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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. |
| **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. |
| **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. |
| **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 |
| **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. | | | |