

## Year 5 Autumn 1:

English		
Key Learning		
Unit	Legends of the British Isles	Persuasion
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Plan and write a legend of their own based on a model.</li> <li>Tell their story to an identified audience.</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive Film/TV broadcast about a country within the British Isles.</li> <li>A formal presentation.</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>3-4 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>3-4 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Explore themes within and across texts e.g. heroism, friend or foe.</li> <li>Check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>Explore meaning of words in context.</li> <li>Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>Predict what might happen from information stated and implied.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing e.g. formal presentations, persuasion.</li> <li>Scanning for key words and text marking to locate key information.</li> <li>Identifying how language, structure and presentation contribute to meaning e.g. persuasive speech.</li> <li>Explaining the effect on the reader of the authors' choice of language.</li> <li>Preparing formal presentation individually or in groups.</li> <li>Using notes to support presentation of information.</li> <li>Responding to questions generated by a presentation.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Create and punctuate complex sentences using '-ed' openers.</li> <li>Identify the audience and purpose.</li> <li>Blending action, dialogue and description within and across paragraphs.</li> <li>Assessing the effectiveness of own and others' writing in relation to audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</li> <li>Select the appropriate language and structures for audience and purpose</li> <li>Note and develop ideas.</li> <li>Draw on reading and research.</li> <li>Select appropriate grammar and vocabulary.</li> <li>Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>Outlaw by Michael Morpurgo.</li> <li>Beowulf by Michael Morpurgo.</li> <li>Beowulf (Graphic Novel) by Gareth Hinds.</li> <li>The Fairies of Merlin's Craig - Storynory website (<a href="http://bit.ly/1hReTv6">http://bit.ly/1hReTv6</a>).</li> <li>Finn McCool and the Giant's Causeway - Youtube (<a href="http://bit.ly/1kAWByb">http://bit.ly/1kAWByb</a>).</li> </ul>	<ul style="list-style-type: none"> <li>Junior Dragons' Den BBC Children in Need - Youtube (<a href="http://bit.ly/SomiM2">http://bit.ly/SomiM2</a>).</li> </ul>

## Year 5 Autumn 1:

### English

#### Legends of the British Isles - Creative Learning Opportunities and Outcomes

##### Creating interest

- Promote interest in the theme/genre by showing an image e.g. dragon, Loch Ness Monster, unicorn; or a film clip e.g. film trailer for Robin Hood (2010) on the Universal Studios website (<http://bit.ly/1oNVSBn>).

##### Learning outcomes

- Children will be able to make predictions based on clues, making associations with previous reading and wider knowledge of the world.

##### Reading

**Grammar:** Warm ups throughout the reading phase - focus on creating and punctuating complex sentences using '-ed' openers.

##### Reading and responding

- Explore the class novel through shared reading, modelling and using book talk to develop children's comprehension and response.
- Create reading journals; model and encourage the use of these to record questions, thoughts, responses and activities during the reading phase.
- Explore characters' thoughts, feelings and motives using a range of creative comprehension techniques, e.g. think, say, feel activities, freeze framing, hot seating, conscience alley, feelings map.
- Use short writing opportunities to further develop understanding of character and events, e.g. diary entries (before and after key events), letters, first person recount written in role.
- Continue the book as a class novel.

##### Reading and analysing

- Read other British legends - a selection can be found on the East of England Broadband Network website (<http://bit.ly/1mG2xKW>).
- Watch film versions e.g. *Finn McCool and the Giant's Causeway* (<http://bit.ly/1kAXDu8>) or *The Story of Geleert* (<http://bit.ly/1iLNCur>).
- Use a range of reading and viewing techniques to develop literal and inferential comprehension e.g. KWL grids, zone of relevance, and story mapping.
- Compare characters, settings and plots. Discuss themes within and across the texts, e.g. heroism.
- Create a class checklist of features for use during the writing phase.

##### Learning outcomes

- Children will be able to demonstrate their understanding, interpretation and response to stories through discussion and in writing.
- Children will be able to make inferences about characters thoughts, feelings and motives.
- Children will be able to support their ideas using evidence from the text and further elaboration (point:evidence:explanation).
- Children will be able to comment on the author's use of language and explain its effect upon the reader.
  
- Children will know and understand the features of legends.
- Children will be able to compare texts in relation to a theme.

## Year 5 Autumn 1:

### English

#### Legends of the British Isles - Creative Learning Opportunities and Outcomes (contd.)

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on blending action, dialogue and description.

- Chunk the plot of one of the legends studied e.g.

