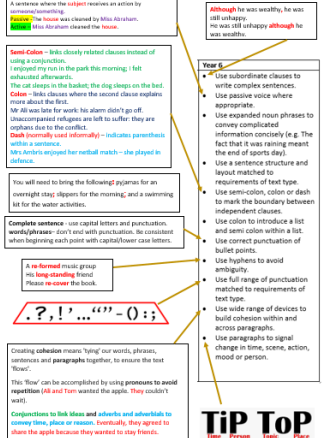


MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING : Spring 2023 2nd half term

CLASS : Shamrocks Year 5/6 Mrs Holmes

WEEK	Key learning objectives and sequence of learning	Grammar Punctuation	Learning Outcomes and cross curricular links
<p>WEEK 1 27/2/23</p>	<p>Cross-curricular Topic Writing – WW2 Evacuation Information Text Analysing a range of WAGOLLS – creating a success criteria list (what to include in our own information text) Researching and planning our information text – note taking</p>	<p>Researching using credible sources Note taking Headings Sub-headings Introductory paragraph Factual paragraphs Using phrases to show cause and effect Concluding statement</p>	<p>History WW2</p>
<p>WEEK 2 6/3/23</p>	<p>YEAR 5 IN ARTHOG Analysing Year 6 Expected Writing Level exemplar – Editing and improving Working Towards Writing Level exemplar Annotate with examples Year 6 writing framework for the expected standard Annotate exemplar of Expected Standard writing using the writing framework criteria Collaboratively edit and improve a working towards exemplar to make it meet the expected standard Independently re-write own version of the working towards narrative at an expected level</p>		<p>SATs prep</p>
<p>WEEK 3 13/3/23</p>	<p><i>Explanation text: How volcanoes are formed. How volcanoes erupt. How earthquakes occur.</i> <i>Analyse example text key features - WAGOLL</i> <i>Practise sentence types</i> <i>Cause and effect conjunctions</i> Writing an explanation text (modelled) How volcanoes erupt Writing subject paragraphs – <ul style="list-style-type: none"> • chronological order with time connectives • facts and evidence • title, introduction, paragraphs • Labelled diagrams/illustrations • formal tone / impersonal language • present tense Model editing and improving. Shared edit and improve.</p>	<ul style="list-style-type: none"> • Title explaining what the text is about (starting with How or Why) • Opening paragraph • Chronological order (time conjunctions) • Stages of the process clearly broken down (cohesion) • Present tense • Impersonal tone • Technical vocabulary • Labelled diagrams/illustrations • Cause and effect conjunctions e.g.as a result of, because, consequently, due to, on account of, as a consequence, this causes • Passive voice • Final paragraph 	<p>Geography</p>

<p>WEEK 4 20/3/23</p>	<p>Writing an explanation text (independent) <i>Research / make notes and plan own explanation How an earthquake is caused</i> Completing first draft of earthquake explanation text Editing, improving and re-drafting – setting out final piece Adding labelled diagrams/illustrations</p>	<p>As above</p>	<p>Geography</p>
<p>WEEK 5 27/3/23</p>	<p>ASSESSMENT WEEK <i>Reading assessments this week MONDAY / TUESDAY</i></p>	<p>NO WRITING – ASSESSMENT WEEK / SCIENCE INVESTIGATION WEEK</p>	
<p>EASTER HOLS</p>			