

Year 5 Summer 1:

| English | | |
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| Key Learning | | |
| Unit | Stories from Other Cultures | Debate |
| Outcome | <ul style="list-style-type: none"> A story set in the rainforest. | <ul style="list-style-type: none"> A persuasive speech. A debate. |
| Possible Duration | <ul style="list-style-type: none"> 3-4 weeks. | <ul style="list-style-type: none"> 2-3 weeks. |
| Key Learning Reading | <ul style="list-style-type: none"> Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>. Explore themes within and across texts e.g. <i>other cultures, nature</i>. Make comparisons within a text e.g. characters' viewpoints of same events. Express preferences about a wider range of books including modern fiction and traditional stories. Explore meaning of words in context. Explain the effect on the reader of the authors' choice of language. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence. Identify how language, structure and presentation contribute to meaning e.g. how letters and stories can persuade. | <ul style="list-style-type: none"> Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on an issue related to reading. Provide reasoned justifications for their views. Justify opinions and elaborate by referring to the text (<i>Point + Evidence + Explanation</i>). |
| Key Learning Writing | <ul style="list-style-type: none"> Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. Create and punctuate complex sentences using <i>-ed</i> openers. Create and punctuate complex sentences using <i>-ing</i> openers Plan their writing by noting and developing ideas. Draw on reading and research. Blend action, dialogue and description within and across paragraphs. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. | <ul style="list-style-type: none"> Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>. Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Use devices to build cohesion, e.g. <i>firstly, furthermore, as a consequence</i>. Select appropriate grammar and vocabulary. Perform own compositions for different audiences: <ul style="list-style-type: none"> Using appropriate intonation and volume. Adding movement. Ensuring meaning is clear |

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English

Key Learning (contd.)

Suggested Texts

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| <ul style="list-style-type: none">▪ Journey to the River Sea by Eva Ibbotson.▪ The Great Kapok Tree; a Tale of the Amazon Rainforest by Lynne Cherry.▪ Hymn to the Rainforest - short film on YouTube (here).▪ The Wings of the Butterfly; A Tale of the Amazon Rainforest available on the Aaron Shepherd website (here).▪ The Tree of Life on the Story Museum website (here).▪ Amazon Wildlife on the WWF Global website (here). | <ul style="list-style-type: none">▪ The Vanishing Rainforest by Richard Platt.▪ The Shaman's Apprentice by Lynne Cherry and Mark Plotkin.▪ Hymn to the Rainforest - short film on YouTube (here).▪ The Deforestation Debate on the Scholastic website (here).▪ Threats to the Rainforest from Businesses and Farming from the BBC Bitesize website (here).▪ Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong. |
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Year 5 Summer 1:

English

Stories from Other Cultures – Creative Learning Opportunities and Outcomes

Creating interest

- Show the children the first half of the short film Hymn to the Rainforest on YouTube (**here**) stopping before the images of deforestation.
- In pairs, children discuss their response to the film. Use questions to support discussion such as: *How did it make them feel? Would they like to visit the rainforest? What would they like to see? Do they know the names of any of the plants or animals they saw in the film?*
- Working in groups, children are asked to collect vocabulary to describe the rainforest. If the vocabulary generated is likely to be limited, support this through the use of a zone of relevance activity where vocabulary cards are provided and children position each word on a target board in relation to how relevant that word is; the more relevant, the closer to the centre of the board it is placed.
- Display the words on the working wall to support the writing process.
- Explain that in this English unit, they will be reading and writing stories set in the rainforests of the Amazon.

Learning outcomes

- Children will be able to discuss their responses to a film text.
- Children will be able to generate or select descriptive vocabulary.

Reading

Grammar: Warm ups throughout the reading phase – focus on using suffixes *-ate, -ise, -ify* to convert nouns and adjectives into verbs, e.g. *pollen – pollinate; medicine – medicate; climate – acclimatise; apology – apologise; drama – dramatise; note – notify; solid – solidify; specific – specify; pure – purify.*

Reading and responding

- Through shared reading, explore stories which **originate** in the Amazon area of South America such as *The Wings of the Butterfly*; *A Tale of the Amazon Rainforest* (**here**) and *The Tree of Life* (**here**).
- Ask the children to discuss these texts and record their responses in focus boxes:

| Likes | Dislikes |
|----------|----------|
| | |
| Patterns | Puzzles |
| | |

- Deepen the discussion by questioning further in relation to the children's responses, e.g. *Can you say a bit more about that idea? Can you find the words which tell you that? Does this remind you of any other stories you have heard or read? How is it similar/different?*
- Read a short story which is **set** in the Amazon rainforest such as *The Great Kapok Tree* by Lynne Cherry. Compare this

Learning outcomes

- Children will be able to convert nouns and adjectives to verbs by adding appropriate suffixes.
- Children will be able to participate actively in discussion groups.
- Children will be able to compare texts, demonstrating their understanding of themes.
- Children will be able to explain how language, structure and presentation contribute to meaning.
- Children will be able to record on going thoughts in a reading journal.
- Children will be able to respond to reading in a variety of ways, including in writing.

