

## TERM 1 OVERVIEW YEAR 5 – English

### Term 1 Book – Who Let the Gods out?

Topic(s) – Writing a Greek Myth		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> <li>• In narratives, describe settings, characters and atmosphere.</li> <li>• Use a variety of expanded noun phrases to describe and specify.</li> </ul>	<p><b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <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>• Carefully chosen vocabulary - adjectives, verbs, adverbs chosen must be suitable and appropriate.</li> <li>• Expanded noun phrases consist of a determiner, adjectives and a noun.</li> <li>• Onomatopoeia is sound effect words – eg. Crash, swoop.</li> <li>• Five senses are used to create an overall sense of your surroundings by describing what you can see, hear, smell, touch, taste.</li> <li>• Create atmosphere and suspense through manipulation of sentence length and structure.</li> <li>• Figurative language (Eg. Similes which are the comparison of one thing with another e.g. "As brave as a lion" and metaphors which are directly refers to something by describing it as something else)</li> <li>• Dialogue with accurate speech punctuation, including the use of inverted commas at the start and end of speech.</li> <li>• Fronted adverbials are words or phrases at the start of a sentence to describe the action that follows.</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>Children will have written narratives every year previous to this, so this unit will build on children's understanding of story structures, composition and effect of narratives. This unit will also follow on from the English unit 'Non-chronological reports – Mythical Beasts'. The creature that the children base this work around will become the central character/beast for their myth.</p> <p>This unit will also build on skills introduced in Year 4:</p> <ul style="list-style-type: none"> <li>• Use of fronted adverbials and correct use of the comma</li> <li>• Dialogue with accurate speech punctuation</li> <li>• Expanded noun phrases</li> </ul>	
<b>Links to other learning (cross fertilisation)</b>	<p>Children will be reading the canon book 'Who Let the God's out?' and learning about the Ancient Greeks in History over the term. Reading for Purpose and Productivity lessons will also have some resources that link to Greek mythology.</p> <p><b>Thematic Questions:</b>  <a href="#">The World Beyond Us:</a>  <a href="#">The World Around Us:</a>  <a href="#">Modern Britain:</a>  <a href="#">Healthy Bodies &amp; Healthy Minds:</a>  <a href="#">Culture:</a>  <a href="#">Technology in Action:</a></p>	

<b>Links to future learning</b>	Children will write another narrative piece in the Spring Term based on the Blitz and the reading canon book, 'Goodnight Mister Tom' to further develop the skills covered in this unit such as using relative clauses, parenthesis and figurative language.	<ul style="list-style-type: none"> <li>• Themed, cohesive paragraphs ensure the ideas all fit well together and flow logically.</li> </ul> <b>Fat Questions:</b>  Why did people tell myths to each other?  Why do people continue to tell myths today?
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	Through reading myths and legends, children will gain understanding of different cultures and why stories change as passed through generations. Children should be given the opportunity to practise speaking and listening skills through telling their stories to an audience. Where possible, link to your school's 50 themes – eg. A theatre visit to watch a retelling of a myth, hiring a drama company to workshop acting out a myth, creating a performance for parents to watch etc. This would all link effectively with our themes of 'Culture' and 'Modern Britain'.	

## 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	To identify the key features of a myth  To compare and evaluate different myths	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Considering how authors have developed characters and settings in what	<u>Genre specific:</u> Myth Hero Heroine Beast Creature Slay Vanquish Challenge Voyage Endeavour Gods Fate Ancient Greeks Civilisations	<u>GD:</u> Have access to WAGOLs of myths that have more challenging vocabulary in them.  Ensure that they can identify the effect different literary devices have on the reader.  Compare, evaluate and rank 3 or more	That all myths are from Ancient Greece (read myths from other cultures to avoid this – possibly through reading for pleasure, purpose or productivity time).  Possible SPAG misconceptions – eg. Children may need explicit teaching why certain skills are used to have an	<u>To identify the key features of a myth</u>  Read two or more myths (WAGOLs on Trust drive) and discuss what a myth is, identifying its key text features. Create a VIP list to help write their own myth.  <b>Deepen the Moments:</b> Explain why you think Greek myths have been told and retold for thousands of years, rather than being forgotten.  <u>To compare and evaluate different myths</u>

		pupils have read, listened to or seen performed.	<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>myths with detailed justifications.</p> <p><b>SEND:</b> Use texts with language that is accessible for their reading ability.</p> <p>Compare and evaluate 2 or more myths. SEN children may need time to pre-read and discuss the myths before the lesson.</p>	<p>effect on the reader. Eg. Ellipsis to create a cliff hanger or a very short sentence for drama.</p>	<p>Use the VIP list created last lesson to analyse and compare several different myths, identifying the strengths and 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 myth you have read so that it meets more of the VIPs.</p>
Phase 2: Planning and gathering ideas	<p>To mind-map different ideas for my own Greek myth</p> <p>To create a detailed plan for my own Greek myth.</p>	Noting and developing initial ideas, drawing on reading and research where necessary.	<p>Y5/6 Statutory spelling list word mats</p> <p>Myths 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.</p> <p>GD peer coaching to challenge and improve each others' plans. Thesaurus work.</p> <p><b>SEND:</b> Children use word banks to support. Possible use of small group planning to enable discussion of ideas as support.</p>	<p>Children often start planning the start of a story first (Eg. 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. If time, model how myths they have read fit on the story mountain structure.</p>	<p><u>To mind-map different ideas for my own Greek myth</u></p> <p>Using the beast they created in the previous 'Information Texts' unit, children mindmap ideas for possible dilemmas, events and resolutions.</p> <p><b>Deepen the moment:</b> With a partner, justify why your chosen dilemma could make a better myth than your other dilemma options.</p> <p><u>To create a detailed plan for my own Greek myth.</u></p> <p>Children select their favourite dilemma idea from previous lesson and create a detailed plan following the story mountain structure.</p> <p><b>Deepen the moment:</b> Explain why a story mountain plan is the shape it is...why is the dilemma at the 'peak'?</p>

