

Sedgeberrow CE First School

ENGLISH CURRICULUM DESIGN: YEAR 5

ENGLISH CURRICULUM DESIGN – YEAR 5

FICTION: STORY WRITING and DESCRIPTIONS

NATIONAL CURRICULUM

Reading	Writing	
<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -reading books that are structured in different ways and reading for a range of purposes. -increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. recommending books that they have read to their peers, giving reasons for their choices. -identifying and discussing themes and conventions in and across a wide range of writing. -making comparisons within and across books. <p>Understand what they read by:</p> <ul style="list-style-type: none"> -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -asking questions to improve their understanding. -drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. -predicting what might happen from details stated and implied. -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -identifying how language, structure and presentation contribute to meaning. -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>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 and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for their views.</p>	Composition	Vocabulary, Punctuation and Grammar
	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -noting and developing initial ideas, drawing on reading and research where necessary. -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. -precising longer passages. -using a wide range of devices to build cohesion within and across paragraphs. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others’ writing. -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -ensuring the consistent and correct use of tense throughout a piece of writing. -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. -proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. -Using passive verbs to affect the presentation of information in a sentence. -Using the perfect form of verbs to mark relationships of time and cause. -Using expanded noun phrases to convey complicated information concisely. -Using modal verbs or adverbs to indicate degrees of possibility. -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing. -using hyphens to avoid ambiguity. -using brackets, dashes or commas to indicate parenthesis. -using semi-colons, colons or dashes to mark boundaries between independent clauses.

KNOWLEDGE	KEY QUESTIONS
<ul style="list-style-type: none"> -Know the 5 parts of a story (opening, build up, problem/conflict and resolution and use this to plan their own stories. -Understand that the 5 parts of a story can then be subdivided into further paragraphs and know how to organise stories into paragraphs which are effectively linked. -Know a wider range of linking words/phrases to join sentences and paragraphs to build cohesion including time adverbials, e.g. later, nearby; and number, secondly. -Learn and retell a collection of stories which are relevant to Year 5 (Talk4Writing). -Understand how to use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). -Recognise parenthesis and how it can be created with the use of brackets, dashes or commas. -Know how to create parenthesis and use it effectively in story writing to add additional information, viewpoints, etc. -Know what personification is and use this effectively in descriptions. -Understand that adverbs and modal verbs indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Use modal verbs appropriately in creative writing. -Understand the impact and effectiveness of dialogue in stories. -Know how to include direct speech in stories and use this confidently with correct punctuation. -Know how to effectively combine description and direct speech in their own story writing, e.g. <i>"Just leave me alone!" yelled Hannah as she stormed out of the room, "I don't want to listen to any more of your lies!"</i> -Know, recognise and apply a range of literary techniques to develop characters, settings and events in detail. -Show a wide knowledge of different authors and the books they have written. -Know what suspense is and how to create it in stories. -Know what a cliff-hanger is and how to implement these effectively in a story. *Knowledge of punctuation is a common theme throughout all English units:* -commas to clarify meaning or avoid ambiguity in writing. -hyphens to avoid ambiguity. -brackets, dashes or commas to indicate parenthesis. -semi-colons, colons or dashes to mark boundaries between independent clauses. 	<ul style="list-style-type: none"> What are the features of this type of story? Who is the intended audience for this story? Does the viewpoint in the story change? Is the character's actions predictable? Why? How has the character changed over the course of the story? Why do you think they have changed? Give examples of how they have changed. Would the characters behave differently if they were in a different setting or time? How are you going to structure your story? How are you going to organise your story into paragraphs? How are you going to link your paragraphs? How will you use dialogue to develop relationships and move along events? What are you going to do in your story writing to develop and describe the character? How will you open your story so that the reader is excited to keep reading? What is a cliff-hanger and how can you include these in your story? How can you build suspense in your stories? What is parenthesis? How do you use parenthesis? How could this be used effectively in stories?
POSSIBLE OUTCOMES	
Reading/Discussion	Composition
<ul style="list-style-type: none"> -Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, e.g. parallel narratives time slip. -Appreciate that authors have particular styles and may have a particular audience in mind; discuss the author's perspective on events and characters, e.g. the consequences of a character's mistakes – do they get a second chance?; author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events. 	<ul style="list-style-type: none"> -Imitate: Learn model texts, analyse language, grammatical conventions and sentence structures. Pay close attention to use of vocabulary and use of dialogue. Use this model to write a story in the same style, practising grammatical features and sentence structures. (Talk4Writing). -Innovate: Use model texts as a guide and plan to write a story in a similar style using own ideas. -Plan and tell stories to explore narrative viewpoint, e.g. re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. -Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story.

