

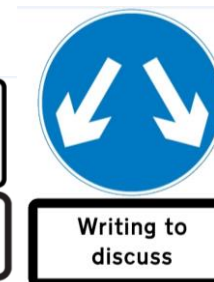


<b>Literacy Medium Term Planning</b>    	<b>Year Group:</b>  5	<b>Teacher:</b>  Miss Parkes/ Mrs Dawson-Lowe
	<b>Term:</b>  Autumn 2017	<b>Core Text:</b> Eragon
	<b>Genres covered:</b> Writing to entertain – Re-writing the opening of the text from a character’s point of view in the form of a diary entry Writing to inform – Writing a biography of Eragon (the main character) Poetry – Creating three of our own cinquain poems based on ideas from the text.	

**Writing purposes**

<b>KS1 – Visit each purpose once per term, building on skills of previous unit.</b>	<b>KS2 – Year 3/4 – To entertain and to inform once per half term until Spring/ Summer term when introduce persuade and discuss.</b> <b>5/6 - Discussion and persuasion units from Spring term building on previous learning in LKS2.</b>
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<b>Phase 1 – Reading, Vocabulary &amp; Drama</b> <b>Collect</b>	<b>Phase 2 – Planning and Developing Ideas</b> <b>Connect</b>	<b>Phase 3 – Drafting &amp; Editing</b> <b>Create</b>
<p><b>Purpose:</b> To explore and learn the skills of writing through reading as a writer, deepen understanding and promote spoken language and Standard English.</p> <ul style="list-style-type: none"> <li>-Writing outcome, audience and purpose should be shared with children at the start of a new writing unit.</li> <li>-Teacher to share a high quality WAGOLL, which has been hand-written to show children the expectation of the end of unit writing outcome and includes the key features of the checklist (which forms the majority of the teaching sequence and GPS).</li> <li>-The unit outcome checklist is to be created based on the NC objectives for each year group and the key skills that have been identified as the needs of your class/individual groups.</li> <li>-Whole class shared reading and guided reading form the focus of this part of the sequence as children are saturated in high quality examples of the genre.</li> <li>-Vocabulary collections begin to be generated as children ‘magpie’ writer’s expert words and phrases. The working wall begins to develop these collections alongside generalised sentence structure</li> </ul>	<p><b>Purpose:</b> To support the structure and composition of the children’s writing and organise and develop ideas.</p> <ul style="list-style-type: none"> <li>-After initial reading and ripping of the text, WAGOLL and other good writing examples, the teacher should model and demonstrate and teach children composition. This should include: sentence structure and manipulation of clauses; a range of punctuation that is aimed at the age of the children and possibly higher to differentiate; structure and organisation of the text; manipulation of vocabulary and language features to hook and engage the reader.</li> <li>-The planning and build-up of writing should be integrated within the teaching sequence and broken down to enable the children to eventually create a complete piece of writing.</li> <li>-Sensational sentences, GPS skills, KPIs and PIs should be incorporated and linked where possible.</li> </ul>	<p><b>Purpose:</b> To write a first draft and improve using outcomes specific to the task.</p> <ul style="list-style-type: none"> <li>-Children should write as readers and be constantly reminded of their purpose and audience for their writing.</li> <li>-Children should be reminded of the WAGOLL and be given the end of unit expectations for their written outcome (genre-specific skills / KPIs and PIs).</li> <li>-Extended pieces of writing are in-depth marked and children are given Think Pinks and/or Challenges to correct GPS and improve their writing in some way. This may just be individual sentences or complete sections of the text, e.g. introductory paragraph.</li> <li>-Children are given the opportunity to reflect on the progress they have made. Encourage children to use the checklists to identify what features they have used and the impact that these have had on the reader. Reflection comments in books show pupil voice and explicitly express individual learning and progress.</li> </ul>
		<p><b>Phase 4 – Published Outcomes</b></p>
		<p><b>Purpose:</b> To present the final piece of writing to a high standard.</p> <ul style="list-style-type: none"> <li>-Writing should be published on paper and presented to a high standard. Teacher should model and demonstrate the cursive script and what is expected in regards to presentational devices, depending on the</li> </ul>

and composition taken from the text, modelling and starters.

**Talk for Writing**

-Children are given opportunities to learn a range of drama techniques which will allow them to explore character, setting and themes. Vocabulary continues to be collected as the children generate this through characterisation, the development of plot or cohesive text structure. This is where composition is orally rehearsed.

**Use this phase flexibly to meet what the children will need during the writing phase and revisit if needed.**

-Shared, supported, guided and collaborative writing takes place throughout this phase and opportunities are provided for children to develop in detail individual sections of the text, depending upon the focus (unit outcome and the children you are teaching).

-Washing lines and working walls are used to show individual sections that build up to a whole text, which are a mixture of the teacher's and children's work.


writing outcome.



