

Year 5 Autumn 2:

English			
Key Learning			
Unit	Stories with Historical Settings	Film and Play Scripts	Classic Narrative Poetry
Outcome	<ul style="list-style-type: none"> ▪ New chapter or scene linked to novel/story with historical setting. ▪ Presentation linked to reading, e.g. <i>Is Fagin a hero or a villain?</i> 	<ul style="list-style-type: none"> ▪ Write a play script for a new scene of a familiar film or book (storyboard, detail to include camera angles, direction etc). 	<ul style="list-style-type: none"> ▪ An oral performance of a poem. ▪ A new poem, or verse for a poem, based on a model.
Possible Duration	<ul style="list-style-type: none"> ▪ 3-4 weeks. 	<ul style="list-style-type: none"> ▪ 2-3 weeks. 	<ul style="list-style-type: none"> ▪ 1-2 weeks.
Key Learning Reading	<ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction which they might not choose to read themselves. ▪ Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals. ▪ Explore meaning of words in context. ▪ 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. ▪ Explain and discuss their understanding of what they have read, including through formal presentations 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. 	<ul style="list-style-type: none"> ▪ Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation). ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪ Prepare playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. 	<ul style="list-style-type: none"> ▪ Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. ▪ Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. ▪ Explore, recognise and use the terms <i>metaphor</i>, <i>simile</i>, <i>imagery</i>. ▪ Explain the effect on the reader of the authors' choice of language.

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English

Key Learning (contd.)

<p>Key Learning Writing</p>	<ul style="list-style-type: none"> ▪ Create and punctuate complex sentences using <i>-ing</i> openers. ▪ Select the appropriate language and structures. ▪ Use similar writing models. ▪ Think how authors develop characters and settings in books. ▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> ▪ Demarcate complex sentences using commas and explore ambiguity of meaning. ▪ Identify and use brackets and dashes. ▪ Identifying the audience and purpose. ▪ Select the appropriate language and structures. ▪ Note and developing ideas. ▪ Think how authors develop characters and settings in films and performances. ▪ 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. 	<ul style="list-style-type: none"> ▪ Create and punctuate sentences using simile starters. ▪ Select the appropriate language and structures. ▪ Use similar writing models ▪ 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.
<p>Suggested Texts</p>	<ul style="list-style-type: none"> ▪ Oliver Twist by Charles Dickens. ▪ Oliver Twist retold by Gill Tavner. ▪ The Lion the Witch and Wardrobe by CS Lewis. ▪ Alice in Wonderland by Lewis Carroll. ▪ A Christmas Carol by Charles Dickens. ▪ A Christmas Carol retold by Gill Tavner. 	<p>Films:</p> <ul style="list-style-type: none"> ▪ Oliver! (1968). ▪ The Chronicles of Narnia: the Lion the Witch and the Wardrobe (2005). ▪ Alice in Wonderland (2010, 1951). ▪ Scrooge (1970, 1951). ▪ Ratatouille (2007). ▪ Cloudy with a Chance of Meatballs (2009). <p>Scripts:</p> <ul style="list-style-type: none"> ▪ Inkheart script extracts from the Scholastic website (here). ▪ Oliver Twist scene from the Film Education website (here). 	<ul style="list-style-type: none"> ▪ Timothy Winters by Charles Causley. ▪ Chip the glasses and crack the plates, JRR Tolkien YouTube clip (here). ▪ King John's Christmas by AA Milne. ▪ A Visit from St Nicholas by Clement Clarke Moore.

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English

Stories with Historical Settings – Creative Learning Opportunities and Outcomes

Creating interest

- Share a picture which reflects the historical setting of the novel to be studied (this could be an illustration from the book). What clues are there that the setting is historical? Identify the details from the picture. Label with nouns e.g. *infants*, then expand into noun phrases, e.g. *wailing infants with grubby, tear-stained faces*. Collect and display on working wall.

