

AUTUMN 2: YEAR 5**War Horse****WRITING OUTCOME 1**

WRITING OUTCOME:	Recount (Events from Albert's perspective)
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>Informal language</p> <p>Synonyms</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 use paragraphs consistently and appropriately. ▪ Can use appropriate informal and formal styles with confidence (e.g. conversational, colloquial, dialect, Standard English)

WRITING OUTCOME 2	
WRITING OUTCOME:	Formal Letter (Informing someone that their animal will receive the Dickin Medal)
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"> • 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:	Cohesive devices Use of pronouns <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>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ 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. ▪ Can use appropriate informal and formal styles with confidence (e.g. conversational, colloquial, dialect, Standard English).

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| | <ul style="list-style-type: none">▪ 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. |
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WRITING OUTCOME 3	
WRITING OUTCOME:	Explanation Text (How were horses used in WW1?)
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"> • 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>Relative pronouns</p> <p>Parenthesis</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:	<i>See spelling overview.</i>
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 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. ▪ 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 4	
WRITING OUTCOME:	Setting description (Atmosphere – trenches)
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>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?
SKILLS LESSON:	<ul style="list-style-type: none"> • Choose a name that suggests something about the setting e.g. Dead Man's Hollow. • Show the scene through the character's eyes adding details to show character's reactions to new surroundings e.g. Jill peered around the gloomy cave, her eyes fighting against the darkness. • Use detailed 'power of 3' sentences to describe what can be seen, heard or touched e.g. The room was adorned with shabby furniture, tatty curtains and strange paintings. • Pick out unusual details to hook the reader and lead the story forwards e.g. On the shelf, was a small golden statue of a man clutching a key. • Introduce something unusual to hook the reader and lead the story forwards e.g. On the table, was a strange footprint left by a creature that Holly, who was an animal expert, was unfamiliar with. • Change atmosphere by altering weather, place or time and use a metaphor or personification. E.g. the wind howled, the fog descended over the houses like a thick cloak. • Reflect a character's feelings in the setting e.g. As the rain lashed against the window pane, tears streamed down Harry's face. • Use parenthesis to add additional information e.g. the house, old and decrepit, stood at the bottom of Haunted Hill. • Use relative clauses to add further information, adding commas when required e.g. The windows, which were dirty and cracked, swung on their hinges in the breeze. • Use onomatopoeia to reflect meaning e.g. Peter heard the rapid rattle of the train. • Ensure that all word choices earn their place and add something new and necessary. E.g. not the old branches, but the gnarled, finger like branches. • Use precise detail when describing to bring a scene alive e.g. the diamonds encrusted in her golden necklace glinted and shone like stars. • Select detail and describe for a purpose e.g. to scare the reader, the lull the reader into a false sense of security. • Use personification, similes or metaphors to create mood and embellish descriptions. E.g. Outside, the roof was green with moss and caved in at one place. The empty, cracked, sad little windows stared like eyes begging to be lived in once more while the ivy clung to the wall, tapped the windows and reached up towards the chimney. It was as if the house had grown from the earth. • Use repetition or ellipsis for effect e.g. Everybody was talking about it....Round eyes, busy mouths, frightened voices..... Everybody was talking about it.
GRAMMAR FOCUS:	<p>Figurative language</p> <p>Using the senses</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 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 literary features to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile etc.).

WRITING OUTCOME 5	
WRITING OUTCOME:	Newspaper (Start of the war/event of the war)
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>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?
SKILLS LESSON:	<ul style="list-style-type: none"> • In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: • An opening statement, often a general classification (Sparrows are birds); • Sometimes followed by a more detailed or technical classification (Their Latin name is...) • A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. • For example: <ul style="list-style-type: none"> ○ It's qualities (Like most birds, sparrows have feathers.) ○ It's parts and their functions (The beak is small and strong so that it can ...) ○ It's habits/behaviour/ uses (Sparrows nest in...) • Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional • Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football. • Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion .
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:	<i>See spelling overview.</i>
MODELLING:	<ul style="list-style-type: none"> ▪ 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 use complex sentence structures appropriately. ▪ 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 6	
WRITING OUTCOME:	Narrative (Animal's perspective)
READING LESSONS:	<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)? <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"> • 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>Vocabulary intensity</p> <p>Speech punctuation</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 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.

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| | <ul style="list-style-type: none">▪ 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. |
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WRITING OUTCOME 7	
WRITING OUTCOME:	Poetry (Sonnet)
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>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"> • 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>Subordinating conjunctions</p> <p>Layout devices</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.).