<p>-Look for evidence of characters changing during a story and discuss possible reasons, e.g. in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story.</p> <p>-Look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature.</p> <p>-Discuss how different types of story can have typical settings. Real life stories can be based in different times or places, e.g. historical fiction – look for evidence of differences that will affect the way that characters behave or the plot unfolds.</p> <p>-Compare and contrast books with similar themes, events and settings.</p>	<p>-Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, e.g. portray events happening simultaneously, e.g. Meanwhile...;</p> <p>-Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.</p> <p>-Build word banks to widen vocabulary so that children are encouraged to use more ambitious, sophisticated language.</p> <p>-Independent application of story writing: plan, draft, edit and write own stories making good choices about setting, characterisation, viewpoints, narrator, events using skills taught in this programme of study.</p>
<p>Previous learning:</p> <p>Year 4:</p> <p>-Know the 5 parts of a story (opening, build up, problem/conflict and resolution and use this to plan their own stories.</p> <p>-Learn and retell a collection of stories which are relevant to Year 4 (Talk4Writing).</p> <p>-Recognise and explain the story structures and features of a specific story type, e.g. myth, legends, fairy tales, adventure story etc – give examples of stories and summaries.</p> <p>-Know a range of conjunctions (when, if, because etc) to use in order to vary sentences and include clauses; apply these independently to sentences.</p> <p>-Know what fronted adverbials are and use these in their story writing to vary sentence structure.</p> <p>-Know that a fronted adverbial is followed by a comma.</p> <p>-Know a range of literary techniques to use in their sentences to describe characters: ambitious adjectives, expanded noun phrases, 'show not tell' phrases and dialogue. Apply these to their writing with increasing accuracy, consistency, confidence and independence.</p> <p>-Know a range of techniques to describe settings and use these will increasing independence, efficiency and imagination.</p> <p>-Understand what a paragraph is and how their stories can be divided into 5 paragraphs to represent the 5 parts of a story; go on to organise parts of the story into further paragraphs as ideas are developed in more detail.</p> <p>-Have an increasing knowledge of vocabulary and word classes (adjectives, verbs, nouns, conjunctions) which can be applied to their writing.</p> <p>-Know how to use direct speech in stories and develop longer conversations between characters to show feelings, relationships, behaviour and motives.</p> <p>-Show a wide knowledge of different authors and the books they have written.</p> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-know when to use capital letters, full stops, question marks, exclamations and commas in lists.</p> <p>-use commas after fronted adverbials.</p> <p>-indicate possession by using the possessive apostrophe with plural nouns.</p> <p>-use and punctuate direct speech.</p>	
Types of Stories Covered in Year 5:	Key Vocabulary:
<p>Cultural Stories</p> <p>Science Fiction</p> <p>Mystery Story</p> <p>Adventure Story</p>	<p>Character, setting, adjectives, beginning, middle, ending, author, illustrator, conjunctions, sentences, full stop, capital letters, question marks, exclamation marks, narrator, fairy tale, 'once upon a time', adventure stories, illustrations, fantasy, journeys, science fiction, direct speech, speech marks, 'new line, new speaker', dialogue, fronted adverbials, clauses, myths, legends, portal story, historical stories, conversation, paragraphs, opening, build-up, problem/conflict, resolution, ending, mystery, suspense, cliffhangers</p>

ENGLISH CURRICULUM DESIGN – YEAR 5			
POETRY			
NATIONAL CURRICULUM			
Reading		Writing	
Listen, discuss, respond	Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Continue to read and discuss an increasingly wide range of poetry. - Read books (poems) that are structured in different ways and for a range of purposes. - Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions. - Recommend books (poems) that they have read to their peers, giving reasons for their choices. - Identify and discuss themes and conventions in and across a wide range of writing (poetry). - Make comparisons within and across books (poems). - Learn a wider range of poetry by heart. - Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience. - Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. 	<ul style="list-style-type: none"> -Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context - Ask questions to improve understanding - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identify how language, structure and presentation contribute to meaning. - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - 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. - Provide reasoned justifications for views. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - noting and developing initial ideas, drawing on reading and research where necessary. <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing. - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> -Use expanded noun phrases to convey complicated information concisely. -Use modal verbs or adverbs to indicate degrees of possibility. - Use commas to clarify meaning or avoid ambiguity in writing. - Use hyphens to avoid ambiguity. - Use brackets, dashes or commas to indicate parenthesis. - Use semi-colons, colons or dashes to mark boundaries between independent clauses.
KNOWLEDGE		KEY QUESTIONS	
<ul style="list-style-type: none"> -Know and use the following terminology correctly to describe and analyse different forms of poetry as well as write their own poems (building on all previous programmes of study): alliteration, onomatopoeia, similes, expanded noun phrases, metaphors, rhyme, repetition, personification, rhyming couplets, stanza, quatrain, humour, cliché. -Know that personification is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind. -Know that a stanza is a verse (which often has 4 lines). -Know that a quatrain is a stanza with four lines where usually alternate lines rhyme. 		<ul style="list-style-type: none"> -What form of poetry is this and how do you know? -What figurative techniques has the poet used? -Why has the poet used Alliteration? Personification? Metaphors? -What is the effect and impact of the metaphor? -What is the effect and impact of the personification? -Can you give examples of personification? -Can you give examples of humour in this poem? -How is imagery created in this poem? Give examples of the figurative techniques used? -Which word choices are most effective? Why? 	

<p>-Recognise that a limerick is a form of poetry which is a five line comic verse where the 1st, 2nd and 5th line rhyme with each other and the 3rd and 4th line rhyme with each other.</p> <p>-Recognise that a cinquain is a form of poetry which has a 5 line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables</p> <p>-Recognise that a sonnet is a poem of fourteen lines using any of a number of formal rhyme schemes, in English typically having ten syllables per line.</p> <p>-Understand the layout of a limerick on the page. -Understand the layout of a cinquain on the page.</p>		
POSSIBLE OUTCOMES		
Reading	Performing	Composition
<p>-Discuss poet’s possible viewpoint, explain and justify own response and interpretation.</p> <p>-Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning.</p> <p>-Explore imagery including metaphor and personification.</p> <p>-Compare different forms and describe impact.</p> <p>-Summarise poems.</p>	<p>-Perform and read aloud a wide range of poems.</p> <p>-Consider intonation, tone and volume to show meaning to the audience</p> <p>-Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>-Invent nonsense words and situations and experiment with unexpected word combinations;</p> <p>-Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing.</p> <p>-Experiment with literary techniques including metaphors and personification.</p> <p>-Write free verse; use or invent repeating patterns.</p> <p>- Attempt to write in different forms, including rhyme or for humour, e.g. limericks.</p>
<p>Previous learning:</p> <p>Year 4:</p> <p>-Use knowledge of different poetry forms taught in previous years to compare different types of poetry.</p> <p>-Recognise and discuss the rhyme pattern within poetry.</p> <p>-Count the number of syllables in a word or line of a poem</p> <p><i>-Recognise and name different forms of poems: kennings, haiku and narrative poems.</i></p> <p>-Kennings: describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors</p> <p>-Haiku: This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables</p> <p>-Narrative Poems: tells story. It may be free verse or involve rhythm and rhyme.</p> <p>-Free Verse: A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.</p> <p>-Know the layout of specific forms of poetry, e.g. haiku.</p> <p>-Recognise metaphors.</p>		

