

Year 5 Spring 2:

English		
Key Learning		
Unit	Novel as a Theme	Magazine: Information Text Hybrid
Outcome	<ul style="list-style-type: none"> A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction. An action scene about an invention. A short story or chapter for a novel about an invention. 	<ul style="list-style-type: none"> A presentation based on reading and research. A page for a magazine which includes a range of text types.
Possible Duration	<ul style="list-style-type: none"> 3-4 weeks. 	<ul style="list-style-type: none"> 3-4 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Create complex sentences by using relative clauses with pronouns who, and where e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The house, where the robberies had taken place, stood on the hill.</i> Use knowledge of root words to understand meanings of words. Apply knowledge of prefixes to understand meaning of new words. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Explore themes within and across texts e.g. loss, heroism, friendship. Making comparisons within a text e.g. characters' viewpoints of same events. Read books that are structured in different ways for a range of purposes. Explore the meaning of words in context. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from information stated and implied. Summarise main ideas drawn from more than one paragraph and identifying key details which support this. Explain the effect on the reader of the authors' choice of language. Distinguish between statements of fact or opinion within a text. 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. Justifying opinions and elaborate by referring to the text (Point + Evidence + Explanation). 	<ul style="list-style-type: none"> Analyse the conventions of different types of writing. Read texts that are structured in different ways for a range of purposes. Exploring meaning of words in context. Reread and read ahead to locate clues to support understanding. Scan for key words and text mark to locate key information. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, considering the impact on the reader. Explaining the effect on the reader of the authors' choice of language. Distinguish between statements of fact or opinion within a text. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).

Year 5 Spring 2:

English

Key Learning (contd.)

<p>Key Learning Writing</p>	<ul style="list-style-type: none"> ▪ Plan their writing by: <ul style="list-style-type: none"> – Using similar writing models. – Thinking how authors develop characters and settings (in books, films and performances). ▪ Blend action, dialogue and description within and across paragraphs. ▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ▪ Ensure consistent and correct use of tense throughout a piece of writing. ▪ Ensure consistent subject and verb agreement. ▪ Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> ▪ Create complex sentences by using relative clauses with pronouns which, and whose e.g. <i>The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more.</i> ▪ Plan their writing by: <ul style="list-style-type: none"> – Identifying the audience and purpose. – Selecting the appropriate language and structures. – Noting and developing ideas. – Drawing on reading and research. ▪ Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes.</i> ▪ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ▪ Proofread for spelling and punctuation errors.
<p>Suggested Texts</p>	<ul style="list-style-type: none"> ▪ The Invention of Hugo Cabret by Brian Selznick. ▪ The Invention of Hugo Cabret website (here). ▪ Small Change for Stuart by Lissa Evans. ▪ Mortimer Keene: Attack of the Slime by Tim Healey. ▪ Fantastic Frankie and the Brain Drain Machine by Anna Kemp. ▪ The Incredible Adventures of Professor Branestawm by Norman Hunter. ▪ The Cleaning Machine – The Incredible Adventures of Professor Branestawm from the BBC on YouTube (here). ▪ The Flying Horse Part 1 - Storynory – Inventor of Horse Robot from the Storynory website (here). 	<ul style="list-style-type: none"> ▪ Eco Kids Planet Magazine (more information from the Eco Kids Planet website (here)). ▪ National Geographic KiDS Magazine (more information from the NG Kids website (here)). ▪ How It Works Magazine (more information from the Magazine website (here)).

Year 5 Spring 2:

English

Novel as a Theme – Creative Learning Opportunities and Outcomes

Creating interest

- Show images linked to the focus text, e.g. the opening sequence of pictures from *The Invention of Hugo Cabret*. These can be shown as a slideshow from The Invention of Hugo Cabret website ([here](#)).
- Alternatively, show the opening sequence from The Incredible Adventures of Professor Branestawm on YouTube ([here](#)).
- Ask the children to summarise what they know about the story so far: What do we know about the characters? What is the setting?
- Predict what might happen. Encourage the children to use tentative language when predicting from information which is implied, e.g. **Maybe** the boy is afraid of the old man because the way he looks at him from behind the clock **suggests** he is hiding.

Learning outcomes

- Children will be able to interpret events and provide an oral summary.
- Children will be able to make predictions from concrete information and that which is implied.
- Children will be able to use tentative language when making predictions.

