5):**   1. In what ways can children use the acquired the skills and knowledge to write in a chosen genre about a chosen topic? 2. How do authors manage their time effectively in order to plan, draft, edit, and publish their stories? 3. How does the intended audience impact the style of writing? 4. Why do we have book launches? 5. How do I give constructive feedback to my peers and reflect on my own writing? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by writing**  **Formative:**  Self and peer assessment of draft stories  **Summative:**  Self and 2 peer assessments of final product during book launch | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
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**Writing targets embedded within this unit:**

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**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

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| **Unit title:** Autobiography and Biography | | **Big Idea:** A **biography** isa chronological account of someone's life written by someone else. An **autobiography** is an account of a person's life written by that person. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * That not all biographical and autobiographical resources are historically accurate * That using a variety of sources allows you to evaluate the information collected * organisational and presentational features of different forms of biography and autobiography. | | | |
| * **YCIS English Standards of this unit:**   Listen and respond   * Analyse and evaluate how speakers present points effectively through use of language and gesture   Group discussion and interaction   * Understand and use a variety of ways to criticise constructively and respond to criticism   Drama   * Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires   Word structure and spelling   * Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words * Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen   Understand and interpret texts   * Appraise a text quickly, deciding on its value, quality or usefulness * Understand underlying themes, causes and points of view   Create and shape texts   * Set their own challenges to extend achievement and experience in writing * Use different narrative techniques to engage and entertain the reader * Select words and language drawing on their knowledge of literary features and formal and informal writing   Text structure and organisation   * Use varied structures to shape and organise text coherently * Use paragraphs to achieve pace and emphasis   Presentation   * Select from a wide range of ICT programs to present text effectively and communicate information and ideas | | | |
| **Guiding Questions (3-5):**   1. Why are some people/events remembered and others forgotten? 2. How and why are auto/biography used? 3. What would be the advantages of using a variety of resources when researching? 4. How do we use the features of biographies and autobiographies to write a successful text? | | | |
| **Assessment** *(Determine acceptable evidence)***:**  **Formative:**  Timeline of memorable moments of me  **Summative:**  Write an autobiography about themselves using first person and chronological order  **Summative:**  Write a biography using third person and paraphrasing information | | | |
| **Plan Learning Activities** | | | |
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| **Unit title:** From Narrative to Play Script | | **Big Idea:** Play scripts may originate from a narrative and are written versions of a play or other dramatic compositions. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * Play scripts may originate from a narrative * Play scripts are used in preparing for a performance. * Play scripts represent dialogue between characters * Play scripts use a specific set of features | | | |
| * **YCIS English Standards of this unit:**   Speaking   * Use the techniques of dialogic talk to explore ideas, topics or issues   Listen and respond   * Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose   Drama   * Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires * Devise a performance considering how to adapt the performance for a specific audience * Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension   Word structure and spelling   * Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen   Understand and interpret texts   * Appraise a text quickly, deciding on its value, quality or usefulness   Engage and respond to texts   * Sustain engagement with longer texts, using different techniques to make the text come alive * Compare how writers from different times and places present experiences and use language   Create and shape texts   * Use different narrative techniques to engage and entertain the reader * Select words and language drawing on their knowledge of literary features and formal and informal writing   Text structure and organisation   * Use varied structures to shape and organise text coherently   Sentence structure and punctuation   * Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways   Presentation   * Select from a wide range of ICT programs to present text effectively and communicate information and ideas | | | |
| **Guiding Questions (3-5):**   1. How do I convert a narrative into a play script? 2. In what ways do narratives differ from play scripts? 3. What is the relationship between a play script and a performance? 4. How are the features of a play script the same or different to other narrative forms | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative:**  Story board using speech bubbles  **Summative:**  Converting a narrative into a play script using features such as: a title, listed characters, stage directions, narrator, different scenes, and an appropriate layout.  **Summative:**  Performance of written script | | | |
| **Plan Learning Activities** | | | |
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| **Unit title:** Fiction Genre (5 weeks) | | **Big Idea:** To understand that fiction can be classified into a variety of groups according to their features. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * fiction can be classified into a variety of groups and that most stories may overlap into multiple categories * particular genres have different and sometimes overlapping features * each individual tends to have a preferred genre that they appreciate * to engage the reader, the writer must use a variety of techniques and devices | | | |