Forms of Poetry Studied:	Key Vocabulary:							
Narrative poems								
Limericks								
Cinquains								
Sonnets	Poem	Verse	Expression	Rhyme	Lines	Adjectives	Senses	Poet
Cultural Poems	Title	Rhythm	Alliteration	Expanded Noun Phrases		Adverbs	Nouns	Verbs
	Similes	Onomatopoeia	Near Rhymes	Half rhymes	Rhyming Couplets		Ballad	kennings
*Free Verse – these poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative poems. This gives the opportunity to look at poems linked to a specific topic or theme (e.g. rainforests).	Free Verse	Narrative Poems	Metaphors	Repetition	Imagery/Images	Intonation	Pace	
	Voice	Limericks	Cinquain	Personification	Sonnets	Quatrain	Stanza	
**Other forms of poetry not included in the list above may be read and looked at as part of reciprocal reading, shared reading and as a point of comparison.	-							

ENGLISH CURRICULUM DESIGN – YEAR 5		
INSTRUCTIONAL WRITING		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Identify how language, structure and presentation contribute to meaning. -Check that the book/text makes sense to them, discussing their understanding and exploring the meaning of words in context. -Ask questions to improve their understanding. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -noting and developing initial ideas, drawing on reading and research where necessary. <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing. -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -ensuring the consistent and correct use of tense throughout a piece of writing. <p>-Proof-read for spelling and punctuation errors</p>	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing. -using hyphens to avoid ambiguity. -using brackets, dashes or commas to indicate parenthesis. -using semi-colons, colons or dashes to mark boundaries between independent clauses. -using a colon to introduce a list. -punctuating bullet points consistently. <p>Develop their understanding of the concepts:</p> <ul style="list-style-type: none"> -using the perfect form of verbs to mark relationships of time and cause. -using expanded noun phrases to convey complicated information concisely. -using modal verbs or adverbs to indicate degrees of possibility. -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
KNOWLEDGE		KEY QUESTIONS
<p>Children know that instructions:</p> <ul style="list-style-type: none"> -Tell us how to do or make something. -Give information on how to complete a task. -Describe a process in chronological order. -Not all instructions have to be in chronological order. -Instructions are written for different purposes and audiences. -Instructions can be formal or informal. <p>Children will know that these are features of instructional writing and will apply them to their writing:</p> <ul style="list-style-type: none"> -Title or statement at the top to show what will be achieved by completing the instructions. -Include introductions to interest or hook the reader <i>e.g. These simple directions will help you to... Have you ever wondered how to...? Have you ever been bored by...Well this game will give you hours of fun.</i> -List of equipment or ingredients punctuated with commas. -Use a full colon to introduce a list. -Numbered steps or bullet points to show the order the instructions should be completed in. -Imperative verbs which give the command of what to do and show an expanded vocabulary, <i>e.g. position, locate, combine, connect etc.</i> -Prepositional phrases to give clearer detail about the instruction, <i>e.g. Position the template underneath</i> -Varied command sentences. 		<p>Who is the audience for your instructions?</p> <p>What is the purpose of these instructions?</p> <p>Are the instructions really clear or are any steps ambiguous?</p> <p>What can we use in our instructions to make them very clear and free of ambiguity?</p> <p>How can we use the implied second person in our instructions?</p>

<p>-Precautionary advice and tips embedded within the instructions.</p> <p>-Fronted Adverbials to add additional information about the instructions, <i>e.g. Without spilling it, transfer the powder to...</i></p> <p>-Use subordinate clauses to add additional information, <i>e.g. the next player, who should have taken a card already, will roll the dice...</i></p> <p>-Brackets to add in extra information about a step within the instructions.</p> <p>-Add conclusions to wrap up and summarise, <i>e.g. Follow these directions carefully and you will never need to...; These simple instructions should enable anyone to...</i></p> <p>- Increase the complexity of topics and steps to include:</p> <ul style="list-style-type: none"> *Explanations: who the instructions are intended for; to introduce technical language; to guide readers on how to use the instructions; to describe/define outcomes <i>e.g. what counts as winning, what a product should look or taste like, how it should behave; etc.</i> * Multiple prior or parallel steps <i>e.g. Before this can be done, the ends should be tied off so that ...While the glue is setting, cut the wires to fit round.</i> * Options <i>e.g. at this point you can either (a)...or (b)...; ...any player may roll the dice but only the player with...etc.</i> <p>-Understand that a diagram, picture or flowchart may benefit the instructions.</p> <p>Using their knowledge of audience and purpose the children will make decisions about their instructional writing:</p> <p>-Vary the tone and formality <i>e.g. to make instructions sound: authoritarian with uncompromising imperatives e.g. Leave the building quietly, Do not leave the area until...; or more friendly and reasonable by using modal verbs such as, may, might, should, could, would etc.</i></p> <p>-Speak to a general audience <i>e.g. These regulations are intended for the use of...</i></p> <p>-Address an individual <i>e.g. To get the best results, you should take a few minutes to ...</i></p> <p>When finished, check carefully to ensure instructions are:</p> <ul style="list-style-type: none"> -Make sure the instructions make sense and are free of ambiguity and contradiction. -Check their instructions are effectively sequenced to achieve their objective and can be easily understood by others. <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -commas to clarify meaning or avoid ambiguity in writing. -hyphens to avoid ambiguity. -brackets, dashes or commas to indicate parenthesis. -semi-colons, colons or dashes to mark boundaries between independent clauses. 	
POSSIBLE OUTCOMES	
Reading/Discussion	Composition
<ul style="list-style-type: none"> -Read and follow more complex instructions. -Evaluate instructions for their clarity and ambiguity. -Discuss and analyse use of features in communicating the instructions to the reader. 	<ul style="list-style-type: none"> -Explore language and word choices to ensure it is suitable for the purpose and audience of the instructions. -Check their own instructions for clarity and ensure they are free of ambiguity. -Practise writing parallel instructions, which involve using subordinate clauses, to show that some instructions can be done alongside each other. -Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types, <i>e.g. choosing instructional writing when appropriate.</i> -Use the language conventions and grammatical features of the instructional writing in their independent writing.