Reading

Grammar: Warm ups throughout the reading phase – focus on creating complex sentences by using relative clauses with pronouns 'who', and 'where' e.g. *Sam, who had remembered his wellies, was first to jump in the river. The house, where the robberies had taken place, stood on the hill.*

Reading and responding

- Read and explore the selected novel through shared reading and complete using additional reading time outside of the English lesson. Use a reading journal to record ongoing responses to the text as well as other reading based activities, e.g. KWL grids, mind mapping, writing in role, adding themselves as a character into the story, writing summaries and making predictions.
- Model and use Book Talk to deepen comprehension. Focus on retrieval of information that is stated, and also that which is implied. Model the use of speculative language to support children in articulating their responses: *this word suggests...; this word is associated with...; this supports the idea of...* Ensure all children participate in the discussion and support them in building on their own and others ideas.
- Explore the thoughts, feelings and actions of characters using drama techniques such as freeze framing, thought tracking (in role as characters, children speaking their thoughts aloud), role play and conscience alley. Examine incidents from the viewpoint of different characters within the story. Link to short writing opportunities – diary entries, internal monologues and letters.
- Through discussion, ask children to discuss fact and opinion in relation to the text, e.g. it is fact that Hugo stole the key to the automaton, but it is his opinion that stealing was the only way he could acquire it. Ask the children to create fact and opinion questions linked to the text.
- Focusing on themes within the text, provide each group of children with a card which identifies a theme from the novel, e.g. for *The Invention of Hugo Cabret*, these might include: friendship, family, loneliness, dreams, determination. Without revealing their word to other groups, ask them to make themselves into a 'statue', still picture or tableau to represent that word. Other children then have to guess the word (this can be made simpler by listing a number of

Learning outcomes

- Children will be able to construct a complex sentence with a relative clause.
- Children will be able to record on going thoughts in a reading journal.
- Children will be able to respond to reading in a variety of ways, including in writing.
- Children will be able to participate actively in discussion groups.
- Children will be able to use speculative language to comment on information which is implied.
- Children will be able to explore characters using a range of drama techniques.
- Children will be able to demonstrate empathy through drama and writing.
- Children will be able to identify and generate fact and opinion questions.
- Children will be able to demonstrate understanding of a theme.
- Children will be able to select evidence and explain their opinions using the PEE prompt.
- Children will be able to provide the meanings for words in the context of the text.

Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)

themes on the board so children have to choose the correct word and interpret the image, justifying their opinion). Link this into a short writing opportunity where the children have to explore their theme further, selecting evidence from more than one paragraph or section of the text to support their ideas. The PEE prompt (Point + Evidence + Explanation), writing frame or paragraph planner could be used to support this.

- When encountering unfamiliar vocabulary, ensure meanings are explored in context.
- After completing the novel, view the trailer (if film version of novel is available), such as the one for Hugo on YouTube ([here](#)) or read some reviews of the novel, such as the ones for The Incredible Adventures of Professor Branestawm ([here](#)).
- Do the children think the trailer/review provides an accurate summary of the story? What information is stated within the trailer or review? Is anything implied rather than stated and, if so, how is it implied? What words or images are used and what effect do these have on the reader?

Reading and analysing

- When focusing on vocabulary, model how to use knowledge of root words to understand meanings of words, e.g. in The Invention of Hugo Cabret: **instinctively** (p107), **infinitely** (p114), **resentful** (p165) approve **disapproving** (p338)
- Through discussion and modelling, support the children in using knowledge of prefixes to understand meaning of new words, e.g. **automaton** (p114), **repainted** (p165).
- Discuss the effect of the authors' choice of language on the reader. Encourage the use of author intent prompts to support children in articulating their responses: *It's the author's way of saying...; It makes me imagine...; it makes me think of...; It makes it seem...* Complete a 'pound word' activity: explain to the children that some words in the text are particularly 'valuable', others less so. Some words are only worth a penny but others are pound words. Which words would they pay a pound for? Allocate each child a specified number of 'pounds' which they must spend on the best words (plastic pound coins placed on the chosen words within the text could be used for this). Children highlight their pound words within the text and annotate around it, using the prompts, to describe the effect.
- Focus on an action scene from the text; this might be a description of the invention or machine in action, e.g. the automaton working on pages 240-241 of The Invention of Hugo Cabret. Use Pie Corbett's talk for writing approaches to imitate this text (use actions, voices and text mapping to learn the text by heart). See the Talk for Writing website ([here](#)) for more information on using this approach.
- Once the text extract has been learnt, create a toolkit by identifying techniques the writer has used to create the scene.
- Using a mix of modelled and shared writing, draw on the model text and use the checklist to write an action scene about an invention. A film stimulus to support this could be selected from The Inventor's Shed on the Literacy Shed website ([here](#)).
- Following the shared write, children complete their own action scenes based around an invention.

