



## St. Gabriel's Catholic Primary School English Medium Term Plan

Year: 5

Class: CJ

Term: Autumn

Teacher: Mrs C. Johnson

### Narrative Unit 1 - Novels and Stories by Significant Children's Authors

#### Overview

- Read and compare stories by significant children's authors. Include at least one serialised class novel and draw on children's wider reading for examples.
- Map and compare story structure in different stories. Compare story openings.
- Explore aspects of an author's style, for example themes, settings, typical characters. Make links with children's own reading habits and preferences. Look at different ways of presenting characters, for example dialogue, action, description, and discuss response.
- Explore meaning of text through prediction, visualisation and empathy with characters.
- Develop particular aspects of written narrative: experiment with story openings; write new scenes or characters into a familiar story in the style of the author; organise scenes using paragraphs effectively.

N.B. The serialised class novel in this unit (*The Time Travelling Cat and the Tudor Treasure*, by Julia Jarman) will link with our history topic on The Tudors and will also link to Poetry Unit 1: Poetic style. Therefore Narrative Unit 1 and Poetry Unit 1 will run concurrently.

Phase	Learning Objectives	Texts	Pupil Activities	Cross curricular links	Weeks
<p>Phase 3</p> <p>Explore the idea of a 'significant author' by collecting information about an author. Draw on children's own responses, survey popularity in the class or school and collect background information. Children work collaboratively in groups to research an author of their choice and make a presentation to the class.</p>	<p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>• Plan and manage a group task over time using different levels of planning</li> <li>• Understand different ways to take the lead and support others in groups</li> <li>• Understand the process of decision making</li> </ul> <p><b>12. Presentation</b></p> <ul style="list-style-type: none"> <li>• Adapt handwriting for specific purposes, for example printing, use of italics</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Time Travelling Cat and The Tudor Treasure</i> by Julia Jarman (serialised class novel)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Unit and discuss children's understanding of significant authors.</li> <li>• Introduce class novel and author: Julia Jarman. Discuss whether any of the children are already familiar with her books. Look at website as whole class <a href="http://www.juliajarman.com">www.juliajarman.com</a></li> <li>• Begin reading class novel.</li> <li>• Discuss other significant authors.</li> <li>• Children work in small groups to research and produce a fact-file on a significant author for display.</li> </ul>	<ul style="list-style-type: none"> <li>• Class novel links with History Tudor topic.</li> <li>• ICT skills used in researching and presenting fact-file on an author.</li> <li>• Maths - children will be using data-handling skills to collate data of favourite significant authors and represent data on graphs, using ICT.</li> </ul>	<p>Weeks 1 &amp; 2</p>
<p><b>Phase 3 Learning outcome</b> (some children will require more support to achieve outcome and some children will exceed expected outcome):</p> <ul style="list-style-type: none"> <li>• Children can work effectively as part of a group to research a significant author and make a presentation to the class.</li> </ul>					

Phase	Learning Objectives	Texts & Resources	Pupil Activities	Cross curricular links	Weeks
<p><b>Phase 1</b> Read stories by a significant children's author including a serialised class novel. Children express their response with reference to other books they have read by the same author. Visualise setting, make predictions about plot and note story structure. Compare story openings and experiment with different types of opening.</p>	<p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Infer writers' perspectives from what is written and what is implied</li> <li>• Compare different types of narrative and information texts and identify how they are structured</li> <li>• Explore how writers use language for comic and dramatic effects</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Reflect on reading habits and preferences</li> <li>• Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Experiment with different narrative forms and styles to write their own stories</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Time Travelling Cat and The Tudor Treasure</i> by Julia Jarman (serialised class novel)</li> <li>• <i>Toothie and Cat</i> by Gene Kemp (<i>Literacy World</i> Textbook, Big Book A &amp; PCM Sheets from Unit 1 Literacy World)</li> <li>• <i>The Hobbit</i> by J. R. R. Tolkien (Letts Literacy)</li> <li>• <i>Reading and Language Skills Book</i> (Literacy World)</li> <li>• Opening extracts from a number of novels by other significant authors.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss children's response to novel so far. How does it compare to others they've read by the same author? How does it compare to other novels they've read with a historical theme? (Reader Response Sheet PCM G1 LW)</li> <li>• Look in detail at story opening and what techniques the author uses to engage the reader and set the scene for the story.</li> <li>• Explore and compare different ways to create story openings.</li> <li>• Explore metaphors, similes, synonyms and verb tenses to improve writing in story openings and create dramatic effect (see Unit 1 PCMs from Literacy World).</li> <li>• Discuss common cat theme in class novel and <i>Toothie and Cat</i>.</li> <li>• Children experiment with writing their own opening to the novel, using a different technique.</li> <li>• Discuss with the children their predictions for the plot.</li> <li>• Begin to map story structure and discuss with children what a basic story structure needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Class novel links with History Tudor topic.</li> </ul>	<p><b>Week 3 &amp; 4</b></p>
<p><b>Phase 1 Learning outcomes (some children will require more support to achieve outcomes and some children will exceed expected outcomes):</b></p> <ul style="list-style-type: none"> <li>• Most children can express their opinion of a story and can visualise a setting and make predictions about events that might happen there.</li> </ul>					