Children know that instructions:

- Tell us how to do or make something.
- Give information on how to complete a task.
- Describe a process in chronological order.
- Not all instructions have to be in chronological order.
- Instructions are written for different purposes and audiences.
- Instructions can be formal or informal.

Children will know and understand the meaning of these grammatical features (including vocabulary and punctuation):

- Fronted adverbials.

Children will know that these are features of instructional writing:

- Title or statement at the top to show what will be achieved by completing the instructions.
- Include an introduction to interest or hook the reader *e.g. These simple directions will help you to... Have you ever wondered how to...? Have you ever been bored by...Well this game will give you hours of fun.*
- List of equipment or ingredients punctuated with commas.
- Numbered steps or bullet points to show the order the instructions should be completed in.
- Imperative verbs which demonstrate an increased range of vocabulary and give the command of what to do, *e.g. attach, construct, rewind, etc.*
- Prepositional phrases to give clearer detail about the instruction, *e.g. Place the card on top of the material.*
- Varied command sentences.
- Precautionary advice and tips embedded within the instructions using the conjunctions, 'if' and 'when'.
- Diagrams to support the written instructions.
- Fronted Adverbials to add additional information about the instructions, *e.g. Without spilling it, transfer the powder to...*
- Use subordinate clauses to add additional information, *e.g. the next player, who should have taken a card already, will roll the dice...*
- Add conclusions to wrap up and summarise, *e.g. Follow these directions carefully and you will never need to...; These simple instructions should enable anyone to...*

Knowledge of punctuation is a common theme throughout all English units:

- know when to use capital letters, full stops, question marks, exclamations and commas in lists.
- use commas after fronted adverbials.
- indicate possession by using the possessive apostrophe with plural nouns.

Suggestions for Types of Instructions	Key Vocabulary:
<ul style="list-style-type: none">-Maths: e.g. directions for playing games, solving problems, doing calculations, constructing shapes and designs etc...-Science: e.g. writing up processes and procedures: how to build an electrical circuit with a switch..., measuring time using the sun...-Geography: e.g. directions using a compass.-Design and technology e.g. rules for safe handling of tools and materials; directions for constructing, assembling programming etc.	Instructions, steps, numbers, chronological order, steps, imperative verbs, list, equipment, title, ingredients, materials, commas, warning triangle, adverbs, bullet points, fronted adverbials, subordinate clauses, summary sentences, hook sentence, full colon, formal, informal, audience, purpose, diagrams, flowcharts, ambiguity, clarity, parallel steps.

ENGLISH CURRICULUM DESIGN – YEAR 5		
INFORMATION TEXTS: NON-CHRONOLOGICAL REPORT		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Identify how language, structure and presentation contribute to meaning. -Check that the book/text makes sense to them, discussing their understanding and exploring the meaning of words in context. -Ask questions to improve their understanding. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -noting and developing initial ideas, drawing on reading and research where necessary. <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing. -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -ensuring the consistent and correct use of tense throughout a piece of writing. <p>-Proof-read for spelling and punctuation errors</p>	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing. -using hyphens to avoid ambiguity. -using brackets, dashes or commas to indicate parenthesis. -using semi-colons, colons or dashes to mark boundaries between independent clauses. -using a colon to introduce a list. -punctuating bullet points consistently. <p>Develop their understanding of the concepts:</p> <ul style="list-style-type: none"> -using the perfect form of verbs to mark relationships of time and cause. -using expanded noun phrases to convey complicated information concisely. -using modal verbs or adverbs to indicate degrees of possibility. -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
KNOWLEDGE		KEY QUESTIONS
<p>Children know that information texts/non-chronological reports:</p> <ul style="list-style-type: none"> -Can serve different purposes and different audiences. -Have a varying degree of reliability and children can identify signposts for reliability. -May contain different viewpoints as well as factual information. <p>Children will know that these are features of information text/non-chronological reports and will include these in their writing:</p> <ul style="list-style-type: none"> -Subheadings -Detailed paragraphs around a theme or fact. -Bullet points. -Introductory paragraph. -Concluding paragraph to round up the report with a summary or interesting fact. -Use an expanding range of conjunctions. -Use of provisional statements with words and phrases like, <i>usually...</i>, <i>seem to be...</i>, <i>tend to...</i> -Have a balance of opinions as well as facts e.g. <i>Some people still believe that... It used to be thought that...</i> -Write reports for different audiences and purposes: For example: to interest or attract; to warn; to report objectively. -Use mostly present tense, 3rd person in formal style for an unknown audience. 		<p>How reliable is this report? How do we know how reliable the information is? Is the factual information and opinion well balanced? What is the most relevant information? Is the writer of this report generalising?</p> <p>What is the purpose of this report? Has it served its purpose? Why? How would you summarise this report in your own words?</p>

<ul style="list-style-type: none"> -Collect and use specialised and technical vocabulary linked to the topic. -Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested. -Use parenthesis to add extra information. -Vary sentence structure, length and type: <ul style="list-style-type: none"> *complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested. *sentences with lists of three: Dormice are fast, agile and extremely well adapted to climbing. *active and passive voices: <i>e.g. Baby dormice are born helpless and hairless. They need to be by their mothers for the first 20 days...</i> *conditional and hypothetical (if...then) sentences <i>e.g. If they are woken up too soon...</i> *exclamatory sentences: <i>e.g. To this day, dormice are hunted and eaten in Slovenia!</i> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -commas to clarify meaning or avoid ambiguity in writing. -hyphens to avoid ambiguity. -brackets, dashes or commas to indicate parenthesis. -semi-colons, colons or dashes to mark boundaries between independent clauses. 	
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POSSIBLE OUTCOMES

Research	Composition
<ul style="list-style-type: none"> -Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. -Use dictionaries and other alphabetically ordered texts efficiently. -Appraise potentially useful texts quickly and effectively. -Evaluate texts critically by comparing how different sources treat the same information. -Begin to look for signposts that indicate the reliability of a factual source. -Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding. -Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. -Use simple abbreviations while note taking. -Understand what is meant by in your own words and when it is appropriate to copy, quote and adapt -Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk. 	<ul style="list-style-type: none"> -Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. -Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. -Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, etc. -Create multi-layered texts, including use of hyperlinks, linked web pages. -Record and acknowledge sources in own writing. -Summarise a passage, chapter or text in a specific number of words. -Read a passage and retell it in your own words.