- Children will be able to use knowledge of root words to support understanding.
- Children will be able to use knowledge of prefixes to support understanding.
- Children will be able to identify effective vocabulary and describe the effect.
- Children will be able to use appropriate techniques to write an action scene in the style of the author.

Year 5 Spring 2:

English

Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on creating complex sentences by using relative clauses with pronouns 'who', and 'where' e.g. *Sam, **who** had remembered his wellies, was first to jump in the river. The house, **where** the robberies had taken place, stood on the hill.*

Developing Plot

- Children could devise their own plots for their short stories or chapters, perhaps based around the idea of an invention that goes wrong. The haircut scene from Chitty Chitty Bang Bang, on YouTube (**here**) or the sequence from The Incredible Adventures of Professor Branestawm on YouTube (**here**) could be useful for inspiration.
- Alternatively, if a more descriptive piece of writing is the intended outcome, a very simple plot outline for a chapter could be provided, to which the children could add detail in order to personalise it, e.g.

Basic plot outline	Planning notes
Main character enters inventor's home/workshop/laboratory.	
Main character sees inventor working on their invention.	
Main character sees the invention in action.	
Invention goes wrong.	
Main character and inventor reflect.	

Creating an invention

- Designing an invention to include in their story could be a useful homework task. Diagrams of the invention could be drawn or even a model made.
- A film stimulus to support this could be selected from The Inventor's Shed on the Literacy Shed website (**here**).
- Alternatively, the drawings of Heath Robinson (who illustrated the Professor Branestawm series) could be useful or even the children's game *Mousetrap*.

Developing an action scene

- Using a mix of modelled and shared writing, draw on the model text which was learnt the reading and analysis phase. Use the checklist to write an action scene about an invention.
- Following the shared write, children complete their own action scenes based around an invention.
- Depending on the length of time to be spent on this story, as well as the level of description, teachers might also want to consider spending some time supporting the children to develop:
 - The character of the inventor.
 - The setting (inventor's home/workshop/laboratory).

Learning outcomes

- Children will be able to construct, write and punctuate a complex sentence with a relative clause.
- Children will be able to create their own plot.
- Children will be able to develop the content for their own story.
- Children will be able to write an action scene based on the model text.

Year 5 Spring 2:

English

Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)

Writing

- Use shared writing techniques to model a section at a time with the children. Focus on skills - creating complex sentences by using relative clauses with pronouns 'who', and 'where'.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model the editing and improving process. Support children in suggesting changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.

Learning outcomes

- Children will be able to write a short story or chapter which includes:
 - Complex sentences with relative clauses using pronouns 'who', and 'where'.
 - Blend or action, dialogue and description.
 - Features/techniques appropriate for an action scene, e.g. carefully selected verbs.

Outcome

- A short story or chapter for a novel about an invention.

Presentation

- Stories could be shared with children in other classes, published on a website such as Lend Me Your Literacy ([here](#)), or made into a class book.

Year 5 Spring 2:

English

Magazine: Information Text Hybrid – Creative Learning Opportunities and Outcomes

Creating interest

- Revise the six non-fiction text types in their pure form by playing a matching game. Provide a series of eighteen cards: each of the first six has the name of a non-fiction text type (recount, instructions, persuasion, discussion, explanation, non-chronological report); the second set has the structure and language features of these text types; the final set has an extract of each text type. The children are asked to match three cards together to show their understanding of text types and features.
- Probe their understanding by asking questions such as: *Which was the easiest text type to spot? How did you make your decision? What information did you use? How did you distinguish between persuasion and discussion?*
- Share a selection of magazines. *Do any of the children buy magazines? What sort of magazines do they have? Are they linked with hobbies and interests? What kind of information do they provide? Have they seen examples of the different non-fiction text types in these magazines?* Invite the children to bring in old copies of magazines to create a display.

Learning outcomes

- Children will be able to identify and describe the features of different non-fiction text types.

