



**Yr hanner tymor hwn: Sgiliau, Gwybodaeth a Dealltwriaeth i'w ddatblygu;**

*During this half term: Skills, Information and Understanding to be developed;*

**SKILLS**

Recount, instruct, inform, explain, argue/persuade, discuss/analyse, evaluate, narrate, describe, empathise

**INFORMATION & UNDERSTANDING**

- confidently read and discuss a range of continuous and non-continuous texts, showing understanding and engagement through a personal and justified response
- consider what they read/view, responding orally and in writing to the ideas, language, style, tone and organisation; use evidence to support their views
- use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing, adapting style and tone to sustain the readers' interest, using imagination where appropriate
- proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear recommendations for improvement; edit/redraft to show progression
- select and use words carefully from a wide range of adventurous and imaginative vocabulary
- craft their writing by using the standard forms of English, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing, adapting style and tone to sustain the readers' interest, using imagination where appropriate
- recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation

**Geiriau / Termau Allweddol;**

*Key Terms / Words;*

*sympathy, empathy, family, relationships, love, care, understanding, evaluating, clarify, analyse, explain*

Deilliannau Dysgu / Learning Outcomes

Asesiad / Assessment

Meini Prawf Llywyddoant / Success Criteria

Gwaith Cartref / Homework

**Deilliannau Dysgu Wythnos 1 / Week 1 Learning Outcomes**

**FAMILY:**

- 1) Getting to know the students.
- 2) Discussion of relationships with siblings and reading of 'Tadpoles'. Focus on word definitions and types.
- 3) Class discussion in response to Hannah's feelings in this part of the story. Fortune line graph on Hannah's feelings throughout the text
- 4) **Literacy Focus: Alphabetical Order**
  - use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information
  - read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
  - select the main points from texts and identify how information and evidence are used to support them
  - read between the lines using inference and deduction

Verbal feedback and discussions.

To read 'Tadpoles' and begin to understand the relationship between Hannah and Ali.

Nando's Homework—three to be completed this half term.

**Deilliannau Dysgu Wythnos 2 / Week 2 Learning Outcomes**

**FAMILY:**

- 1) **Editing task.** Sequencing and editing tasks—focusing on the narrative. Clear focus on the character of Ali and Hannah's opinions of her.
- 2) Begin looking at the character of Ali and how she is presented. Introduce assessed task, provide model answer and colour code.
- 3) Preparation for assessed task. Plan/discuss/prepare.
- 4) **Literacy Focus: Capital Letters**
  - use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information
  - read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
  - select the main points from texts and identify how information and evidence are used to support them
  - read between the lines using inference and deduction

**Assessed Task:**  
Verbal feedback provided during the task and DIRT time provided before being assessed by the teacher. Teacher assessment—with clear targets. Allowing time student to build on their targets through rewriting/adapting a section of writing.

To empathise with Hannah's situation and explain how she feels about her big sister's behaviour.

Success Criteria:  
-Show empathy and sympathy.  
-Include feelings and emotions.  
-Use clear examples from the text to support their points.  
-Describe how Ali has changed.

Nando's Homework—three to be completed this half term.

