

Goodnight Mr Tom		
<p>Written Outcomes</p> <ul style="list-style-type: none"> • Letters to mum • Mr. Tom's diary • 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 • 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>Composition 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>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>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 food 	

