



	Week 1	Week 2	Week 3	Week 4	Week 5
	<p>Objective: 1. to understand the features of the spy genre. 2. to predict what the novel is about</p> <p>Success Criteria: Support: S13: I can predict what might happen from details stated and implied. Core: S14: I can discuss words and phrases that capture the readers' interest and imagination. Extension: S16 I can provide reasoned justifications for my views. LOtC: SMSC: Turn Taking, discussing characters feelings and motives. Using IT: PowerPoint and watching spy clips</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Brainstorm the word spy Look at spy book/movie posters Watch spy movie clips Discuss chapters and what they may be about Design a book cover Watch the trailer for the movie and write about what looks exciting or scary. 	<p>Objective: 1. to read chapter 1 and describe Alex Rider. 2. to read chapter 2 and to show understanding of the chapter through answering questions</p> <p>Success Criteria: Support: S12: I can show understanding of books they have read and stories that are read to them. Core: S14: I can understand what I have read and what I can read independently. Extension: S16: I can provide reasoned justifications for my views. LOtC: SMSC: Turn Taking, discussing characters feelings and motives. Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Reading comp questions on chapter Look at character descriptions Thesaurus activities. Write a paragraph describing Alex Answer questions about the text using full sentences. Draw the scrap yard and label it with quotations from the description 	<p>Objective: 1. To write a diary entry based on what happens in the chapter.</p> <p>Success Criteria: Support: S12: I can write a diary entry using capital letters, full stops, question marks and exclamation marks to demarcate sentences appropriately. Core: S14: I write a diary entry using fronted adverbials in my writing. Extension: S16: I can read my diary entry to the class using appropriate intonation, volume and movement so that the meaning is clear. LOtC: SMSC: : Discussing motives and reasons for actions. Discussing what is deemed appropriate behavior and not. Using IT: Pupils can opt to use word document</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Look at all then tension building moments in the chapter. Put all of the following evens on the tension-o-meter Make a list of things learnt about Alex Rider. How to write a diary extract Create a list of key words and phrases to use as a class Write a diary entry Watch the scene on Youtube. Write a letter to Alex advising him what to do. 	<p>Objective: 1. to analyse the character of Alex Rider by referring to text. 2. to write an email to Wolf</p> <p>Success Criteria: Support: S12: I can spell common exception words correctly when writing my email. Core: S14: I can evaluate and edit my email independently. Extension: S15: I can use consistent and correct use of tense throughout my email LOtC: SMSC: Discussing motives and reasons for actions. Discussing what is deemed appropriate behavior and not. Using IT: Using laptops to compose and write emails</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Analyse quotations about Alex's character. Find own quote describing character. In groups create a poster on why you would or wouldn't want Alex to be your friend. Debate why he would or wouldn't be a good friend. Look at email layout- how to write an email Look at informal language Self-assessment 	<p>Objective: 1. to prepare a presentation to the class about the gadgets Alex is using. 2. To design and persuasively present a new gadget for Alex Rider.</p> <p>Success Criteria: Support: S14: I can plan or say out loud what they are going to write about. Core: S14: I can compose and rehearse sentences orally, progressively building a rich, vocab and an increasing range of sentence structure Extension: S16: I can use further organisational and presentational devices to structure text and to guide reader. E.g. heading, bullet points and underlining. LOtC: SMSC: Working as a team, sharing ideas and critiquing respectfully. Using IT: computers may be used to create presentations.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Choose from a modern day gadget and create a presentation promoting it. Watch Dragons Den and discuss what a persuasive and non-persuasive argument looks like. Make comparisons between to presentations. Look at persuasive techniques Formal and informal language Create a presentation in small groups.
	<p>Week 6</p> <p>Objective: 1. to describe Herod Sayle. 2. To write a description of a strange pet.</p> <p>Success Criteria: Support: S12: When discussing Herod Styles I can write down ideas and or key words, including new vocabulary to help me write a description. Core: S14: I can write a few paragraphs describing Herod Sayle. Extension: S16: I can write a few paragraphs describing Herod Sayle. I can use a wide range of devices to build cohesion within and across paragraphs. LOtC: SMSC: Turn Taking, discussing characters feelings and motives. Using IT: watch chapter</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> What is a paragraph Write a detailed paragraph describing Herod. Make up an unusual pet or creature. Draw and label it. Write a detailed description – minimum 100 words. 	<p>Week 7</p> <p>Objective: 1. to predict what will happen next. 2. to write a diary entry about what happens</p> <p>Success Criteria: Support: S13: I can predict what might happen from details stated and implied. Core: S14: I can discuss words and phrases that capture the readers' interest and imagination. Extension: S16 I can provide reasoned justifications for my views. LOtC: SMSC: Turn Taking, discussing characters feelings and motives. Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Use sentence starters to write about what might happen next. Read the chapter. Write a diary entry about the events of the chapter. 	<p>Week 8</p> <p>Objective: 1. to write character profiles. 2. to write a description of a gloomy place</p> <p>Success Criteria: Support: S13: I can use unfamiliar words to describe a 'gloomy place'. I can use dictionaries to check meanings of words. Core: S15: I can use unfamiliar words to describe a 'gloomy place'. I can use dictionaries to check the spelling and meaning of words – 3-4 letters. Extension: I can use unfamiliar words to describe a 'gloomy place'. I can use a thesaurus to find alternative describing words. LOtC: SMSC: : Discussing motives and reasons for actions. Discussing what is deemed appropriate behavior and not. Using IT: watch clips of key characters Interactive dictionaries and thesaurus.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Watch clips on different characters and create mind maps of them in small groups. Look at interesting words and language and use dictionaries to find the meanings. Use in writing. 	<p>Week 9</p> <p>Objective: 1. To write a summary of chapter 12. 2. adapt a chapter from a book into a play script and perform a scripted scene</p> <p>Success Criteria: Support: S12: I can write simple sentences detailed by an adult using common exception words and punctuation taught so far. Core: S14: I can summarise ideas and write a paragraph. Extension: S16: I can draft and write in narratives, describing settings, characters, atmosphere and integrating dialogue to convey character and advance the action. LOtC: SMSC: Turn Taking, discussing characters feelings and motives. Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Read the chapter and discuss. Write a summary of under 50 words, then 10 words and then 5 words only. Re-cap on script format from last term. 	<p>Week 10</p> <p>Objective: 1. To write in role to another character in the story. 2. To produce a story board.</p> <p>Success Criteria: Support: S12: I can write in narrative using capital letters, full stops, question marks and exclamation marks to demarcate sentences Core: S14: I can write in a narrative using fronted adverbials in my writing. Extension: S16: I can create a story board writing in narrative, describing setting, characters, atmosphere and integrating dialogue to convey character and advanced action. LOtC: SMSC: Turn Taking, discussing characters feelings and motives. Using IT:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Write a letter from Alex to Wolf telling him how he defeated Nadia Vole and the jellyfish. Look at features of a story board. Make a list of events and then pick 6 to build a story board.



