

Learning Wall content available from day one for the block e.g WAGOLL, visual representations, etc							
Year group/class:5	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level)			Plenary
				C	B	A	
Monday	Endings which sound like 'shul'	<p>LO - To recognise links between characters to give a greater understanding of plot</p> <p>Success Criteria</p> <ol style="list-style-type: none"> 1. Retrieve information from a text 2. Explain links between characters 3. Summarise characters from a novel 	<p>Grammar starter - Types of sentence: question, exclamation, statement, command</p> <p>Read chptrs 2 and 3, using VIPER sheets to prompt questioning.</p> <p>Model how to create a relationship map. Pupils to do this collaboratively and then replicate in their own books explaining the links they have made</p>	<p>Chapter 2 VIPERS questions:</p> <p>Vocabulary What is an 'indignity'? Why does Malkin consider it an indignity to be chased through the woods? What word means abandoned on Page 29? Find a word on Page 33 that shows that the bullet hit Malkin. Infer Why does Malkin need to keep moving? Why couldn't Malkin swim across the river? Why is Malkin so determined to escape the man? Predict At the end of the chapter, predict if the men will catch up with Malkin. Explain How does Peter Bunzl show that Malkin is determined in this chapter? Explain how Bunzl uses the weather to aid telling the story. Retrieve What is the weather like? What type of dogs are chasing Malkin? Where was Malkin shot? Which village does Malkin arrive into?</p> <p>Chapter 3 VIPERS questions:</p> <p>Vocabulary Find a word on Page 38 that is synonymous with 'bottom'. What might a 'mechanimal' be? How did you figure this out from the word? Which word on Page 40 means 'dangerously'? Infer What do you think wakes Robert up? How can you tell Robert loves airships? Why doesn't Robert believe the fox would be reading the sign? How did Robert identify that the fox was a mechanimal? Why do you think Robert gives the men the wrong directions? Why did Malkin not move? Predict At the winding key on Page 42, predict if the men will come back. Explain Explain how Bunzl makes the men looking for Malkin seem scary. Retrieve Which new character is introduced in this chapter? What might stop Robert from going up in an airship? What does Robert see out of his window? What did Robert find scary about the men?</p>			<p>What impression do you get of Malkin? Summarise his character into one word and then explain your choice of word.</p>

				Why doesn't Robert point exactly at his shop? What is the name of Robert's da? Why is Robert not a very good apprentice? Summarise What first impression do you get of Robert in this chapter? Pick one word and explain your reasons for choosing it.			
Tuesday	Endings which sound like 'shul'	LO - To recognise links between characters to give a greater understanding of plot Success Criteria 4. Retrieve information from a text 5. Explain links between characters 6. Summarise characters from a novel	Grammar starter - Types of sentence: question, exclamation, statement, command Summarise chapters 2 and 3 together as a class. Highlight all of the different characters we have come across so far. Model how to make a relationship map and show with the first main characters how to make links. Children to use a double page spread in their books to create relationship map.	In table group with teacher support, create a relationship map on sugar paper. To be photographed and stuck into books.	In table groups, children make a relationship map of the characters.	In table groups, children make a relationship map of the characters. Can they make links between the characters and how they are all interconnected?	What have we found out? Has there been any interesting links?
Wednesday	Endings which sound like 'shul'	LO - To recognise links between characters to give a greater understanding of plot Success Criteria 1. Retrieve information from a text 2. Explain links between characters 3. Summarise characters from a novel	Grammar starter - Use relative clauses beginning with, who, which, where, when whose that or an omitted relative pronoun Summarise chapters 2 and 3 together as a class. Highlight all of the different characters we have come across so far. Model how to make a relationship map and show with the first main characters how to make links. Children to use a double page spread in their books to create relationship map.	Continue with relationship map work from yesterday and replicate in English books.	Continue with relationship map work from yesterday and replicate in English books.	Continue with relationship map work from yesterday and replicate in English books.	Share future predictions in light of today's work.