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Stories from Other Cultures – Creative Learning Opportunities and Outcomes (contd.)

with the stories which originate from the area – identify similarities and differences in terms of characters, settings and themes. Consider how the language, structure and presentation contribute to the meaning, for example, if using The Great Kapok Tree, discuss the contribution made by the following:

- The map on the first page.
- The border of the map with labelled pictures of rainforest animals.
- The introduction which describes the rainforest.
- The illustrations.
- The structure of the story.
- Collect vocabulary from all of the stories read so far which is specific to the setting. Display this on the working wall for use during the writing phase.
- Read and explore a selected novel which is **set** in the Amazon area of South America, such as *Journey to the River Sea* by Eva Ibbotson. Through shared reading and additional reading time outside of the English lesson, complete the novel.
- Use a reading journal to record ongoing responses to the text as well as other reading based activities, e.g. *KWL grids*, *mind mapping*, *writing in role*, *adding themselves as a character into the story*, *writing summaries and making predictions*.
- Model and use Book Talk to deepen comprehension. Focus on retrieval of information that is stated, and also that which is implied. Model the use of speculative language to support children in articulating their responses: *this word suggests...; this word is associated with...; this supports the idea of...* Ensure all children participate in the discussion and support them in building on their own and others ideas.
- Explore the thoughts, feelings and actions of characters using drama techniques such as freeze framing, thought tracking (in role as characters, children speaking their thoughts aloud), role-play and conscience alley. Focus on specific events, exploring how these might be viewed through the eyes of different characters in the story, e.g. Maia and Mrs Carter in *Journey to the River Sea*. Link to short writing opportunities – diary entries, internal monologues and letters.

Reading and analysing

- When focusing on vocabulary, model how to use knowledge of root words and suffixes to understand the meanings of words, e.g. *civilized*.
- Reread a section of the text which includes a setting description, e.g. the section beginning '*The journey down the Amazon was one that Maia never forgot.*' (Chapter 2) or the one beginning '*The market was dazzling*' (Chapter 2). What is the effect of this description on the reader? Talk for writing techniques could be used to imitate this text (use actions, voices and text mapping to learn the text by heart). See the Talk for Writing website (**here**) for more information.
- Create a toolkit by identifying techniques the writer has used to create the setting description.
- Using a mix of modelled and shared writing, draw on the model text and use the checklist to write a setting description. The Hymn to the Rainforest film, watched as part of the creating interest phase, could be used as a stimulus to support.
- Following the shared write, children write their own setting description.

- Children will be able to use knowledge of root words to support understanding.
- Children will be able to use knowledge of suffixes to support understanding.
- Children will be able to identify effective vocabulary and describe the effect.
- Children will be able to use appropriate techniques to write an action scene in the style of the author.

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Stories from Other Cultures – Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on creating and punctuating complex sentences using *-ed* openers, and creating and punctuating complex sentences using *-ing* openers (revision from autumn term).

Developing Plot

- Explain to the children that they will be planning their own adventure story, set in the rainforest, using the story mountain planner (a blank planner can be found on the Lancashire Grid for Learning website (**here**)).
- Provide the children with the problem for their story, e.g. *a child becoming lost in the rainforest*. Children must then work backwards from the problem to consider questions such as how the story began, how the child came to be in the rain forest and what events occurred which resulted in them becoming lost. Working forwards from the problem, support the children in considering how the problem might be resolved. In small groups, the children discuss ideas for their stories and devise their own basic plot.
- Further develop ideas about the thoughts and feelings of characters at key points using drama techniques such as freeze frame, thought tracking and role play.
- Following modelling, ask the children to create a story map of the events. Add descriptive words and phrases, thoughts, feelings and snippets of dialogue as appropriate.
- Using the story map as a prompt, model the telling of the story, showing the children how to add details to engage the audience. Provide opportunity for the children to tell their stories to different partners; telling the story three times allows the events to become sufficiently familiar to support the writer in writing the story, as well as building their awareness of audience and the need to entertain.

Developing Setting

- Use a collaborative drawing approach (drawing on large sheets of paper or on large bed sheets with washable marker pens) for children to record ideas for different plants and animals they might find in the Amazon rainforest. They label the items they have drawn with appropriate nouns then develop some into noun phrases. Encourage the use of descriptive and precise vocabulary observed during the reading phase. Display on the working wall to support the writing phase. Support with photographs, illustrations and moving images where necessary. Alternatively, ask children to carry out research at home, bringing in pictures or drawings of plants and animals. Label these with words or phrases and display for all children to use.
- Provide opportunities for children to orally rehearse sentences using the words and phrases generated through the collaborative drawing exercise, e.g. working with a partner, give an oral description of what might be seen in the setting using the phrase 'You can see...'. Extend this by challenging the children to also use an *-ed* or *-ing* opener, e.g. '*Exhausted* from trekking through the thick undergrowth, you can see...'; '*Gazing* upwards into the canopy, you can see...'

Learning outcomes

- Children will be able to construct, write and punctuate complex sentences with *-ed* and *-ing* openers.
- Children will be able to create their own plot.
- Children will be able to develop the content for their own story.
- Children will be able to generate descriptive vocabulary.

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Stories from Other Cultures – Creative Learning Opportunities and Outcomes (contd.)

Writing

- Use shared writing techniques to model a section at a time with the children. Focus on skills - complex sentences with *-ed* and *-ing* openers; suffixes to convert nouns and adjectives to verbs.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model the editing and improving process. Focus on ensuring consistent and correct use of verb tense, and subject and verb agreement. Support children in suggesting changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.

Learning outcomes

- Children will be able to write a story which includes:
 - an effective setting description.
 - a clear structure and balance – *opening, build up, problem, resolution, ending*.
 - complex sentences with *-ed* and *-ing* sentence openers.

Outcome

- A story set in the Amazon rainforest.

Presentation

- Stories could be shared with children in other classes, published on a website such as Lend Me Your Literacy ([here](#)) or made into a class book.

Year 5 Summer 1:

English

Debate – Creative Learning Opportunities and Outcomes

Creating interest

- Show the children the complete version of the short film Hymn to the Rainforest on YouTube ([here](#)), this time including the images of deforestation. Ask the children to discuss their initial responses in pairs.
- Explain that film is like a text in that the film maker creates it to communicate ideas to an audience. Provide the children with sticky notes and use these to record the children's thoughts and feelings on an enlarged copy of the focus boxes:

| Likes | Dislikes |
|----------|----------|
| | |
| Patterns | Puzzles |
| | |

- Through questioning, further explore the children's ideas and add to the focus boxes accordingly.
- Display the word DEFORESTATION. Using their knowledge of the root word, prefix and suffix, ask the children to work out the meaning of the word. Show them sentences which use the word in context, e.g. *The rainforests of the Amazon have been severely affected by deforestation.*
- In pairs, ask the children to create a bullet pointed list of the effects of deforestation using the information from the film.
- Challenge the children to talk for one minute about deforestation. Speaking frames could be used to support this process if appropriate, e.g. *I believe that...; Firstly...; As a consequence of...; Additionally...; Furthermore...;*

Reading

Grammar: Warm ups throughout the reading phase – focus on exploring, collecting and using modal verbs to indicate degrees of possibility e.g. *might, could, shall, will, must.*

Reading and responding

- Through shared reading, and using short films such as 'Threats to the Rainforest from Businesses and Farming' from the BBC Bitesize website ([here](#)), support the children in researching the causes and effects of deforestation. Begin to collect reasons for and against the cutting down of the trees and display these on the working wall. In pairs, play 'argument ping pong': one child presents an argument for cutting down trees, then the second child presents an argument against. Each child continues putting forward arguments for or against.
- Share with the children fiction texts such as *The Vanishing Rainforest* by Richard Platt and *The Shaman's Apprentice* by Lynne Cherry. Through discussion, consider the writer's purpose, e.g. was he/she trying to inform, entertain, persuade, explain or describe something to the audience?
- Through drama, explore the issues raised in the stories. This might include examining key parts of *The Vanishing*

Learning outcomes

- Children will be able to identify simple arguments.
- Children will be able to orally present a series of simple arguments, maintaining viewpoint.

Learning outcomes

- Children will be able to identify modal verbs and use them to indicate degrees of possibility.
- Children will be able to express simple arguments for and against an issue.
- Children will be able to identify the purposes of a text.
- Children will be able to discuss the author's purpose.
- Children will be able to infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.

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Debate – Creative Learning Opportunities and Outcomes (contd.)

Rainforest and:

- in pairs, role playing the conversation between Remaema’s father and her Uncle Moawa (page 8), or improvising the dialogue between Remaema’s father and the villagers as he persuaded them to meet with Jane (page 15).
- in role as villagers, hold a village meeting to discuss their possible thoughts and feelings. Children form a circle to represent the yano. A child in role as Remaema stands in the middle and each villager in turn gives their opinion (similar to the conscience alley technique). After hearing the different responses ‘Remaema’ is asked to give her opinion.
- In pairs or small groups, compare these stories with the films already viewed, discussing similarities and differences. Ask the children to comment on the text they feel is most powerful, giving reasons for their views. Encourage the children to consider the intended audience of each text. Record thoughts in writing in reading journals.
- From the fictional texts read, add any further arguments for and against the cutting down of trees to the working wall.
- Read an example of a persuasive speech, such as this one about global warming on the Presentation Magazine website ([here](#)). Ask the children to comment on the effect of the speech. Is it convincing? Encourage them to provide reasoned justifications for their views, and elaborate by referring to specific sections of the text.

