



Suggested Breakdown of Non-Fiction Text Blocks

This is based on a 2 week block

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

Immerse 3-4 days

This is when the children get to see and engage with different examples of the text type.

They will be using a lot of Speaking and Listening skills, such as following instructions (verbal and written), verbally explaining how to do specific tasks, recounting about a trip or event in/out of school, looking at different texts to find out information on a topic (maybe one from their Science, History, Geography, DT or RE work).

Telling their partner/group/class interesting information they have found.

Role playing persuading another group/person to do something they want to do, or change their mind to come to agreement on a specific question.

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorms, mind maps etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

Analyse 1-2 days

This is the time to identify the key features of the text type through discussion and text marking.

Looking at lots of different examples and drawing up charts and tables to decide as a group/class which are the most effective layouts, giving considered reasons for this and talking about how to improve weaker examples.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.





Genres		Possible Texts
Year 5 Autumn	<ul style="list-style-type: none">• Novels and Stories by Significant Children's Authors• Legends• Instruction	<p>Novels and Stories by Significant Children's Authors</p> <p>Voices in the Park – Anthony Browne Into The Forest – Anthony Browne The Tunnel – Anthony Browne The Nine Lives of Montezuma – Michael Morpurgo Shadow – Michael Morpurgo War Horse – Michael Morpurgo The Wolves of Willoughby Chase – Joan Aiken A Necklace Of Raindrops – Joan Aiken Lost and Found – Oliver Jeffers The Great Paper Caper – Oliver Jeffers The Heart and the Bottle – Oliver Jeffers The Unforgotten Coat – Frank Cottrell Boyce To Be a Cat – Matt Haig The Arrival – Shaun Tan</p> <p>Legends http://myths.e2bn.org/ Beowulf – Michael Morpurgo Sir Gawain and the Green Knight – Michael Morpurgo Arthur High King of Britain – Michael Morpurgo</p> <p>Instruction Recipes and board games are good to use to evaluate the effectiveness and improve them. http://www.bbc.co.uk/bitesize/ks2/english/writing/instructions/read/1/ below are links to a story and activities for writing instructions on a healthy lunch box http://www.foodafactoflife.org.uk/Activity.aspx?siteId=15&sectionId=64&contentId=56 http://www.youtube.com/watch?v=eACqBFrW0N8&feature=c4-overview-vl&list=PL3328110583BDCEB7</p>





Year 5 Statutory Requirements

Reading	Writing	Vocabulary, Grammar and punctuation	Spelling	Speaking and Listening
<p>Word Reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">maintain positive attitudes to reading and understanding of what they read by:continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooksreading books that are structured in different ways and reading for a range of purposesincreasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditionsrecommending books that they have read to their peers, giving reasons for their choicesidentifying and discussing themes and conventions in and across a wide range of writingmaking comparisons within and across books	<p>Spelling (see Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">use further prefixes and suffixes and understand the guidelines for adding themspell some words with 'silent' letters, e.g. knight, psalm, solemncontinue to distinguish between homophones and other words which are often confuseduse knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1use dictionaries to check the spelling and meaning of wordsuse the first three or four letters of a word to check spelling, meaning or both of these in a dictionaryuse a thesaurus. <p>Handwriting and Presentation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">write legibly, fluently and with increasing speed by:choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">develop their understanding of the concepts set out in English Appendix 2 by:recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive formsusing passive verbs to affect the presentation of information in a sentenceusing the perfect form of verbs to mark relationships of time and causeusing expanded noun phrases to convey complicated information conciselyusing modal verbs or adverbs to indicate degrees of possibilityusing relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronounlearning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none">using commas to clarify meaning or avoid ambiguity in writingusing hyphens to avoid ambiguityusing brackets, dashes or commas to indicate parenthesisusing semi-colons, colons or dashes to mark boundaries between independent clauses	<p>Endings which sound like /fəs/ spelt -cious or -tious</p> <p>Endings which sound like /fəl/</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ancy</p> <p>Words ending in -able and -ible</p> <p>Adding suffixes beginning with</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">listen and respond appropriately to adults and their peersask relevant questions to extend their understanding and knowledgeuse relevant strategies to build their vocabularyarticulate and justify answers, arguments and opinionsgive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsmaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsuse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasspeak audibly and fluently with an increasing command of Standard Englishparticipate in discussions, presentations, performances, role play, improvisations and debatesgain, maintain and monitor the interest of the listener(s)



Traditional Stories Statutory Requirements

Reading – comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them

Writing-Composition

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify (for example, the blue butterfly)
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing

Terminology

noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma



Strategies to Immerse Children in a Text Type

The following approaches are really effective in developing children's responses to a text type through developing their vocabulary, drama skills, speaking and listening, rehearsal and oral retelling. If captured, this will lead to application of these skills in their written presentation at the end of the text type block.

Storyboards

Put 6-8 pictures from a story onto A3 landscape format (3x2 or 4x2). If these are laminated they can be re-used throughout the block/by another class or year group. Try to build these up over the year/school so they can become a resource for colleagues to dip into or use for blocks of work. They can also be used in reading for pleasure sessions as a visual text.

Pre-telling the story is using the storyboard before having read the story. This can be a quick or longer strategy depending on how you want to use it. The children can orally tell the story, add notes on post-its to stick onto their storyboard or develop sentences/paragraphs to write their own version of the story. If a complete story is written it is really good to compare this to the original text.

Re-telling the story is using the storyboard to prompt after reading story to the children.

Storyboards are an effective and efficient way of using the same resource to differentiate. When the children are using the storyboard, they can have challenging prompts focusing on language structure, vocabulary or punctuation appropriate to their next steps e.g. one group focuses on using conjunctions and, then, because; another group has adverbs to include; another group has to use fronted adverbial phrases.

Role on the Wall

A character outline is shared with the children (A4, A3 or life-size-draw round one of your children on wallpaper). The children then describe what the character looks like on the outside of the outline and what the character feels on the inside. This can be used at different points in a story to allow the children to consider how feelings of characters can change during a story.

Barrier Game

Before seeing a setting or character the teacher describes what it or they look like and the children have to draw their interpretation. The focus is on the accuracy of the words used by the describer and the listening skills of the drawer, rather than the drawing ability of the children. This can also be done in pairs with one child being the describer and the other the drawer.

Babble Gabble

This is a fun, frenetic way of getting the children to summarise the key points of a story/section of a story. After hearing part or all of a story the children work in pairs. First child has 1 minute to retell the story. Second child then retells story in 30 seconds. First child then retells in 15 seconds. Second child then has 10 seconds. As the time shortens you will notice a speeding up of talking and more use of gestures in the retelling.

