		12.11.18	19.11.18	26.11.16	3.12.18	10.12.18	17.12.18
Genre Features	Wb 5.11 Continuing phase 2 and 3 from end of term 1 (balancing dialogue and description)	Explanation text Purpose: To inform the audience by presenting factual information in a clear format. To entertain the audience by making the information interesting. Structure: Opening contains a general classification, eg Sparrows are birds. Technical classification (optional), eg Their Latin name is… Description of the phenomenon, including some or all of its: - qualities, eg Birds have feathers. - parts and their function, eg The beak is… - habits/behaviour or uses, eg They nest in… Language Features: Present tense Non chronological Information from a range of resources. Clearly presented and may include data presented visually. Relate to the reader with comments and questions.		persuasion **Purpose** To inform and persuade the reader to make a decision on a particular topic Structure: Address the audience, introduce yourself. Introduce the problem. Explain your argument. Cover both sides of the argument. Leave the most persuasive point until last. Summarise. Assume the reader will act. 1. Open with a statement of the issue being addressed 2. State your position on the issue 3. Main body of text contains arguments that are elaborated with reasons and evidence – has which so, quotes 4. Structure the text by using phrases and words like; some believe that…, it is certain that…, I am sure that…, surely…, firstly, secondly, finally 5. To link ideas within the text use words such as; consequently, therefore, so, moreover, because, 6. Decide while planning the order of arguments- end with strongest argument 7. conclude with a summary and expectation of the reader Language Features: Rhetorical questions. Formal language where appropriate. Bullet points. Exaggeration. Facts and statistics. Groups of three. Personal pronouns. Second person. Alliteration. Repetition. Emotive language. Modal verbs. Adverbs to indicate possibility. Quotations with correct punctuation.			Free verse poetry **Purpose** Free verse is a literary device that can be defined as poetry that is free from limitations of regular meter or rhythm and does not rhyme with fixed forms. Such poems are without rhythms and rhyme schemes; do not follow regular rhyme scheme rules and still provide artistic expression. In this way, the poet can give his own shape to a poem how he/she desires. However, it still allows poets to use alliteration, rhyme, cadences or rhythms to get the effects that they consider are suitable for the piece. The poet attempts to describe his/her subject with language that shows, not tells. For example, instead of writing " We had so much fun today.", the poet would write "They wore smiles all the way home." The idea being that a grinning face is more descriptive of the fun they had. It also leaves a stronger impression with the reader. Free verse poetry tries to capture images , convey meaning ,or emotions through the use of lyrical phrases that will get the poet's message across without a lot of telling. Free verse poets use figurative language devices such as metaphors, similes, and personification to create these phrases. Structure: There is a 'flow' to the writing, sometimes following patterns of natural speech. Free verse is commonly used in contemporary poetry. Some poets have taken this technique as a freedom from rhythm and rhyme because it changes the mind of people whimsically. Therefore, free verse is also called vers libre. The best thing about free verse is that poets can imagine the forms of any sound through the intonations instead of meters. Free verse gives a greater freedom for choosing words and conveying their meanings to the audience. Since it depends upon patterned elements like sounds, phrases, sentences and words, it is free of artificiality of a typical poetic expression. Free verse does not have a set pattern of rhyme or rhythm. There are no rules about line length in free verse. You try to keep the words that belong together on the same line, but, sometimes the poet will break these words if he/she wants to create a visual shape to support the poem's message, or feeling that the poet wishes the reader to experience. The poet may wish to put special emphasis on a word he/she has used so he will that word a line to itself, or place it on the next line so the reader notices it or is surprised by the poet's use of the word . Often a poet will end a line because it feels right to him/her to do so. The poet chooses the length of each line and the length of the poem according to the message, or feeling he/she wishes to communicate to his/her reader. When free verse is read aloud the reader can hear the rhythm of the words that the poet has used in his/her poem. Think of it as spoken music. Language Features: Free verse poems have no regular meter and rhythm. They do not follow a proper rhyme scheme as such; these poems do not have any set rules. This type of poem is based on normal pauses and natural rhythmical phrases as compared to the artificial constraints of normal poetry.
Grammar focus		using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using a colon to introduce a list punctuating bullet points consistently		21. Use embedded clauses e.g. Tom, although he was terrified, crept through the forest. 25. Distinguish between the language of speech and writing and develop formal language structures for different text types e.g. using modal verbs to indicate possibility within persuasion (It could be argued that…)			20. Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. Gnarled fingers stretched out from the tree's trunk. Like Hercules, his strength was well known. 26. Use commas accurately to demarcate clauses in complex sentences e.g. stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive.

			26. Use commas accurately to demarcate clauses in complex sentences e.g. stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive. 27. Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. The doctor seemed satisfied with the operation, he said 'she'll be fine,' and that he was confident a full recovery would be made.	
ARE and National curriculum objectives		1.Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations) 3. Identify the audience and purpose for their writing and select the appropriate form e.g. a historical narrative; a discussion in RE; notes for a debate in geography 9. Modify and control the use of non-fiction language features e.g. use of modal verbs in discussion; precise description and technical vocabulary 10. Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue; using bullet points, tables and charts	**Writing** 3. Identify the audience and purpose for their writing and select the appropriate form e.g. a historical narrative; a discussion in RE; notes for a debate in geography 8. Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect 9. Modify and control the use of non-fiction language features e.g. use of modal verbs in discussion; precise description and technical vocabulary 18. Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly 19. Indicate degrees of possibility through the use of modal verbs e.g. should, could, may, must **Reading** 7. Discuss their understanding of both texts they have read independently and those read to them (see range) 8. Explain and develop their own views and build effectively on those of others 12. Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't	**Writing** 3. Identify the audience and purpose for their writing and select the appropriate form e.g. a historical narrative; a discussion in RE; notes for a debate in geography 7. Write free verse poetry of increasing complexity, with a specific purpose e.g. narrative poems; poetry to provoke empathy in the reader or make them think about an issue 8. Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect 13. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within paragraphs; modals, clauses 14. Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations

		11. Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives 16. Use expanded noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path, avoiding the traps beneath his feet. The South China Sea contains numerous shrimp, croaker and large shoals of tuna. 17. Use precise phrases and vocabulary e.g. The beetle scuttled. Tom uttered his response reluctantly. 'Where will the ceremony be held?' Tom enquired	pack; he leaves his favourite toy behind on purpose and he's always nervous 13. Justify inferences and views with a variety of references from across the text 14. Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue 15. Explain their thinking through making reference to key details e.g. quoting from the text 16. Independently devise key questions and identify themes to research e.g. pollution, recycling 17. Use skimming and scanning to locate information efficiently across a range of sources 18. Identify the structural conventions of non-fiction in relation to the text type (see range) 19. Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument 20. Distinguish between fact and opinion 21. Make notes from several sources to gather information 22. Explore and use their own techniques to make notes 23. Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica 24. Use notes to support presentations and debates	15. Perform their own writing using appropriate intonation, volume and movement 17. Use precise phrases and vocabulary e.g. The beetle scuttled. Tom uttered his response reluctantly. 'Where will the ceremony be held?' Tom enquired.

Reading

2. Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes)

7. Discuss their understanding of both texts they have read independently and those read to them (see range)

8. Explain and develop their own views and build effectively on those of others

9. Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII

10. Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences?

12. Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous

13. Justify inferences and views with a variety of references from across the text |

				5. Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness
				14. Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue
				15. Explain their thinking through making reference to key details e.g. quoting from the text
				19. Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument