



Year Group: 5

Term: Spring 1

Subject: English



“Arthur and the Golden Rope”

Joe Todd-Stanton

Outcome: Fiction - Myth

Writing outcome: To write a myth: to create characters (heroes, villains and monsters) and settings

Greater depth writing outcome:

To write a myth from a different character's point of view

<u>National Curriculum Skills</u>		
<u>Spoken Language</u>	<u>Reading Comprehension</u>	<u>Writing Composition</u>
<ul style="list-style-type: none"> Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Give well-structured, descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> Identify and discuss themes and conventions To Make comparisons within and across books Learn poetry by heart Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Retrieve, record and present information from non-fiction Explain and discuss understanding of reading 	<ul style="list-style-type: none"> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Proof-read for spelling and punctuation errors Perform own compositions using appropriate intonation, volume and movement

<u>Pathways to Write Keys</u>		
<u>Gateway Keys</u>	<u>Mastery Keys</u>	<u>Feature Keys</u>
<ul style="list-style-type: none"> Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Link ideas across paragraphs using adverbials Use of inverted commas and other punctuation to punctuate direct speech (Y4) 	<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Link ideas across paragraphs using adverbials Use commas to clarify meaning and avoid ambiguity in writing 	<ul style="list-style-type: none"> Vary story openings: start with dialogue, action or description Use paragraphs to vary pace and emphasis Use dialogue to move action forward Create a plot: a journey, a quest or a series of trials for the hero Create characters which behave in superhuman ways with unusual powers or strong characteristics Create a magic object which may symbolise something