

## Spring Term Overview YEAR 5 – English

### Spring Term Book(s) – Goodnight Mister Tom

Topic– Writing a Balanced Argument		Guide Time = 3 weeks
<b>Assessment:</b>	<p>Ongoing writing assessment using the statutory end of year assessment grids as a guide.            For this unit, there will be a focus on ...</p> <ul style="list-style-type: none"> <li>• Write for a range of purposes and audiences</li> <li>• Use paragraphs and some other organisational and presentational devices to structure their writing.</li> </ul>	<p><b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <li>• Opening paragraph will introduce the theme of the balanced argument and give background information.</li> <li>• Concluding paragraph will review the argument and possibly give a personal viewpoint on the argument.</li> <li>• Paragraphs arguing ‘for’ the question being debated.</li> <li>• Paragraphs arguing ‘against’ the question being debated.</li> <li>• Third person is the use of the pronouns he, she, it, they etc.</li> <li>• Past tense places an action or state of being in past time.</li> <li>• Formal tone – created through carefully chosen sentences structures and vocabulary</li> <li>• Cause and effect conjunctions to explain the impact and result of different actions (e.g. As a result, consequently, Because of this...).</li> <li>• Reinforcing conjunctions to add another point to the argument (e.g. Furthermore, moreover, in addition...)</li> <li>• Contrasting conjunctions to write an opposing viewpoint (eg. However, on the other hand, in contrast...)</li> <li>• Fronted adverbials are words or phrases at the start of a sentence to modify the main clause.</li> <li>• Parenthesis a word or phrase inserted as an explanation or afterthought, using ( ) , , - -</li> <li>• Varied sentence structures - change how you build sentences to create interest and aid cohesion.</li> </ul>
<b>Links to prior learning (sequencing)</b>	<p>This unit will build on LKS2 skills as well as those introduced in Year 4:</p> <ul style="list-style-type: none"> <li>• Use of fronted adverbials and correct use of the comma</li> <li>• Use of subordinating conjunctions</li> <li>• Use of paragraphing</li> </ul> <p>Children may or may not have read and written balanced arguments before during key stage 2, so ascertaining prior knowledge and skills in this area will be key to pitching lessons at the correct level for your class.</p>	
<b>Links to other learning (cross fertilisation)</b>	<p>Children will be reading the canon book 'Goodnight Mister Tom' and learning about World War 2 and evacuation in History over the term. Reading for Purpose and Productivity lessons will also have some resources that link to World War 2 and evacuation.</p> <p><u>Modern Britain: How has WWII shaped modern day life in Britain?</u>  <u>Culture: How did evacuation affect the British culture? How did people live their lives differently? Did any of the cultural changes last beyond the war?</u>  <u>The World Beyond Us: If there was to be a future world war, would evacuation processes be similar or do you think it would be different?</u>  <u>The World Around Us: What impact has evacuation had on the world around us? What evidence is there still today that Britain went through the war all those years ago?</u>  <u>Healthy Bodies, Healthy Minds:</u></p>	

	<p>What impact did evacuation have on the mental health of children?          How were other people such as parents and host families affected?          What mental health issues are explored in 'Goodnight Mr Tom'?</p> <p><u>Technology in Action:</u> How did advancements in transport aid the evacuation process? How has communication technology advanced since the war and what impact would that have on the evacuation process?</p>	<ul style="list-style-type: none"> <li>• Themed, cohesive paragraphs ensure the ideas all fit well together and flow logically.</li> <li>• Relative clauses are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which.</li> <li>• Facts and statistics are used to support an argument with evidence.</li> </ul>
<b>Links to future learning</b>	<p>Children will write a narrative piece in the Spring Term based on the Blitz, evacuees and the reading canon book, 'Goodnight Mister Tom' to further develop their understanding of the era in history.</p>	<p>Coverage of the above VIPs will depend both on the lesson within the teaching sequence and the prior knowledge of the children, ascertained by frequent AfL.</p>
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	<p>Through debating the pros and cons of evacuation, children will gain an understanding of how the decisions the government made had such an impact on people's lives, allowing opportunities to discuss citizenship issues and democracy.</p> <p>Children should be given the opportunity to practise speaking and listening skills through holding live debates of the points raised in their balanced arguments.</p> <p>A question and answer session with an MP to discuss citizenship issues, interviewing a WW2 veteran, living history actors with WW2 artefacts. This would all link effectively with our themes of 'Culture' and 'Modern Britain'.</p>	<p><b>Fat Questions:</b></p> <p>Rank the top three reasons that you think evacuation went ahead and justify your choices.</p> <p>Who might have been affected the most if evacuation had not have happened and why?</p> <p>Why is it important to debate issues rather than just accept one person's viewpoint?</p>