Previous learning:

Year 4:

Children know that information texts/non-chronological reports

- Can be presented in a range of ways ranging from written texts to webpages.
- Contain both fact and opinion.
- May be written for different purposes – to inform, to entertain, to warn, to educate.

Children will know that these are features of information text/non-chronological reports and will include these in their writing:

- Subheadings.

- Clear paragraphs.
- Bullet points.
- Introductory paragraph.
- Concluding paragraph to round up the report.
- Use mostly present tense, 3rd person in formal style for an unknown audience.
- Collect and use specialised and technical vocabulary linked to the topic: originated, mammal, rodent; medical, stretcher oxygen; , axle, tread, tow-bar; location, site, situation etc.
- Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested e.g. Dormice are small, nocturnal rodents who can hibernate for up to 6 months each year, while the weather is cold.
- Sections may have one or more paragraphs, to mark new information, subsections etc.
- Use a more sophisticated range of generalisers and conjunctions:
 - *Generalisers e.g. all..., many..., the majority..., typically..., Like most..., always..., often..., sometimes., usually...
 - *To add information: as well as..., furthermore..., additionally..., moreover..., Not only...
 - *Showing cause and effect: because., so..., as a result..., due to..., this means that...,
 - *To compare: like the..., similarly., as with..., equally..., in contrast to., etc.
 - *For emphasis: most of all..., most importantly.

Key Vocabulary:

Report, non-chronological report, information, facts, factual information, opinion, viewpoint, technical vocabulary, paragraphs, subheadings, introductory paragraph, concluding paragraph, audience, purpose, reliability, emphasis, generalise, specific, complex sentences, conjunctions, bullet points, note-taking, relevant information, diagrams, knowledge, glossary, contents page, index, alphabetical order, dictionary, hyperlinks, webpages, educate, inform, entertain, present tense, 3rd person, subsections, fronted adverbials, full colons, brackets, generalisers, generalisations.

ENGLISH CURRICULUM DESIGN – YEAR 5		
RECOUNTS		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Identify how language, structure and presentation contribute to meaning. -Check that the book/text makes sense to them, discussing their understanding and exploring the meaning of words in context. -Ask questions to improve their understanding. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -noting and developing initial ideas, drawing on reading and research where necessary. <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing. -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -ensuring the consistent and correct use of tense throughout a piece of writing. <p>-Proof-read for spelling and punctuation errors</p>	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing. -using hyphens to avoid ambiguity. -using brackets, dashes or commas to indicate parenthesis. -using semi-colons, colons or dashes to mark boundaries between independent clauses. -using a colon to introduce a list. -punctuating bullet points consistently. <p>Develop their understanding of the concepts:</p> <ul style="list-style-type: none"> -using the perfect form of verbs to mark relationships of time and cause. -using expanded noun phrases to convey complicated information concisely. -using modal verbs or adverbs to indicate degrees of possibility. -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
KNOWLEDGE		KEY QUESTIONS
<p>Children will know that recounts:</p> <ul style="list-style-type: none"> -Can be presented in different ways and in different formats e.g. newspaper report, diary, podcast, sports report etc. -Can be very subjective and full of bias. -Can be about the same incident and the way the same information is reported can be very different. -Contain both fact and opinion, which need to be evaluated for reliability. 		<p>Was does bias mean?</p> <p>Do these recounts/reports contain bias?</p> <p>If these reports are bias, are they reliable? Why?</p>
<p>Features of a Recount about a Personal Experience (including a diary, autobiography, biography):</p> <ul style="list-style-type: none"> -Introduction to give a clear understanding of what the text will be about. -Concluding paragraph to summarise the overall impact of the experience. -Links between sentences and paragraphs so that the recount of the experience flows. -Paragraphs organised around key events and joined with time conjunctions and fronted adverbials. -Elaboration within paragraphs to develop description using expanded noun phrases to convey complicated information concisely. -Use modal verbs or adverbs to indicate degrees of possibility about the events and further events happening. -Use parenthesis to add in extra information about feelings towards the experience. -Written in the first person in the case of a diary or autobiography. 		<p>How are these two recounts/reports about the same incident similar or different? Why is that?</p>

<ul style="list-style-type: none"> -Written in the third person if it is a biography. -Written in the past tense. -Subordinate clauses to add interest and allow opinion/feelings to be woven in between the action and events. 	
<p>Features of a Recount in the form of a Newspaper Report:</p> <ul style="list-style-type: none"> -Catchy headline (using alliteration, rhyme, puns, humour etc). -Subheading underneath the headline. -Introductory paragraph to set the scene with specific details of the date, time, place and people involved – what, when, where and who. -Paragraphs organised around key points and linked to build the sequence of events. -Use of conjunctions to build up evidence and information, e.g., in addition, furthermore, moreover etc. -Include interviews with key witnesses or people involved – quote what was said and indicate this with inverted commas. -Concluding paragraph which summarises or rounds up the report, e.g. <i>Further investigation is needed and the Police ask that anyone with additional information should contact them immediately.</i> -Use specific vocabulary and terminology specific to the event being reported. -Use of clauses within sentences to vary structure and to add interest for the reader. -Use generalisers in sentences, e.g. The general public is known to..... Many people in the town believe..... -Use evidence in the report backed up by data, statistics or scientific research. -Presented as a newspaper article in columns. <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -commas to clarify meaning or avoid ambiguity in writing. -hyphens to avoid ambiguity. -brackets, dashes or commas to indicate parenthesis. -semi-colons, colons or dashes to mark boundaries between independent clauses. 	
<p style="text-align: center;">POSSIBLE OUTCOMES</p>	
<ul style="list-style-type: none"> -Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. <i>As he was running away he noticed..</i> , possible supporting illustrations, degree of formality adopted and use of connectives. -Use the language features of recounts including formal language when recounting events orally, e.g. present a news report for TV. -Plan, draft, edit and write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader. Compare how they have been written differently – discuss language and vocabulary choices. -Write newspaper reports based on real or fictional events. Publish using computing skills. -Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. -Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report. 	