Original Story	Generic Events	Plot new story
Prince Llewellyn had faithful hunting hound – Gelert.	Main character had faithful friend.	
Llewellyn left Gelert guarding his baby son.	Friend is left in charge of something precious.	
Llewellyn returned to find his son missing and Gelert covered in blood.	Main character thinks they have been betrayed.	
Assuming Gelert had killed the baby, he killed the dog.	Main character takes revenge.	
The baby was found, safe beside the body of a wolf.	The precious item is found, unharmed.	
Llewellyn was filled with remorse.	Main character filled with remorse.	

- Model the use of these steps to plot a new story, using typical characters and settings of legends studied. Children plan their own legends based on the model.

##### Learning outcomes

- Drawing on their reading, children will be able to plan a story based on a model.

##### Writing

- Use the new plot pattern plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – creating and punctuating complex sentences using '-ed' openers; blending action, dialogue and description within and across paragraphs.
- Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.

##### Learning outcomes

- Children will be able to write a story, based on a model, which includes:
  - Appropriate use of sentences with '-ed' openers.
  - A blend of action, dialogue and description.
  - Features of the legend genre.

##### Outcome

- A story based on a legend which includes appropriate features.

##### Presentation

- Present the story to an audience. This could include:
  - oral re-telling.
  - publishing it on the school's website or publishing site such as Lend Me Your Literacy (<http://bit.ly/1dJYLPm>).
  - creating a recording, or ICT outcome which incorporates sound effects, voice over and images.

## Year 5 Autumn 1:

### English

#### Persuasion - Creative Learning Opportunities and Outcomes

##### Creating interest

- View a promotional film of an attraction such as Walt Disney World, Orlando. Compare with a critical review of the same place from a website such as TripAdvisor. Discuss the purpose of these texts. How does each attempt to persuade?

##### Learning outcomes

- The children will be able to identify persuasive devices (images and language).

##### Reading

**Grammar:** Warm ups throughout the reading phase - focus on modal verbs.

##### Reading and responding

- Over a series of lessons, read, compare and contrast a range of paper-based and ICT-based persuasive texts including: newspaper and magazine advertisements; promotional leaflets (places of interest, theme parks etc); more formal persuasive texts.
- Express views about the persuasive nature of different texts.

##### Learning outcomes

- Children will be able to describe the effect of the text on the reader/audience.
- Children will be able to compare and contrast texts drawing on evidence to support their views.
- Children will be able to comment specifically on the authors' use of language in different texts.
- Children will know and understand the features of persuasive texts.

##### Reading and analysing

- Collect and investigate use of persuasive devices.
- Collect persuasive words and phrases.
- Discuss and record common features of the text types.
- Create a class checklist of features for use during the writing phase.

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on modal verbs.

- Work in groups to plan content of a presentation about a country in the British Isles – e.g. landscape, climate, attractions, communities, famous people, history, music etc.
- Carry out research on given aspect of the country.
- Use the jigsaw approach to allow pupils opportunity to give and receive feedback on their research.
- Show the children how to select and promote aspects from their research in order to show their country in its most positive light.
- Create a persuasive film/ICT presentation using information gathered from research.
- Watch good examples of formal presentations, e.g. BBC Junior Dragon's Den (<http://bit.ly/SomiM2>).
- Compare presentations.
- Using the *zone of relevance* approach, identify characteristics of an effective presentation, e.g. audible, clear, structured.
- Using a transcript of an effective presentation, box up the sections to create a template.
- Model the planning process using the template; children use the template to plan their own presentation.

##### Learning outcomes

- Children will be able to scan for key words and text mark to locate key information.
- Children will be able to note and develop ideas.
- Children will be able to draw on research to prepare formal presentation in groups.

## Year 5 Autumn 1:

### English

#### Persuasion - Creative Learning Opportunities and Outcomes (contd.)

##### Writing

- Use shared writing techniques to model a section at a time with the children. Focus on skills – use of modal verbs, persuasive devices, persuasive words and phrases, appropriate grammar and vocabulary (Standard English).
- Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.

##### Learning outcomes

- Children will be able to write and make a formal presentation which includes:
  - modal verbs.
  - the use of appropriate grammar and vocabulary (Standard English).
  - persuasive devices including images, words and phrases.

##### Outcome

- A formal presentation which includes a persuasive film completed following research.

##### Presentation

- Children use notes to support the presentation of their information. They rehearse their presentations prior to performing them in front of an identified audience, e.g. in an assembly, to another class. Opportunity should be provided for them to respond to questions generated by a presentation. Presentations could be filmed and shared on the school website.