-Children should be taught how to present their work in different ways and decorate as appropriate – creativity should be encouraged and shared.

-Publishing may be taught in the Literacy lessons or on an afternoon in replace of a non-foundation subject as writing is our key priority.


-The paper should be cut to fit neatly in books and where possible, children's work should be displayed in the classroom and around the school.

Written Outcome		Teaching Points	Learning journey across unit – Collect (word) connect (sentence) Create (edit and improve/ written outcome / reflection and evaluation)	KPI/ PI Links
Fiction	X	<b>Key vocabulary from Appendix 1:</b>  apparent lightning aggressive physical conscious sacrifice desperate soldier determined stomach familiar variety  <b>Sentence types:</b> Simile sentence - <i>My heart was beating so fast, it both felt and sounded like a runaway steam train getting faster and faster by the second.</i> Metaphor sentence – <i>The forest was a prison</i> 3 ed sentence – <i>Agitated, terrified, worried, I looked around.</i> Emotion word (comma) sentence - <i>Nervous, I sat waiting for my horse and the guards, who were going to accompany me on my mission.</i> The more, the more sentence - <i>The more anxious I became, the more my hands began to tremble.</i> Use of ellipses - <i>There was no escape...</i> Rule of three sentences - Alliteration - <i>I felt the cold, smooth gem with my slightly sweaty fingers</i>  <b>Organisation and Structure:</b> - Paragraph describing the setting before the characters enter the scene. - Paragraph to describe characters that enter. - Paragraphs to describe the action and reported dialogue that takes place.	Ponder and predict. Chn to stick in picture of the front cover of Eragon and create questions, thoughts and predictions based on the image in front of them. Chn to write those ideas around the picture. Working in kagan teams.  <b>Collect</b> - WAGOLL, read and rip, identify key features of diary entry. Identify (in WAGOLL) sentence types. Children to choose sentences that they think are effective and explain why. Children to have a go at creating their own similar sentence.  <b>Paragraph 1 –</b> <b>Collect</b> - In the camp. Arya’s emotions using adjectives and show not tell sentences (actions to show emotions). <b>Connect</b> - Teaching different sentence lengths for effect e.g. short sentences to create impact and rule of three to create pace and tension. Then teach sentence structures that are used for description (personification, metaphors, similes). <b>Create</b> - Draft paragraph 1, including the sentence types and vocabulary taught. Also, vocab off checklist.  <b>Paragraph 2 –</b> <b>Collect</b> - Collect vocabulary to describe the forest setting – A3 pictures of a dark forest on tables, possible video clips. Chn to use a thesaurus/ descriptosaurus and implement sentence structures taught previously. Using 5 senses to create a word bank to describe the forest/ Arya’s surroundings as she goes into forest. Character’s emotions (using show not tell, actions). <b>Connect</b> - Teach brackets/dashes/commas – chn to begin writing sentences using them along with descriptive sentences and emotion sentences. Consider what main character may say to guards. Touch upon DAD. <b>Create</b> - Draft paragraph 2 in partners using shared writing.	<b>KPIs:</b>  5.12 I can describe settings, characters and atmosphere and integrate dialogue to convey character. <i>At an inhumanly speed, I raced towards a craggy piece of granite sticking out of the ground. "Get her!" Shade barked ferociously.</i> 5.13 I can use a wide range of devices to build cohesion within paragraphs (for example then, after that, this, firstly). <i>After that, we continued to dash through the misty moonlit woods, with every minute being spent checking the pouch which held the stone that could change the world.</i> 5.16 I can ensure the consistent and correct use of tense throughout a piece of writing. <i>Every nerve in my body was telling me to turn back, but I knew that was not an option.</i> 5.22 I can use relative clauses beginning with who, which, where, when, whose or that. <i>Nervously I sat, waiting for my horse and the guards, who were going to accompany me on my mission.</i> 5.25 I can use brackets to indicate parenthesis. <i>With a slight run up (to gain momentum), I leapt onto my horse's back and off we went.</i> 5.26 I can use dashes to indicate parenthesis. 5.27 I can use commas to indicate parenthesis
Non-Fiction				
Poetry				
<b>Written Outcome:</b> Rewriting the opening prologue from Arya's point of view.  (3 – 4 weeks)				