Reading

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

Reading and responding

- Read and explore the selected novel through shared reading. Model how to use punctuation and the meaning of words to inform intonation and expression. Together, children reread sections of text aloud using appropriate intonation and expression.
- Model and use *Book Talk* to deepen comprehension, using tentative language to propose, express and refine ideas, e.g. *I wonder whether...; Maybe...; At first I thought...but now...*
- Focus on vocabulary. In tackling unfamiliar words, explore pronunciation as well as meaning. Use dictionaries to find definitions then discuss these in the context of the text. Record any useful vocabulary on the working wall to support the writing phase.
- Begin a reading journal, modelling how to record ongoing responses to the text as well as other reading based activities. These might include KWL grids, mind mapping, Point, Evidence, Explanation (PEE prompt), writing in role, adding themselves as a character into the story, writing summaries and making predictions.
- Read further sections/chapters (use additional time outside of English sessions) and provide a range of drama strategies to deepen understanding e.g. hot seating, freeze framing, thought tracking, conscience alley and role play.
- Provide opportunities for children to read other stories with historical settings, matched to their reading ability. Make comparisons between texts.

Reading and analysing

- Using sections from the text, identify words and phrases which provide clues as to the story's historical setting. Ensure children know the meanings of these.
- Provide a visualisation exercise where the children are asked to imagine they are entering the setting as the teacher describes what they 'can see'. Ensure the identified words from the text form part of this description.
- Use the drama technique 'tour guide': following modelling from the teacher and teaching assistant, children guide each other around the room pointing to (imaginary) objects, as if they were in the setting from the story.
- Participate in a discussion related to an issue from reading, e.g. *In 'Oliver Twist', is Fagin a hero or a villain?*

Learning outcomes

- Children will be able to identify and label details within an historical setting.
- Children will be able to create noun phrases.

Learning outcomes

- Children will be able to orally construct and write complex sentences with an *-ing* opener.
- Children will be able to take account of punctuation when reading aloud.
- Children will be able to discuss books, building on and challenging others' ideas.
- Children will be able to explore the meaning of words in context.
- Children will be able to demonstrate their understanding, interpretation and response to the novel through discussion, drama and in writing.
- Children will be able to describe how writers develop settings in books.
- Children will be able to describe how writers develop characters in books.
- Children will be able to select evidence from the text to support their arguments.

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English

Stories with Historical Settings – Creative Learning Opportunities and Outcomes (contd.)

- Develop ideas generated through discussion to prepare formal presentations, drawing on evidence from the text to support their arguments.
- Model the process of writing notes. Children write notes on cards to support the delivery of their presentation.
- Discuss tips for making effective presentations such as those contained in this YouTube clip ([here](#)).
- Children rehearse then perform their presentations. If possible, these should be filmed to allow children to reflect on their own presentation, identifying strengths and steps for improvement.

- Children will be able to write notes to support their presentations.
- Children will be able to make a formal presentation to an audience.
- Children will be able to reflect on their own performance.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on creating and punctuating complex sentences using *-ing* openers.

- Pause at an appropriate point in the story and, drawing on the events so far, discuss what might happen next.
- Identify the setting for this next scene or chapter. What details could be included to enable the reader to visualise this historical setting?
- Use a collaborative drawing approach (drawing on large bed sheets with washable marker pens, or on large sheets of paper) for children to record ideas. They label the items they have drawn with appropriate nouns then develop some into noun phrases, e.g. *table* becomes *long, wooden trestle tables with parallel benches*. Display on working wall to support the writing phase. Support with photographs, illustrations and moving images where necessary.
- Consider using the drama technique of 'tour guide' once more to allow children opportunity to develop and rehearse ideas for writing their setting.
- Use drama techniques such as freeze frame and role play to develop ideas for the scene. Following modelling, record ideas in note form, perhaps using a storyboard.

Learning outcomes

- Children will be able to create, write and punctuate complex sentences with an *-ing* opener.
- Children will be able to draw on reading, visual sources and drama to generate ideas for writing.
- Children will be able to record their ideas in writing.