Thursday	Endings which sound like 'shul'	<p>LO – TO use VIPERS to create questions to check comprehension</p> <ol style="list-style-type: none"> 1. Create close ended questions based on VIPERS 2. Create open ended questions based on VIPERS 3. Use evidence from the text to answer comprehension questions 	<p>Grammar starter - Use relative clauses beginning with, who, which, where, when whose that or an omitted relative pronoun</p> <p>Read chapter 4 with VIPER sheet, concentrating on the vocabulary in particular but not the writing opportunity. Get pupils to write a paragraph as to why Lily has to leave school.</p>	<p>With teacher support, Use Vipers sheet to come up with own questions based on chapter 4.</p>	<p>In pairs, Use Vipers sheet to come up with own questions based on chapter 4.</p>	<p>Independently, Use Vipers sheet to come up with own questions based on chapter 4.</p>	<p>Pupils to predict what might happen when they get to London</p>
Friday	Endings which sound like 'shul'	<p>LO – To recognise features of a newspaper report</p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Retrieve, record and present information from non-fiction texts 2. Discuss and evaluate how writers present information 3. Consider the impact of the structure of a text on the reader 	<p>Grammar starter - verb prefixes</p> <p>Read chapter 5 using viper sheets and picking up on vocabulary</p> <p>Look at features of newspaper reports – look through powerpoint presentation.</p> <p>Give children example newspaper reports that they have to look through and create a checklist of features that need to be included. Pupils to plan, draft, edit and produce a clean copy of a newspaper report of John Hartman's disappearance</p> <p>Create checklist of features that children can refer to when planning and drafting their newspaper report.</p>	<p>In mixed ability groups, children are to look through newspaper reports and create a checklist on WOWO boards to feedback to the rest of the class after main activity.</p>	<p>n mixed ability groups, children are to look through newspaper reports and create a checklist on WOWO boards to feedback to the rest of the class after main activity.</p>	<p>n mixed ability groups, children are to look through newspaper reports and create a checklist on WOWO boards to feedback to the rest of the class after main activity.</p>	<p>Feedback to rest of the class the checklist</p> <p>Devise a whole class checklist to refer to when planning and drafting newspaper report.</p>

<p>Monday</p>	<p>Endings which sound like 'shul'</p>	<p>LO – To write using direct and reported speech Success Criteria</p> <ol style="list-style-type: none"> To understand the difference between reported and direct speech To be able to punctuate direct and reported speech accurately To be able to write longer stretches of writing using direct and reported speech 	<p>Grammar starter - Accurately punctuating speech marks</p> <p>Make quick list of alternative words for said from homework.</p> <p>Read a newspaper report (https://dera.ioe.ac.uk/4930/4/nls_y5booster_newsrecount.pdf)</p> <p>Use role-play to demonstrate conversion of direct speech into reported speech.</p>	<p>Changing reported speech in to direct speech</p>	<p>Change reported speech in to direct speech and vice versa.</p>	<p>Change reported speech in to direct speech and vice versa and write longer stretches including reported and direct speech.</p>	<p>What have we learned today? Key tips for punctuating direct speech that can go on our working wall.</p>
<p>Tuesday</p>	<p>Endings which sound like 'shul'</p>	<p>LO – Use well chosen phrases and vocabulary to engage the reader</p> <p>Success criteria</p> <ol style="list-style-type: none"> Write consistently in the past tense Use relative clauses beginning with who, which, where, when whose that or an omitted relative pronoun Use brackets, dashes or commas to indicate parenthesis. 	<p>Grammar starter - Accurately punctuating speech marks</p> <p>This week we have looked at the way a newspaper report is set out. We have also looked at how reporters show what people they have interviewed have said, either by using direct speech or by using reported speech. Today you are going to quick write your own report. I'll start you off, and then you will finish the report.</p> <p>What is the purpose of recount text? Take suggestions and list the different aspects of recount text as a reference for the children. How is it structured? Highlighting key points The opening paragraph sets the scene. Then we have the events in chronological order, or an order where they follow naturally from one to another. Finally comes the closing statement to round things off. We are going to write about a flood in this area. This is how our flood reports will start: Teacher scribes first few sentences (adapt to suit own local circumstances) 'The heavy rains of last night made rush-hour traffic come to a standstill this morning when the road under the railway</p>	<p>Support the focus group in its planning and guide the pupils in the composition of their reports</p>	<p>Children stick in teacher example and carry on writing the report using tick list as support</p>	<p>Children stick in teacher example and carry on writing the report using tick list as support.</p>	<p>Choose children to read their next two paragraphs. Give praise Evaluation and pointers for improvement.</p> <p>Choose children to read their closing statements.</p> <p>Give improvement notes.</p>

