

**MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS**

LITERACY HALF TERM PLANNING : Spring 2023 1<sup>st</sup> half term

CLASS : Shamrocks YR 5/6 Mrs Holmes

WEEK	Key learning objectives and sequence of learning	Links to Mantle Story	Grammar Punctuation	Learning Outcomes and cross curricular links
WEEK 1	<p><i>Bank Holiday / PD day</i>  <i>THURS – Topic/Literacy intro. Look at a photo of evacu a platform – create mind-map of questions/observation</i>  <i>FRIDAY - Introduce class novel (Goodnight Mr Tom)</i></p>			History WW2
WEEK 2  9/1/23	<p><i>Diary Writing</i></p> <p><i>Character Profile (thoughts/feelings/actions)</i>  <i>Day 1 : Look at images of Tom and Willie, think back to Chapter 1.</i>  <i>Mind-map words to describe each character’s appearance, character/personality, actions.</i>  <i>Thesaurus thinking – find alternative adjectives/adverbs.</i>  <i>Mind-map</i>  <i>Write a character profile for Mr Tom based on Chapter Modelled Text (William)</i>  <i>Day 2 : WAGOLL (William’s diary finding out he’s being evacuated)</i></p> <ul style="list-style-type: none"> <li>• Date and/or time diary was written</li> <li>• First Person</li> <li>• Personal tone/informal language</li> <li>• Past tense</li> <li>• Chronological order</li> <li>• Paragraphs</li> <li>• Personal emotions/feelings</li> <li>• Show not tell feelings</li> <li>• Descriptive verbs, adverbs, adjectives</li> </ul> <p><i>Day 3 : Guided Write (William’s diary - meeting Mr Tom)</i>  <i>Modelled write first two paragraphs of a diary entry</i>  <i>Revise: Purposefully switch between first and third person, ask what you’ve done wrong, correct as a class.</i>  <i>Teach: Sentence stacking</i></p> <ul style="list-style-type: none"> <li>• <i>Past progressive verb form</i></li> <li>• <i>‘When’ adverbial phrase/prepositional phrase</i></li> </ul>	<p>Drama linked to class text – hot seating William (evacuee) and Mr Tom (host)</p> <p>MOE – Evacuee role play (freeze framing thoughts, feelings, how they show these)</p>	<p><b>Paragraphs</b>            Paragraphs are used in writing to <b>introduce new</b> pieces of information.</p> <p>Paragraphs help readers to enjoy what has been written because they <b>break text up</b> into easy-to-read sections.</p> <ul style="list-style-type: none"> <li>• All the sentences within a paragraph should be about the <b>same person, place, time or topic.</b></li> <li>• When the person, place, time or topic <b>changes</b>, you should <b>start a new paragraph.</b></li> <li>• Every <b>new paragraph</b> should start on a <b>new line.</b></li> </ul> <p>Specific/descriptive verbs, adverbs, adjectives</p> <p>First person</p> <p>‘When’ adverbial phrase/prepositional phrase e.g. Next day, the coach party headed off to the zoo</p> <p>Precise/powerful verbs</p> <p>Question tag (rhetorical question)</p> <p>Exclamation</p> <p>Past progressive verb form</p> <p>Begin with subordinating clause e.g. As the rain pelted down, Jane ran through the street.</p>	<p>History WW2</p> <p>To empathise with characters (evacuees and host families WW2)</p> <p>To write from a certain character’s point of view</p> <p>Understand conventions of diary writing</p>

	<ul style="list-style-type: none"> <li>• <i>Begin with an 'ed' ending verb e.g. Embarrassed by the marks, I quickly pulled up my socks and turned away.</i></li> </ul> <p><i>Pupils to write their own version</i>  <i>Day 4: Modelled write final three paragraphs of diary e including concluding paragraph</i>  Teach: Sentence stacking</p> <ul style="list-style-type: none"> <li>• Precise/powerful verbs</li> <li>• Question tag (rhetorical question)</li> <li>• Exclamation</li> </ul> <p><i>Pupils to write their own versions</i>  Day 5: Edit and improve diary entries  Model editing own version on the board  Peer editing</p>		<p>Begin with an 'ed' ending verb e.g. Mortified by what the teacher did, Alice left the class.</p>	
<p>WEEK 3 16/1/23</p>	<p><b>Diary Entry – Mr Tom meeting William</b>  <i>Day 1 : Share good examples of William diary entries – discuss what makes it a good one, things that could make it even better.</i>  <i>Writings on the wall – as a class collect vocabulary to describe Tom's thoughts, feelings, actions on the day he met Willie. Shared thesaurus thinking. Plan paragraphs for entry.</i>  <i>Day 2 : Write diary opening.</i>  <i>Day 3 : Continue writing diary entry – complete concluding paragraph</i>  <i>Day 4: Self editing of diary entry</i>  <i>Day 5: Final write up of Diary entry</i></p> <ul style="list-style-type: none"> <li>• Date and/or time diary was written</li> <li>• First Person</li> <li>• Personal tone/informal language</li> <li>• Past tense</li> <li>• Chronological order</li> <li>• Paragraphs</li> <li>• Personal emotions/feelings</li> <li>• Show not tell feelings</li> <li>• Descriptive verbs, adverbs, adjectives</li> </ul>		<p><b>Paragraphs</b></p> <p>Specific/descriptive verbs, adverbs, adjectives</p> <p>First person</p> <p>'When' adverbial phrase/prepositional phrase e.g. Next day, the coach party headed off to the zoo</p> <p>Precise/powerful verbs</p> <p>Question tag (rhetorical question)</p> <p>Exclamation</p> <p>Past progressive verb form</p> <p>Begin with subordinating clause e.g. As the rain pelted down, Jane ran through the street.</p> <p>Begin with an 'ed' ending verb e.g. Mortified by what the teacher did, Alice left the class.</p>	<p>History WW2</p> <p>Host family diary entry</p> <p>In History create evacuee diary entries for Birkenhead to Oswestry evacuees in the style of Flossie Bright (My Secret War Diaries) using knowledge from Literacy lessons</p>

