

EXAMPLE KS2 SCHEME OF WORK

Class Novel: [Harry Potter and the Philosopher's Stone](#).

Year group(s): 4 and 5, Key concepts:

Transcription **Present neatly**. This concept involves developing an understanding of handwriting and clear presentation. **Spell correctly** This concept involves understanding the need for accuracy. **Punctuate accurately** This concept involves understanding that punctuation adds clarity to writing.

Composition **Write with purpose** This concept involves understanding the purpose or purposes of a piece of writing. **Use imaginative description** This concept involves developing an appreciation of how best to convey ideas through description. **Organise writing appropriately**. This concept involves developing an appreciation of how best to convey ideas through description. **Use paragraphs**. This concept involves understanding how to group ideas so as to guide the reader. **Use sentences appropriately**. This concept involves using different types of sentences appropriately for both clarity and for effect.

Analysis and presentation **Analyse writing**. This concept involves understanding how grammatical choices give effect and meaning to writing. **Present writing**. This concept involves learning to reflect upon writing and reading it aloud to others.

Teaching overview week 1:	Resources:
<p>Handwriting and relevant cued spelling practice daily.</p> <p>Grammar - Revise the 8 word classes daily - children use word class laminates to classify each word in the sentences.</p> <p>Read chapter 1 of the novel and compare the two worlds, Muggle and magical. Discuss with children the language used by the author.</p> <p>Teach children Point - Evidence - Explain (PEE) using description of Albus Dumbledore on pg 9 - Model how to a) find the answers in the book to the questions, and b) model how to write a response.</p> <p>Read the description of Albus Dumbledore on pg 9 - Discuss author intent and the language used to influence the reader.</p> <p>Children find examples of figurative language, vivid sensory detail, precise language</p> <p>Key Q: How does the author want the reader to feel about AD? Prove it. Which words tell us this? Use this to feed the writing - create a plan, purpose to paint a picture with words and create a wizard fit for Hogwarts in one paragraph using figurative language, vivid sensory detail, precise language.</p> <p>Proofread and revise sentences and punctuating accurately.</p> <p>Swap with TP peer mark - TP to draw the wizard of their partner. Have they painted a picture with words? Do you have a clear image of your partner's wizard?</p> <p>Children adapt their writing according to the picture drawn by their TP and make sure the language chosen is precise.</p>	<p>Harry Potter and the Philosopher's Stone</p> <p>Powerpoint week 1</p> <p>Word class laminates</p> <p>Venn Diagrams</p> <p>Print outs of relevant slides</p> <p>Pictures of wizards</p> <p>Harry Potter cloak and hat</p>

Teaching overview week 2:	Resources:
<p>Handwriting and relevant cued spelling practice daily.</p> <p>Grammar - introduce and practice the relative clause daily - find examples in the novel to work with children create own sentences and develop into paragraphs including use of the relative clause - practice consistently punctuating every sentence correctly including commas and identification of verbs (to aid understanding of the clause).</p> <p>Read chapter 2 of the novel - Answer the questions from the slide and remodel to children how to use PEE. Discuss chapter 3 - The Letters from No One. Harry receives an avalanche of letters - imagine you wrote it what would it say? Create a plan (box it up) together and suggest a theme for each paragraph of the letter - at least 3 - Remind children to apply a relative clause in their letter and to make it interesting using precise language.</p> <p>Peer mark - listen to TP read your letter (put work stations up) Key question: Does it make sense? If not why not? Revise and edit. Remind of consistent use of punctuation on every sentence. Make an envelope for your letter.</p>	<p>Harry Potter and the Philosopher's Stone</p> <p>Powerpoint week 2</p> <p>Print outs of relevant slides</p> <p>Youtube section of the film.</p> <p>A letter from No One (To open in class)</p> <p>Relative pronoun laminates</p> <p>Harry Potter cloak and hat</p>

