

Year Five MTP Writing Autumn 1: Writing to Inform

'Encouraging each other, overflowing with hope.'

SPaG knowledge for this term (Y4 mastery)			Writing knowledge
Term	Definition	Example	
SVO	A main clause contains a subject, verb and object used as a simple sentence. Understand that the object is not necessarily a physical object.	My Aunt Emily (S) walked (V) straight into Uncle Henry (O)	<p style="text-align: center;"><u>The pupil can, after modelling and exploring the skills in a series of lessons:</u></p> <ul style="list-style-type: none"> Write coherently using a range of sentence structures including adverbials, relative clauses and parenthesis. Develop detail for settings, characters and atmosphere. Demonstrate degrees of possibility and prediction, indicated through the use of modal verbs and adverbs. Use a range of devices to build cohesion within and across paragraphs (including adverbials, pronouns and conjunctions). Tense is consistently maintained and demonstrates a range of different verb forms (including present perfect). Demonstrate some integration of accurately punctuated dialogue used to advance action and/or convey characters. Many sentences correctly demarcated with in-sentence punctuation marks (including commas for clarity and some use of commas, brackets or dashes to mark parenthesis). <i>Punctuation: capital letters, full stops, question & exclamation marks, apostrophes for contraction/ singular possession/ plural possession, commas in lists & after fronted adverbials, speech punctuation, parenthesis marked with commas/ brackets/ dashes</i> Mostly correct selection and spelling of homophones, silent letter words and words with suffixes (ref. App.1). Accurate use of most Y3/4 statutory spelling words and some from the Y5/6 list. Legible joined handwriting with variation in style appropriate to task. <p style="text-align: center;"><u>Writing to inform specific knowledge for Year 5 writing a non-chronological report</u></p> <p>(Building upon Y4 - see T1) To know how to create cohesion within paragraphs using adverbials. To understand how to apply parenthesis to be used to add information. To understand that organisational tools (such as labels and diagrams and fact boxes/quizzes) guide the reader.</p> <p style="text-align: center;"><u>Writing to inform specific knowledge for Year 5 writing a recount diary, newspaper, biography.</u></p> <p>(Building upon Y4 - see T1) *Newspapers are new learning To know how to use the past perfect tense. To understand that modal verbs to indicate degrees of possibility. To know how to create cohesion through the use of adverbials.</p> <p style="text-align: center;"><u>Writing to entertain specific knowledge for Year 5 Poetry cinquains and free-verse</u></p> <p>(Building upon Y4 - see T1) To know how to invent nonsense words and situations and experiment with unexpected word combinations To understand how carefully observed details and apt images to bring subject matter alive To know how to write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour To understand how to write cinquains</p> <p style="text-align: center; color: #4F81BD; font-size: 1.2em;">Speaking and listening Disciplinary knowledge</p> <p style="text-align: center;"><u>Speaking and Listening</u></p> <p>To know how to give well-structured explanations for different purposes and express feelings. To understand how to select and use appropriate registers & language for effective communication for a range of audiences without being prompted. To understand how to articulate arguments and opinions clearly and persuasively. To know how to state their opinions and ideas to unfamiliar people, and justify them on the spot</p>
Co-ordinating conjunction	FANBOYS conjunctions (For And Nor But Or Yet So) join two main clauses together to create a compound sentence.	I am hungry so I will eat my snack soon.	
Subordinating conjunction	AWHITEBUS conjunctions join a subordinate and a main clause to make a complex sentence.	Since there is not butter left, I will go to the shop.	
Commas in lists	Commas separate the items listed in a sentence.	There were striped, spotted and plain coloured hats.	
Commas to demarcate a subordinate clause opener.	When a subordinate clause is at the start of a sentence, the comma is used to demarcate where the sub. Clause ends and the main clause begins.	When I walk to school, I always cross the road safely.	
Article	Precedes a noun. A type of determiner - a, an, the.	An egg A hat The tree	
Determiner	Precedes the noun or begins a noun phrase; it indicates which one or how many.	This, that, many, few, bucket loads of	
Possessive pronoun	Word that replaces the noun (pronoun) that shows who is the owner.	Mine, hers, his, ours, yours	
Possessive apostrophe	Apostrophe that shows the s is not a suffix s or part of the root word, it is possessive.	Girls' toilet children's toys	
adverbial	A group of words that describes how, where, why or when. Prepositional phrases are classed as a type of adverbial. If a verb is present, this is an adverbial clause (eg running wildly)	With eagerness, Under the duvet, Before spring came,	