Writing

- Use the written notes created. Use shared writing techniques to model a section at a time. Focus on the skills of effective use of complex sentences with an *-ing* opener and inclusion of detail to support the reader in visualising the historical setting (nouns and noun phrases).
- 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 new scene/chapter for an historical narrative which includes:
 - effective use of complex sentences with an *-ing* opener.
 - a historical setting created through well-chosen nouns and noun phrases.
 - evidence of their having edited and improved their writing.

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Stories with Historical Settings – Creative Learning Opportunities and Outcomes (contd.)

Outcome

- An oral presentation relating to the novel.
- A new scene or chapter for the novel.

Presentation

- Presentations could be performed initially in front of a small audience of peers. Following feedback, reflection and improvement, presentations could be performed for a wider audience, e.g. another class, in assembly or filmed for publication on the school website.
- Stories could be shared with children in other classes, published on a website such as the Lend me your Literacy website (**here**), or made into a class book.

Year 5 Autumn 2:

English

Film and Play Scripts - Creative Learning Opportunities and Outcomes

Creating interest

- Use a film or TV script and corresponding clip, e.g. extract from the script for 1951 film *Scrooge* starring Alastair Sim (**here**) and the corresponding clip (**here**).
- Share with the children the extract from the script first. Model reading using punctuation to guide intonation and expression.
- Divide the children into groups; each group reads aloud the words spoken by a designated character, using appropriate intonation and expression.
- Show the corresponding film clip. What are the similarities and differences between the two 'texts'?

Learning outcomes

- Children will be able to use punctuation to determine intonation and expression when reading aloud.

Reading

Grammar: Warm ups throughout the reading phase – focus on demarcating complex sentences using commas and explore ambiguity of meaning.

Reading and responding

- Explore a complete play script through shared reading, modelling and using *Book Talk* to develop children's comprehension and response. Justify opinions and elaborate by referring to the text. Use the Point, Evidence, Explanation (PEE prompt) structure to support oral and written responses.
- Model and encourage the use of reading journals 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.
- 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.
- Prepare play scripts to read aloud and perform showing understanding through intonation, tone, volume and action. Perform in small groups to peers, receiving and acting on feedback.

Learning outcomes

- Children will be able to demarcate complex sentences using commas to avoid ambiguity.
- Children will be able to demonstrate their understanding, interpretation and response to stories through discussion and in writing
- Children will be able to support their ideas using evidence from the text and further elaboration (point:evidence:explanation).
- Children will be able to rehearse scenes, annotating scripts to record decisions made regarding how they will be performed.
- Children will be able to perform using appropriate intonation and expression.
- Children will be able to provide, receive and act on constructive criticism.

- Children will be able to identify the conventions of play scripts.

Reading and analysing

- Read and compare a selection of other scripts. These might include:
 - A Christmas Carol Musical (**here**).
 - The Wizard of Oz script (**here**).
 - Inkheart script extracts (**here**).
- Discuss how characters and settings are developed in films and performances. How does this compare with a novel?
- Identify conventions of play scripts.
- Create a genre checklist to support the writing phase.

Year 5 Autumn 2:

English

Film and Play Scripts - Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on identifying and using brackets and dashes.

- Remind the children of the writing outcome (this should have been shared with them at the outset of the unit). This could be:
 - A new scene for a play or film explored during the reading phase.
 - A completely new script based on a stimulus such as a painting or photograph.
 - A completely new script to accompany an ICT outcome, e.g. animation.
 - A script version of a scene from a familiar novel or story.
- Use techniques such as freeze frame, thought tracking, 'think, say, feel' and role play to develop ideas for content.
- Show the children how to select key ideas, words and phrases from their drama, and extend or improve them further.
- Consider key questions like: *What would that word/phrase/line tell the audience about the character? How can we show that the character is feeling...? How can we show the relationship between character A and character B? Is it possible to keep the same words but have the character show a different emotion?*
- Workshop ideas, trying out different versions/ways of delivering lines; explore and develop the ideas actively.
- Record some ideas in writing, e.g. character profiles, school reports for characters, diary entries in role etc.

Learning outcomes

- Children will be able to identify and use brackets and dashes.
- Children will be able to develop ideas through drama.