Previous learning:

Year 4:

Children know that recounts:

- Can retell a factual or fictional event.
- Combine fact and opinion.
- Come in many different forms – diary, letter, autobiography, sports report, newspaper report, TV new report, podcast, radio news etc.
- Can be written in the 1st and 3rd person.

Features of a Recount about a Personal Experience (including a diary or letter):

- Introduction to give a clear understanding of what the text will be about.
- Concluding paragraph to summarise the overall impact.
- Links between sentences and paragraphs so that the recount of the experience flows.
- Paragraphs organised around key events and joined with time conjunctions and fronted adverbials.
- Elaboration within paragraphs to develop: description using adjectival phrases to depict action and feelings.
- Written in the first person or third person depending on the style, purpose etc.
- Written in the past tense.
- Subordinate clauses to add interest and allow opinion/feelings to be woven in between the action and events.

Features of a Recount in the form of a Newspaper Report:

- Catchy headline (using alliteration, rhyme).
- Subheading underneath the headline.
- Introductory paragraph to set the scene with specific details of the date, time, place and people involved – what, when, where and who.
- Paragraphs organised around key points and linked to build the sequence of events.
- Include interviews with key witnesses or people involved – quote what was said and indicate this with inverted commas.
- Concluding paragraph which summarises or rounds up the report, e.g. *The Police will continue their investigation into the crimeThe Tug of Rope sponsored event was such a success that we look forward to hearing about future fundraising opportunities at the school etc.*
- Presented as a newspaper article in columns (templates may be provided).

Knowledge of punctuation is a common theme throughout all English units:

- know when to use capital letters, full stops, question marks, exclamations and commas in lists.
- use commas after fronted adverbials.
- indicate possession by using the possessive apostrophe with plural nouns.

Text Examples:	Key Vocabulary:
Recounts based on the children's own experiences. Diaries. Letters. Autobiographies. Sports Reports. Newspaper Reports. TV News reports e.g. Newsround.	Recount, remember, what, who, when, why, how, time conjunctions, activity, school trip, yesterday, last week, next, after, then, lastly, happened, favourite, paragraph, sequence, order, introduction, conclusion, if, when, because, adverbs, summarise, diary, first person, newspaper report, quote, inverted commas, third person, autobiographies, sports reports, headline, subheading, alliteration, puns, rhyme, article, witness account, columns, reporter, experience, reliability, compare/contrast, viewpoint, subjective, bias, biography.

ENGLISH CURRICULUM DESIGN – YEAR 5		
EXPLANATIONS		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Identify how language, structure and presentation contribute to meaning. -Check that the book/text makes sense to them, discussing their understanding and exploring the meaning of words in context. -Ask questions to improve their understanding. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -noting and developing initial ideas, drawing on reading and research where necessary. <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing. -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -ensuring the consistent and correct use of tense throughout a piece of writing. <p>-Proof-read for spelling and punctuation errors</p>	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing. -using hyphens to avoid ambiguity. -using brackets, dashes or commas to indicate parenthesis. -using semi-colons, colons or dashes to mark boundaries between independent clauses. -using a colon to introduce a list. -punctuating bullet points consistently. <p>Develop their understanding of the concepts:</p> <ul style="list-style-type: none"> -using the perfect form of verbs to mark relationships of time and cause. -using expanded noun phrases to convey complicated information concisely. -using modal verbs or adverbs to indicate degrees of possibility. -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
KNOWLEDGE		KEY QUESTIONS
<p>Children know that explanations should include:</p> <ul style="list-style-type: none"> -Introductions that link to their experiences e.g. No doubt you will have seen a suspension bridge, and it's almost as likely that you've travelled over one. -Similes to illustrate points e.g. a tree's bark is like our skin..., the cables of a suspension bridge are stretched under tension like a spring., -Possible use of diagrams, charts, illustrations or models. -Use of provisional statements with words and phrases like, <i>usually...</i>, <i>seem to be...</i>, <i>tend to...</i> -Opinions as well as facts e.g. <i>Some people still believe that... It used to be thought that...</i> -Technical vocabulary to add precision e.g. <i>spine, compression, glucose.</i> -References to sources of evidence to add authority e.g. <i>Most people now believe..., However, last year, a new variety was discovered...</i> -Vary sentence structure, length and type e.g. complex sentences to combine information effectively: e.g. <i>The outer bark keeps a tree from losing too much water, which could happen easily in a plant so large...</i> -Sentences with lists of three: e.g. <i>Pulleys are used on boats to hoist sails, in garages to lift engines and in cranes for shifting heavy weights.</i> -Conditional and hypothetical (if...then) sentences e.g. <i>If trees lose their outer bark...</i> 		<p>How can we make sure the explanation text is not ambiguous?</p> <p>What topic vocabulary would we need to use in this explanation?</p> <p>Do we need a diagram or illustration in this explanation? Why?</p> <p>How can we make this part of the explanation clearer for the reader?</p> <p>Is this explanation easy to follow? Why? Give reasons.</p>