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Phase 1: Reading and analysing	<p>To identify the key features of a balanced argument</p> <p>To analyse, compare and evaluate different balanced arguments.</p>	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	<p><u>Genre specific:</u>            Evacuation            Evacuee            Travel            Train            Coach            Transport            Government            Decision            Host family            Suitcase            Nation            National            Countryside            Separated            Siblings            Scheme            Assembled            Identity card</p> <p>Ensure WAGOLs contain suitably challenging vocabulary for y5/6 (See WAGOLs on Trust shared).</p> <p>Y5/6 Statutory spelling list word mats</p>	<p><u>GD:</u> Have access to WAGOLs of balanced arguments that have more challenging vocabulary in them and where vocab and grammar structures have been used purposefully and effectively to create the formal tone.</p> <p>Ensure that they can identify the effect different literary devices have on the reader and why the authors chose to use them where they did.</p> <p>Compare, evaluate and rank 3 or more balanced arguments with detailed justifications.</p> <p><u>SEND:</u> Use texts with language that is accessible for their reading ability.</p>	<p>That an argument is always one sided. Children may need it emphasising that 'balanced' means you will argue both points of view.</p> <p>Some children may think that 'argument' means that you are angry or shouting.</p>	<p><u>To identify the key features of a balanced argument</u></p> <p>Read two or more balanced argument (WAGOLs on Trust drive) and discuss what a balanced argument is, identifying its key text features. Create a VIP list to help write their own balanced argument.</p> <p><b>Deepen the Moments:</b> Explain why balanced arguments are more effective written in a formal rather than informal tone.</p> <p><u>To compare and evaluate different balanced argument</u></p> <p>Use the VIP list created last lesson to analyse and compare several different balanced argument, identifying the strengths areas for development of each one.</p> <p><b>Deepen the Moments:</b> Use your VIP list to edit and improve a section of the least effective argument you have read so that it meets more of the VIPs.</p>

				Compare and evaluate two or more balanced arguments.		
Phase 2: Planning and gathering ideas	<p>To research and make notes about the evacuation process.</p> <p>To explore the different viewpoints and emotions people would have had about evacuation through drama.</p> <p>To make notes on the various reasons for and against evacuation.</p> <p>To create a detailed plan for a balanced argument about evacuation.</p>	Noting and developing initial ideas, drawing on reading and research where necessary.	<p>Y5/6 Statutory spelling list word mats</p> <p>Balanced arguments Vocabulary banks and sentence opener banks (see Trust shared)</p>	<p>GD: Children use their VIP list to ensure that they have planned opportunities to meet all the identified features. Have opportunities to discuss and debate the points on their plan and use the language of debate.</p> <p>GD peer coaching to challenge and improve each other's plans. Thesaurus work.</p> <p>SEND: Children use word banks to support. Possible use of small group planning to enable discussion of ideas as support.</p>	<p>Children may have heard debates which have run away with themselves and in which the vocabulary and sentence structures lack formality. Ensure that in verbal debates, the children aim to keep the level of formality and may even use sentence opener sheets to support them (e.g. On the other hand, many others would argue that...)</p>	<p><u>To research and make notes about the evacuation process.</u></p> <p>Use a selection of video links, texts, laptops, tablets etc. to research what the evacuation process was and allow the children to write notes.</p> <p><b>Deepen the moment:</b> Why is it important for us to research evacuation before we write our balanced argument? Give two or more reasons.</p> <p><u>To explore the different viewpoints and emotions people would have had about evacuation through drama.</u></p> <p>Provide the children with different photo resources and scenarios linked to evacuation to allow them to explore the thoughts and feelings of different people and the impact evacuation would have on their lives. Allow time for drama activities such as hot-seating, interviewing or freeze-frames.</p> <p><b>Deepen the moment:</b> From the characters you explored today, who do you feel the most sympathy for and why?</p> <p><u>To make notes on the various reasons for and against evacuation.</u></p> <p>Model how to use the children's factual notes about evacuation, combined with</p>