Teaching overview week 3:	Resources:
<p>Handwriting and relevant cued spelling practice daily.</p> <p>Grammar - introduce and practice adverbs of manner, time and frequency daily - make sure children understand the questions they answer. How? How often? When?</p> <p>Read chapter 3 and answer the questions from the slide. Read chapter 4 identifying adverbs of manner, time and frequency whilst reading. Children answer any 5 questions from the slide using PEE</p> <p>How does the writer create a strong atmosphere here? (pg 64) Link to precise language, vivid sensory detail and figurative language. Box up the language together and discuss.</p> <p>Write down all the language you can find in the extract that creates atmosphere for the reader. Work on synonyms and use thesaurus to create alternative words change the words in the extract - read them out. Key question: Has your word choice changed the meaning of the sentence? Does your word choice fit the context? Discuss. Put synonyms onto a strength line.</p> <p>Look at the picture of Hogwarts castle. Harry sees it for the first time in his dream that night. Discuss what he might see as he enters the 'Great Hall' and how we might create a picture with words to describe this.</p> <p>Discuss sentence structure with the children and beginning sentences in different ways. Introduce the preposition and model how to put it at the start or end of the sentence. Ask children which sentence sounds best. Put preposition laminates out and encourage children to begin sentences using a preposition.</p> <p>Writing activity - Describe the scene as Harry enters look at model on last slide first - remember to use precise language, vivid sensory detail and figurative language - children apply adverbs into their writing.</p>	<p>Harry Potter and the Philosopher's Stone</p> <p>Powerpoint week 3</p> <p>Gorgeous Grammar</p> <p>Print outs of relevant slides</p> <p>Picture of Hogwarts and Great Hall</p> <p>Youtube section of the film with latest scenes of the castle.</p> <p>Preposition laminates</p> <p>Adverb laminates</p> <p>Harry Potter cloak and hat</p>

Teaching overview week 4:	Resources:
<p>Handwriting and relevant cued spelling practice daily.</p> <p>Grammar - Revise and practice noun phrases including expansion with prepositional phrases, daily.</p> <p>Read chapter 5 - Diagon Alley Create a map of Diagon Alley in your exercise book (turn it to portrait). Include some of the shops mentioned in the chapter and create one new one of your own. Key question: What will it sell? For example it could be Weazley's Emporium of Magic Tricks. Or Neville's Garden Centre for Magical Plants.</p> <p>Explore persuasion - Look at the powerpoint for the dog's home and explore emotional language that is persuading the reader to feel sorry for the puppy. Look at powerful persuasion in the holiday sheets, children find emotive language (discuss word class)</p> <p>Synonym work and strength lines thesauruses.</p> <p>Write an advertisement for your shop and persuade people to visit, children to include expanded noun phrases in their writing.</p> <p>Remind of beginning some sentences with a preposition and practice the structure.</p> <p>Create a wand for Olivander's and carefully describe its qualities in 50 precise, well-chosen words.</p>	<p>Harry Potter and the Philosopher's Stone</p> <p>Powerpoint week 4</p> <p>Persuasive Puppy Powerpoint</p> <p>Holiday in Bulgaria sheets</p> <p>Print outs of relevant slides</p> <p>Hedwick</p> <p>Wand</p> <p>Youtube section of the film</p>

Teaching overview week 5:	Resources:
<p>Handwriting and relevant cued spelling practice daily.</p> <p>Grammar - Revise and practice adverbials and positioning in a sentence (front and end) practice structure daily. Plus commas to separate.</p> <p>Read chapter 6 - The Journey from Platform 9 $\frac{3}{4}$. Children work on definitions slide and summarising.</p> <p>Chocolate frogs contain a description of a wizard. Look back at the wizards created in week 2. Children will write about them as if they are part of a story. Use extract from Harry Potter and The Half Blood Prince, where Dumbledore battles with Voldermort. Read the extract together and find an example of precise language use - discuss impact on reader and author intent. Repeat for vivid sensory detail and finally for figurative language. Reread and find examples of preposition use.</p> <p>Read the model text from the last slide and box it up - discuss how children can use this to plan for their own story and include all the relevant grammar. Children create own plan.</p> <p>Write own story.</p>	<p>Harry Potter and the Philosopher's Stone</p> <p>Powerpoint week 5</p> <p>Print outs of relevant slides</p> <p>Extract from Harry Potter and the Half Blood Prince</p> <p>Harry Potter cloak and hat</p> <p>Youtube section of the film</p>

