

Text - 'Goodnight Mr Tom'		
<p>Written Outcomes</p> <ul style="list-style-type: none"> Letters (emotive writing) Wartime diary entries Descriptive piece - settings/house Trip link - Eden Camp Biographies <p>Planned Oracy Opportunities:</p> <ul style="list-style-type: none"> Hot seating of characters Debate on pros/cons of evacuation Comparisons of reactions of characters 	<p>Reading</p> <ul style="list-style-type: none"> Ensure that pupils are confident with their inferences about key characters e.g. Mr Tom Ensure all Domains are taught Ensure that pupils are encouraged to work out any unfamiliar words When reading with, or to pupils, ensure that they continue to pay attention to new vocabulary - both a word's meaning(s) and its correct pronunciation <p>Ensure that pupil draw out meaning and explanation To understand the meaning of new words they meet</p> <p>New vocab in book - pre-teach: blitz, rationing, concentration camp, allies, evacuee, evacuation (to be done first so that all chn can access/understand the book)</p> <p>Comprehension</p> <ul style="list-style-type: none"> Explain and discuss their understanding of what they have read, including through formal presentations and Debates, maintaining a focus on the topic under discussion Opportunities to predict, question, clarify, summarise, infer and activate prior knowledge <ul style="list-style-type: none"> Explain in simple terms what they have read Ask questions to improve their understanding of what they have read Provide reasoned justifications for their views. <p>Grammar and punctuation</p> <ul style="list-style-type: none"> Using parenthesis in writing (commas, brackets and dashes) Recognising vocabulary and structures that are appropriate for type of writing Use fronted adverbials with increasing consistency Extending the range of sentences with more than one clause by using a wider range of conjunctions e.g. <i>when, if, because, although, meanwhile, eventually, after, before, in particular, especially, significantly, indeed, notably, whereas, alternatively</i> Simple and compound sentences Simple, compound and complex sentences Simple, compound, complex sentences also to include a higher level of punctuation (use of the dash for parenthesis) 	<p>Prior learning checklist for writing:</p> <p>Use one or more clause by using a wider range of conjunctions e.g. <i>when, if, because, although, so</i></p> <p>Paragraphs organised around a theme</p> <p>Wide range of fronted adverbials</p> <p>Some use of commas for clauses</p> <p>Use of a wide range of subordinating conjunctions: <i>although, however, nevertheless, despite, as well as, even though, since.</i></p>
<p>Writing Process:</p> <ul style="list-style-type: none"> Book talk Planning Drafting Sharing Evaluating Revising Editing Publishing 	<p>Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Plan their writing by: Use adventurous and wide-ranging vocabulary and the language of complaint and persuasion Sequence ideas into cohesive paragraphs Use a clear structure to organise their poetry Use a simple writing frame to support/organise letters <p>Spelling - No-Nonsense Spelling Links:</p> <ul style="list-style-type: none"> To use independent spelling strategies To build a bank of useful adventurous vocabulary - class list Knowledge of Y5/6 words (and Y3/4 words) Suffixes - <i>ible and able</i> 	<p>Cross Curricular Links:</p> <ul style="list-style-type: none"> ✓ Link to history - 'Behind Enemy Lines' ✓ Art - poppy fields, the Blitz -pastels of London skyline ✓ Geography - location, landmarks, plotting maps, countries involved ✓ PSHCE ✓ DT - baking, rationed foods