

Year 5 Literacy Medium Term Plan (Hidden Figures)

	Term 3	Suggested Written Outcomes	Objectives/ non-negotiables
<p>Narrative Character description</p>	<ul style="list-style-type: none"> • Look at the opening of the book and make predictions and inferences on what the book will be about. • 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. • Create basic fact files for the 4 main characters of the book. • Read through 'A door opens' chapter • Look at the opening of the movie and the characters. Do they match their descriptions? Explain why. • Create individual descriptive sentences for each of the characters. • Collect exemplars of effective descriptions. 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. • Word play- with given sentences, let them cut and arrange them into a different formation for impact. Share good examples. • Teach the grammar opportunities from the opening to compliment the unit. i.e. modal verbs. 	<ul style="list-style-type: none"> • A character description of one of the main characters from the book. 	<ul style="list-style-type: none"> • Pupils can apply the punctuation from years 1-3 securely. • The piece is cohesive. • The piece contains the features of introduction, headings, sub-headings and a concluding statement. • Pupils can move through a drafting process, showing edits and improvements throughout. • Pupils can suggest improvements to their own and others' work. • Pupils can use paragraphs with transitional phrases used to improve cohesion. • Pupils can use a varied range of sentences structures. • Tense is used consistently. • Pupils can use the stylistic features taken from model texts. • Pupils can use vocabulary that is rich and varied, often developed through model texts. • Pupils can use relative clauses to add extra detail and description. • Pupils can use adverbials of time, place and manner. • Pupils can use consistent and correct tense. • Pupils' writing is joined and well presented. • Pupils can use dictionaries to correct spellings and a thesaurus used to extend their word knowledge. • Pupils can use commas to clarify meaning or avoid ambiguity in writing. • Pupils use hyphens, colons, semi-colons and brackets appropriately. • Pupils use the language features specific to a biography

Non-fiction Biography

- Conduct class research on post-it notes (early life, career, relationships, achievements, legacy etc). The class may be split into research groups. Use chapter 3 for research on Dorothy to begin.
- Create a timeline of events. Split the timeline to create paragraphs
- Look at biography extracts, guess which famous people they are linked to
- Identify the features that repeat in a range of biographies. Create a class list.
- Look at the difference between a biography and an autobiography
- Learn about passive and active voice. Identify which one should be used in a biography
- Look at introductory paragraphs from a range of biographies, innovate around one of the four women.
- Give mini presentations.
- Identify the transitional phrases used to link information. Collect a list to magpie.
- Signify a WAGOLL biography (use the chapters from the book for the WAGOLL)
- Play a game around fact and opinion sorting.

- A biography on one of the 4 women who worked for NASA.

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- The piece is cohesive.
- The piece contains the features of introduction, headings, sub-headings and a concluding statement.
- Pupils can move through a drafting process, showing edits and improvements throughout.
- Pupils can suggest improvements to their own and others' work.
- Pupils can use paragraphs with transitional phrases used to improve cohesion.
- Pupils can use a varied range of sentences structures.
- Tense is used consistently.
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- Pupils can use adverbials of time, place and manner.
- Pupils can use consistent and correct tense.
- Pupils' writing is joined and well presented.
- Pupils can use dictionaries to correct spellings and a thesaurus used to extend their word knowledge.
- Pupils can use commas to clarify meaning or avoid ambiguity in writing.
- Pupils use hyphens, colons, semi-colons and brackets appropriately.
Pupils use the language features specific to a biography

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.

