

Year 5/Year 6			
Unit outcomes/Aims :		NC2014 Statements:	
<p>Living biographies</p>		<p>Spoken Language</p> <p>In Years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.</p> <p>READING – Word Reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>READING – Comprehension</p> <p>Pupils should be taught to:</p> <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 ● increasing their familiarity with a <u>wide</u> range of books, including myths, legends and traditional stories 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 ● learning a wider range of poetry by heart ● preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume <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 ● drawing inferences and justifying these with evidence from the text ● 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 <p>WRITING – Transcription</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● use further prefixes and suffixes ● spell some words with 'silent' letters, ● continue to distinguish between homophones ● use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically ● use dictionaries to check the spelling and meaning of words ● use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ● use a thesaurus 	
Initial ideas	<p>Experiences/stimuli to inspire and motivate writers – quality text, moving image text, educational visit, role-play.</p> <ul style="list-style-type: none"> ● Biographies of people children may have heard of, eg David Beckham, Roald Dahl, Neil Armstrong. 		
	<p>Spoken language – speaking and listening opportunities, drama and role-play such as hot seating, group discussion and interaction.</p> <ul style="list-style-type: none"> ● Hot seating ● Question and answer session 		
	<p>Reading opportunities – word reading, reading comprehension, reading for pleasure.</p> <ul style="list-style-type: none"> ● Class story: biography 		
	<p>Writing – transcription (spelling and handwriting), composition (grammar and punctuation).</p> <ul style="list-style-type: none"> ● Consider how information about a person may be collected, organised and presented. ● Form and structure of a chronological report. ● Grammar and spelling: time connectives, paragraphing. 		
	<p>Ongoing assessment:</p> <ul style="list-style-type: none"> ● Peer/Self-assessment against success criteria created in Phase 2. ● Time to respond to marking comments. ● Guided group or individual verbal feedback from teacher. ● Toolkit/marketing ladder/ success criteria. 		
	<p>Teaching process (school's agreed way of working)</p>	<p>Learning contexts and activities (what you could do to teach each area within the phases)</p>	<p>Writing opportunities (what writing they will be doing in each phase)</p>
Specific teaching	<p>PHASE 1 – familiarisation with the text/genre:</p> <ul style="list-style-type: none"> ● Activating prior knowledge – explore focus of unit, identify intended outcome. ● Immersion – read and respond (through speaking and listening, writing, reading comprehension) to develop understanding. Read, compare and evaluate texts. Drama, role-play. ● Analysis – the big picture – structure, authorial intent (purpose and audience). Identify and comment on language features of the genre. 	<ul style="list-style-type: none"> ● Examine examples of biographical and autobiographical texts. ● Discuss why biographies are interesting to read; what can be learnt from them? ● If you were to write your own autobiography, what information would you include? ● How could you organise this logically? ● Introduce idea of a time line. ● Explore the third person recount. ● Teach the difference between direct and reported speech. Discuss which would be more often used in this type of writing. 	<ul style="list-style-type: none"> ● Make a mind map about yourself. ● Attempt to create a pen portrait about themselves, organising the information from the mind map on a time line. What do they include? How are their paragraphs/sections ordered? ● Read each other's attempts. Are they interesting? Could they be organised better?
	<p>PHASE 2 – capturing ideas:</p> <ul style="list-style-type: none"> ● Analysis – zooming in, text annotation, language features, grammar and punctuation. Practising key skills related to the genre. Extended writing opportunities using skills. ● Revisit intended outcome – purpose and audience. Create 	<ul style="list-style-type: none"> ● Imagine you are interviewing a famous person, eg sportsman, musician, historical character, etc. What sort of things would you want to find out? ● Do a hot seating activity where one person 	<ul style="list-style-type: none"> ● Using a time line, mark significant events from birth to now. ● Imagine you are talking to an older person, eg a grandparent or a great-grandparent. Think about when they were born and what significant

<p>success criteria based on texts already read.</p> <ul style="list-style-type: none"> ● Develop and collect ideas – reading, speaking and listening, drama, role-play, research, writing. ● Shaping ideas – oral and written planning. 	<p>represents a famous person. Discuss in pairs what sorts of things you would want to find out.</p> <ul style="list-style-type: none"> ● If you were to talk to an older person, what might you be able to find out about? This is called a first hand or eye witness account. Why might this be valuable? ● Talk about open, closed and supplementary questioning. 	<p>events they might have lived through. Mark these milestones onto a time line.</p> <ul style="list-style-type: none"> ● Using the writing planning sheets, work with a partner to plan questions that you would ask an older person to find out about their life and experience (early life, jobs, life after the war, music, fashions, life before TV). ● Use the planning sheets to interview an elderly person and collect information about their lives, experience and memories. 	<p>Pupils should be taught to: write legibly, fluently, with increasing speed and personal style by:</p> <ul style="list-style-type: none"> ● choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters ● choosing the writing implement that is best suited for a task (e.g. quick notes, letters). <p>WRITING – Composition</p> <p>Pupils should be taught to: 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 they 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 ● précisising longer passages ● using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader (e.g. 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 grammar, vocabulary 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 ● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>PHASE3 – writing:</p> <ul style="list-style-type: none"> ● Revisit intended outcome – recap structural and language features identified in Phases 1 and 2. ● Writing process – draft – proof-read for mistakes in spelling/punctuation – edit to improve meaning for reader – present/share – reflect. 	<ul style="list-style-type: none"> ● Identify form, tense, layout and chronological structure of texts and begin to create a marking ladder or success criteria list that identifies features of this type of text. ● Look again at the original biographical texts. Discuss how the information collected from the interviews could be presented. Features include: passport style, profile, chronological prose, paragraphs/chapters, headings and sub-headings. ● Model use of the passive voice. Model an example of writing in the third person, past tense with both reported and direct speech. 	<ul style="list-style-type: none"> ● Revisit their original pen portrait: in the light of their subsequent learning, discuss how they plan to increase the detail and organisation of their next piece of writing. ● Draft written piece using information gathered. Ensure that for a biographical style, write in third person, past tense, reported speech. Some children may find it helpful to use the given writing scaffolds or sheets. ● Edit and improve with a partner. 	<p>WRITING – Grammar & Punctuation</p> <p>Pupils should be taught to: develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> ● recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive ● using the passive voice to affect the presentation of information in a sentence ● using expanded noun phrases to convey complicated information concisely ● using modal verbs or adverbs to indicate degrees of possibility ● using relative clauses beginning with <i>who, which, where, why, whose, that</i> or with an implied relative pronoun ● 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>PHASE 4 – presentation:</p> <ul style="list-style-type: none"> ● Share writing with whole class, in assembly and/or to parents. ● Role-play. 	<ul style="list-style-type: none"> ● Present information in a variety of ways: displays, books, reading, and possibly revisit interviewees to share the outcomes. ● Reflect as a group on what they have learnt from the experience, both in terms of writing but also what they now know about an older generation. 	<ul style="list-style-type: none"> ● Children may wish to read out their written pieces for an audience and to share what they personally felt they obtained from the experience. ● Alternatively, display the work on 'living' biographies and invite the interviewees into school to see it. 	<p>WRITING – Grammar & Punctuation</p> <p>Pupils should be taught to: develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> ● recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive ● using the passive voice to affect the presentation of information in a sentence ● using expanded noun phrases to convey complicated information concisely ● using modal verbs or adverbs to indicate degrees of possibility ● using relative clauses beginning with <i>who, which, where, why, whose, that</i> or with an implied relative pronoun ● 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