<p>Phase 3: Drafting</p>	<p>To draft the opening to my myth.</p> <p>To draft the build-up, including use of dialogue to move on the action.</p> <p>To draft the dilemma of my myth and create tension for the reader.</p> <p>To draft the events of my myth.</p> <p>To draft the resolution to my myth.</p>	<p>Expanded noun phrases</p> <p>Parenthesis (brackets, commas, dashes)</p> <p>Vocabulary choices Speech (punctuation)</p> <p>Cohesion (within paragraphs)</p> <p>fronted adverbials</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Myths 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 cohesion within paragraphs, use of parenthesis and possibly introducing relative clauses.</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.</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 next section until they have checked and edited. Use the WAGOLLS to model expectations of quality and amount.</p>	<p><u>To draft the opening to my myth.</u></p> <p><u>To draft the build-up, including use of dialogue to move on the action.</u></p> <p><u>To draft the dilemma of my myth and create tension for the reader.</u></p> <p><u>To draft the events of my myth.</u></p> <p><u>To draft the resolution to my myth.</u></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 lesson do you want someone to learn from your Myth?      What emotions do you want your reader to feel at different parts of the story?      Have you achieved that so far?      Would your Myth be different in any way if you created a very different type of hero – eg. Changed their gender, age or background?</p>
<p>Phase 4: Editing</p>	<p>To edit my myth for spelling, punctuation and grammar.</p> <p>To edit my myth 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</p>	<p>Y5/6 Statutory spelling list word mats</p> <p>Myths 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 cohesion within paragraphs, use of parenthesis and</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><u>To edit my myth 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>enhance effects and clarify meaning.</p> <p>Proof-read for spelling and punctuation errors</p>		<p>possibly introducing relative clauses.</p> <p>SEND: Ensure that 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.</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 editing process (See Trust shared)</p>	<p><b>Deepen the moment:</b> Check if you have used a range of punctuation, including ( ) - : ; and edit to include these if you haven't.</p> <p><u>To edit my myth 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> <p><b>Deepen the moment:</b> Explain what cohesion is and give examples of how you have achieved cohesion in your myth.</p>
Phase 5: Publishing/performing	To publish the final version of my myth.			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 myth in different sittings or in handwriting time.	<p><u>To publish the final version of my myth.</u></p> <p>Give time for children to copy up their final draft.</p> <p>If possible, allow time for reading aloud and performing parts of their myths to an audience.</p>

Context (big picture learning)

Children will create their own Greek Myth in the style of myths that they have read or animated versions they have watched.

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 (xxxxxx)

Folder name: Writing a Greek Myth

Week 1 L1-5

Week 2 L1-5

Week 3 L1-5



## Knowledge Organiser

### English – Writing a Greek Myth



- Settings**
- Caves
  - Underwater
  - Mountain top
  - Ancient Temple
  - Forest
  - Castle
  - Sleepy village
  - Bustling town
  - Desert
  - Swamp land
  - Labyrinth
  - Craggy hills
  - Deserted island
  - Royal palace
  - River
  - Beach
  - On a ship



- Myth
- Hero
- Heroine
- Beast
- Creature
- Slay
- Vanquish
- Challenge
- Voyage
- Endeavour
- Gods
- Fate
- Ancient
- Greeks
- Civilizations
- Labyrinth
- Mythology
- Hydra
- Dragon
- Cyclops
- Underworld
- Mortal
- Immortal
- Heaven
- Earth



#### VIPs for writing a Greek Myth

• Third person	The use of the pronouns he, she, it, they etc.
• Past tense	Places an action or state of being in past time.
• Carefully chosen vocabulary	Adjectives, verbs, adverbs chosen must be suitable and appropriate.
• Expanded noun phrases	Consist of a determiner, adjectives and a noun.
• Onomatopoeia	Sound effect words – eg, Crash, swoop.
• Five senses	Used to create an overall sense of your surroundings by describing what you can see, hear, smell, touch, taste.
• Create atmosphere and suspense	Through manipulation of sentence length and structure.
• Figurative language	Eg. Similes which are the comparison of one thing with another e.g. "As brave as a lion" and metaphors which are directly refers to something by describing it as something else, eg. The wind was a howling wolf.
• Dialogue	Use of speech between characters with accurate speech punctuation, including the use of inverted commas at the start and end of speech.
• Fronted adverbials	Words or phrases at the start of a sentence to describe the action that follows.
• 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 ideas all fit well together and flow logically.