	<p><b>Specific Genre Skills and Key features:</b>          Use of short sentences or ellipses to alter the pace of writing.          Use of dynamic similes, metaphors and verbs to give an image for the reader and use a variety of vocabulary to keep their interest.          Create tension and suspense by withholding some information.          First person, past tense.          Figurative language to describe setting and character</p>	<p><b>Paragraph 3 –</b>  <b>Collect</b> - Collect language to describe the Shade and the urgals in kagen teams.  <b>Connect</b> -Teach relative clauses – focusing on who, where, which and linking to character description.          Teach cohesion/cohesive links in and across paragraphs.          Look at fronted adverbials (time, place and manner).          Varied sentence lengths to create panic and tension. Children to look at the effect on the reader.  <b>Create</b> - Draft paragraph 3, either independently or in partners.</p>	<p><b>PIs:</b>          5.5 I can use dictionaries to check the spelling and meaning of words.          5.6 I can use a thesaurus accurately to up level vocabulary choices.          5.11 I can consider how authors have developed characters and settings in narratives by reading, listening to and watching performances.</p>
<p><b>Audience:</b></p> <p>Mrs Rudd, who loves this story.</p>		<p>Reflection/ peer or self – assessment lesson. Children to be given a grid that breaks down each paragraph and what they need. Opportunity to go back and revisit paragraphs and see what they might be able to include or edit or improve. Also, a chance to see what they’ve done well. – Peer comments, feedback and feedforward comments on their partner’s work.</p>	<p>5.14 I can use a wide range of devices to build cohesion across paragraphs (for example using adverbials of time, place, number or tense choices).</p>
<p><b>Purpose:</b></p> <p>To entertain</p> 		<p>Final draft. Writing all three paragraphs (plus improvements from reflection lesson).</p> <p><b>Create</b> - Publishing work.</p>	<p>5.18 I can proof-read for spelling and punctuation errors.</p>

Written Outcome		Vocabulary/ Sentence types	Learning journey across unit – Collect (word) connect (sentence) Create (edit and improve/ written outcome)	KPI/ PI Links
Fiction		<b>Key vocabulary from Appendix 1:</b>  achieve            identity average            individual community        muscle definite            marvellous determined        opportunity equip                physical  <b>Sentence types:</b> HAND - However, Although, Nevertheless, Despite (Fronted Adverbials and Cohesion) <b>Nevertheless, of all of his life changing events, this was to be his pinnacle challenge.</b> Noun, who/which/where sentence Description, which + simile sentence Name - adjective pair - sentence Some; others – Higher – <b>Some believe Eragon will become a fantastic dragon rider; others are wary.</b>  <b>Organisation and Structure:</b> Paragraph 1 – Eragon’s upbringing Paragraph 2 – Life-changing events Paragraph 3 – Eragon’s greatest battle  <b>Specific Genre Skills and Key features:</b> Third person Past, present and future tense Subheadings / Heading Factual language Paragraphs Formal tone Topic sentences - signposting what each	<b>Collect</b> – Reading and ripping WAGOLL. Identifying sentence types, KPIs and PIs taught in previous unit and language. Also, focusing on the effect of the vocabulary. Identifying key features (i.e. person, tense, sub-headings), finding an example from the WAGOLL and explaining why it is needed. Collect language to describe Eragon, particularly his personality. Ordering events of Eragon using a timeline and key words and phrases. Collect key vocabulary and information about each sub-heading by brainstorming.  <b>Connect</b> - Teach modal verbs and adverbs to indicate possibility – children to refer to the WAGOLL, identify them and create their own sentences. Create detailed sentences using information collected when brainstorming – sentences can contain brackets, dashes, commas and relative clauses (drawing on previous unit of work).  <b>Create</b> - Develop paragraph one with a focus on cohesive links within paragraphs. Construct paragraph two using shared writing. Focus on implementing cohesive links, relative clauses and a bracket/dash/comma where appropriate. Children to then use flap marking to improve their combined piece of work after receiving feedback.  <b>Collect</b> - Children to watch the final clip of Eragon where he battles with the Shade. Make notes about the battle using bullet points and key words. Comment on the character’s actions and emotions.  <b>Create</b> - Develop the final paragraph using notes from previous lesson. Children to work in mixed ability partners, sharing ideas and trying to implement the sentence types and features taught prior. Draft three paragraphs – editing and improving the paragraph they received most feedback on or feel they can improve the most. Gallery critique – children to read each other’s drafts and post it note	<b>KPI’s:</b>  5.20 I can use modal verbs to indicate degrees of possibility (for example, might, should, will, must). <b>...who he later discovers will have an everlasting impact on his life.</b>  5.21 I can use adverbs to indicate degrees of possibility (for example, perhaps, surely).  5.13 I can use a wide range of devices to build cohesion within paragraphs (for example then, after that, this, firstly). <b>Furthermore, he possesses a rare and phenomenal magical ability when he meets an unlikely creature.</b>  5.16 I can ensure the consistent and correct use of tense throughout a piece of writing. <b>Eragon refers to him as his brother as they have grown up with one another.</b>  5.22 I can use relative clauses beginning with who, which, where, when, whose or that. <b>Unfortunately, he had been a victim of the merciless Shade’s henchmen, who were on the hunt for the dragon and its rider.</b>  5.25 I can use brackets to indicate parenthesis. <b>Eragon (who is fifteen years of age) lives on a farm.</b>
Non-Fiction	X			
Poetry				
<b>Written Outcome</b>				
A Biography of Eragon (3 weeks)				
<b>Audience:</b>				
The People of Alagaesia				
<b>Purpose:</b>				
To inform				
 				