<p>Teaching overview week 6:</p> <p>Handwriting and relevant cued spelling practice daily.</p> <p>Grammar - Revise and practice fronted adverbials and positioning in sentences.</p> <p>Read chapter 7 - The Sorting Hat - Answer vocabulary questions from the relevant slide.</p> <p>Read the Sorting Hat Song - Print out slide for children - highlight the description of the houses and define the words - find synonyms - add in - Key Question: Does the synonym fit or change the context? Discuss</p> <p>The Sorting Hat Song mentions the characteristics of each Hogwart's house. Read the descriptions of each house carefully and explain what the words mean with definitions. Discuss Pottermore and which how I belong in and the characteristics I have that make me fit into it. Discuss exaggeration and give examples. Class plan the themes for each paragraph and discuss use of fronted adverbials in their writing. Talk with TP exaggerating your expertise in certain areas and giving examples of your qualities, e.g. bravery - loop the loop on a broomstick whilst holding the tail of a Bulgarian Hornblower dragon etc.</p> <p>Children decide which house they would belong in and write a letter of application explaining their qualities and why they should belong in that house.</p> <p>Create your own Hogwart's house.</p> <p>Create another section for The Sorting Hat Song that describes the characteristics of your house.</p>	<p>Resources:</p> <p>Harry Potter and the Philosopher's Stone</p> <p>Powerpoint week 6</p> <p>Print outs of relevant slides</p> <p>Old witch's hat</p> <p>Youtube section of the film</p>
<p>Teaching overview week 7:</p> <p>Handwriting and relevant cued spelling practice daily.</p> <p>Grammar - Revise and practice 4 sentence forms daily - Key questions: What are their different functions? How are they punctuated? Introduce semi-colons</p> <p>Read chapter 8 - The Potions Master - Complete work on PEE from relevant slide. Model how to answer question</p> <p>Character sketch Snape put relevant quotes on slide and print out. Key questions: What is the author's intent? How does she want the reader to feel about Snape? Prove it.</p> <p>Give all the synonyms from the questions on the relevant slide. Ask the children to define the words, what do they mean?</p> <p>Answer the questions.</p> <p>Task - Create a new Head of House</p> <p>Everyone must choose precise emotive language that implies, to the reader, their new character's personality.</p> <p>Everyone must describe their character's looks using simile - some people will use metaphor. (Get what you need to help you)</p> <p>Nobody is to begin a sentence with 'The...'</p>	<p>Resources:</p> <p>Harry Potter and the Philosopher's Stone</p> <p>Powerpoint week 7</p> <p>Print outs of relevant slides</p> <p>Pictures of Hogwart's heads of houses</p> <p>Youtube section of the film</p>

<p>Try to replace the use of 'and' or a conjunction with a semi-colon and use different sentence types. Some people will get on and write precisely, choosing relevant metaphors, simile and alliteration. Extend: Swap books with your TP and draw each other's head of house from your partner's description. Key Question: Does your drawing match the writing?</p>	
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<p>Teaching overview week 8:</p>	<p>Resources:</p>
<p>Handwriting and relevant cued spelling practice daily. Grammar - Revise and practice Sentences and their Punctuation - Key questions: What is a sentence? How are sentences punctuated? Do you know the different parts of a sentence or clause? Practice sentence construction daily - How many ways can we organise this sentence and keep the sense? Read chapter 9 - The Midnight Duel - answer the questions from the relevant slide. Discuss with TP 10 rules for duelling and show pictures of duels from the Georgian period. Write a list of 10 rules that wizards have to follow when duelling. Share Iron Man instructions - Introduce and revise the rhetorical question and its use for talking to and hooking your reader - read together and box up the style and grammar of the writing as a class. Children plan a set of instructions for a wizard to duel. How to perform a wizarding duel. Write the instructions. Peer mark and improve.</p>	<p>Harry Potter and the Philosopher's Stone Powerpoint week 8 Print outs of relevant slides Iron man instructions. Highwayman pictures</p>

<p>Teaching overview week 9:</p>	<p>Resources:</p>
<p>Handwriting and relevant cued spelling practice daily. Grammar - Revise and practice the 8 word classes daily Key questions: What terms do you remember? Can you tell a partner what they mean? Can you give examples of any? Use the slides to revise word classes and laminates. Alphabetize a chunk of text and children work out the word class of each word. (whole session) Extend by getting children to create sentences from the words, punctuate accurately and try to work out the type of text the words belong to. Encourage beginning with prepositions etc. and good sentence structure. Read chapter 10 - Hallowe'en - Answer relevant questions from VIPERS The Troll - Read the description of a troll from 'Fantastic Beasts and Where to Find Them'. Define text before answering the questions. Key questions: What do you notice about the tone of the description? Where could this extract have come from? Why does the writer change paragraphs? Decide on three subheadings for the paragraphs. Discuss with Talk Partners. Pick</p>	<p>Harry Potter and the Philosopher's Stone Powerpoint week Print outs of relevant slides Alphabetized text Pictures of mythical creatures Mythical Beasts and Where to Find Them.</p>