| * **YCIS English Standards of this unit:**   **NC: Primary Literacy/English Framework, NC: Year 6, Primary Literacy Framework**  Speaking   * Use the techniques of dialogic talk to explore ideas, topics or issues   Group discussion and interaction   * Understand and use a variety of ways to criticise constructively and respond to criticism   Word structure and spelling   * Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen   Understand and interpret texts   * Understand how writers use different structures to create coherence and impact   Engage and respond to texts   * Compare how writers from different times and places present experiences and use language   Create and shape texts   * Use different narrative techniques to engage and entertain the reader * Select words and language drawing on their knowledge of literary features and formal and informal writing   Text structure and organisation   * Use varied structures to shape and organise text coherently * Use paragraphs to achieve pace and emphasis   Sentence structure and punctuation   * Use punctuation to clarify meaning in complex sentences | | | |
| **Guiding Questions (3-5):**   1. In what ways are genres different or the same from each other? 2. What in ourselves informs our choice and preference of a particular genre? 3. How can we use our knowledge of different fiction genres features to write interesting and engaging stories? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Summative:**  **writing an interesting narrative story in a chosen genre following genre-specific features, vocabulary and characters using the story mountain approach** | | | |
| **Plan Learning Activities** | | | |
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| **Unit title:** Imagery and Voice (Poetry)(3 weeks) | | **Big Idea:**Artists use imagery and words to express their feelings about topics that they feel strong about. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that …**   * words are used to create images in poetry * stylistic choices (word choice, style, theme/topic) reflect your perception of life and your voice * poetry helps to express our thoughts and feelings | | | |
| * **YCIS English Standards of this unit:** * Appraise a text quickly, deciding on its value, quality or usefulness * Explore how word meanings change when used in different contexts * Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways * Integrate words, images and sounds imaginatively for different purposes * Set their own challenges to extend achievement and experience in writing * Analyse and evaluate how speakers present points effectively through use of language and gesture * Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension * Devise a performance considering how to adapt the performance for a specific audience * Identify the ways spoken language varies according to differences in the context and purpose of its use * Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires * Listen for language variation in formal and informal contexts * Select from a wide range of ICT programs to present text effectively and communicate information and ideas * Understand and use a variety of ways to criticise constructively and respond to criticism * Understand how writers use different structures to create coherence and impact * Understand underlying themes, causes and points of view * Use the techniques of dialogic talk to explore ideas, topics or issues * Use varied structures to shape and organise text coherently | | | |
| **Guiding Questions (3-5):**   1. How are words used to create images? 2. How does your stylistic choice reflect your character and your voice? 3. How does poetry express our thoughts and feelings? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by**  **Formative:**  Appraising a selection of poems in terms of voice (who is speaking? what are they thinking and feeling?)  **Summative:**  Creating a shape poem about a topic that is meaningful to the child (ie. Homelessness, education for all, freedom of speech, animal cruelty, etc) | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
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| **Unit title:** Journalistic Writing  (3 weeks) | | **Big Idea:**To understand that reporting involves collecting and analysing facts and opinions and presenting information in a variety of ways. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * pictures and text are combined to achieve various degrees of impact in journalism * reported and direct speech are used in journalism * technology has provided a multidimensional methods for presenting events and has changed the face of journalism over time | | | |
| * **YCIS English Standards of this unit:** * Analyse and evaluate how speakers present points effectively through use of language and gesture * Consider examples of conflict and resolution, exploring the language used * Identify the ways spoken language varies according to differences in the context and purpose of its use * Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires * Integrate words, images and sounds imaginatively for different purposes * Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose * Understand and use a variety of ways to criticise constructively and respond to criticism * Understand how writers use different structures to create coherence and impact * Use a range of oral techniques to present persuasive arguments and engaging narratives * Use the techniques of dialogic talk to explore ideas, topics or issues * Use varied structures to shape and organise text coherently | | | |
| **Guiding Questions (3-5):**   1. How has journalism changed? 2. How can we use today's technology to deliver news? 3. How do various features of journalistic writing impact the audience? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by**  **Formative:**  Conducting an interview and changing direct speech to reported speech  **Summative:**  Writing a newspaper article using features such as: paragraphs, quotes, reported speech, orientation, reorientation, headlines and subheadings.  Rewriting the article as a Facebook newsfeed, twitter tweet, Instagram post, etc. | | | |
| **Plan Learning Activities** | | | |