Phase	Learning Objectives	Texts & Resources	Pupil Activities	Cross curricular links	Weeks
<p><b>Phase 2</b> Explore aspects of an author's style by comparing themes, settings and characters in different stories. Focus on characterisation and make inferences about the author's perspective on a particular character. Review conventions of dialogue: what it reveals about plot or character. Write a new scene for a story in the style of the author.</p>	<p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>Punctuate sentences accurately, including using speech marks and apostrophes</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Experiment with different narrative forms and styles to write their own stories</li> </ul>	<ul style="list-style-type: none"> <li><i>The Time Travelling Cat and The Tudor Treasure</i> by Julia Jarman (serialised class novel)</li> <li><i>Writer's Handbook Unit 1 - Characterisation.</i></li> <li>LW PCMs</li> <li><i>Reading and Language Skills Book</i> (Literacy World)</li> <li><i>Developing Literacy Sentence Level</i></li> <li><i>Grammar for Writing</i></li> </ul>	<ul style="list-style-type: none"> <li>Continue to map story structure of class novel, as plot unfolds.</li> <li>Explore and discuss theme in class novel: animal testing/cruelty to animals.</li> <li>Class debate to discuss pros and cons of animal testing.</li> <li>Conscience Alley &amp; Hot Seating - explore Topher's mix of emotions in the novel regarding animal rights protests and activists.</li> <li>Discuss how Topher is portrayed in the novel.</li> <li>Children write a character description of Topher, using their knowledge of the text so far.</li> <li>Look at how speech can reveal information/give clues about characters and plot.</li> <li>Review with children how direct speech and dialogue is set out and punctuated, including use of speech marks, commas and adverbs.</li> <li>Look at how indirect/reported speech is written.</li> <li>Paired and independent tasks on direct and reported speech.</li> <li>Review paragraphing and use of connectives with children (Grammar for Writing).</li> <li>Talk for writing ideas and activities - verbal/oral rehearsal of new scenes.</li> <li>Children plan and write a new scene for the story, after the bomb explosion cliffhanger.</li> <li>Children share and read their new scenes out loud.</li> </ul>	<ul style="list-style-type: none"> <li>Link to Poetry Unit 1: Poetic Style. Children writing free verse poems based on theme of animal cruelty/animals in captivity - Links to Tudor topic e.g. treatment of cats as witch familiars in novel, bear baiting and bull rings in Tudor times.</li> <li>Also links to guided reading text <i>Very Best Friend</i> i.e. character's relationship with animals.</li> </ul>	<p><b>Week 5 &amp; 6</b></p>
<p><b>Phase 2 Learning outcomes (some children will require more support to achieve outcomes and some children will exceed expected outcomes):</b></p> <ul style="list-style-type: none"> <li>Most children can talk about the distinctive features of an author's style by referring to characters, themes, settings or use of language.</li> <li>Most children can write a new scene for a story in the style of the author. They can organise the scene into a sequence of paragraphs.</li> </ul>					

**N.B. Weeks 7 & 8 will be spent teaching Poetry Unit 1: Poetic Style, to fit in with Phase 3 of Narrative Unit 1 (see cross-curricular links column above and Poetry Unit 1 plans).**

Phase	Learning Objectives	Texts & Resources	Pupil Activities	Cross curricular links	Weeks
<p><b>Phase 4</b> Write a new story inspired by a favourite book or author. Include elements based on reading, for example an interesting story opening or language used to create a particular comic or dramatic effect. Vary the length of sentences to achieve particular effects.</p>	<p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Experiment with different narrative forms and styles to write their own stories</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>• Adapt sentence construction to different text types, purposes and readers.</li> </ul> <p><b>12. Presentation</b></p> <ul style="list-style-type: none"> <li>• Adapt handwriting for specific purposes, for example printing, use of italics</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Time Travelling Cat and The Tudor Treasure</i> by Julia Jarman (serialised class novel)</li> <li>• <i>Grammar for Writing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at complex and simple sentences with children (Grammar for Writing)</li> <li>• Group, paired and independent activities on constructing simple and complex sentences.</li> <li>• Children plan, draft and write their own version of a Time Travelling cat adventure based on a Tudor theme.</li> <li>• Talk for writing ideas and activities - verbal/oral rehearsal of stories.</li> <li>• Discuss success criteria with children and review work on story openings, characterisation and sentence level work covered.</li> <li>• Children read and share their finished stories out loud.</li> </ul>	<ul style="list-style-type: none"> <li>• Class novel links with History Tudor topic.</li> </ul>	<p><b>Week 9 &amp; 10</b></p>

**Phase 4 Learning outcome (some children will require more support to achieve outcome and some children will exceed expected outcome):**

- Most children can write a complete story with a sequence of events arranged into paragraphs, linked with a range of connectives and varying sentence length.

**Strand 6. Word Structure and Spelling** will be taught discretely through daily spelling sessions and word level lessons where appropriate, following *Support for Spelling* and *KS2 Spelling Bank*.

Autumn Term Objectives:

- To spell unstressed vowels in polysyllabic words.
- To group and classify words according to their spelling patterns and their meanings.

N.B. During the Autumn Term, curriculum time will be used for termly assessments (1 week), educational visits and a History Focus Day as well as preparation for the Christmas Carol Service towards the end of term. Any remaining time at the end of the term will be used to revisit or complete unfinished work.