

SUMMER 2: YEAR 5
Asha and the Spirit Bird

WRITING OUTCOME 1

WRITING OUTCOME:	Diary Entry (Events of a day – link to culture)
READING LESSONS:	<p>2b Retrieval REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What happened in the story? - Which part of the story best describes the setting? - Give one example of..... - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? <p>2d Inference REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - How can you tell that..... - What impression of do you get from these paragraphs? - What voice might these characters use? - What was thinking when..... - Who is telling the story? - What does this... word/phrase/sentence... imply about... (character/setting/mood)?
SKILLS LESSON:	<ul style="list-style-type: none"> • Written in the first person. E.g. First person e.g. 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening (paragraph in KS2) to hook the reader. • Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • An account of the events that took place, often in chronological order (The first person to arrive was ...) • Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. • Some additional detail about each event (He was surprised to see me.) • Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) • Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts • Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , the owls had hunted • Modals can be used to indicate degrees of possibility e.g....I should never have... they must be allowed... • Create cohesion within paragraphs using adverbials e.g. therefore, however.
GRAMMAR FOCUS:	<p>Past perfect tense</p> <p>Complex fronted adverbials</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can group things appropriately before or after a main verb (e.g. 'The books, the pens and the pencils were all ready on the table'). ▪ Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience. ▪ Can use a wide range of punctuation mainly accurately, including at least three of the following (as appropriate to the text): comma, apostrophe, bullet points, inverted commas, hyphen, brackets, colon or semi-colon.

WRITING OUTCOME 2

WRITING OUTCOME:	Play Script (Conversion of chapter into a script)
READING LESSONS:	<p>2b Retrieval REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What happened in the story? - Which part of the story best describes the setting? - Give one example of..... - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? <p>2a Meaning of words Looking at technical/impactful vocabulary Context- What is it? How can we use it? Application of dictionary skills to understand definitions REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What do the words and suggest about the character, setting and mood? - Which word tells you that....? - Find one word in the text which means..... - Find and highlight the word that is closest in meaning to..... - Find a word or phrase which shows/suggests that..... - What other words/phrases could the author have used? - Which word most closely matches the meaning of the word x?
SKILLS LESSON:	<ul style="list-style-type: none"> • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward. • By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and vocabulary appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. • The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc.
GRAMMAR FOCUS:	<p>Informal language choices</p> <p>Passive voice</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can use passive voice for variety and shift focus e.g. The cake was eaten by the child. ▪ Can use a range of narrative techniques with confidence, interweaving elements when appropriate e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense. ▪ Can use punctuation appropriately to create effect (e.g. exclamation mark, dash, question mark, ellipsis).

WRITING OUTCOME 3	
WRITING OUTCOME:	Balanced Argument (Should Asha and her family move to England?)
READING LESSONS:	<p>2b Retrieval REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What happened in the story? - Which part of the story best describes the setting? - Give one example of..... - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? <p>2d Inference REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - How can you tell that..... - What impression of do you get from these paragraphs? - What voice might these characters use? - What was thinking when..... - Who is telling the story? - What does this... word/phrase/sentence... imply about... (character/setting/mood)?
SKILLS LESSON:	<ul style="list-style-type: none"> • The most common structure includes: <ul style="list-style-type: none"> - A statement of the issues involved and a preview of the main arguments; - Arguments for, with supporting evidence/examples - Arguments against or alternative views, with supporting evidence/examples - Another common structure presents the arguments 'for' and 'against' alternatively - Discussion texts usually end with a summary and a statement of recommendation or conclusion - The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided • Create cohesion within paragraphs using adverbials e.g. therefore, however... • Use layout devices to provide additional information and guide the reader e.g. diagrams, illustrations, moving images, sound.
GRAMMAR FOCUS:	<p>Conjunctive adverbs</p> <p>Complex sentences</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can group things appropriately before or after a main verb (e.g. 'The books, the pens and the pencils were all ready on the table'). ▪ Can use complex sentence structures appropriately ▪ Can use appropriate informal and formal styles with confidence (e.g. conversational, colloquial, dialect, Standard English).

WRITING OUTCOME 4	
WRITING OUTCOME:	Narrative (Journey with character development)
READING LESSONS:	<p>2e Prediction REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What do the words and suggest about the character, setting and mood? - Which word tells you that....? - Find one word in the text which means..... - Find and highlight the word that is closest in meaning to..... - Find a word or phrase which shows/suggests that..... - What other words/phrases could the author have used? - Which word most closely matches the meaning of the word x? <p>2h Comparison REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - Describe different characters' reactions to the same event in a story. - How is it similar to ...? - How is it different to ...? - Is it as good as ...? - Which is better and why? - Compare and contrast different character/settings/themes in the text - What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?
SKILLS LESSON:	<ul style="list-style-type: none"> • The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... • Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). • Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to... • Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime... • Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in play script or commas – Paul, on the other hand, was considered trustworthy. • Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close... • Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required.
GRAMMAR FOCUS:	<p>Relative clauses</p> <p>Expanded noun phrases</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can vary sentence length and word order confidently to sustain interest (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?'). ▪ Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide (e.g. commas, colons, semicolons, dashes, ellipses). ▪ Can group things appropriately before or after a main verb (e.g. 'The books, the pens and the pencils were all ready on the table').