						<p>their ideas from the drama activities to annotate the 'for' and 'against' sections of their plan. Model how to support points made with evidence in their notes.</p> <p><b>Deepen the moment:</b> Is it possible for a person in World War 2 to be both for AND against evacuation? Explain with examples.</p> <p><u>To create a detailed plan for a balanced argument about evacuation.</u></p> <p>Model to children how to complete the planning format that they started yesterday so that they have detailed notes for all the paragraphs, including the opening and concluding paragraph. Also provide opportunities to review the VIPs and plan opportunities to meet all the criteria.</p> <p><b>Deepen the moment:</b> Why is the concluding paragraph so important in a balanced argument? Suggest several reasons why.</p>
Phase 3: Drafting	<p>To draft the opening to my balanced argument.</p> <p>To draft the 'for' paragraph of my balanced argument</p> <p>To draft the 'against' paragraph</p>	<p>(Recap)          Parenthesis (brackets, commas, dashes)</p> <p>Formal vocabulary choices</p> <p>Cohesion (across paragraphs/fronted adverbials –</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Balanced argument          Vocabulary banks and sentence opener banks (see Trust shared)</p>	<p>GD: Children to use the VIP lists to continuously assess progress towards the key features throughout the drafting process. Children to have discussions as guided GD groups or 1:1 on Y5 GD skills such as parenthesis, complex sentence</p>	<p>Children can sometimes try to write a lot in one sitting if they are excited about their ideas, but the quality can wane the further through they get.</p> <p>Aim to write a section a lesson but not continue to the</p>	<p><u>To draft the opening to my balanced argument.</u></p> <p><u>To draft the 'for' paragraph of my balanced argument</u></p> <p><u>To draft the 'against' paragraph of my balanced argument</u></p> <p><u>To draft the conclusion of my balanced argument.</u></p>

	<p>of my balanced argument</p> <p>To draft the conclusion of my balanced argument.</p>	<p>making appropriate choices)</p>		<p>structures, relative clauses and achieving formality.</p> <p>SEND: Children to have opportunities to discuss ideas before writing. Possible peer coaching opportunities. Use of vocabulary banks and sentence openers to support. Some may prefer to draft on ICT to aid the editing process.</p>	<p>next section until they have checked and edited. Use the WAGOLLs to model expectations of quality and amount.</p>	<p>The activities for the above lessons should include careful analysis of the WAGOLLs on Trust shared and regular references to the planning format the children created. SPAG elements for whole class teaching should be identified through AFL from the class teacher.</p> <p><b>Possible Deepen the Moments:</b>          What conclusion do you expect someone will draw about evacuation after reading your balanced argument? Which side of the debate do you favour: for or against evacuation, and why? What techniques have used in your writing to develop the formal tone?</p>
Phase 4: Editing	<p>To edit my balanced argument for spelling, punctuation and grammar.</p> <p>To edit my balanced argument to include all the VIPs.</p>	<p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Balanced argument Vocabulary banks and sentence opener banks (see Trust shared)</p>	<p>GD: Children to coach and support each other in achieving all the VIPs. Teachers to model Y5 GD skills such as parenthesis, complex sentence structures, relative clauses and achieving formality.. Discuss how effectively each other has used the devices.</p> <p>SEND: Ensure that SEND children spend a suitable amount of time editing 'the basics' – sentence structure and basic SPAG elements before attempting to</p>	<p>Careful modelling of how to edit and even practising editing on a WABOLL (a poor version) is needed before children can do this to their own work.</p> <p>Children often read through or around their own errors, so coaching and peer work can be effective to not only support but hold each other to account.</p> <p>Ensure children have checklists they can use to support the</p>	<p><u>To edit my balanced argument for spelling, punctuation and grammar.</u></p> <p>Children should have the editing process modelled to them using a WABOLL. This may be done as a separate SPAG lesson to allow this lesson for applying those skills to their own text.</p> <p><b>Deepen the moment:</b> Why is it important to edit the 'basics' of sentence structure, punctuation and grammar before the more complex writing skills?</p> <p><u>To edit my balanced argument to include all the VIPs</u></p> <p>Once children have addressed editing the sentence basics from yesterday, they should edit to enhance their text so that it meets all the VIPs. AFL will determine which VIPs need further modelling for your class.</p>

