

Year 5 Literacy Medium Term Plan (Thieves of Ostia)

	Term 2	Suggested Written Outcomes	Objectives/ non-negotiables
Narrative	<ul style="list-style-type: none"> • 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 compound and complex sentences that have been included. • Let them act out the scene- freeze frame the key emotions from the opening of the text for Flavia. • 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. • Innovate a section of the opening to provide impact (look at the following of the magpie section) • Teach the grammar opportunities from the opening to compliment the unit. i.e. modal verbs. 	<ul style="list-style-type: none"> • An impact opening including a setting description 	<ul style="list-style-type: none"> • 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

- Look at key events from the story that could be used as a newspaper article (theft, death of the animals)
 - 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. Interview the characters to gain direct speech.
 - 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.
 - Innovate an introduction after discussing the 5Ws.
 - Interview relatives and friends. Turn into reported speech. Compare to direct speech.
 - Try and separate opinion and fact from snippets of an article.
 - Develop their own main body based on the events of the past.
 - Look at reorientations and how they should change tense.
- 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.

<h2>Poetry</h2>	<ul style="list-style-type: none"> • Choose a selection of poems to enjoy with the class. Read aloud. • Draw mental images of what they see when they hear the poem. Compare and discuss. • Let children select their own favourites and discuss why they chose them. • Explore new and interesting words and/or phrases. • Group poems by similar features. • Link to dialogue work in last unit where appropriate. • Select a class poem to focus on. • Learn to recite a piece with expression. • Peer asses against a simple criterion. • Model WAGOLL-poetry reading. • Create their own poem, based on a model. This may be at an innovating stage or invent if they feel confident enough. • Use poetry for comprehension work in GR. 	<ul style="list-style-type: none"> • Compare and contrast two poems in a review. • Perform a poem out loud to an audience. 	<ul style="list-style-type: none"> • Read and discuss a wide range of poetry. • Identify and discuss themes and conventions across a wide range of poems. • Learn to recite a poem by heart. • Prepare a poem to be read aloud, showing understanding through intonation, tone and volume. • Ask questions to improve their understanding. • Draw inferences about feelings, thoughts and motivations. • Summarise ideas drawn across paragraphs. • Discuss and evaluate how language, structure and presentation contribute to meaning. • Distinguish between statement, fact and opinion. • Discuss and evaluate the impact of language on the reader. • Give increasingly well-structured descriptions and explanations. • Maintain attention during and participate in collaborative discussions. • Speak audibly and fluently. • Gain, monitor and maintain the interest of the listener. • Participate in a poetry performance. <p>The expectations for quality writing should be maintained during this unit.</p>
<h2>Choose a book (invent)</h2>	<p>Choose a book related to theme or based on class interest. Produce one piece of <u>independent</u> written evidence for assessment purposes, based on the skills already covered within the term. Use to set targets for the following term.</p>		