<p><b>Deilliannau Dysgu Wythnos 3 / Week 3 Learning Outcomes</b></p> <p><b>FAMILY:</b></p> <p>1) Complete the assessed task (one lesson only)</p> <p>2) DIRT time should follow completion before teacher assessment &amp; <b>Literacy Focus: King Harold and the Saxon's Punctuation</b></p> <p>3) <b>Reading lesson/First News iHub</b></p> <p>4) After teacher assessment redraft a paragraph illustrating a clear understanding of the target—this may be redrafting a paragraph or through adding in more information using a red pen.</p> <ul style="list-style-type: none"> <li>· identify areas for improvement in their writing, edit and redraft</li> <li>· use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</li> </ul>	<p>Verbal feedback and discussions.</p>	<p><i>Understand how to write about a family member in detail.</i></p>	<p>Nando's Homework—three to be completed this half term.</p>
<p><b>Deilliannau Dysgu Wythnos 4 / Week 4 Learning Outcomes</b></p> <p><b>FAMILY:</b></p> <p>1) Draw a picture of a member who they care about (parent/grandparent etc.) Label with focus on personality, appearance, likes and dislikes, facts, opinions. Add in a range of adjectives using a thesaurus. Focus on similes and how they can be used effectively to describe people.</p> <p>2) Cold task then examine model in groups to identify descriptive features.</p> <p>3) <b>Planning for assessed task.</b></p> <p>4) <b>Literacy Focus: Punctuation</b></p> <ul style="list-style-type: none"> <li>· identify areas for improvement in their writing, edit and redraft</li> <li>· use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</li> </ul>	<p>Verbal feedback and discussions.</p>	<p><i>Understand how to write about a family member in detail.</i></p>	<p>Nando's Homework—three to be completed this half term.</p>
<p><b>Deilliannau Dysgu Wythnos 5 / Week 5 Learning Outcomes</b></p> <p><b>FAMILY:</b></p> <p>1) <b>Complete written assessment: Portrait of a relative.</b></p> <p>2) DIRT time should follow completion before teacher assessment (<i>this will be redrafted fully after teacher assessment as it is the Eisteddfod task</i>) &amp; <b>Literacy Focus: Apostrophes</b></p> <p>3) <b>Reading lesson/First News iHub</b></p> <p>4) After teacher assessment redraft a paragraph illustrating a clear understanding of the target—this may be redrafting a paragraph or through adding in more information using a red pen.</p> <ul style="list-style-type: none"> <li>· identify areas for improvement in their writing, edit and redraft</li> <li>· use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</li> </ul>	<p><b>Assessed Task:</b> <b>Verbal feedback provided during the task and DIRT time provided before being assessed by the teacher. Teacher assessment—with clear targets. Allowing time student to build on their targets through rewriting/adapting a section of writing.</b></p>	<p><b>Success Criteria:</b> -Organise using paragraphs -Describe the person in detail – discussing appearance and personality. -Use of interesting verbs, adjectives and adverbs. -Make your work interesting using similes alliteration and varying your vocabulary. -Use of a dictionary to check spelling. -Use capital letters and full stops.</p>	<p>Nando's Homework—three to be completed this half term.</p>

**Deilliannau Dysgu Wythnos 6 / Week 6 learning Outcomes**

**FAMILY:**

- 1) Redrafting of the Portrait—building on targets to illustrate improvement.
- 2) Talk through literacy mock. Read through first two sections of the paper, speaking aloud thoughts on which answer to go for. Begin second part—pair work.
- 3) Talk through literacy mock—complete pair work and feedback. Complete the last section independently in 20 minutes. 4) DIRT time/ Show homeworks/ fill in target sheets/ complete work and Get it Right Cards/ Responded to targets.

- read between the lines using inference and deduction
- select the main points from texts and identify how information and evidence are used to support them
- use a range of strategies
- read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
- use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly

Verbal feedback and discussions.

Understand the variety of questions in the Literacy exam.

Nando's Homework—three to be completed this half term.



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- proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear recommendations for improvement; edit/redraft to show progression
- select and use words carefully from a wide range of adventurous and imaginative vocabulary
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**Meini Prawf Llywyddoant / Success Criteria**

**Gwaith Cartref / Homework**

**Deilliannau Dysgu Wythnos 1 / Week 1 Learning Outcomes**

- SCHOOL:**
- 1– 3)** Closely read 'The Schoolboy' by William Blake. Answer comprehension questions. Discuss whether a poem called 'The Schoolgirl' would be different and how. Introduce dangers of stereotyping.
- 4) Literacy Focus: Plurals & feedback from Literacy mock**
- read between the lines using inference and deduction
  - select the main points from texts and identify how information and evidence are used to support them
  - use a range of strategies
  - read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
  - respond to other students' questions and comments.
  - respond thoughtfully to others' ideas, asking questions
  - able to understand others' opinions and decide on an outcome
  - use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly

Verbal feedback and discussions.