<p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-commas to clarify meaning or avoid ambiguity in writing.</p> <p>-hyphens to avoid ambiguity.</p> <p>-brackets, dashes or commas to indicate parenthesis.</p> <p>-semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	
<p style="text-align: center;">POSSIBLE OUTCOMES</p>	
<p>-Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.</p> <p>-Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.</p> <p>-In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</p>	
<p>Previous learning:</p> <p>Year 4:</p> <p>Children know that explanations should include:</p> <p>-A clear structure: a concise introduction, followed by sequential explanation, organised into paragraphs and a summarised conclusion.</p> <p>-Language features: usually present tense; use of conjunctions of time and cause and effect; use of passive voice:</p> <p>* For cause and effect e.g. <i>this means that...</i>, <i>as a result...</i>, <i>owing to...</i>, <i>in order to</i>, <i>leading to...</i>, <i>where...</i>, <i>when...</i>, <i>therefore...</i>, <i>consequently...</i>,</p> <p>*To add information: e.g. <i>as well as...</i>, <i>furthermore...</i>, <i>additionally...</i>, <i>moreover...</i>, <i>not only...</i>,</p> <p>*To compare: e.g. <i>like the...</i>, <i>similarly..</i>, <i>as with...</i>, <i>equally...</i>, <i>in contrast to...</i>, etc.</p> <p>*For emphasis: e.g. <i>most of all...</i>, <i>more importantly...</i></p> <p>*Technical language, explaining what it means where necessary.</p> <p>*Descriptive language to illustrate key points and help the reader build a picture of what is being explained.</p> <p>-Presentation: use of diagrams, flowcharts and other illustrations, paragraphing, conjunctions (if, when, because), subheadings, numbering.</p> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-know when to use capital letters, full stops, question marks, exclamations and commas in lists.</p> <p>-use commas after fronted adverbials.</p> <p>-indicate possession by using the possessive apostrophe with plural nouns.</p>	
Suggested Topics for Explanations:	Key Vocabulary:
<ul style="list-style-type: none"> Science, technology, geography explaining processes in the natural world e.g. Why do trees have bark? How are rainbows formed? Why does it get colder when you climb up a mountain? History and literature to explore motives and reasons, e.g. Why didn't Edmund tell Lucy about meeting the White Witch? (Lion, Witch and Wardrobe) Play and invention e.g. Why dragons became extinct; How the elephant got it trunk.. 	<p>Explanations, explain, diagrams, flowcharts, process, machine, subheading, paragraphs, introduction, conclusion, labels, captions.</p>

ENGLISH CURRICULUM DESIGN – YEAR 5		
DEBATES and PERSUASION		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Identify how language, structure and presentation contribute to meaning. -Check that the book/text makes sense to them, discussing their understanding and exploring the meaning of words in context. -Ask questions to improve their understanding. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -noting and developing initial ideas, drawing on reading and research where necessary. <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing. -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -ensuring the consistent and correct use of tense throughout a piece of writing. <p>-Proof-read for spelling and punctuation errors</p>	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing. -using hyphens to avoid ambiguity. -using brackets, dashes or commas to indicate parenthesis. -using semi-colons, colons or dashes to mark boundaries between independent clauses. -using a colon to introduce a list. -punctuating bullet points consistently. <p>Develop their understanding of the concepts:</p> <ul style="list-style-type: none"> -using the perfect form of verbs to mark relationships of time and cause. -using expanded noun phrases to convey complicated information concisely. -using modal verbs or adverbs to indicate degrees of possibility. -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
KNOWLEDGE		KEY QUESTIONS
<p>Children will know that persuasion and debates:</p> <ul style="list-style-type: none"> -Make a case for a particular point of view. -Motivate, move or convince someone towards a certain opinion. -Encourage the audience to review and question their existing opinions and values. <p>Children will know that these are features of persuasion and will apply these to their writing:</p> <ul style="list-style-type: none"> -Introduction and conclusion provide detail and give cohesion to the overall piece of persuasive writing. -Paragraphs organised to prioritise the most important argument. -Arguments are well-constructed with good reasoning. -Viewpoint of the writer is evident and consistent throughout the piece of persuasive writing. -Use of comparatives and superlatives. -Use of memorable language: slogans, key words, alliteration, humour, rhyme. -Emotive language to engage the audience and provoke their empathy. -Questioning the reader to make them review their own values and ideas. 		<p>What is a rhetorical question? Why are they used? Can you give examples?</p> <p>What is emotive language? What is the reason for using emotive language?</p> <p>What are superlatives and comparatives? How are they useful?</p> <p>Why is it important to use memorable language? Give examples of memorable language.</p> <p>What is bias?</p>

<p>-Exclamatory statements to shock or surprise the reader or to provoke a reaction.</p> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-commas to clarify meaning or avoid ambiguity in writing.</p> <p>-hyphens to avoid ambiguity.</p> <p>-brackets, dashes or commas to indicate parenthesis.</p> <p>-semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	
<p>Children will know that these are features of oral debate:</p> <p>-Rhetorical questioning.</p> <p>-Questioning the opposing side.</p> <p>-Presenting factual information combined with opinion.</p> <p>-Emotive language.</p> <p>-Speaking clearly and concisely.</p> <p>-Listening to the views of the opposing side.</p>	
<p style="text-align: center;">POSSIBLE OUTCOMES</p>	
<p>-Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate.</p> <p>-Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact.</p> <p>-Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information.</p> <p>-From reading, collect and investigate use of persuasive devices such as words and phrases.</p> <p>-Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state.</p> <p>-Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points.</p> <p>-Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard spoken English appropriately; evaluate its effectiveness.</p> <p>-Explore how computing or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.)</p> <p>-Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.</p> <p>-In exploring persuasive texts, and those presenting a particular argument, distinguish and discuss any texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue.</p> <p>-Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama.</p> <p>-List all the pros and cons of a situation and discuss this as a class, debating a solution to the situation.</p> <p>-Prepare and present an informed view/argument in a debate with a group with an opposing opinion in the class.</p>	
<p>Previous learning:</p> <p>Year 4:</p> <p>Children will know that persuasion and debates:</p> <p>-Make a case for a particular point of view.</p> <p>-Convince someone to do or buy something.</p>	

Children will know that these are features of persuasion and will apply these to their writing:

- Introduction and conclusion to introduce the topic and opinion.
- Paragraphs organised to prioritise the most important argument.
- Viewpoint of the writer is clear throughout the piece of persuasive writing.
- Use of memorable language: slogans, key words, alliteration, humour, rhyme.
- Emotive language to engage the audience and provoke their empathy.
- Questioning the reader to make them think about the issue.

Children will know that these are features of oral debate:

- Questioning the opposing side.
- Presenting factual information combined with opinion.
- Speaking clearly and concisely.
- Listening to the views of the opposing side.

Knowledge of punctuation is a common theme throughout all English units:

- know when to use capital letters, full stops, question marks, exclamations and commas in lists.
- use commas after fronted adverbials.
- indicate possession by using the possessive apostrophe with plural nouns.

