



KPA & GS Year 5 English Plan Week Commencing 18th January 2021



Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>L.O. To review features of typical settings for different types of a historical story.</u></p> <p><u>L.O. To identify examples of effective description which evoke time or place.</u></p>	<p><u>L.O. retell a story in chronological order.</u></p> <p><u>L.O. To retell a story using an altered chronological order.</u></p>	<p><u>L.O. I can select and use appropriate and effective vocabulary in response to an image.</u></p> <p><u>L.O. I can use language, sentence length and structure to create atmosphere in my writing.</u></p>	<p><u>L.O. I can use punctuation to clarify meaning in complex sentences.</u></p> <p><u>L.O. I can use language, sentence length and structure to make my writing more interesting.</u></p>	<p><u>L.O. I can edit and evaluate my own writing to ensure that it makes sense and that I have used the grammar, punctuation and spelling expected.</u></p>
<p>Teaching input: Recorded video lesson English 18.01.21 Recap on last Monday's lesson – key features of historical fiction. Read p. Chapter 2 of Raven Boy by Pippa Goodhart (Chapter 1 is on the website.....) Children to listen out for small details in the text that give the writing a sense of time and place; for archaic language and other examples of historical references. Make a note what they identify in their books.</p>	<p>Teaching input: Recorded video lesson English 19.01.21 Finish reading 'The Story of the Fire of London' by reading chapters 6 and 7. Children to take notes of key information in their books. They will need this later. Check that children remember what 'chronological order means'. Complete Activity 1 then resume lesson.</p>	<p>Teaching input: Recorded video lesson 20.01.21. Revise adjectives, noun phrases and extended noun phrases. Look at images of the fire. Imagine what it would have been like to be there. Use your senses. Model writing sentences about what we see, hear, smell etc that include noun phrases and extended noun phrases. Also share ideas on creating atmosphere. Explain independent work.</p>	<p>Teaching input: Recorded video lesson 21.01.21. Revise comma use including: in lists, after fronted adverbials, to separate clauses and add additional information. Children to consider the impact of commas in their own and others' writing.</p>	<p>Teaching input: Using Day 5 'Editing session' power point. Children consider several different ways to improve their exciting writing from last week including by improving their: vocabulary choice and sentence structure, handwriting spelling and punctuation.</p>
<p>Activity: Children to use the archaic vocabulary supplied for their year group, in their own writing. Using the vocabulary for their year group, children to choose the level of writing they wish to attempt.</p>	<p>Activity 1: Children have to orally retell the story to either themselves or something or someone else in their house. When they've finished, they must list the most important things that happened in the story, in their books. Once they have their list of key events, they can restart the video.</p>	<p>Activity: Y5: Write a selection of sentences about the image, underline noun phrases and extended noun phrases. Challenge: Can they use pairs of adjectives separated by and? E.g. Tired and exhausted, cold and hungry, William trudged home.</p>	<p>Activity: In their books, children to write sentences that use commas for different purposes. Children can select the level of difficulty according to their current understanding. Y5: Commas in lists, after fronted adverbials and to separate clauses.</p>	<p>Activity: Children edit their own work at different 'stations'. Corrected work to be returned for marking.</p>

<p>Plenary: Look briefly at the writing of Samuel Pepys. Think about how this writing differs from that of modern times.</p> <p>Role play: children to practise speaking in this way with others at home.</p>	<p>Share with children that we have listed the events in chronological order but historical fiction is often written by including a ‘flashback’. Share other ideas for making the story more interesting or complex.</p> <p>Activity 2: Children use their list of key events to retell the story in their books.</p> <p>Challenge: To manipulate chronological order to include a flashback.</p> <p>Plenary: Think about what might happen next. Add a few lines to say what happened after the fire.</p>	<p>Plenary: Choose your best sentence and explain why you think that it is the best. Then find your weakest sentence and explain how you would improve it. Improve the sentence.</p> <p>Think about how you will introduce your flashback.</p>	<p>Plenary: Pupils to read their work quietly to themselves – does it sound like the punctuation is in the correct place? Edit.</p> <p>Children to check comma use/abuse in the example provided.</p>	
<p>Resources: Day 6 saved Zoom lesson; pdf of power point; pdf of archaic vocabulary (Year 5); Children’s red books. Text: Raven Boy by Pippa Goodhart p22-23</p>	<p>Resources: Day 7 saved Zoom lesson; pdf of power point; storyboards and children’s red books. Text: The Story of the Great Fire of London by Jill Atkins.</p>	<p>Resources: Day 8 saved Zoom lesson; power point of lesson; images of the Great Fire of London. Children’s red books.</p>	<p>Resources: Day 9 saved Zoom lesson. links to the text. Children’s red books.</p>	<p>Resources: Day 5 power point on editing; Exciting writing from last week Y3/4 or Y5/6 word walls Dictionary and a Thesaurus if you have one.</p>
	<p>Please send a copy of this work to your class teacher for marking.</p>			<p>Please send a copy of this work to your class teacher for marking.</p>