*Understand poems and how they present the difference between boys and girls.*

Nando's Homework—three to be completed this half term.

**Deilliannau Dysgu Wythnos 2 / Week 2 Learning Outcomes**

- SCHOOL:**
- 1)**Class discuss how they felt on the first day of Ysgol Brynrefail. Listen to a Newsround report and take notes. Evaluate success. Consider how to make notes.
- 2)** Assess opinions before providing factual information about education for boys and girls.
- 3) Read a range of materials on the topic and fill planning sheet.**
- 4) Literacy Focus: Apostrophe Wars**
- read between the lines using inference and deduction
  - select the main points from texts and identify how information and evidence are used to support them
  - use a range of strategies
  - read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
  - respond to other students' questions and comments.
  - respond thoughtfully to others' ideas, asking questions
  - able to understand others' opinions and decide on an outcome
  - Researching into education across the world ready for group discussion

Verbal feedback and discussions.

Understand how education is different for different countries and which are most successful. Should boys and girls be taught separately?

Nando's Homework—three to be completed this half term.

<p><b>Deilliannau Dysgu Wythnos 3 / Week 3 Learning Outcomes</b></p> <p><b>SCHOOL:</b></p> <p>1) Read 'The Newboy' and complete comprehension questions/word recognition activities.</p> <p>2) Learners will be reminded of the success criteria of effective group work and given time to prepare.</p> <p>3) <b>Complete the assessed task: Should boys and girl be taught separately?</b> Peer-assessment and self-assessment of performance during the assessed task.</p> <p>4) <b>Literacy Focus: Apostrophe Test (self assessed at the end of the lesson)</b></p> <ul style="list-style-type: none"> <li>· respond to other students' questions and comments.</li> <li>· respond thoughtfully to others' ideas, asking questions</li> <li>· able to understand others' opinions and decide on an outcome</li> <li>· support pair or group discussions through leading, encouraging and supporting others</li> <li>· able to understand the difference between fact and opinion</li> <li>· use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</li> <li>· Implementing researching where relevant during group discussion</li> </ul>	<p><b>Assessed Task: Verbal feedback provided during the task.</b></p> <p><b>Learner will have a clear target for next oracy task.</b></p>	<p>Discuss whether boys and girls should be taught separately.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>-Have clear points with examples or evidence to support.</li> <li>-Listen to each member of your group, don't cut across.</li> <li>-Ask and answer questions in detail.</li> </ul>	<p>Nando's Homework—three to be completed this half term.</p>
<p><b>Deilliannau Dysgu Wythnos 4 / Week 4 Learning Outcomes</b></p> <p><b>SPOOKY:</b></p> <p>1) Read 'The Owl' by Walter de la Mare. Match words from the poem to the definition. Write a summary for each stanza in the correlating thought bubbles. Discuss mood and atmosphere of the poem and associations of the owl, especially in horror/gothic writing.</p> <p>2) Barn owl comprehension.</p> <p>3) Read a chapter from Skellig.</p> <p>4) <b>Literacy Focus: Irregular Plurals Crossword</b></p> <ul style="list-style-type: none"> <li>· use a range of strategies, e.g. speed reading, , prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</li> <li>· read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them</li> <li>· select the main points from texts and identify how information and evidence are used to support them</li> <li>· read between the lines using inference and deduction</li> <li>· identify how a text is organised, e.g. logically or thematically, to make the content clear and informative</li> <li>· evaluate the content, presentation and appeal of a text</li> </ul>	<p>Verbal feedback and discussions. Self-assessment and peer-assessment.</p>	<p>Understand how mood and atmosphere can be created.</p>	<p>Nando's Homework—three to be completed this half term.</p>
<p><b>Deilliannau Dysgu Wythnos 5 / Week 5 Learning Outcomes</b></p> <p><b>SPOOKY:</b></p> <p>1) KWWL grid, using iPads in class to fill the third column. (Draw upon information from the poem, chapter and barn owl information text)</p> <p>2) SQ4R in response to the recycling leaflet. Comprehension questions on the leaflet.</p> <p>3) Complete comprehension and self-assess. Cold Task: In pairs create a leaflet on somewhere in your local area. Peer-assess.</p> <p>4) <b>Literacy Focus: Capital letters test</b></p> <ul style="list-style-type: none"> <li>· use a range of strategies, e.g. speed reading, , prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</li> <li>· read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them</li> <li>· select the main points from texts and identify how information and evidence are used to support them</li> <li>· read between the lines using inference and deduction</li> <li>· identify how a text is organised, e.g. logically or thematically, to make the content clear and informative</li> <li>· evaluate the content, presentation and appeal of a text</li> </ul>	<p>Verbal feedback and discussions. Self-assessment and peer-assessment.</p>	<p>Understand the features of a leaflet.</p>	<p>Nando's Homework—three to be completed this half term.</p>