			<p>bridge on South End Lane flooded. Hundreds of commuters were late for work when they were re-routed to avoid the 50cm-deep water that had gathered under the bridge. 'Police officer Perkins, in charge of the diversions, said, "We are doing our best to keep the traffic moving, but delays are inevitable." He warned motorists not to try driving under the bridge as they might damage their engines.'</p> <p>The opening of the report could be prepared in advance on strips of paper to be pasted into the pupils' books. Then the reports would be complete without the children having to spend time copying before they started their own writing.</p>				
Wednesday	Endings which sound like 'shul'	<p>LO – To plan a newspaper report</p> <ol style="list-style-type: none"> 1. Draft and write by using devices to build cohesion. 2. Plan by identifying the audience for and purpose of the writing. 3. Draft and write by selecting appropriate grammar and vocabulary 	<p>Grammar starter - Use brackets, dashes or commas to indicate parenthesis.</p> <p>Pupils to plan, draft, edit and produce a clean copy of a newspaper report of John Hartman's disappearance</p> <p>Model how to write a newspaper report about the disappearance of John Hartman. Ask children what type of language features they would expect to see Model how to include these in their writing.</p>	<p>With newspaper checklist prompt. Children to plan their newspaper report. CT to work closely with these children.</p>	Children to plan their newspaper report.	<p>Children to plan their newspaper report.</p> <p>Include key language features that they want to include in their writing too.</p>	<p>Look at each other's plans. Are you happy with your own? Would you like to add anything to it#?</p>
Thursday	Endings which sound like 'shul'	<p>LO – To draft a newspaper report</p> <p>Draft and write by using devices to build cohesion.</p> <p>Plan by identifying the audience for and purpose of the writing.</p> <p>Draft and write by</p>	<p>Grammar starter - Use brackets, dashes or commas to indicate parenthesis.</p> <p>Pupils to plan, draft, edit and produce a clean copy of a newspaper report of John Hartman's disappearance</p> <p>Children to write for an extended period of time to write their newspaper report. Discuss the 5 w's when writing to ensure that they include all of the key information.</p>	<p>Children to write newspaper report using checklist devised as a class.</p>	<p>Children to write newspaper report using checklist devised as a class.</p>	<p>Children to write newspaper report using checklist devised as a class.</p>	<p>Read writing aloud to a partner</p>

		selecting appropriate grammar and vocabulary					
Friday	Endings which sound like 'shul'	<p>LO – To edit a newspaper report</p> <ol style="list-style-type: none"> 1. Evaluate and edit by assessing the effectiveness of his/her own and others' writing 2. Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing 3. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Grammar starter - Link ideas across paragraphs using adverbials of time</p> <p>Pupils to plan, draft, edit and produce a clean copy of a newspaper report of John Hartman's disappearance</p> <p>Ask children to read out their newspaper reports allowed to their partner. This will hopefully emphasise the need to edit. Show editing checklist and model to children with a short extract how to edit.</p>	Edit writing with teacher support. Use editing writing checklist to support.	Peer assess with partner and edit writing.	Peer assess with partner and edit writing.	Choose some children to read newspaper report to the rest of the class. Class to report back things they like and things that could be improved.