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| **Year 5 Literacy Medium Term Plan (Pig Heart Boy)** |
| **Narrative** | **Term 2** | **Suggested Written Outcomes** | **Objectives/ non-negotiables** |
| * Look at the opening of the book and make predictions and inferences on what is happening in this scene.
* As you read the opening, let them jot down their thoughts, questions, feelings and links. Discuss.
* Let them highlight any language features that stand out. Discuss.
* Explore the use of long and short sentences for impact on the reader. How the words are formed to appear to be sinking. How words are repeated etc.
* Let them act out the scene, showing extreme emotion.
* Use the role play to show the difference between a poor opening and an impact opening. Can they add drama to a poor opening to improve?
* Collect exemplars of effective openings. Create a class success criterion. What do they all share?
* Using emotive images, practise making long and short sentences and repeated word choices to describe what the character may be experiencing. ‘Dropping in’ to the end of a story openings.
* Word play- with given sentences, let them cut and arrange them into a different formation for impact. Share good examples.
* Watch impact clips from Literacy shed. Create their own impact opening using the studied features.
* Give examples of final moment situations (trapped in a cave with rising water, the moments before an operation, a cliff tumbling from under their feet) as a stimulus. As a group, to create an opening for a story that has still to be written. To act perform for the class. Mark against a success criterion.
* Teach the grammar opportunities from the opening to compliment the unit. i.e. modal verbs.
 | * An impact opening
 | * All punctuation from years 1-3 is secure.
* **The piece is cohesive.**
* The piece contains the features of an opening and considers the audience.
* Writing is done through a drafting process, showing edits and improvements throughout.
* Pupils can suggest improvements to their own and others’ work.
* Paragraphs are used with cohesive devices used to link ideas between paragraphs.
* A varied range of sentences structures are used.
* Adverbials of time, place and manner are used.
* Tense is used consistently.
* Stylistic features taken from model texts help develop characters, setting, atmosphere and initial plot for an opening.
* Vocabulary is rich and varied, often developed through model texts.
* Dialogue is integrated to convey character and advance action.
* Relative clauses add extra detail and description.
* Verb tenses are consistent and correct.
* Writing is joined and well presented.
* Dictionaries are used to correct spellings and a thesaurus used to extend their word knowledge.
* using commas to clarify meaning or avoid ambiguity in writing.

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| **Non-fiction 1** | * Look at the Daily Press release from the story.
* Compare and contrast to other newspaper articles. Create a class list of features.
* Identify or match features to a given report.
* Create their own headline to grasp a reader’s attention from a range of invented scenarios.
* Become journalists and hold a press conference of your own. Become the main character to provide model responses.
* Magpie the persuasive vocabulary choices from newspaper articles as a class bank (sensational, dramatic, controversy, agonising deliberation, pioneering). Use in word games with funny images.
* Improve on a boring article with elaborate word choices.
* Interview relatives and friends. Turn into reported speech. Compare to direct speech.
* Look at key features of journalistic writing, such as exaggeration, bias and sensationalism. Refers to product advertising. Let them create an advert to try and sell a silly product (banana shoes, see through curtains etc).
* Try and separate opinion and fact from snippets of an article.
* Develop an invented article for a new animal transplant or imaginary scenario (Pig lands on the moon, teacher quits their job, an alien ship has been spotted above Hull etc).
 | * A newspaper report
 | * All punctuation and grammar from years 1-3 is secure.
* Writing demonstrates the key features of a newspaper report and considers audience, drawn from model texts.
* Organisational devices are used to structure the piece.
* **The piece is cohesive.**
* The piece is developed through a drafting process, showing edits and improvements throughout.
* Paragraphs are used to organise information and ideas link across paragraphs with cohesive devices.
* Pupils use a progressively varied range of sentence structures.
* Pupils use adverbials of time, place and manner to link ideas beyond and across paragraphs.
* Pupils use the stylistic features of a model report to develop the main storyline.
* The vocabulary demonstrates an understanding of the audience and purpose of a newspaper report.
* Relative clauses are used to add detail and describe.
* Pupils show an understanding of direct and indirect speech.
