

Year Five MTP Writing Autumn 1: Writing to Inform

'Encouraging each other, overflowing with hope.'

SPaG knowledge for this term			Writing knowledge
Term	Definition	Example	<p style="text-align: center;">The pupil can, after modelling and exploring the skills in a series of lessons:</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;">Speaking and Listening</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>
Pronoun	A word that replaces a noun. They can be personal, possessive or relative (these are the only ones of the 8 types mentioned in the NC)	My Mine Who	
Relative pronoun	Pronoun that introduces a relative pronoun.	Who which that whose whom (among others)	
Relative clause	A subordinate clause that begins with a relative pronoun	who has green eyes	
Brackets for parenthesis	Brackets embedding a relative clause in a sentence.	(who has green eyes)	
Dashes for parenthesis	Dashes embedding a relative clause in a sentence.	-who has green eyes-	
Commas for parenthesis	Commas embedding a relative clause in a sentence.	, who has green eyes,	
(master word class identification)	Determiner, article, noun, adjective, verb, adverb and pronoun.	(see T1 grid)	

Explicit PaG teaching

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
L.O To understand how pronouns create cohesion L.O To know how to edit to ensure pronouns create clarity L.O To independently identify pronouns (testbase)	L.O To understand relative pronouns L.O To know that relative pronouns begin a relative clause. L.O To independently create relative clauses (On the end of sentences, not embedded)	L.O To understand that relative clauses can be embedded with punctuation for parenthesis L.O To know how to use punctuation for parenthesis L.O To independently use punctuation for parenthesis	TEST WEEK	(additional week on relative clauses?)	L.O To understand L.O To know L.O To independently (arises from testing – gaps from prior knowledge)	L.O To understand L.O To know L.O To independently (arises from testing – gaps from prior knowledge)

	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
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<p>Week 1 Text: War of the Worlds Purpose: To Entertain Audience: Make our own book and artwork - can we connect with waterstones for a book launch??</p> <p>Adventurous vocabulary for the week: terrestrial luminous writhing tentacular appendage panted</p>	<p>Hook lesson L.O To understand the Science fiction genre.</p> <p>Set up a scene/use of morpho? Hook children Share the news head line... What might you see if you went to investigate? What might happen? (try to get a buzz going - share some outlandish ideas). Share the first extract on the slide</p> <p>Refocus the children's ideas is this creature friendly or hostile? How would it make you feel standing over the crater, staring into the unknown?</p> <p>1st person response to CH 1</p>			<p>L.O To orally rehearse a setting description</p> <p>Use meetings Speaking and listening tool (see end of document).</p> <p>Give children key phrases/vocabulary to boost their speaking and listening:</p> <p>Astronomers were ... A large crowd had already gathered when Its surface was caked in ash</p> <p>It glowed with intense heat A deep crater Gouged out of the earth I could hardly believe..</p> <p>Chn to text map events and add further vocab to zones.</p>	<p>L.O To know how to plan a story opener. Share a modelled plan based upon Chapter 1.</p> <p>Children to discuss key questions: Is this written in full sentences? What key language features are planned? Why are there some picture prompts? Why are there one or two full sentences? How does this make the writing process easier? How does this person plan to open their sentences? Where can we add in vocab/phrases from y'day's lesson?</p> <p>Children to then create their plan for their own Alien landing story!</p>	<p>L.O To retrieve knowledge of fronted adverbials. (15 min session)</p> <p>L.O To draft my story opener</p>		
<p>Week 2 Text: Purpose: To Entertain Audience:</p> <p>Adventurous vocabulary for the week:</p>	<p>Tuesday To deduce and infer from a character description Read and share p10-13 (not the illustration)</p> <p>Children to identify key descriptions (may need rewriting simply for LA readers). Children to sketch the creature and colour it exactly as they read.</p>	<p>Wednesday: L.O To know how to clearly describe an unfamiliar character Toolkit activity: read short descriptions of sci fi creatures that do not exist (eg porgs from starwars)tool kit.</p> <p>Then children to create their alien (art work) and annotate it with key vocab, 5 senses, prepositions etc.</p>		<p>Thursday: L.O To know what is required to plan an accurate character description.</p> <p>Modelled write of a different sci fi alien using the toolkit from y'dy (perhaps even a slow write style for LA?)</p> <p>Explain that from the description, because this is a never-before seen creature - the reader should be able to imagine it in their mind's eye or even draw it and it will look like what you imagined!</p> <p>Children to then plan their description. (use character pyramid)</p>	<p>Friday L.O To apply my plan to write a first draft.</p> <p>(Children to understand that any vocab they choose not to use they can put in a word bank to use when the creatures appear again, and you need to describe them next time!)</p>	<p>Monday: L.O To understand how peers can scaffold my draft.</p> <p>Model this process:- Partner to read the draft to the other child. Give feedback on the detailed description of the scene/setting.</p> <p>Can they draw it? Children to offer suggestions on how to add a paragraph or sentences to improve the detail.</p>	<p>(read end p35 to the class by the end of the week)</p>	
<p>Week 3 Text: Purpose: To Entertain Audience:</p> <p>Adventurous vocabulary for the week:</p>	<p>L.O To understand the purpose of redrafting.</p> <p>Explain to the children that now they are in Y5 they are going to have to learn to be critical and make some big changes to their writing!</p> <p>Model reading one child's work (from the opposite class) where the first chapter doesn't marry with the second.</p>	<p>Wednesday L.O To understand the toolkit for punctuating speech using scenarios.</p> <p>Speech has different rules depending on which scenario you look at.</p> <p>Scenario 1: Young/early reader books and graphic novels.</p> <p>Scenario 2: single person speaker</p>	<p>Thursday: L.O To be able to select sentence structures to create tension.</p> <p>My lip quivered. My fingertips went cold. I knew that this was the end. At that moment my lip quivered and my fingertips went cold for I knew it was the end.</p> <p>Which structure is more effective in building tension? Why?</p> <p>The boy opened his mouth in a soundless scream as one pulsating tentacular appendage wrapped itself around his waist and hoisted him into the air. We all stood there watching in horror as the creature constricted the boy until it released his limp body, allowing it to fall to the ground with a thud.</p>					