Medium Term Plan – Key Stage 4 - - Books and Authors

			<ul style="list-style-type: none"> • Read the authors character descriptions. Write your own using similar language. • Use language discussed to create a detailed description. 	
	Week 11			Suggested Home Learning
	<p>Objective: 1. To read final chapters. 2. To write interview questions.</p> <p>Success Criteria: Support: S12: I can read to the class. I can accurately by blending sounds including alternative sounds for graphemes. Core: S14: I can read out loud to the class. I can read and understand common exception words. Extension: S16: I can read the class. I can participate in discussions about books that are read to me and those that I can read myself. LOtC: SMSC: Turn taking, discussing opinions and sharing ideas. Using IT: Suggested Activities:</p> <ul style="list-style-type: none"> • In full sentences answer questions about the text. • Look at an interview with Alex Pettyfer, the real 'Alex Rider' . But the questions are missing! Their task is to write the missing questions. • Write what you have learnt backwards. Swap books and decode 			<p>Use computers at home to send emails to friends, family or teachers at school.</p> <p>Read out loud any book. (Spy related preferable) ask and answer questions to check understanding. Write a summary of each chapter.</p> <p>Create a list of questions you would like to ask Alex Rider.</p> <p>Keep a diary and write in it each day.</p> <p>Use a dictionary at home to find spellings of any new words or unfamiliar words.</p>