

Year Five MTP Writing Spring Term 2: Writing to Inform

'Encouraging each other, overflowing with hope.'

SPaG knowledge for this term			Writing knowledge		
Hyphen	Punctuation that connects words or a prefix and root word together.	Re-enter well-loved	<p style="text-align: center; margin: 0;">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; margin: 10px 0 0 0;">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>		
Cohesion	The different ways a writer glues a piece of writing together. Repetition, use of synonyms, time adverbials etc.				

Explicit PaG teaching

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Test week	L.O To understand L.O To know L.O To apply	L.O To understand L.O To know L.O To apply	L.O To understand L.O To know L.O To apply	L.O To understand L.O To know L.O To apply	L.O To understand L.O To know L.O To apply

Handwriting

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Th sh nb nd ht st	Kn er ie en	Ea ho ac sc bo	Wh wl oh ol of ob	Oi oy ou op ve	Oo oa wa va vo

	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
Week 1 Text: Survivors Purpose: To inform Key vocabulary for the week:	Juliane Kopecke and Poon Lim L.O To understand tales of survival.	L.O To evaluate instructional writing. Give the children Y3, Y4 and Y5 age related instructions.	L.O To understand the difference between a dash and a hyphen. Skills lesson					

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	Read the story - map the journey that the individual had to go on in order to survive? What makes this person extra-ordinary?	Can children compare and understand the progression? What is expected of us as we write Y5 instructions - create the toolkit and then children to find examples of the tool.						
<p>Week 2</p> <p>Text: Survivors</p> <p>Purpose: To inform</p> <p>Audience:</p> <p>Key vocabulary for the week:</p>				<p>L.O To develop vocabulary using teh 'predicaments and problems' strategy.</p> <p>Revisit the stories from the reading lesson. Use the speaking and listening strategy for children to develop vocab on their word target of instructions to survive.</p>	<p>L.O To plan a set of instructions for travellers.</p>	<p>L.O To draft instructions</p>	<p>L.O To revise instructions to show cohesion through repetition and synonyms.</p>	<p>L.O To publish instructions</p> <p>Using the book as inspiration, use water colours.</p> <p>Children could publish on acetate and lay over the art work.</p>
<p>Week 3</p> <p>Text: Cracking contraptions</p> <p>Purpose: To inform</p> <p>Audience:</p> <p>Key vocabulary for the week:</p>	<p>L.O To explore explanation texts.</p> <p>Give the children extracts from the book to explore.</p> <p>Watch some video clips</p> <p>Children to respond to the following questions:</p> <p>How are explanation texts different to instructions?</p> <p>What is the purpose of an explanation text?</p> <p>What organisational features are used in an explanation text?</p> <p>How does an author ensure that an explanation text is successful?</p>		<p>L.O To understand the importance of technical vocabulary in an explanation text.</p> <p>Look at the robotic trousers.</p> <p>Challenge 1</p> <p>Categorise the vocabulary - basic, adventurous and technical.</p> <p>Challenge 2: identify the types of sentence - statements questions or commands</p> <p>Challenge 3: complete the toolkit.</p> <p>Challenge 4</p> <p>Identify technical vocabulary that can be added to the working wall</p>	<p>L.O To understand the writer's voice for an explanation text.</p> <p>What is a writer's voice?</p> <p>Show the childrne 2 paragraphs, one written in spoken language and then the other written in the writer's voice.</p> <p>Model redrafting using the technical vocabulary pulled from last lesson.</p> <p>Give the children writing about the robotic trousers written in a chatty, non-writer's voice style. Children to redraft.</p>	<p>L.O To understand how to plan an explanation for an invention.</p> <p>Model this as the children will do this next week: Allow children to choose from a set of pictures (taken from cracking contraptions). Give the word bank of technical words for children to use.</p> <p>Children to talk through the contraption with a partner and develop the explanation.</p>	<p>L.O To shared write an explanation text.</p> <p>Shared write or guided write depending on group and grasp so far.</p>		
<p>Week 4</p> <p>Text: Cracking contraptions</p> <p>Purpose: To inform</p> <p>Audience:</p> <p>Key vocabulary for the week:</p>	<p>L.O To explore a new cracking contraption.</p> <p>Show the children a video of a cracking contraption - they will be making their own version of the explanation text to add to the manual.</p>			<p>L.O To design diagrams and organisational devices for an explanation text.</p> <p>Spend this session preparing drawings and organisational devices for the explanation text.</p> <p>Photocopy these to allow the children to draft around them tomorrow.</p>	<p>L.O To draft an explanation text</p>	<p>L.O To (arise from AFL)</p>	<p>L.O To publish an explanation text.</p>	
<p>Week 5</p> <p>Text:</p> <p>Purpose: To inform</p> <p>Audience:</p>	<p>L.O To explore what successful double page spreads (non-chronological reports) contain.</p> <p>Look at real examples from Y6 and from books too (teacher may want to mock one or two up as a Y5 WAGOLL)</p>	<p>L.O To know how to punctuate bullet points using a colon, semi-colons and a full stop.</p> <p>Skills lesson.</p>		<p>L.O To shared write a double page spread.</p> <p>Take either History, Geography, RE or Science.</p>	<p>L.O To write a non-chronological report</p> <p>Take a different subject - as yesterday but with greater independence.</p>			

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Key vocabulary for the week:	Explore them - why do these look excellent? What about them makes you want to read them from the organisational devices alone? Then look into the language tool kit.				Use the mind maps from one term to create a double page spread together.			
Week 6 Text: Paddington (visual literacy) Purpose: To inform Audience: Key vocabulary for the week:				<p><u>L.O To select my own topic for a nonchronological report.</u></p> <p>What is your passion? What do you know a lot about that you could write a double page spread all about? Mine craft? Footballers? Ballet?</p> <p>(Show the children the writing exemplification for Y6GD Frankie to support)</p> <p>Children to have time to plan and research</p>	L.O To plan the organisation of my non chronological report.	<u>L.O To draft my non chronological report</u>	L.O To improve my non chronological report by adding and moving information.	L.O To publish my nonchronological report.

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.