WRITING OUTCOME 5

WRITING OUTCOME:	Explanation Text (Link to Science/Geography/History)
READING LESSONS:	<p>2f Meaning linked to information and events REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - Explain why a character did something. - Explain a character's different/changing feelings throughout a story. How do you know? - What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...? - What is similar/different about two characters? - Why is 'x' (character/setting/event) important in the story? - What is the story (theme) underneath the story? Does this story have a moral or a message? - Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information? - How does the title/layout encourage you to read on/find information? <p>2b Retrieval REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What happened in the story? - Which part of the story best describes the setting? - Give one example of..... - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live?
SKILLS LESSON:	<ul style="list-style-type: none"> • A title that shows what you are explaining, perhaps using why or how. • Include images or other features to help the reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. • Use the first paragraph to introduce what you will be explaining. • Indicate degrees of possibility using adverbs e.g. Perhaps....surely or modal verbs e.g. might, should, will.... • Use layout devices to provide additional information and guide the reader e.g. subheadings, columns, bullets etc. • Create cohesion within paragraphs using adverbials e.g. therefore, however • Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... • Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air).
GRAMMAR FOCUS:	<p>Parenthesis</p> <p>Embedded clauses</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullet points, underlining, parenthesis, introduction providing context, footnote, contents, bibliography). ▪ Can interweave implicit and explicit links between sections. ▪ Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide (e.g. commas, colons, semicolons, dashes, ellipses).

WRITING OUTCOME 6

WRITING OUTCOME:	Eyewitness Recount
READING LESSONS:	<p>2c Summarise REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - You've got 'x' words; sum up these paragraphs. - Sort the information in these paragraphs - Do any of them deal with the same information? - Make a table/chart to show the information in these paragraphs. - Which is the most important point in these paragraphs? How many times is it mentioned? <p>2g Author choice of words REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What does the word 'x' tell you about 'y'? - Find two or three ways that the writer tells you 'x'. - What does this... word/phrase/sentence... tell you about... character/setting/mood etc? - Highlight a key phrase or line. By writing a line in this way what effect has the author created? - In the story, 'x' is mentioned a lot. Why? - The writer uses words like ... to describe What does this tell you about a character or setting? - What other words/phrases could the author have used? - The writer uses ...words/phrases to describe ... How does this make you feel? - What do you think the writer meant by... 'x'?
SKILLS LESSON:	<ul style="list-style-type: none"> • Often written in the first or third person. E.g. Third person 'they all shouted, she crept out, it looked like an animal of some kind.' First person e.g. 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening (paragraph in KS2) to hook the reader. • Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • An account of the events that took place, often in chronological order (The first person to arrive was ...) • Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. • Some additional detail about each event (He was surprised to see me.) • Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) • Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts • Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , the owls had hunted • Modals can be used to indicate degrees of possibility e.g....I should never have... they must be allowed... • Create cohesion within paragraphs using adverbials e.g. therefore, however.
GRAMMAR FOCUS:	<p>Past perfect progressive</p> <p>Hyphenated words</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can select from a wide range of known imaginative and ambitious vocabulary (they should be words that are not usually used by a child of that age) and use them precisely. (All spelling, including that of complex words, is almost always correct.)

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| | <ul style="list-style-type: none">▪ Can use paragraphs consistently and appropriately.▪ Can use different techniques to open or conclude work appropriately (e.g. opinion, summary, justification, comment, suspense or prediction). |
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WRITING OUTCOME 7

WRITING OUTCOME:	Poetry (The Dreadful Menace)
READING LESSONS:	<p>2a Meaning of words Looking at technical/impactful vocabulary Context- What is it? How can we use it? Application of dictionary skills to understand definitions REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What do the words and suggest about the character, setting and mood? - Which word tells you that....? - Find one word in the text which means..... - Find and highlight the word that is closest in meaning to..... - Find a word or phrase which shows/suggests that..... - What other words/phrases could the author have used? - Which word most closely matches the meaning of the word x? <p>2d Inference REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - How can you tell that..... - What impression of do you get from these paragraphs? - What voice might these characters use? - What was thinking when..... - Who is telling the story? - What does this... word/phrase/sentence... imply about... (character/setting/mood)?
SKILLS LESSON:	<ul style="list-style-type: none"> • Independent outcomes written following genre specific success criteria e.g. a Sonnet. • Independent outcomes: <ul style="list-style-type: none"> ○ Written in the style of the original using success criteria generated with the children. ○ Written to given success criteria that may not match the original poem, but include some features. ○ Written from a different perspective e.g. time, place or different character's point of view ○ Inspired by short extracts taken from great writers such as Shakespeare.
GRAMMAR FOCUS:	<p>Figurative language</p> <p>Personification</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can select from a wide range of known imaginative and ambitious vocabulary (they should be words that are not usually used by a child of that age) and use them precisely. (All spelling, including that of complex words, is almost always correct.) ▪ Can write neatly, legibly and accurately in a flowing, joined style. ▪ Can use literary features to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile etc.).