<p><b>Deilliannau Dysgu Wythnos 6 / Week 6 Learning Outcomes</b></p> <p><b>SPOOKY:</b></p> <p>1) Identify presentational features in example. Form late success criteria and the FLAP of the task.</p> <p>2) <b>Research task into owls</b></p> <p>3) Spiders comprehension to complete whilst pupils are completing research independently.</p> <p>4) <b>Literacy Focus: Nouns and Pronouns</b></p> <ul style="list-style-type: none"> <li>· use a range of strategies, e.g. speed reading, , prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</li> <li>· read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them</li> <li>· select the main points from texts and identify how information and evidence are used to support them</li> <li>· read between the lines using inference and deduction</li> <li>· assess the quality and reliability of information on web pages, considering its origins and verifying accuracy</li> <li>· identify how a text is organised, e.g. logically or thematically, to make the content clear and informative</li> <li>· evaluate the content, presentation and appeal of a text</li> <li>· plan writing making choices about the best ways to present content for effect, e.g. building a case for something, selecting details that help the reader understand</li> <li>· identify areas for improvement in their writing, edit and redraft</li> <li>· adapt structures in writing for different contexts, e.g. describe outcome, outline process or discuss an issue</li> <li>· use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</li> </ul>	<p>Verbal feedback and discussions.</p>	<p>Understand how to make an effective leaflet.</p>	<p>Nando's Homework—three to be completed this half term.</p>
<p><b>Deilliannau Dysgu Wythnos 7 / Week 7 Learning Outcomes</b></p> <p><b>SPOOKY:</b></p> <p>1) Draft leaflet on paper.</p> <p>2 &amp; 3) <b>Complete leaflet on computer using publisher.</b></p> <p>4) <b>DIRT time/ Show homeworks/ fill in target sheets/ complete work and Get it Right Cards/ Responded to targets.</b></p> <ul style="list-style-type: none"> <li>· use a range of strategies, e.g. speed reading, , prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</li> <li>· read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them</li> <li>· select the main points from texts and identify how information and evidence are used to support them</li> <li>· read between the lines using inference and deduction</li> <li>· assess the quality and reliability of information on web pages, considering its origins and verifying accuracy</li> <li>· identify how a text is organised, e.g. logically or thematically, to make the content clear and informative</li> <li>· evaluate the content, presentation and appeal of a text</li> <li>· plan writing making choices about the best ways to present content for effect, e.g. building a case for something, selecting details that help the reader understand</li> <li>· identify areas for improvement in their writing, edit and redraft</li> <li>· adapt structures in writing for different contexts, e.g. describe outcome, outline process or discuss an issue</li> <li>· use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</li> </ul>	<p><b>Assessed Task: Verbal feedback provided during the task and DIRT time provided before being assessed by the teacher. Teacher assessment— with clear targets. Allowing time student to build on their targets through rewriting/adapting a section of writing. Both a writing and reading task.</b></p>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>-Use the correct format.</li> <li>-Organise using paragraph and follow the box it plan.</li> <li>-Use WAGOLL to assist your response.</li> <li>-Include devices for effect.</li> </ul>	<p>Nando's Homework—three to be completed this half term.</p>