

Spring Term Overview YEAR 5 – English

Spring Term Book(s) – Goodnight Mister Tom		
Topic – Writing a narrative based on 'Goodnight Mister Tom'		Guide Time = 3 weeks
Assessment:	<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"> • Writing effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. • Pupils will be describing settings, characters and atmosphere. • Pupils will select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. • Use a range of punctuation taught at key stage 2 mostly correctly. 	<p>Very Important Points (VIPs):</p> <ul style="list-style-type: none"> • Third person is the use of the pronouns he, she, it, they etc. • The story is set in the past tense. • Historical facts based on World War 2, will be evident throughout the story. • Carefully chosen vocabulary - adjectives, verbs, adverbs chosen must be suitable and appropriate when describing the characters and the different settings (city and the countryside) • Expanded noun phrases consist of a determiner, adjectives and a noun. • Five senses are used to create an overall sense of the setting (surroundings) by describing what you can see, hear, smell, touch, taste. • Fronted adverbials are words or phrases at the start of a sentence to describe the action that follows. • Parenthesis using () , , - - to show additional information about the characters and settings. • Varied sentence structures change how you build sentences to create interest and aid cohesion. • Relative clauses are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which.
Links to prior learning (sequencing)	<p>Children will have written their Greek Myth in the Autumn Term and narratives in previous years. This unit will build on the skills they covered in Autumn Term. This term children will focus on securing those skills such as:</p> <ul style="list-style-type: none"> • Choosing the correct punctuation when using relative pronouns. • Using 5 senses to describe a setting. 	
Links to other learning (cross fertilisation)	<p>Children will be reading the canon book 'Goodnight Mister Tom' and learning about the World War Two in other subjects over the term. This will allow pupils to draw ideas from other curriculum subjects and apply this to their writing. Reading for Purpose and Productivity lessons will also have some resources that link to World War Two.</p> <p><u>History and Geography</u> – In History, pupils will be researching the Blitz and the impact this had on major cities, which led to children being evacuated. In Geography, children will be exploring the</p>	

	<p>regions that were most affected by the Blitz and what it was like living in the countryside compared to living in the city.</p> <p><u>Music</u> – Children will understand the impact music had on people's spirits and that it was also used as an instrument of propaganda and not just entertainment.</p> <p><u>Art & Design</u> The main character William loves to draw and paint and pupils will have the opportunity to sketch in detail images taken on the front line.</p> <p><u>PSHE</u> – children will learn about and understand healthy relationship which will allow children to form their own opinions on the relationships between the main characters that feature in the book and the impact William's mother had on his physically and mentally.</p>	<p>Fat Questions:</p> <p>What long lasting impact did evacuation have on young people? Did a family's social class have an impact on evacuation?</p> <p>How did the families already living in the countryside feel about evacuees joining them?</p> <p>What was the social impact of the war?</p>
<p>Links to future learning</p>	<p>Children will write their final narrative in the Summer Term based on the reading canon book, 'Mortal Engines' The final piece will allow children to consolidate all their skills from previous narratives. When pupils move onto Year 6, they will be given the opportunity to expand and develop their narratives, thinking more carefully about punctuation choices and proposing changes to vocabulary and grammar to enhance effects and clarify meaning. Children will also start to use figurative language to explore the mood and tone and how this can have an impact on stories.</p>	
<p>Character/Wider Development ('50 things', cultural capital, skills)</p>	<p>Through reading texts about the impact of war on children, pupils will be able to sympathise with family members who may have experienced being evacuated.</p> <p>Children should be given the opportunity to practise their speaking and listening skills through telling their stories to an audience.</p> <p>Where possible, link to your school's 50 themes – e.g. a trip to Eden Camp, exploring all the aspects of war and guest speakers from The Royal British Legion.</p> <p>Pupils to think about the impact the war had on Pontefract and the Five Towns. Visits to the Cenotaph. Reflect on Remembrance Sunday and the importance of poppies.</p>	

Thematic Questions:

Modern Britain: How has WWII shaped modern day life in Britain?

Culture:

What impact did the war have on other countries?

The World Beyond Us:

How do you think German evacuees felt when Britain was bombing their country?

If another war broke out, do you think children would still be evacuated from major cities to live in the countryside?

The World Around Us:

How are we reminded of the impact of the war?

Healthy Bodies, Healthy Minds:

What impact did evacuation have on mother's wellbeing?

What impact did rationing have on children's health?

Technology in Action:

How easy do you think it would have been to communicate with each other during the War?

Do you think Morse Code is still effective in society today? Is there a purpose for it?