* A range of fronted adverbials of time, manner, place, frequency and degree are used consistently.
* Pupils use verbs tenses consistently and correctly.
* Handwriting is joined and well-presented.
* Tense is used consistently and correctly throughout.
* Commas and hyphens are used to avoid ambiguity.
* Modal verbs and adverbs are used to indicate the degree of possibility.
* Dictionaries are used to correct spellings and a thesaurus used to extend their word knowledge.
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| **Non-fiction 2** | * Linking to science work, learn about the heart in stages. Record their findings from each stage.
* Have mini-presentations as ‘professor-know-it-alls’ (Lab coats a must!).
* Create a ‘talking tour’ of the heart and circulation system by producing short animations. Provide QR code links within the information leaflet.
* Look at various examples of explanations texts. Identify the audience for these.
* Draw out the features as a success criterion.
* Create a class bank of subject-specific vocabulary.
* Look at a good and poor explanation. Encourage them to create explanations of ‘good because’ ‘poor because’.
* Improve a poor explanation. This could be done in sections in groups. Create a competition for the best version.
* Text mark a WAGOLL for features.
* Create a boxed-up plan with just feature headings.
 | * An information leaflet or explanation text on the circulatory system or heart
 | * All punctuation and grammar from years 1-3 is secure.
* Writing demonstrates the key features of an explanation text and considers audience, drawn from model texts.
* Organisational devices are used to structure the piece.
* **The piece is cohesive.**
* The piece is developed through a drafting process, showing edits and improvements throughout.
* Paragraphs are used to organise information and ideas link across paragraphs with cohesive devices.
* Pupils use a progressively varied range of sentence structures.
* Pupils use the stylistic features of a model text to develop a clear and concise explanation.
* The vocabulary demonstrates an understanding of the audience and purpose of the information and is formal in tone.
* Pupils use verbs tenses consistently and correctly.
* Handwriting is joined and well-presented.
* Present tense is used consistently and correctly throughout.
* Commas and hyphens are used to avoid ambiguity.
* Vocabulary demonstrates a clear understanding of the topic studied.
* The perfect form of verbs is used.
* Commas and hyphens are used to avoid ambiguity.
* Brackets, dashes and commas indicate parenthesis.
* Colons are used to introduce a list.
* Bullet points are punctuated consistently.
* Relative clauses add detail.
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| **Discussion and Debate** | * Discuss the main dilemma in the text. Was it right or wrong to use a pig’s heart? Gain their responses on post-its and gather under ‘right/wrong’ headings.
* Let them read each other’s opinions and discuss.
* Provide them with a letter from each perspective, outlining their thoughts (Cameron and an animal rights activist).Is anyone right or wrong?
* Watch a video clip of children’s parliament. How to raise issues and respond respectfully. Create a class set of ground rules for fair debate.
* Generate a class set of sentence starters that all must use (I can see your perspective but…I hear what you are saying but…).
* Split the class into agree and oppose. Let them have an opportunity to note down ideas from their group. Have a class debate but then swap sides so they get to experience each perspective.
* Hot-seat both characters and generate questions for them.
* Provide the class with examples of life-changing medical research involving animals to discuss.
* Look at balanced argument texts. Create a plan for response.
* Give each child a title-Animals used in medical research-right or wrong? Let them respond in a balanced argument.
 | * Animal rights debate
* Produce a balanced argument around xenotransplantation or animal testing

  | * Listen and respond appropriately to adults and their peers
* Ask relevant questions to extend their understanding and knowledge
* Use relevant strategies to build their vocabulary
* Articulate and justify answers, arguments and opinions
* Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* Speak audibly and fluently with an increasing command of Standard English
* Participate in discussions, presentations, performances, role play, improvisations and debates
* Gain, maintain and monitor the interest of the listener(s)
* Consider and evaluate different viewpoints, attending to and building on the contributions of others
* Select and use appropriate registers for effective communication.
* Maintain a formal style
* Modal verbs
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| **Choose a book****(invent)** | Choose a book related to theme or based on class interest. Produce one piece of **independent** written evidence for assessment purposes, based on the skills already covered within the term. Use to set targets for the following term.  |