Reading

Grammar: Warm ups throughout the reading phase – focus on creating complex sentences by using relative clauses with pronouns which and whose e.g. *The robberies, **which** had taken place over the past month, remained unsolved. The residents, **whose** lives had been terrorised by the burglars, longed to be sleep soundly once more.*

Reading and responding

- Through shared and independent reading, examine information magazines.
- Model active reading strategies by:
 - speaking aloud thoughts whilst reading a short text or extract.
 - using tentative language, e.g. *I wonder whether...; Maybe...; At first I thought...but now I think perhaps...*
- Explore meaning of words in context: *Can you work out the meaning by looking at the sentence? What type of word is it? Does the root word help? Can they think of another word which would fit in and make sense? What definition(s) does the dictionary give? Using the dictionary definition, can you explain what the word means in the context of this sentence?*
- Encourage the children to check that the text makes sense to them and demonstrate their understanding by giving an oral or written summary. Justify opinions and elaborate by referring to the text. (Point + Evidence + Explanation).

Reading and analysing

- Read and compare magazine texts, identifying similarities and differences. Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, considering the impact on the reader. As in the previous unit, encourage the use of author intent prompts to support children in articulating their responses: *It's the author's way of saying...; It makes me imagine...; it makes me think of...; It makes it seem...* Complete the 'pound word' activity as before, but this time, in a non-fiction context.

Learning outcomes

- Children will be able to construct, write and punctuate a complex sentence with a relative clause.
- Children will be able to explain the meaning of words in context.
- Children will be able to use knowledge of the root word to support understanding.
- Children will be able to demonstrate their understanding by giving an oral summary.
- Children will be able to justify opinions by selecting appropriate evidence and elaborating.

- Children will be able to identify similarities and differences between texts.
- Children will be able to identify effective vocabulary and describe the effect
- Children will be able to describe the features of a magazine page.

Year 5 Spring 2:

English

Magazine: Information Text Hybrid – Creative Learning Opportunities and Outcomes (contd.)

- Following brief modelling, children work in pairs to complete a comparison grid, locating, noting and commenting on structure and language features of different texts, e.g.

<i>Comment on the following features in each text, copying examples where appropriate:</i>	Magazine A	Magazine B	Magazine C
Title(s)			
General opening statement			
Text types			
Technical vocabulary (give examples)			
How does it engage the reader?			
How effective is this text?			

- Children pool their knowledge of magazine texts to create a checklist of features. Display on the working wall for use during the writing phase.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on creating complex sentences by using relative clauses with pronouns which, and whose e.g. *The robberies, **which** had taken place over the past month, remained unsolved. The residents, **whose** lives had been terrorised by the burglars, longed to be sleep soundly once more.*

- Decide on the content for the magazine page. This could link back to the novel from the text based unit, e.g. automata, such as on The Franklin Institute website ([here](#)); Paper animation kits from the Flying Pig website ([here](#)); or the Invention of Hugo Cabret website ([here](#)). Alternatively, it could be based around another invention, such as Lego which can be found on the Literacy Shed website ([here](#)), linked to learning experiences in design and technology or the children's own inventions.
- Carry out some initial research in relation to the content for the magazine page. Based on the information gained, what text type mix would be most appropriate for the page?
- Support the children in devising appropriate research questions to focus their reading and gathering content.
- Model or revisit research skills including rereading and reading ahead to locate clues to support understanding and scanning for and text marking key words.
- Support the note making process by modelling skills such as abbreviating ideas, selecting key words and listing.
- Provide opportunities for children to plan, prepare and deliver formal presentations relating to their research. Through modelling and discussion, support them to maintain a focus on the topic and use notes where necessary.
- Provide opportunity for classmates to ask questions in relation to each presentation and for the presenters to respond.

Learning outcomes

- Children will be able to construct, write and punctuate a complex sentence with a relative clause.
- Children will be able to conduct research using a range of appropriate skills.
- Children will be able to make notes effectively.
- Children will be able to plan, prepare and deliver a formal presentation.

Year 5 Spring 2:

English

Magazine: Information Text Hybrid – Creative Learning Opportunities and Outcomes (contd.)

Writing

- Use shared writing techniques to model a section at a time with the children. Focus on skills - creating complex sentences by using relative clauses with pronouns 'which' and 'whose'.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model the editing and improving process. Support children in suggesting changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.

Learning outcomes

- Children will be able to write and create a page for a magazine which includes:
 - Complex sentences with relative clauses using pronouns 'which', and 'whose'.
 - An appropriate mix of text types.
 - Appropriate text features.

Outcome

- A page for a magazine.

Presentation

- Pages could form a display in a public area of the school or copies sent to a magazine editor.