Reading and analysing

- Analyse the structure of the persuasive speech using the ‘boxing up’ technique. This involves drawing rectangles (or ‘boxes’) around the different sections of text and giving each section a label. By removing the text from the sections, leaving just the boxes and the labels, an outline planning format can be created.
- Analyse the language features of the text. How does the writer attempt to persuade the reader? Identify and highlight persuasive words, phrases and sentences e.g. ‘*The answer is simpler than you may think.*’ ‘*This could be easier than it sounds.*’ ‘*Something as simple as...*’
- Examine the structure of a paragraph. What types of sentences are used? Note how the main argument appears in the first sentence of the paragraph and is expressed clearly and simply, e.g. *Reduce, reuse and recycle*. Ideas are then developed through further elaboration. Ask the children to use different colour highlighter pens to identify the main argument in each paragraph, and information used to elaborate.
- Using the Talk for Writing approach, begin to learn this text by heart (imitation) – see *Talk for Writing Across the Curriculum: How to teach non-fiction writing 5-12 years* by Pie Corbett and Julia Strong for an example. This would provide the children with a useful model to support the construction of their own persuasive speech. For more information on the Talk for Writing approach, see the website ([here](#)).

- Children will be able to demonstrate their comprehension through drama.
- Children will be able to make comparisons between texts, including film texts, commenting on the strength of their impact upon the reader.
- Children will be able to express preferences about a range of texts.

- Children will be able to identify and comment on features of persuasive texts.
- Children will be able to identify persuasive words and phrases.
- Children will be able to identify and comment on the structure of paragraphs.
- Children will be able to learn a basic oral model for discussion texts.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on the use of devices to build cohesion, e.g. *firstly, furthermore, as a consequence*.

Learning outcomes

- Children will be able to identify, generate and use devices to build cohesion in persuasive texts.

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English

Debate – Creative Learning Opportunities and Outcomes (contd.)

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| <ul style="list-style-type: none">Provide a range of arguments on cards for the children to read and sort according to whether they are for or against deforestation; some can be found in The Deforestation Debate on the Scholastic website (here).Present a statement which will form the basis of a class debate, e.g. <i>Deforestation is necessary for progress in the Amazon area</i>. This is known as the motion. Organise the children into two groups, explaining that half will be arguing in favour of the motion (proposing it), the other half against it (opposing it).Using the arguments for or against the motion (collected during the reading phase), ask the children to work in groups to arrange them from strongest to weakest.Where necessary, provide opportunity for the children to carry out further research in relation to the points they are using to support their argument.Model the planning of the speech using the framework created during the reading phase. Following this modelling, children plan their speeches, by making brief notes in the appropriate section of the framework. | <ul style="list-style-type: none">Children will be able to comment on the significance and strength of different points or arguments.Children will be able to present the main point of each of their arguments using a clear statement.Children will be able to elaborate on each point by providing more detailed information and examples.Children will be able to organise their ideas to plan a persuasive speech. |
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Writing

- Using the plan created, use shared writing techniques to model a section at a time with the children. Focus on skills – using modal verbs to indicate degrees of possibility, and devices to build cohesion.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily, e.g. making conscious choices about techniques, and using rhetorical questions and direct address to the reader.

Learning outcomes

- Children will be able to write a persuasive speech which includes the appropriate and effective use of:
 - modal verbs to indicate degrees of possibility e.g. *might, could, shall, will, must*.
 - devices to build cohesion, e.g. *firstly, furthermore, as a consequence*.
 - features of persuasive texts.

Outcome

- A persuasive speech.
- A debate.

Presentation

- Hold a debate:
 - Explain that the research they have completed for their persuasive speech is now going to form the basis of a debate. 'How to Debate: An Introduction' on YouTube ([here](#)) explains debating. Further information about holding a formal debate can be found on the CBBC website ([here](#)) or The Noisy Classroom website ([here](#)).
- Provide opportunities for the children to make notes to support the presentation of their arguments.
- Discuss strategies for responding to questions generated by the presentation. Speaking prompts might help with this, e.g. *I like that idea but have you thought about...; Ok, but what about looking at it this way...; How might you feel if..*
- Support the children in evaluating and improving performances focusing on intonation and volume; gesture and movement; and clarity of meaning.