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	<p>What will this person have to do? They might have to add an entire new paragraph! They might have to remove a few sentences! They may have to substitute sentence openers to avoid ineffective repetition! Show ARMS - you've seen this before but today you must truly work on each element to make your work the best it can be - or we can't make them into published books as they won't flow! <u>(Tuesday's lesson, publish the work so far on plain, white paper with line guides).</u></p>	<p>Scenario 3: Dialogue (teach them no more than 3 speak, reply and response is enough!! No painful pages of speech!)</p> <p>Scenario 4: Extended speech</p> <p>Scenario 5: speech split by description. (carousel practical lesson. Display toolkits for the rest of the year!)</p>	<p>How does reading this make you feel? How could we edit this to create more tension? How could we continue this to make it less/more tragic? Children to work in mixed ability triads to edit the given paragraphs to develop more tension and then continue the writing.</p> <p>When done, children to use the map of events and these paragraphs to plan the middle to their story.</p> <p>Friday:L.O To consider predicaments and problems (S&L)</p> <p>Read CH 8</p> <p>Discuss and text map a plan for their own story</p>				
<p>Week 4 Text: Purpose: To Entertain Audience:</p> <p>Adventurous vocabulary for the week:</p>	<u>ASSESSMENT WK</u>					<p>Thursday: L.O To draft the main events of an entertaining text.</p> <p>Use Just a minute to tell their story using their text map and tension</p> <p>Children to have time to draft. Mini plenary to model tension again</p>	<p>Friday: L.O To revise my writing to ensure that sentence openers are cohesive.</p> <p>Revisit children's understanding of cohesion. Retrieve knowledge of fronted adverbials. How is time used across your whole story? How does this chapter fit in with your first two? Repeat the activity from Monday wk3 to ensure that this chapter flows.</p>
<p>Week 5 Text: Purpose: To Entertain Audience:</p> <p>Adventurous vocabulary for the week:</p>	<u>(Monday Publish chapter 3) then read Chapter 9 to the end.</u>	<p>Toolkit setting and character description retrieval</p>	<p><u>L.O To write by creating inference clues</u></p> <p><u>(show not tell sentences</u></p>	<u>Plan ending and vocab</u>		<u>draft</u>	
<p>Week 6 Text:</p>	<u>Read ch 10 and snippets of other endings – evaluate</u>						Art and publish

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Purpose: To Entertain Audience: Adventurous vocabulary for the week:	<u>and redraft their endings</u>							
Week 7 Text: Purpose: To Entertain Audience: Short story writing competition Adventurous vocabulary for the week: Use of BAT display from this term	<u>Short independent story for a school story writing competition</u> <u>You need to present the children with a selection of curious objects for different purposes that would belong to a particular character</u> <u>L.O To develop a character orally</u> Input & Key Questions: Show the children a selection of settings and share the writing competition. What might we need to do to be successful - create a s.c for an exciting short story. What makes a character you fall invest in - chn to share characters from their own reading? Share the pyramid that will help the children to develop their character today. Children to come to the front to select a hat and some shoes. Who does it belong to? How old are they? What is their physical appearance? What are their likes and dislikes? What are their hopes? Dreams? Motivation? (think about the connection to the sea) What are they afraid of? Worried about What do others say about them?	<u>LO: To be able to text map and tell a short story.</u> Input & Key Questions: If I asked you to tell me a story, which ones do you know well enough that you could tell us all right now? Select one and model text mapping it. Model substituting it. Children to go through these processes in their groups Now, Model making additions, perhaps add description, dialogue, new characters and event s, extra detail. Chn to develop their story Finally alter characters, settings, events, opening and ending. Children to work on a trimmed piece of paper which can be stuck in after the writing lesson.	<u>LO: To be able to write a short story.</u> Input & Key Questions: Children to tell the story using their maps - ensuring they explain who the character is. Show the paragraph on the ppt. Model editing it so that chn will consider their use of vocabulary - remind 500 words - this is two pages(just over with large handwriting) Ensure that children plan in the key skills from this term - eg inference writing, setting and character description.	2 nd day to write	<u>Reflect on toolkits from writing to entertain term</u> <u>Publish including art work</u>			

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Drama Strategies:

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.