

## Year Five MTP Writing Summer Term 1: Writing to Entertain

*'Encouraging each other, overflowing with hope.'*

SPaG knowledge for this term			Writing knowledge
Term	Definition	Example	<p style="text-align: center; margin: 0;"><b>The pupil can, after modelling and exploring the skills in a series of lessons:</b></p> <ul style="list-style-type: none"> <li>Write coherently using a range of sentence structures including adverbials, relative clauses and parenthesis.</li> <li>Develop detail for settings, characters and atmosphere.</li> <li>Demonstrate degrees of possibility and prediction, indicated through the use of modal verbs and adverbs.</li> <li>Use a range of devices to build cohesion within and across paragraphs (including adverbials, pronouns and conjunctions).</li> <li>Tense is consistently maintained and demonstrates a range of different verb forms (including present perfect).</li> <li>Demonstrate some integration of accurately punctuated dialogue used to advance action and/or convey characters.</li> <li>Many sentences correctly demarcated with in-sentence punctuation marks (including commas for clarity and some use of commas, brackets or dashes to mark parenthesis).</li> <li><i>Punctuation: capital letters, full stops, question &amp; exclamation marks, apostrophes for contraction/ singular possession/ plural possession, commas in lists &amp; after fronted adverbials, speech punctuation, parenthesis marked with commas/ brackets/ dashes</i></li> <li>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.</li> <li>Legible joined handwriting with variation in style appropriate to task.</li> </ul> <p style="text-align: center; margin: 10px 0;"><b>Speaking and Listening</b></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 &amp; 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>
Perfect tense	Tense that shows the completed action. Uses the perfect verb form of had ___ / have _____	Had eaten	
Progressive tense	Tense that shows action through the progressive verb form using the suffix – ing.	Was skipping	

### Explicit PaG teaching

Week 1 (retrieval word class)	Week 2 (tense retrieval)	Week 3	Week 4	Week 5 (retrieval)	Week 6
L.O To understand word class L.O To know how to identify an adverb L.O To independently apply my knowledge of word class	L.O To understand when to use was/were or is/are L.O To know how to edit to check tense L.O To independently apply standard English.	L.O To understand the perfect tense L.O To know how to write in the perfect tense L.O To independently write examples of the perfect tense	L.O To understand the progressive tense L.O To know how to write in the progressive tense L.O To independently write examples of the progressive tense	L.O To understand punctuation for parenthesis L.O To know how to apply punctuation for parenthesis L.O To independently use punctuation for parenthesis	L.O To understand phrases and clauses L.O To know how to identify a noun phrase L.O To independently find the longest possible noun phrase
Week 1 handwriting	Week 2 handwriting	Week 3 handwriting	Week 4 handwriting	Week 5 handwriting	Week 6 handwriting
Step 8: Ra re ri ro ru	Step 9:s Sh su sc sl sw sp	Step 11: joining from f to ascender fl ft	Step 12: joining from f – fa fe fi fo fu	Step 12: beggining to slope writing a sentence	Step 13: sloping words with ff

	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
Week 1 (4 days) <b>Text: Theseus and the Minotaur</b> Purpose: To entertain Audience: Y3/4  <span style="background-color: yellow;">Key vocabulary for the week:</span>	<u>LO. To investigate features of a genre</u>  * Identify the text type of myths  * Know which features make a myth  * Explore the structure of a myth, comparing it to other genres	<u>LO. To apply my understanding of the features of myths</u>  * Explore the story written and evaluate how accurate it is as a myth.  * Give suggested improvements to make it more myth-like.	<u>LO. To know and retel a myth</u>  *Explore the e-book or story of Theseus and the Minotaur or another well-known Greek myth. * Use information from what I have read to create a storyboard	L.O To plan a myth.  Children to create a storyboard/plan based upon yesterday's lesson  Word target activity.  Focus on how words make the reader feel - these stories are going to be photocopied and given to y3/4 to read in Guided reading free reading time.				