				enhance their texts with more complex devices.	editing process (See Trust shared)	<b>Deepen the moment:</b> Explain what cohesion is and give examples of how you have achieved cohesion in your balanced argument.
Phase 5: Publishing/ performing	To publish the final version of my balanced argument.			SEND: Ensure correct letter formation and cursive handwriting, modelling where needed.	Children's handwriting can wane if they are writing for extended lengths of time, so it may be worth considering copying up the argument in different sittings or in handwriting time.	<u>To publish the final version of my balanced argument.</u>  Give time for children to copy up their final draft.  If possible, allow time for reading aloud and performing parts of their arguments to an audience.
Context (big picture learning)  Children will write a balanced argument about evacuation in World War 2, based on their learning and research on this area and the canon book, 'Goodnight Mister Tom'.						

Alongside this teaching sequence, there should be a weekly SPAG focus lesson. The SPAG focus lesson should be determined by each individual school/teacher and planned according to the skills your particular group of children need to develop. They should ideally be linked to a SPAG skill the children will need to complete this writing genre successfully. The SPAG lesson does not have to be taught on the same day each week but should be taught at the point of having maximum impact in your learning sequence.

Link to resources

Folder name: Balanced Argument

Week 1 L1-5

Week 2 L1-5

Week 3 L1-5

## English – Writing a Balanced Argument

**Context: To write a balanced argument about evacuation in World War 2, based on our learning, research and the canon book, 'Goodnight Mister Tom'.**

### Year 5 VIPs for writing a Balanced Argument

**Opening paragraph** will introduce the theme of the balanced argument and give background information.

**Concluding paragraph** will review the argument and possibly give a personal viewpoint on the argument.

**Paragraphs arguing 'for'** the question being debated.

**Paragraphs arguing 'against'** the question being debated.

**Third person** is the use of the pronouns he, she, it, they etc.

**Past tense** places an action or state of being in past time.

**Formal tone** – created through carefully chosen sentences structures and vocabulary

**Cause and effect conjunctions** to explain the impact and result of different actions.

**Reinforcing conjunctions** to add another point to the argument

**Contrasting conjunctions** to write an opposing viewpoint

**Fronted adverbials** are words or phrases at the start of a sentence to modify the main clause.

**Parenthesis** a word or phrase inserted as an explanation or afterthought, using ( ) , , --

**Varied sentence structures** - change how you build sentences to create interest and aid cohesion.

**Themed, cohesive paragraphs** ensure the ideas all fit well together and flow logically.

**Relative clauses** are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which.

**Facts and statistics** are used to support an argument with evidence.

### Useful genre vocabulary

Evacuation

Evacuee

Travel

Train

Coach

Transport

Government

Host family

Suitcase

Nation

National

Countryside

Separated

Siblings

Scheme

Assembled

Identity card

### Fat Questions

Rank the top three reasons that you think evacuation went ahead and justify your choices.

Who might have been affected the most if evacuation had not have happened and why?

Why is it important to debate issues rather than just accept one person's viewpoint?



### Opposition

- however
- nevertheless
- on the other hand
- but
- instead
- in contrast
- looking at it another way
- although
- the main reasons against
- some people do not believe
- for instance
- the evidence for this suggests
- disagree
- whereas
- as long

### Reinforcing/ in addition

- besides
- anyway
- after all
- many people believe
- this is an important issue because
- one reason is
- furthermore
- also
- moreover
- in addition
- a further point
- claim that...