Explicit PaG teaching

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
L.O To understand subject verb object sentences. L.O To know the difference between a phrase and a clause.	L.O To understand articles and determiners L.O To know how to modify noun phrases using determiners.	L.O To understand word classes L.O To know word classes L.O To master classifying words.	L.O To understand the difference between the possessive S and the suffix S L.O To know when to use a possessive apostrophe.	L.O To understand how to construct complex sentences. L.O To know the role of commas in complex sentences L.O To identify subordinating conjunctions.	To understand the difference between simple, compound and complex sentences. L.O To know co-ordinating conjunctions. L.O To identify sentence structures.	Use this week for any needs arising.

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L.O To master an understanding of simple sentences.	L.O To identify the longest possible noun phrases within sentences.		L.O To justify when an apostrophe is or is not needed.			
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	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
Week 1 <i>Biography - hidden figures</i> Purpose: To inform Audience: Visitors to the school Library for Black History Month (display)	<u>L.O To understand the origin of the word computer and to draw conclusions using evidence from the text.</u> Supplementary teaching will be required for children to understand the cultural context in America – which was different to the UK. <u>L.O To retrieve information from a text.</u> (create notes on the different women presented in the text).	<u>L.O To discern the features of a biography</u> Give the children a variety of text types and their toolkits. Children to match them justifying their choices orally using the Y5 sentence stems. Children to determine which text is the biography and to give a clear and reasoned justification.						
Week 2 <i>Biography - hidden figures</i> Purpose: To inform Audience: Visitors to the school Library for Black History Month (display)			<u>L.O To know how adverbials can create chronological cohesion.</u>	<u>L.O To develop confidence in using a more formal tone when speaking.</u> Use the speaking strategy 'Just a minute'	<u>L.O To plan a biography with support.</u> (fish skeleton plan) Have key facts already placed on the planning skeleton. Develop 5ws for the orientation and information for the re-orientation. Add in adverbials. Repeat the game from yesterday	<u>L.O To develop formal vocabulary.</u> Vocabulary zones Modelled write <u>L.O To apply a formal tone when writing to inform.</u> Reread the modelled write. Children to write the biography themselves.		
Week 3 <i>Biography - hidden figures</i> Purpose: To inform					<u>L.O To plan a biography</u>	<u>L.O To write a biography to inform.</u> (allow for two lessons)	<u>L.O To (lesson arises from the needs of the children's writing in the drafting phase)</u>	<u>L.O To publish a biography.</u> (allow for two lessons)

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Just a minute

Give children a topic and ask them to speak without hesitation, deviation or repetition for up to a minute. Others can challenge when the rules are broken and if the challenge is successful the challenger continues the topic to the end of the minute unless challenged!

Predicaments and problems

Use opportunities from across the curriculum to focus attention on the language needed when problems are difficult to solve, for example:

- an historical figure at a critical turning point;
- scientists considering the consequences of a discovery, discussing pros and cons and ways forward.

As children talk they will need to weigh up alternatives, recognise conflicting points of view and negotiate situations. This can involve role-play.

Hot-seating

Hot-seating focuses closely on a character and enables motivation to be explored. It is also a good way of exploring the gaps in a character's story. Hot-seating involves the class in asking questions of someone in role as a character, fictional or historical, who sits in the 'hot-seat'. The questions can be prepared or improvised. This works best if both the role player and the questioners are familiar with the character and the narrative or situation.

Meetings

The teacher in role, perhaps as an official, can call a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. Meetings encourage children to adopt a collective role, e.g. as islanders or Romans, which can help less confident children. Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.