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	<p><b>* Identify other myths which I have heard of (Y3 retrieval)</b></p> <p>Watch up to 0:50 of <a href="https://www.youtube.com/watch?v=xQuAUBX5xBw">https://www.youtube.com/watch?v=xQuAUBX5xBw</a> – <b>what kind of cartoon was that?</b> Think, pair, share. Feedback ideas but don't confirm the genre yet.</p> <p>Explore a 30 second myth together on IWB- <b>what kind of story is this?</b></p> <p><b>How is it different or similar to other genres you know?</b></p> <p>Explain that we are focusing on myths- <b>what are myths? Do you know any egs? What kinds of things happen in them?</b> Discuss and feedback ideas- make notes on IWB/sug ppr and build learning wall together.</p> <p>On tables, give a range of 30 second myths, along with more detailed versions (Scottish myth + Roman myth too).</p> <p>Model how to annotate and explore the features- <b>which of these myths are Greek? How do you know?</b></p> <p><b>Who are the characters? Are there heroes? Mythical creatures? When was it set? Is there magic?</b> Etc.</p> <p><b>What makes these different to legends?</b> Ensure ch'n know the difference between myths and other genres.</p>	<p>Start by giving ch'n a myth marking ladder (with some features missing) and an example of a myth- <b>what is the SC for writing a myth?</b></p> <p>Allow chn to explore the myth given and then model how to complete marking ladder.</p> <p>Teach</p> <p>A -add</p> <p>R - remove</p> <p>M - move</p> <p>S – substitute</p>	<p>* Use the correct setting, characters, plot and structure Recap plenary from y'day- <b>what do you know about Theseus and the Minotaur? What is a minotaur?</b> Read description of the minotaur and show image.</p> <p>Retel the story using masks/props</p>					
<p>Week 2 <b>Text: Theseus and the Minotaur</b> Purpose: To entertain Audience: Y3/4</p> <p><b>Key vocabulary for the week:</b></p>					<p><u>Monday LO. To begin to use prepositions and prepositional phrases in my writing</u></p> <ul style="list-style-type: none"> <li>* Recap your storyboard.</li> <li>* Look carefully at the plan for the first part of the myth (up to Theseus using the string as he enters the labyrinth).</li> <li>* Plan a range of prepositional phrases to use.</li> <li>* Include detailed description.</li> <li>* Follow the correct plot/structure.</li> </ul>	<p><u>Tuesday LO. To use art to convey a character</u></p> <p><u>LO. To use a range of prepositions and prepositional phrases to develop descriptions</u></p> <ul style="list-style-type: none"> <li>* Create your own interpretation of the minotaur, to help with the description.</li> <li>* Use prepositional phrases to describe the minotaur and Theseus'</li> </ul>	<p><u>Thursday LO. To examine and write a suitable ending</u></p> <ul style="list-style-type: none"> <li>* Look at a myth ending- evaluate it</li> <li>* Understand how to create tragedy.</li> <li>* Write a tragic ending, as appropriate.</li> </ul> <p>Friday - teach an aspc of ARMS as required</p>	

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<p>Week 3 <b>Text: The odyssey writing to recount 1<sup>st</sup> person</b> Purpose: To entertain Audience:</p> <p><b>Key vocabulary for the week</b> <b>crest, seafarer, demise, heap, aground</b></p>	<p><b>Wednesday L.O To retell a story in the first person.</b></p> <p><b>(Hook lesson)</b> You are Odysseus Read page 15 and paragraph 1 of 16. What would it be like being on board a ship? After these events what would moral be like? What might you do to celebrate and to remember your comrades? Using the classroom furniture (creatively? Chairs to create mast?), move the tables and chairs to create a ship. Together act out hoisting the main sail, weigh anchor, any news from the crow's nest? Land ho, scrub the decks, pass me Jacob's ladder, Batten down the hatches (prepare for a storm) - play the storm noises</p>	<p><b>Thursday</b> <b>LO: To understand the past progressive and perfect tense.</b></p> <ul style="list-style-type: none"> <li>• First, identify the verb</li> <li>• Next, decide whether you want to show action or completion</li> <li>• Then apply the tense</li> </ul> <p>What is the purpose of the progressive tense? (action) how would I apply the past/present/future progressive tense? Where - in the events of our shipwreck yesterday - would we want to show action. (was screaming, were perishing, was holding on with all his might etc) Introduce the perfect tense. (completion) develop examples together from the events of the wreckage of the perfect tense. Talk for writing, children to have their own wbs to add the perfect and the progressive past tense to their plans.</p> <p>Children to write their recount sentences applying past perfect and progressive tenses. Encourage their use of varied punctuation.</p>	<p><b>Friday</b> <b>LO: To know chronological events to create a plan.</b></p> <ul style="list-style-type: none"> <li>• First, retell the events of the cyclops encounter</li> <li>• Next, plan the descriptions</li> <li>• Then, return to the campfire to tell the story.</li> </ul> <p><b>Read to the end of chapter 3</b> discuss any vocabulary that arises and the events Children to order the encounter with the Cyclops and to arrange on A3 Children to develop descriptions including the progressive and perfect tenses</p>	<p><b>Friday?</b> <b>LO: To write a 1<sup>st</sup> person narrative as a short story</b></p> <ul style="list-style-type: none"> <li>• *First, read your plan</li> <li>• *Next, ensure the use of progressive and past tense</li> <li>• *Then, write the recount.</li> </ul> <p>Print the shared writing from yesterday (perhaps edit it to serve this purpose) In (Colour) underline the use of the progressive tense/perfect/ nounphrases/use of prefix/suffix/ relative clauses/ tension/ imagery etc. How is Odysseus feeling? From this recount, how do we know this? How does your Odysseus feel?</p>	<p>journey through the labyrinth.</p> <p><u>Wednesday LO. To use a range of prepositions and prepositional phrases to develop descriptions</u></p> <p>* Use prepositional phrases to describe the minotaur and Theseus' journey through the labyrinth.</p>	<p><b>Monday and Tuesday publishing</b></p>			