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 historical features in a narrative.</p> <p>To discuss the impact evacuation had on children</p>	<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> <p>Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p><u>Genre specific:</u> Evacuation Evacuees Billeting Officers Blitzkrieg Air raids Host families</p> <p>Ensure WAGOLLS contain suitably challenging vocabulary for y5/6 (See WAGOLLS on Trust shared).</p> <p>Y5/6 Statutory spelling list word mats</p>	<p><u>GD:</u> Have access to WAGOLLS of stories that have more challenging vocabulary in them and where vocab and grammar structures have been used purposefully and effectively.</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>Pupils to think about the importance of factual historical events and the impact this has on the story.</p> <p><u>SEND:</u> Use texts with language that is accessible for their reading ability. A word bank created for new terminology.</p>	<p>That evacuation was not just about young children, it also involved pregnant women and disabled people.</p>	<p><u>To identify historical facts</u></p> <p>Read two or more stories (WAGOLLS on Trust drive) and discuss the historical content.</p> <p>Deepen the moment: What impact do you think evacuation had on children and their families? Write in full sentences</p> <p><u>To discuss the impact evacuation had on children.</u></p> <p>Children discuss the emotional challenge evacuation had on young children. Children describe the impact of evacuation on families.</p> <p>Deepen the moment: Write a list of adjectives to describe the emotions children would have been feeling when leaving their home.</p>

<p>Phase 2: Planning and gathering ideas.</p>	<p>To create a plan. To make notes</p>	<p>Noting and developing initial ideas, drawing on reading and research where necessary.</p>	<p>Y5/6 Statutory spelling list word mats 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 how the structure of their plan reflects what they learnt from reading various texts. GD peer coaching to challenge and improve each other's plans. Thesaurus work. SEND: Children use word banks to support. Possible use of small group planning (with an adult) to enable discussion of ideas as support. SEND: to have a story plan already created or to use a boxing up chart (see resources for planning) Pupils to be given a senses word mat to help them create a list of words</p>	<p>Children often start planning the start of a story first (E.g. I woke up that morning). Model how to choose and plan the dilemma first and discuss why this is at the peak of the mountain – the whole story hangs around this crucial dilemma.</p>	<p><u>To create a plan.</u> Children to use their previous knowledge from History to start planning their narrative based on children being evacuated. Children need to have knowledge and understanding of how children were evacuated to help them plan their story. Deepen the moment: On your plan, write a list of sentence openers you could use to start each paragraph. If you use a fronted adverbial remember to include a comma.</p>
<p>Phase 3: Drafting During this stage, teachers to identify gaps and misconceptions in grammar and teach specific skills. The first grammar lesson may want to be a reminder of past tense regular and irregular verbs.</p>	<p>To draft the opening to my story. To draft the build-up, To draft the dilemma of my story and create tension for the reader. To draft the events of my story.</p>	<p>Use of correct punctuation: brackets, dashes, commas Vocabulary choices Using 5 senses to describe a setting.</p>	<p>Y5/6 Statutory spelling list word mats 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 SEND: Children to have opportunities to discuss ideas before writing. Possible peer coaching opportunities. Use of vocabulary banks and 5 senses sheet.</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. Aim to write a section a lesson but not continue to the next section until they have checked and edited. Use the</p>	<p><u>To draft the opening using the five senses to describe a setting (the city)</u> Children will write the opening of their story. Children will focus on describing the city their characters live in using their five senses. Where do the characters live? What can they hear living in the city, what can they see? Etc.</p>

<p>Opening – use of 5 senses to describe – expanded noun phrases and verb choices.</p> <p>Build up – using parenthesis. A quick recap/game on when to use parenthesis.</p> <p>Dilemma – Relative clauses/relative pronouns. A quick recap/game on examples of pronouns.</p> <p>Events -</p>	<p>To draft the resolution to my story.</p>			<p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhv</p> <p>https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-air-raid-montage/znrw92p</p>	<p>WAGOLLS to model expectations of quality and amount.</p>	<p>Deepen the moment Can you include the characters thoughts and feelings about the city they live in?</p> <p><u>To draft the build-up (using parenthesis)</u></p> <p>Teacher models how to include parenthesis for additional information when describing the air raid. Children write the build-up and the impact of the air raid on the characters in the story.</p> <p>Deepen the moment Use a thesaurus to improve your verb choices. Can you improve your sentence openers by using a manner or degree adverbial?</p> <p><u>To draft the dilemma of my story using relative pronouns</u></p> <p>Children to use relative clauses and pronouns when describing the characters packing their suitcases. Henrietta, who was taking her time packing, held back the tears as she packed her favourite teddy.</p> <p>Deepen the moment</p> <p>Punctuate your embedded clauses with brackets or dashes.</p>
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						<p>Can you include emotive language to describe how the children are feeling whilst they are packing? Can you include a rhetorical question to show what the children may be thinking e.g. was everything going to be ok when they left? Henrietta was unsure.</p> <p><u>To draft the events using varied sentence structures to describe a setting (countryside)</u></p> <p>Children write the events of their story describing the train journey from the city to the countryside. Pupils need to use a variety of sentence structures using subordinate clauses, embedded clauses, and fronted adverbials to describe the setting and their new life in the countryside.</p> <p>Deepen the moment</p> <p>Can you describe the chores the characters had to complete in the countryside in detail e.g. growing their own crops, school life using historical facts such as carrying on their gas mask, eating bread and dripping sandwiches?</p> <p><u>To draft the resolution to my story.</u></p>
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						<p>Children to describe the characters thoughts and feelings when their mother calls to say it's safe to return. Children choose appropriate adjectives to describe their characters emotions.</p> <p>Deepen the moment</p> <p>Can you include direct speech using inverted commas to show how excited the children are to be returning home?</p>
<p>Phase 4: Editing (Teachers may need to focus on a particular grammar skill such as tenses to ensure children's writing is consistently in the correct tense)</p>	<p>To edit my story for spelling, punctuation and grammar.</p> <p>To edit my story 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>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 improving sentence openers and the impact these have on narratives.</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 enhance their texts with more complex devices. Children to follow a guide on how edit their writing.</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</p>	<p><u>To edit my story 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>Deepen the moment: Have you included a range of punctuation? Could you change any of your verb choices? Can you find a suitable adverb to describe your verb?</p> <p><u>To edit my story to include all the VIPs</u></p> <p>Once children have addressed editing the sentence basics from yesterday, they should edit to</p>