<p>WEEK 4 23/1/23</p>	<p><i>Informal Letter Writing</i></p> <p><b>Setting Descriptions</b> Use descriptive language Compare the countryside and the city using all five senses to describe the different settings. Revise and use figurative language within descriptions.</p> <p><i>WAGOLL – letter from William’s mother to William</i></p> <p>The sender's address The date Appropriate greeting First person form Informal tone Cohesive paragraphs Sender’s name or signature at the end</p> <p><i>Highlight and annotate key features as a class</i></p> <p><i>Guided Write – Letter from Mr Tom to William’s mother</i> <i>Collecting key vocabulary – thoughts, feelings, topics to questions to ask (thesaurus thinking)</i> <i>Model writing letter</i> <i>Teach: Sentence stacking</i> Relative clauses/pronouns.</p> <ul style="list-style-type: none"> <li>• A range of conjunctions</li> <li>• Parenthesis.</li> <li>• Cohesive devices (within paragraphs)</li> <li>• Organisational devices.</li> <li>• Informal tone</li> </ul> <p><i>Modelled edit and peer edit letters</i></p>		<p><b>Cohesion in paragraphs</b></p> <p>The term '<b>cohesive devices</b>' using <u>conjunctions</u>, <u>connectives</u>, <u>adverbials</u> and <u>pronouns</u> used to <b>link the parts of a piece of writing</b>.</p> <p>Specific informal language/vocabulary to show a good awareness of the reader.</p> <p>Relative clauses/pronouns.</p> <p>Parenthesis.</p>	<p>History WW2</p> <p>To identify and use informal language.</p> <p>To use parenthesis effectively</p> <p>To use a range of clause structures (subordinate/relative)</p>
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<p>WEEK 5 30/1/23</p>	<p><i>Independent write – Letter from William to his mother</i></p> <p><i>Collect key vocabulary – thoughts, feelings, topics to discuss questions to ask (thesaurus thinking)</i></p> <p><i>Plan letter – topic for each paragraph</i> <i>Independently write letter</i> <i>Independently edit letters</i></p> <p><i>Final write up of letter on ‘aged’ paper</i></p>		<p><b>Cohesion in paragraphs</b></p> <p><b>Improving a text to make it more cohesive – improving own letters</b></p>	<p>History WW2</p> <p>Linking to Goodnight Mister Tom and studying a range of age appropriate letters, will allow pupils to produce a well written, historically accurate informal letter</p> <p>History links: What was ‘V Mail’ and why was it created during WWII? Did all letters look the same and include the same information? Why do you think this was the case?</p>
<p>WEEK 6 6/2/23</p>	<p>Suspense Writing – Using dialogue to deepen Characterisation and move action on</p> <p>Modelled and Guided Write</p>		<p>Speech punctuation: Using speech to deepen characterisation and move action on</p> <p><b>Direct speech</b></p> <ul style="list-style-type: none"> <li>• Inverted commas (speech marks) go before and after direct speech. They surround what was said by the speaker.</li> </ul> <p><b>Punctuating direct speech</b></p> <ul style="list-style-type: none"> <li>• A new speaker needs a new line.</li> <li>• You should use a capital letter at the start of each piece of speech.</li> </ul>	<p>History WW2</p>

			<ul style="list-style-type: none"> <li>• Punctuation (question marks, full stops and exclamation marks) go inside the inverted commas.</li> <li>• If the person who is speaking is named before the speech, you must use a comma before the first set of inverted commas.</li> </ul> <p><b>Using synonyms for said</b></p>	
WEEK 7 13/2/23	<p>Suspense Writing – Using dialogue to deepen Characterisation and move action on</p> <p>Independent write</p>		<p>Speech punctuation : Using speech to deepen characterisation and move action on</p> <p><b>Direct speech</b></p> <ul style="list-style-type: none"> <li>• Inverted commas (speech marks) go before and after direct speech. They surround what was said by the speaker.</li> </ul> <p><b>Punctuating direct speech</b></p> <ul style="list-style-type: none"> <li>• A new speaker needs a new line.</li> <li>• You should use a capital letter at the start of each piece of speech.</li> <li>• Punctuation (question marks, full stops and exclamation marks) go inside the inverted commas.</li> <li>• If the person who is speaking is named before the speech, you must use a comma before the first set of inverted commas.</li> </ul> <p><b>Using synonyms for said</b></p>	History WW2
HALF TERM 20 <sup>th</sup> Feb				