

SPRING 2: YEAR 5**Holes****WRITING OUTCOME 1**

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| WRITING OUTCOME: | Recount (Retelling of Katherine and Sam's Story) |
| READING LESSONS: | <p>2a Meaning of words Looking at technical/impactful vocabulary Context- What is it? How can we use it? Application of dictionary skills to understand definitions REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What do the words and suggest about the character, setting and mood? - Which word tells you that....? - Find one word in the text which means..... - Find and highlight the word that is closest in meaning to..... - Find a word or phrase which shows/suggests that..... - What other words/phrases could the author have used? - Which word most closely matches the meaning of the word x? <p>2d Inference REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - How can you tell that..... - What impression of do you get from these paragraphs? - What voice might these characters use? - What was thinking when..... - Who is telling the story? - What does this... word/phrase/sentence... imply about... (character/setting/mood)? |
| SKILLS LESSON: | <ul style="list-style-type: none"> • Often written in the first or third person. E.g. Third person 'they all shouted, she crept out, it looked like an animal of some kind.' First person e.g. 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening (paragraph in KS2) to hook the reader. • Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • An account of the events that took place, often in chronological order (The first person to arrive was ...) • Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. Some additional detail about each event (He was surprised to see me.) • Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) • Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts. Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , the owls had hunted • Modals can be used to indicate degrees of possibility e.g....I should never have... they must be allowed... • Create cohesion within paragraphs using adverbials e.g. therefore, however. |
| GRAMMAR FOCUS: | <p>Finding the subject of a sentence</p> <p>Passive voice</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p> |
| SPELLING RULE: | See spelling overview. |
| MODELLING: | <ul style="list-style-type: none"> ▪ Can use passive voice for variety and shift focus e.g. The cake was eaten by the child. ▪ Can use a 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 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.) |

| WRITING OUTCOME 2 | |
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| WRITING OUTCOME: | Persuasive Letter (To the Warden persuading her to send out a search party) |
| READING LESSONS: | <p>2a Meaning of words Looking at technical/impactful vocabulary Context- What is it? How can we use it? Application of dictionary skills to understand definitions REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What do the words and suggest about the character, setting and mood? - Which word tells you that....? - Find one word in the text which means..... - Find and highlight the word that is closest in meaning to..... - Find a word or phrase which shows/suggests that..... - What other words/phrases could the author have used? - Which word most closely matches the meaning of the word x? <p>2d Inference REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - How can you tell that..... - What impression of do you get from these paragraphs? - What voice might these characters use? - What was thinking when..... - Who is telling the story? - What does this... word/phrase/sentence... imply about... (character/setting/mood)? |
| SKILLS LESSON: | <ul style="list-style-type: none"> • An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea). • Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) • A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) • Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to... • Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this. |
| GRAMMAR FOCUS: | <p>Semi-colons to separate clauses</p> <p>Adverbials to show possibility</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p> |
| SPELLING RULE: | See spelling overview. |
| MODELLING: | <ul style="list-style-type: none"> ▪ Can use 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 different techniques to open or conclude work appropriately (e.g. opinion, summary, justification, comment, suspense or prediction). ▪ 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 3 | |
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| WRITING OUTCOME: | Debate (Carry on to Big Thumb or go back to Camp Green Lake) |
| 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/persuasive 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"> • A statement of the issues involved and a preview of the main arguments; <ul style="list-style-type: none"> ○ Arguments for, with supporting evidence/examples ○ Arguments against or alternative views, with supporting evidence/examples. ▪ Another common structure presents the arguments 'for' and 'against' alternatively. ▪ Discussion texts usually end with a summary and a statement of recommendation or conclusion. ▪ The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided. ▪ Create cohesion within paragraphs using adverbials e.g. therefore, however... ▪ Use layout devices to provide additional information and guide the reader e.g. diagrams, illustrations, moving images, sound |
| GRAMMAR FOCUS: | Semi-colons for a list <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 <i>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 different techniques to open or conclude work appropriately (e.g. opinion, summary, justification, comment, suspense or prediction). ▪ 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 4 | |
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| WRITING OUTCOME: | Narrative (Flashbacks) |
| READING LESSONS: | <p>2h Comparison REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - Describe different characters' reactions to the same event in a story. - How is it similar to ...? - How is it different to ...? - Is it as good as ...? - Which is better and why? - Compare and contrast different character/settings/themes in the text - What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done? <p>2b Retrieval REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What happened in the story? - Which part of the story best describes the setting? - Give one example of..... - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? |
| SKILLS LESSON: | <ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward. 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 • 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>Direct speech punctuation</p> <p>Complex fronted adverbials</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p> |
| SPELLING RULE: | See spelling overview. |

MODELLING:

- Can use paragraphs consistently and 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.
- 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.

| WRITING OUTCOME 5 | |
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| WRITING OUTCOME: | Non-chronological report (Yellow-Spotted Lizards) |
| 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>2b Retrieval REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What happened in the story? - Which part of the story best describes the setting? - Give one example of..... - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? |
| SKILLS LESSON: | <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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>Colons</p> <p>Cohesive 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 use different techniques to open or conclude work appropriately (e.g. opinion, summary, justification, comment, suspense or prediction). ▪ 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 punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide (e.g. commas, colons, semicolons, dashes, ellipses). |

WRITING OUTCOME 6

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| WRITING OUTCOME: | Book Review |
| READING LESSONS: | <p>2f Meaning linked to information and events REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - Explain why a character did something. - Explain a character's different/changing feelings throughout a story. How do you know? - What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...? - What is similar/different about two characters? - Why is 'x' (character/setting/event) important in the story? - What is the story (theme) underneath the story? Does this story have a moral or a message? - Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information? - How does the title/layout encourage you to read on/find information? <p>2h Comparison REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - Describe different characters' reactions to the same event in a story. - How is it similar to ...? - How is it different to ...? - Is it as good as ...? - Which is better and why? - Compare and contrast different character/settings/themes in the text - What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done? |
| SKILLS LESSON: | <ul style="list-style-type: none"> • An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea). • Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) • A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) • Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to... • Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this. |
| GRAMMAR FOCUS: | <p>Parenthesis</p> <p>Modal verbs</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p> |
| SPELLING RULE: | See spelling overview. |
| MODELLING: | <ul style="list-style-type: none"> ▪ Can use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullet points, underlining, parenthesis, introduction providing context, footnote, contents, bibliography). ▪ Can use a range of narrative techniques with confidence, interweaving elements when appropriate e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense. ▪ Can group things appropriately before or after a main verb (e.g. 'The books, the pens and the pencils were all ready on the table'). |