					the editing process (See Trust shared)	enhance their text so that it meets all the VIPs. Assessment for Learning will determine which VIPs need further modelling for your class.
Phase 5: Publishing/ performing	To publish the final version of my story.			GD pupils tend to rush to finish, so ensure their handwriting is legible. 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 story in different sittings or in handwriting time.	<u>To publish the final version of my story.</u> Give time for children to copy up their final draft. Children to read their stories to Year 4. Children to type their stories and create a class book.
<p>Context (big picture learning)</p> <p>Children will apply their understanding of WWII and evacuees from the book Goodnight Mister Tom and from the history unit to write their short narrative based on being evacuated from a city to the countryside because of the Blitz. From studying the book and exploring William's Journey and experiences of being an evacuee, pupils will be able to apply their knowledge of how being evacuated affected young children and their mothers and apply this to their writing. Children's writing should show the emotion children went through during this difficult time.</p>						

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: all resources in folders and links on slides

Folder name: KS2 > YEAR 5/6 PLANNING > CYCLE B > Spring – Goodnight Mister Tom > English > Term 4 > Narrative > Year 5

Knowledge Organiser – Year 5

English – Writing a narrative based on evacuation.

Context: To write a narrative using previous historical knowledge about evacuation in World War 2. Using ideas and thoughts from the canon text ‘Goodnight Mister Tom’

Year 5 VIPs for writing a narrative

The story is set in the past tense.

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

Historical facts based on World War 2, will be evident throughout the story.

Carefully chosen vocabulary - adjectives, verbs, adverbs chosen must be suitable and appropriate when describing the characters and the different setting (city and the countryside)

Expanded noun phrases consist of a determiner, adjectives and a noun.

Fronted adverbials are words or phrases at the start of a sentence to describe the action that follows.

Various cohesive devices to ensure sentences make sense.

Fat Questions

What long lasting impact did evacuation have on young people?
 How did the families already living in the countryside feel about evacuees joining them?

To become an expert at writing complex sentences, try using the subordinate clause at the beginning of the sentence:

Although it was a cold day, Anita refused to wear her coat.

Instead of using a **subordinating conjunction**, try adding a **relative clause** instead:

The firefighter ran towards the house, **which was engulfed in thick, black smoke**.

Slowly, the black cat, **who was well known in this neighbourhood**, crept up the path.

TOP TIP: Always use a comma after your subordinate clause if it is at the beginning of the sentence.

NARRATIVE

Set the scene
 Who? What? When? Where

Introduce a problem or complication

Describe the events that follow...
 In order.

Describe the ending

New paragraph for each part

Word Focus
 Nouns, Adjectives, Verbs, Adverbs

Tense
 Past (Usually)
 Present (Dialogue)

Style
 Descriptive
 Entertaining

Dilemma

Mother has to make the decision for her two children to be evacuated. Children pack a suitcase with memorable items and head to the station not knowing where they are going or when they are going to see their mother again.

Build up

Air raids have started, Father sent to war, mother having to work in a factory and it's no longer safe for the children.

Opening

Family of four - Mother, Father, two children live in London. The year is 1940 (Autumn)



Events

Long train journey to the countryside. New host family waiting on the platform. Their new life begins. New routine, new school.

Resolution

Air raids have eased, father has returned home and mother has called - children return home.

Useful genre vocabulary

Evacuation Evacuee Host family Billeting Officer

