

| Year 5/Year 6 | | | | |
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| Unit Outcomes/Aims : | | | NC2014 Statements: | |
| Initial Ideas | Experiences/stimuli to inspire and motivate writers - quality text, moving image text, educational visit, role-play. | | <p>Spoken Language In Years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.</p> <p>READING – Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>READING – Comprehension Pupils should be taught to:</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • increasing their familiarity with a <u>wide</u> range of books, including myths, legends and traditional stories and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume <p>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • drawing inferences and justifying these with evidence from the text • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • ask questions to improve their understanding of what they have read • provide reasoned justifications for their views. <p>WRITING - Transcription Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes • spell some words with 'silent' letters, continue to distinguish between homophones • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus <p>Pupils should be taught to:</p> <p>write legibly, fluently, with increasing speed and personal style by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters | |
| | Spoken Language – Speaking & Listening opportunities, Drama and role play such as hot-seating, group discussion and interaction. | | | |
| | Reading Opportunities – word reading, reading comprehension, reading for pleasure. | | | |
| | Writing - transcription (spelling & handwriting), composition (grammar and punctuation) | | | |
| | Ongoing Assessment: | | | |
| <ul style="list-style-type: none"> • Peer/Self-assessment against success criteria created in Phase 2. • Time to respond to marking comments. • Guided group or individual verbal feedback from teacher. • Toolkit/marking ladders. | | | | |
| Teaching Process (school's agreed way of working) | | 'I am learning to Statements | Learning Contexts and Activities (what you could do to teach each area within the phases) | Writing Opportunities (what writing will they be doing in each phase) |
| Specific Teaching | PHASE 1 – familiarisation with the text/genre: | | | |
| | <ul style="list-style-type: none"> • Activating Prior Knowledge – explore focus of unit, identify intended outcome. • Immersion – read & respond (through speaking & listening, writing, reading comprehension) to develop understanding. Read, compare evaluate texts. Drama, role-play. • Analysis – the big picture – structure, authorial intent (purpose and audience). Identify and comment on language features of the genre. • Cold writing – extended writing of focus genre with little or no prior input. Focused marking to feed into planning and provide individual targets. | | | |
| | PHASE 2 – capturing ideas: | | | |
| | <ul style="list-style-type: none"> • Analysis – zooming in, text annotation, language features, grammar and punctuation. Practicing key skills related to the genre. Extended writing opportunities using skills. | | | |

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| <ul style="list-style-type: none"> ● Revisit intended outcome – purpose and audience. Create a success criteria based on texts already read. ● Develop and collect ideas – reading, speaking & listening, drama, role-play, research, writing. ● Shaping ideas – oral and written planning. | | | | <ul style="list-style-type: none"> ● choosing the writing implement that is best suited for a task (e.g. quick notes, letters). <p><u>WRITING - Composition</u> Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> ● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● noting and developing initial ideas, drawing on reading and research where necessary ● in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed |
| <p><u>PHASE3 – writing:</u></p> <ul style="list-style-type: none"> ● Revisit intended outcome – recap structural and language features identified in Phases 1 and 2. ● Writing process – draft – proof-read for mistakes in spelling/punctuation – edit to improve meaning for reader – present/share – reflect. | | | | <ul style="list-style-type: none"> ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ● précising longer passages ● using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) |
| <p><u>PHASE 4 –Presentation</u></p> <ul style="list-style-type: none"> ● Share writing with whole class, in assembly and/or to parents. ● Role-play ● Hot writing – extended writing of focus genre to assess the teaching and learning. | | | | <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others’ writing ● proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● proof-read for spelling and punctuation errors ● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p><u>WRITING – Grammar & Punctuation</u> Pupils should be taught to: develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> ● recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive ● using the passive voice to affect the presentation of information in a sentence ● using expanded noun phrases to convey complicated information concisely ● using modal verbs or adverbs to indicate degrees of possibility ● using relative clauses beginning with <i>who, which, where, why, whose, that</i> or with an implied relative pronoun ● using commas to clarify meaning or avoid ambiguity in writing ● using hyphens to avoid ambiguity ● using brackets, dashes or commas to indicate parenthesis ● using semi-colons, colons or dashes to mark boundaries between independent clauses ● using a colon to introduce a list punctuating bullet points consistently |