Text Examples:	Key Vocabulary:
Written adverts – posters Radio adverts TV adverts Leaflets advertising places to visit Newspaper reports Sports reports Holiday Brochures Letters of complaint Debates related to topic theme, e.g. about the environment, pollution, recycling, road safety, etc.	Persuasion, persuading, debate, advert, commercial, opinion, viewpoint, bias, subjective, rhetorical questioning, emotive language, memorable language, slogans, alliteration, rhyme, humour, puns, headlines, balanced view, argument, complaint, holiday brochure, reports, newspaper article, audience, half-truth, ambiguity, media, exclamatory statements.

ENGLISH CURRICULUM DESIGN – YEAR 5

PLAYSCRIPTS

NATIONAL CURRICULUM

Reading	Writing	
<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -reading books that are structured in different ways and reading for a range of purposes. -increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. recommending books that they have read to their peers, giving reasons for their choices. -identifying and discussing themes and conventions in and across a wide range of writing. -making comparisons within and across books. <p>Understand what they read by:</p> <ul style="list-style-type: none"> -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -asking questions to improve their understanding. -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -predicting what might happen from details stated and implied. -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -identifying how language, structure and presentation contribute to meaning. -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>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 and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for their views.</p>	Composition	Vocabulary, Punctuation and Grammar
	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -noting and developing initial ideas, drawing on reading and research where necessary. -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. -precising longer passages. -using a wide range of devices to build cohesion within and across paragraphs. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing. -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -ensuring the consistent and correct use of tense throughout a piece of writing. -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. -proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. -Using passive verbs to affect the presentation of information in a sentence. -Using the perfect form of verbs to mark relationships of time and cause. -Using expanded noun phrases to convey complicated information concisely. -Using modal verbs or adverbs to indicate degrees of possibility. -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing. -using hyphens to avoid ambiguity. -using brackets, dashes or commas to indicate parenthesis. -using semi-colons, colons or dashes to mark boundaries between independent clauses.

KNOWLEDGE	KEY QUESTIONS
<p>Children know that playscripts have the following features and apply these in their writing:</p> <ul style="list-style-type: none"> -Cast list with a brief description of each character (expanded noun phrases). -Plays are divided into scenes and acts. -Just after the scene number and title is a short description of the setting. This tells you what the stage looks like, e.g. <i>The wolf is centre stage, with trees at the back and a picnic basket is to stage left on the floor at the front.</i> -Some plays have a narrator to help set the scene for the audience, but lots of plays don't. -The character names are positioned down the lefthand side to indicate which person is speaking. -Speech marks ARE NOT used to indicate speech. -A full colon comes after the character's name and introduces the dialogue. -Dialogue is referred to as a character's part or lines. -A character's lines need to be interesting and show their thoughts and feelings. The audience learn a lot about the characters' feelings, behaviour, motivations etc through what they say. -Stage directions tell the performers where to stand, what to do and how to say the lines, e.g. <i>walks behind the chair and scratches head.</i> -Stage directions are written in the present tense. -Stage directions are written within brackets. -Adverbs are used to show how a line should be said, e.g. <i>(quietly)</i>, <i>(slowly)</i>, <i>(quickly)</i>, <i>(happily)</i>, <i>(excitedly)</i>, <i>(sadly)</i> etc. <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -commas to clarify meaning or avoid ambiguity in writing. -hyphens to avoid ambiguity. -brackets, dashes or commas to indicate parenthesis. -semi-colons, colons or dashes to mark boundaries between independent clauses. 	<p>How are stage directions written?</p> <p>How is the dialogue introduced?</p> <p>How would you briefly describe this character on the cast list?</p> <p>What would the other characters be doing while this character says their line? What stage direction would you give them?</p> <p>How do you think the character should say this line? What would be a good adverb to use for a stage direction?</p>
POSSIBLE OUTCOMES	
Reading/Discussion	Composition
<ul style="list-style-type: none"> -Read a playscript as part of a group or within the whole class. -Use expression and dramatization when reading/performing a playscript. -Compare a short story (e.g. fairy tale) with a playscript version. Which one do they prefer? Why? Which one tells us the most about the characters? 	<ul style="list-style-type: none"> -Explore ideas for a playscript through role play and drama. -Create a playscript based on a fairy tale - practise this and learn it so that it could be performed to a younger year group.

<ul style="list-style-type: none"> -Discuss the stage directions and how effective they are in helping the performer deliver a line or show a reaction etc. What other stage direction could have been given? -Consider what other stage directions could be given to other characters while someone else is speaking? How would they react to the line just spoken? -Predict how characters might react in later scenes. -Opportunities for performing a script include: Harvest Festival, Christmas show, Key Stage 2 show, Leavers' Assembly etc. 	<ul style="list-style-type: none"> -Create a playscript based on a moral dilemma or real-life situation. Think carefully about how the characters would react and behave. What would they say and what stage directions would be included? -Contribute towards writing a script for the Year 5 Leavers' Assembly.
<p>Previous learning:</p> <p>Year 4:</p> <p>Children know that playscripts have the following features and apply these in their writing:</p> <ul style="list-style-type: none"> -Cast list. -Plays are divided into scenes and acts. -Just after the scene number and title is a short description of the setting. This tells you what the stage looks like, e.g. <i>The Mad Hatter, Dormouse and Hare are sitting at a large table with lots of spare chairs, having afternoon tea.</i> -Some plays have a narrator to help set the scene for the audience, but lots of plays don't. -The character names are positioned down the lefthand side to indicate which person is speaking. -Speech marks ARE NOT used to indicate speech. -Dialogue is referred to as a character's part or lines. -A character's lines need to be interesting and show their thoughts and feelings. The audience learn a lot about the characters' feelings, behaviour, motivations etc through what they say. <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -know when to use capital letters, full stops, question marks, exclamations and commas in lists. -use commas after fronted adverbials. -indicate possession by using the possessive apostrophe with plural nouns. 	
<p style="text-align: center;">Key Vocabulary:</p>	
<p>Play, playscript, characters, cast, cast list, scenes, acts, lines, action, direction, stage, brackets, director, narrator, adverbs, reactions, behave, present tense.</p>	