<p>out some of the adjectives and precise language in the extract that show the troll's appearance and personality.</p> <p>Box it up - Show children the book 'Fantastic Beasts and Where to Find Them'. Plan Create your own magical creature to add to 'Fantastic Beasts & Where to Find Them'. Discuss improving the sentence structure e.g. fronted adverbials - relative clause etc.</p> <p>Thesaurus - synonyms add to plan. Add language and possible description to a shared picture.</p> <p>Write three paragraphs, focusing on the areas discussed in the troll extract. Include a sketch when you have finished.</p>	
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<p>Teaching overview week 10:</p>	<p>Resources:</p>
<p>Handwriting and relevant cued spelling practice daily.</p> <p>Grammar - Revise and practice the semi colon - Things to note: the semi-colon separates two complete sentences; the second sentence has a strong relation to the first sentence; the semi-colon can be used in the place of a connective/conjunction; do not use a capital letter after a semi-colon unless it would have one anyway; for example 'I' or a proper noun such as a name. Also revise and practice speech marks direct and indirect speech (reported).</p> <p>Read chapter 11 Quidditch - Answer relevant VIPERS</p> <p>Divide a new page in your exercise book into six equal squares. Key question: What are the six key events in the chapter?</p> <p>Discuss the quidditch match and narrow down the key events. Write a quotation from the novel at the bottom of each box.</p> <p>Draw an image to accompany the quotation. Check your punctuation is present and correct, especially full stops, capital letters and commas.</p> <p>Discuss recounts and how they tell us about something that has happened (past tense) such as the quidditch match - Daily Prophet - A news report is a recount of an event that has happened. Use Beast of Bodmin newsreport as a template - read discuss style and box it up in preparation for planning discuss modal verbs and use of eye witness accounts both using direct and indirect speech. Children create own box plan - Children write newsreport for the Daily Prophet - Peer mark and improve.</p>	<p>Harry Potter and the Philosopher's Stone</p> <p>Powerpoint week</p> <p>Print outs of relevant slides</p> <p>Copy of Daily Prophet</p> <p>Beast of Bodmin newsreport</p> <p>Direct/indirect speech powerpoint</p>

<p>Teaching overview week 11:</p>	<p>Resources:</p>
<p>Handwriting and relevant cued spelling practice daily.</p> <p>Grammar - Revise and practice the colon : can be used in a number of ways, including a) before a list of words or phrases b) in</p>	<p>Harry Potter and the Philosopher's Stone</p>

<p>the 24 hour clock c) to signal to the reader that something important is coming.</p> <p>Read chapter 12 - The Mirror of Erised - Vocab and inference sections of VIPERS</p> <p>Recap on vivid sensory detail, figurative language, precise language and use e.g.s from planningbee on IWB. Discuss examples with ch and highlight in TPs.</p> <p>Pictures of Hogwarts ghosts - Hogwarts is full of ghosts. Your task is to write a ghost story based in Hogwarts. It could be about one of the ghosts below or you could create your own: Moaning Myrtle, The Bloody Baron, The Fat Friar, Nearly Headless Nick, Peeves</p> <p>Plan your story using 'box it up' so that it builds in suspense and tension (using the techniques on the slide to help). Also make sure you include the ; and : . Discuss the setting and description and describing things in small detail. Discuss and demonstrate use of longer sentences for description of settings and short punchy settings to build tension. Write one paragraph and peer mark recap on grammar taught so far before children continue to write the story. Use peer marking for each paragraph and improve before continuing.</p>	<p>Powerpoint week</p> <p>Print outs of relevant slides</p> <p>Vivid sensory detail, precise language, figurative language e.g.s from planningbee.</p> <p>Pictures of Hogwart's ghosts.</p>
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<p>Teaching overview week 12:</p> <p>Handwriting and relevant cued spelling practice daily.</p> <p>Grammar - Revise and practice possessive apostrophes and plurals - explore the difference.</p> <p>Read chapter 13 with the class Nicolas Flammel over previous week and discuss key points.</p> <p>Read chapter 14 - answer inference questions from VIPERS</p> <p>Use slides to discuss figurative language and revise with children - children decide whether images work or not (class quiz)</p> <p>Use slide 'My New Pet' - Read, discuss and explore the form of the poem - Read The Dragon of Death by Jack Prelutsky - Compare the poems using a Venn diagram and discuss similar and different features, especially use of figurative language.</p> <p>Children create own poem of the mythical creature they created for the book 'Fantastic Beasts and Where to Find Them'.</p>	<p>Resources:</p> <p>Harry Potter and the Philosopher's Stone</p> <p>Powerpoint week</p> <p>Print outs of relevant slides</p> <p>Gorgeous grammar</p> <p>Apostrophe powerpoint</p> <p>Figurative language powerpoint</p> <p>Venn diagram</p>
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<p>Teaching overview week 13:</p> <p>Handwriting and relevant cued spelling practice daily.</p> <p>Grammar - Revise and practice speech marks direct and reported speech daily.</p> <p>Read chapter 15 The Forbidden Forest. Explore the extracts on the slides and focus on author intent and how the author has created atmosphere. Use the question stems to explore author intent and impact on the reader. Reflect and review the book.</p> <p>Create a character sketch for your favourite character.</p>	<p>Resources:</p> <p>Powerpoint week</p> <p>Print outs of relevant slides</p>
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