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| **Unit title:** Persuasion and Arguments (Letter writing)  (4 weeks) | | **Big Idea:** In persuasive writing, we try to convince others to agree with our opinions or buy in to the ideas we are sharing especially in letter writing | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * The art of persuasion involves a variety of techniques. * Rhetorical questions, alliteration, facts and statistics, exaggeration and other strategies play an important role in influencing the reader/viewer in making decisions * Verbal communication and nonverbal cues can play an important role in influencing the audience in making decisions * Persuasive letter writing has a particular format | | | |
| * **YCIS English Standards of this unit:** * Analyse and evaluate how speakers present points effectively through use of language and gesture * Appraise a text quickly, deciding on its value, quality or usefulness * Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension * Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires * In non-narrative, establish, balance and maintain viewpoints * Listen for language variation in formal and informal contexts * Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose * Participate in whole-class debate using the conventions and language of debate, including standard English * Recognise rhetorical devices used to argue, persuade, mislead and sway the reader * Understand and use a variety of ways to criticise constructively and respond to criticism * Understand underlying themes, causes and points of view * Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen * Use a range of oral techniques to present persuasive arguments and engaging narratives * Use paragraphs to achieve pace and emphasis | | | |
| **Guiding Questions (3-5):**   1. In what ways are we persuaded/ways we persuade others? 2. What verbal/written techniques do we use to persuade? 3. How do we know a persuasive letter is successful? 4. How can we use verbal communication and nonverbal cues to influence decisions? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by**  **Formative:**  P4C activity  **Summative:**  writing a persuasive letter using features such as: correct layout, paragraphs, introduction, conclusion, topic sentences. They should also display an understanding of persuasive techniques such as: groups of 3, rhetorical questions, facts and statistics, alliteration and personal pronouns. | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
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| **Unit title:** Speeches (Graduation Speeches)  (3 weeks) | | **Big Idea:** A speech is a formal address or discourse delivered to an audience for a special occasion | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * Interesting vocabulary, quotes and rhetorical questions are used to engage the audience in a speech * Nonverbal cues such as eye contact and hand gestures allow the audience to connect with the speaker * Judges look for a formal tone and relevant, interesting stories for a graduation speech | | | |
| * **YCIS English Standards of this unit:**   Speaking   * Use a range of oral techniques to present persuasive arguments and engaging narratives * Use the techniques of dialogic talk to explore ideas, topics or issues   Listen and respond   * Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose * Analyse and evaluate how speakers present points effectively through use of language and gesture * Listen for language variation in formal and informal contexts * Identify the ways spoken language varies according to differences in the context and purpose of its use   Drama   * Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires * Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension   Word structure and spelling   * Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen   Understand and interpret texts   * Appraise a text quickly, deciding on its value, quality or usefulness   Engage and respond to texts   * Sustain engagement with longer texts, using different techniques to make the text come alive   Create and shape texts   * Select words and language drawing on their knowledge of literary features and formal and informal writing | | | |
| **Guiding Questions (3-5):**   1. What features transform a speech from good to great? 2. What type of techniques do you need to employ to maintain the interest of your audience? 3. What do judges looks for in a Graduation speech? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative:**  Appraising a video speech or written speech  **Summative:**  writing a graduation speech using with correct structure (introduction, paragraphs, 2-3 stories, quotes, conclusion and thank you) | | | |
| **Plan Learning Activities** | | | |
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| **Unit title:** Stories with Flashbacks (4 weeks) | | **Big Idea:**  Flashback is a device used in literature to help you understand the present situation of the character, to recount events, bridge time, place and action to help move the story forward. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * Flashbacks are usually triggered through stimulus such as music, smells or visuals. * A flashback is a scene in a movie, novel, etc., set in a time earlier than the main story. * The planning process of writing a story with a flashback is different than that, writing one in chronological order | | | |
| * **YCIS English Standards of this unit:** * Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension * Devise a performance considering how to adapt the performance for a specific audience * Explore how word meanings change when used in different contexts * Integrate words, images and sounds imaginatively for different purposes * Select from a wide range of ICT programs to present text effectively and communicate information and ideas * Understand how writers use different structures to create coherence and impact * Understand underlying themes, causes and points of view * Use different narrative techniques to engage and entertain the reader * Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style * Use varied structures to shape and organise text coherently | | | |
| **Guiding Questions (3-5):**   1. How are flashbacks evoked? 2. How do stories become more complex from a flashback? 3. How do you identify a flashback while reading? 4. How would an author plan and write a flashback? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by** | | | |
| **Plan Learning Activities** | | | |
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