	<p>paragraph would be about</p>	<p>what they liked about their partner's work.</p> <p>Publish their work independently.</p>	<p>5.26 I can use dashes to indicate parenthesis.  Moreover, his heartbreak would only continue after the death of his dear friend – Brom - who had taught Eragon everything he knew</p> <p>5.27 I can use commas to indicate parenthesis  Eragon, who is brave and playful, spends most of his days hunting in the Spine.</p> <p><b>PI's:</b></p> <p>5.5 I can use dictionaries to check the spelling and meaning of words.</p> <p>5.6 I can use a thesaurus accurately to up level vocabulary choices.</p> <p>5.11 I can consider how authors have developed characters and settings in narratives by reading, listening to and watching performances.</p> <p>5.14 I can use a wide range of devices to build cohesion across paragraphs (for example using adverbials of time, place, number or tense choices).</p> <p>5.18 I can proof-read for spelling and punctuation errors.</p>
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Written Outcome		Vocabulary/ Sentence types	Learning journey across unit – Collect (word) connect (sentence) Create (edit and improve/ written outcome)	KPI/ PI Links
Fiction		<p><b>Key vocabulary from Appendix 1:</b></p> <p>excellent marvellous sacrifice sincere symbol</p> <p><b>Cinquain Definition</b> A poem containing five lines, with only a few words on each line making them easy to write.</p> <p><b>Example of a cinquain poem</b> <b>Syllables, word classes, amount of words</b> Type A – Baseball / Bat cracks against / The pitch, sending it out / Over the back fence, I did it! / Home run Type B- Dinosaurs/ Lived once, / Long ago, but/ Only dust and dreams/ Remain Type C – Spaghetti/ Messy, spicy/ Slurping, sliding, falling/ Between my plate and mouth/ Delicious</p> <p><b>Organisation and Structure:</b> <b>Type A</b> – Syllables: Line 1- 2 syllables, Line 2- 4 syllables, Line 3- 6 syllables, Line 4- 8 syllables and Line 5 – 2 syllables <b>Type B</b> – Line 1 = 1 word, Line 2 = 2 words, Line 3 = 3 words, Line 4 = 4 words, Line 5 =1 word <b>Type C</b> – Word classes Line 1 = a noun, Line 2 = 2 adjectives, Line 3= 3 ‘ing’ words (verbs) Line 4= a phrase about the noun Line 5 = synonym</p>	<p><b>Collect:</b></p> <p>Children to be given a range of cinquain poems. They must investigate what they all have in common (5 lines) and what some have in common with others (word classes, same number of syllables or words on each line). Once they understand the different structures, children to sort into groups.</p> <p>Choose 3 examples (one of each type) and explain its structure using full sentences.</p> <p>Collect vocabulary about the main three characters from the story. Images of the characters and children to collect vocab about the different settings, such as the forest and the final battle.</p> <p><b>Connect:</b></p> <p>Children to choose a structure to focus on and draft a cinquain poem. – Focus on amount of words or word classes for lower ability children. Once completed, children to choose a different structure. Yellow, green and red group to have created three poems.</p> <p><b>Create:</b></p> <p>Children to peer assess each other’s work. What did they like? Was there a particular word that their partner used that was effective?</p> <p>Children to publish their three poems (two poems for blue group)</p>	<p><b>KPIs</b></p> <p>5.9 I can maintain legible, fluent handwriting when writing at efficient speed.</p> <p>5.15 I can assess the effectiveness of <b>others’</b> writing.</p> <p>5.16 I can ensure the consistent and correct use of tense throughout a piece of writing.</p> <p><b>PIs</b></p> <p>5.5 - I can use dictionaries to check the spelling and meaning of words.</p> <p>5.6 - I can use a thesaurus accurately to up level vocabulary choices.</p> <p>5.2 - I can form verbs with prefixes (for example dis-, de-, mis-, over- and re-)</p> <p>5.10 - I can use other similar writing models for my own.</p>
Non-Fiction				
Poetry	X			
<p><b>Written Outcome</b></p> <p>Children to create a cinquain poem linked to the characters in Eragon</p> <p>(1.5 weeks)</p> <p><b>Audience:</b></p> <p>The King</p> <p><b>Purpose:</b></p> <p>To entertain</p> 				



	<b>Specific Genre Skills and Key features:</b>  Counting syllables Word classes (noun, adjectives, verbs) New line = capital letter Third person Present tense		
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