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	<p><a href="https://www.youtube.com/watch?v=Uj0DuD92TIk">https://www.youtube.com/watch?v=Uj0DuD92TIk</a></p> <p>As this happens with the children lead a drama as if the ship is being battered by waves, act out children going overboard, 'snapping' of the mast - destruction of ship. All being washed ashore. Huddled around fires in groups of 6, children to retell the events of the wreck.</p> <p>Children to develop their vocabulary and their retelling, making notes on whiteboards to create a recount performance.</p>							
<p>Week 4 <u>Text: The odyssey</u></p> <p>Purpose: To entertain Audience:</p> <p><b>Key vocabulary for the week</b></p>			<p><b><u>LO: To begin to understand informal language devices.</u></b></p> <ul style="list-style-type: none"> <li>• First, understand the idioms</li> <li>• Next, discuss how informality is created</li> </ul> <p>.Look at the idioms: have time to read in groups and explore can they use any in sentences - sugar paper and share. Who might use these? In which settings is language used in this way? Which other language devices are considered informal? Contractions. 30 seconds list all contractions on a wb - prompt negative. Would Odysseus be likely to speak in</p>	<p><b><u>LO: To begin to apply informal language features.</u></b></p> <ul style="list-style-type: none"> <li>• First, read the padlet entry</li> <li>• Next, explain how informal language is used.</li> <li>• Then, write a diary entry as Eurylochus</li> </ul> <p>Share the padlet code for the children to read a modelled entry</p> <p>Children to discuss the level of formality and how the devices has been used. (no need to make written recordings)</p> <p>Children to use their padlet entries and whiteboards from yesterday to write as Eurylochus.</p>	<p><b><u>LO: To be able to plan, using informal language features.</u></b></p> <ul style="list-style-type: none"> <li>• First, sequence the events</li> <li>• Next, plan the recount</li> <li>• Then, add informal language features</li> </ul> <p>Chn to sequence the events as <b>Penelope</b></p> <p>Plan</p> <p>Add informal language features.</p> <p><i>Scaffolds to be used from precious learning. With HA children begin to discuss how</i></p>	<p><b><u>LO: To apply informal language features.</u></b></p> <p><i>L.O To apply informal language features with a wider awareness of formality.</i></p> <p><b>S.C</b></p> <ul style="list-style-type: none"> <li>• First, read your plan for that paragraph</li> <li>• Next, identify the informal devices you will use</li> <li>• Then, write the paragraph</li> </ul> <p>Children to be in group of 6 to ask and answer the hot seating questions.</p>		

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			<p>this manner? Why? Why not? Who is more likely? Eurylochus Read chapter 4. Mixed pairs Apply informal language devices to write short diary entries as Eurylochus. How are you feeling about being away from home? About your king? About the fortune of your journey home? HA: GG T - use of question tags. ( You should never doubt your king, should you? )</p>			<p>she would have elements of formal language also as a queen. TA: with MA develop sentence openers to support (prepositions, time, adverbs etc.) Children to plan in mixed pairs to develop a detailed, language rich plan.</p> <p>Including progressive and perfect tenses Hot seat Penelope about her thought and feelings at the different points of the events of that day</p>	<p>On wbs, children to write their orientation. Share and develop together and edit before writing into books (using the s.c)</p>	
<p>Week 5 <b>Text: Percy Jackson</b>  Purpose: To entertain Audience:  <b>Key vocabulary for the week</b></p>	<p>L.O To understand how an author creates representation.  Watch clups/read extracts from Percy Jackson. Focus on Percy's SEND need and how it is twisted to become a strength in the story.  What other differences and disabilities can we think of that could be twisted to create an advantage in modern Greek myth?</p>	<p><a href="https://www.youtube.com/watch?v=IQLzQsYH7z8">https://www.youtube.com/watch?v=IQLzQsYH7z8</a> L.O To know the story of Perseus and Medusa. Children to text map the story and compare it to the movie/series on Disney+ of Percy;s dealing with the Gorgon.</p>		<p><u>L.O To plan a modern myth</u>  Stipulate: Villain is Medusa 1<sup>st</sup> person Take a challenge that someone may face in their life and twist it (like Percy's dyslexia).  Children can draw upon the Minotaur and Odysseys learning to create their own myth. Use Just a minute strategy for children to tell their myth at the end of the lesson.</p>	<p>L.O To develop a descriptions for my myth.  Plan setting/character descriptions Use Just a minute strategy for children to tell their myth at the end of the lesson.</p>	<p><u>L.O To draft an opener</u>  Look at 1<sup>st</sup> person narrative openers that hook.  Children to use a SC/toolkit to draft then redraft after peer feedback. Use Just a minute strategy for children to tell their myth at the end of the lesson.</p>		
<p>Week 6 <b>Text: Percy Jackson</b> Purpose: To entertain Audience:  <b>Key vocabulary for the week</b></p>		<p>L.O To understand the impact of sentence structure on a reader.  Look at how sentence structure creates an impact – children to edit sentences to create tension or to add additional phrases/clauses to give informastion</p>			<p>L.O To write my own myth</p>	<p><u>Edit and revise as needed</u></p>		

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		<p>(perhaps relate it to describing medusa).</p> <p>Use Just a minute strategy for children to tell their myth at the end of each lesson.</p>						

### 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.