Writing

- Use the notes created. Use shared writing techniques to model a section at a time. Focus on skills – demarcating complex sentences using commas; effective use of brackets and dashes; use of dialogue to develop characters.
- 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.
- 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.

Learning outcomes

- Children will be able to write a script which includes:
 - Commas to demarcate complex sentences.
 - Effective use of brackets and dashes.
 - Dialogue to show characterisation.
 - The features of play scripts.

Outcome

- A play or film script.

Presentation

- Plays or scenes could be rehearsed and performed for an audience.
- Performances could be filmed and played back for an audience.

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English

Classic Narrative Poetry - Creative Learning Opportunities and Outcomes

Creating interest

- Introduce, or remind the children about, the term *simile*.
- Read some good examples.
- Show an image and ask the children to create similes using 'as' or 'like' to describe it. Encourage the children to avoid clichés.
- Tell the children that the first idea is seldom the best and show them how to generate several ideas and then choose the best.

Learning outcomes

- Children will be able to use the term simile.
- Children will be able to create some similes.

Reading

Grammar: Warm ups throughout the reading phase – focus on creating and punctuating sentences using simile starters.

Reading and responding

- Read and explore a selection of classic narrative poems through shared reading. Model how to use punctuation and the meaning of words to inform intonation and expression. Together, children reread sections of poetry aloud using appropriate intonation and expression.
- Model and use *Book Talk* to deepen comprehension, using tentative language to propose, express and refine ideas, e.g. *I wonder whether...; Maybe...; At first I thought...but now...*
- Focus on vocabulary. In tackling unfamiliar words, explore pronunciation as well as meaning. Use dictionaries to find definitions then discuss these in the context of the poem. *Do you notice anything special or unusual about the words the poet has used? Are there any words that could mean two things?*

Learning outcomes

- Children will be able to create and punctuate sentences with simile starters.
- Children will be able to take account of meaning when reading aloud.
- Children will be able to discuss poems, building on and challenging others' ideas.
- Children will be able to explore the meaning of words in context.

Reading and analysing

- Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
- Explore, recognise and use the terms *metaphor*, *simile* and *imagery*.
- Use a reading journal, model how to record ongoing responses to imagery and language choice.
- Provide response stems to support this, e.g. *It makes me imagine...; It's the poet's way of saying...; It makes it seem...*
- Ask questions about the structure of the poem: *Do you hear any repeating patterns in this poem? Can you predict what word the poet might have used here?*
- Provide opportunities for children to read other narrative poems, matched to their reading ability. Make comparisons between poems.

- Children will be able to demonstrate their understanding, interpretation and response to the poetry through discussion and in writing.
- Children will be able to compare poems.

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English

Classic Narrative Poetry - Creative Learning Opportunities and Outcomes

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on creating and punctuating sentences using simile starters.

- Select a poem to be learnt by heart.
- Ensure the children understand the meaning of words and phrases used within the poem. Explore through *Book Talk* to deepen understanding.
- Prepare the poem, or section of the poem, to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.

Learning outcomes

- Children will be able to create and punctuate sentences with simile starters.
- Children will be able to take account of meaning when reading aloud.
- Children will be able to prepare, rehearse and perform a poem.

Writing

- Use shared writing techniques to model the writing of a verse or a new poem based on the poem learnt. Focus on skills – use of metaphor, simile and imagery.
- Children follow the modelling from the whole class focus and write their own verse or a new poem.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Children assess the effectiveness of own and others' writing.
- They suggest changes to vocabulary to enhance effects and clarify meaning.
- New poems are learnt and performed.

Learning outcomes

Children will be able to write a poem which includes:

- A structure based on the model;
- Imagery created through carefully chosen words and phrases;
- Appropriate use of simile/metaphor.

Outcome

- A performance of a classic narrative poem.
- A performance of a new or innovated poem.
- A new verse or new narrative poem, based on a model.

Presentation

- Presentation of a poem to an audience e.g. assembly, other class, recorded for live playback.
- Presentation of poem with imagery using artwork or ICT combining words, phrases, images and sounds e.g. Powerpoint, Photostory3.