

Year 5 Spring 1:

English			
Key Learning			
Unit	Science Fiction Stories	Information Booklets	Poems with a Structure
Outcome	<ul style="list-style-type: none"> A science fiction story to entertain an identified audience. 	<ul style="list-style-type: none"> An information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation (linked to learning opportunities in science). 	<ul style="list-style-type: none"> A new poem drawing on the structure(s) of those studied.
Possible Duration	<ul style="list-style-type: none"> 3-4 weeks. 	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 1-2 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Apply knowledge of prefixes to understand meaning of new words. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Recommend books to their peers with reasons for choices. Express preferences about a wider range of books including modern fiction. Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Reread and read ahead to locate clues to support understanding. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation). 	<ul style="list-style-type: none"> Read books and texts that are structured in different ways for a range of purposes. Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal. Scan for key words and text mark to locate key information. Identify how language, structure and presentation contribute to meaning. Distinguish between statements of fact or opinion within a text. Use knowledge of root words to understand meanings of words. 	<ul style="list-style-type: none"> Listen to and discuss a range of poetry which they might not choose to read themselves. Analyse the conventions of different types of writing. Read texts that are structured in different ways for a range of purposes. Learn a wider range of poems by heart. Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Explore meaning of words in context.

Year 5 Spring 1:

English

Key Learning (contd.)

<p>Key Learning Writing</p>	<ul style="list-style-type: none"> ▪ Link ideas across paragraphs using adverbials for time and place and numbers e.g. <i>Several hours later, on a nearby planet.</i> ▪ Investigate verb prefixes e.g. <i>auto-, tele-, anti-, inter-, trans-</i>. ▪ Identify the audience and purpose. ▪ Select the appropriate language and structures. ▪ Think how authors develop characters and settings (in books, films and performances). ▪ Perform own compositions for different audiences using appropriate intonation and volume. 	<ul style="list-style-type: none"> ▪ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently.</i> ▪ Link ideas across paragraphs using adverbials for place e.g. <i>On the side of the head ...</i> and numbers, e.g. <i>Secondly, ...</i> ▪ Selecting the appropriate language and structures. ▪ Using similar writing models. ▪ Use organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes. ▪ Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> ▪ Identify the audience and purpose. ▪ Select the appropriate language and structures. ▪ Use similar writing models. ▪ Note and develop ideas. ▪ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▪ Suggest changes to vocabulary and to enhance effects. ▪ Perform own compositions for different audiences.
<p>Suggested Texts</p>	<ul style="list-style-type: none"> ▪ Time Spinner by Roy Apps. ▪ The Fun They Had by Isaac Asimov: available on the Visual Memory website (here). ▪ The Portal by Andrew Norriss. ▪ Aquila by Andrew Norriss. ▪ Dr Xargle's book of Earthlets by Jean Willis and Tony Ross. ▪ Blast Off! by Tom Bradman. ▪ Crash Course by Tom Bradman. ▪ Bug Wars by Tom Bradman. ▪ Ice Breaker by Tom Bradman. ▪ Space Pirates and Other Sci-fi Stories by Tony Bradman. ▪ Stanley in Space by Jeff Brown. ▪ George's Secret Key to the Universe by Lucy Hawking. 	<ul style="list-style-type: none"> ▪ Explanation: Story of the Universe from the European Space Agency website (here). ▪ Non-chronological report: The Sun, Our Nearest Star from the European Space Agency website (here). ▪ Recount: Astronaut Recalls Spacewalk Drowning from the News 24 website (here). ▪ Instructions: Making a Gingerbread Spacecraft from the NASA website (here). ▪ Discussion: India's First Space Rocket Blasts Off to Mars from the CBBC Newsround website (here). ▪ Persuasion: SMASH instant mashed potato advert YouTube clip (here). ▪ Playing through the Seasons from the Nature Detectives (Woodland Trust) website (here). ▪ Recycling from the Energy Quest website (here). 	<ul style="list-style-type: none"> ▪ Haiku poems on the Word Wizard website (here). ▪ Limerick poems on the Kidzone website (here). ▪ Limericks read aloud on the Children's Poetry Archive website (here).

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English

Science Fiction Stories – Creative Learning Opportunities and Outcomes

Creating interest

- Create interest in the science fiction genre by showing short science fiction film clips or a compilation such as this YouTube clip ([here](#)).
- Alternatively, share a selection of futuristic or science fiction related images. How might these images depict 'life in the future'?
- Use the jigsaw technique to support and organise discussion as follows:
 - First, organise the children into 'expert' groups. Present each expert group with a topic area, e.g. food, transport, school, homes, leisure. Expert groups discuss their topic area and create a two minute presentation on what they think this might be like in 200 years' time.
 - Next, children move to mixed groups made up of an expert from each topic area. In turn, each 'expert' delivers their two minute presentation.

Learning outcomes

- Children will be able to include a simple introduction and conclusion.
- Children will be able to express their ideas clearly and audibly.
- Children will be able to use Standard English e.g. avoiding use of slang words like 'stuff', inappropriate use of 'like' etc.

Reading

Grammar: Warm ups throughout the reading phase – focus on linking ideas across paragraphs using adverbials for time e.g. *several hours later*.

Reading and responding

- Read and explore the selected novel through shared reading and complete using additional reading time outside of the English lesson. 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.
- Explore the genre further by reading other short stories and extracts during shared reading. Independently, children read and compare aspects of a selection of science fiction texts, making brief notes in their reading journals or completing comparison grids. Aspects to be compared might include characters, setting, chronology/time shifts, technology, transport, dialogue. Enrich this further using images and short film extracts such as this Doctor Who trailer on YouTube ([here](#)).
- Model and use *Book Talk* to deepen comprehension, using tentative language to propose, express and refine ideas, e.g. *I wonder whether...; Maybe...; At first I thought..., but now...*
- Using a short story such as 'The Fun They Had' by Isaac Asimov on the Visual Memory website ([here](#)), gradually reveal the text, perhaps using the screen shade facility on the interactive whiteboard. Ask the children to identify the genre and explain how they know. Does subsequent information, gained through the gradual reveal, confirm or alter initial impressions?
- Use the *think – pair – share* approach to develop further understanding of the text. For example, explore the ideas in

Learning outcomes

- Children will be able to identify, generate and write adverbials for time.
- Children will be able to use active reading strategies to comprehend and respond to texts.
- Children will be able to compare texts, identifying similarities and differences.
- Children will be able to use tentative language to propose and discuss their ideas.
- Children will be able to find evidence from the text to support their views.

Year 5 Spring 1:

English

Science Fiction Stories – Creative Learning Opportunities and Outcomes (contd.)

'The Fun They Had' by comparing modern day school with that of the futuristic school from the text. How accurate was Asimov's prediction (written in 1951)? Use the Point, Evidence, Explanation (PEE prompt) structure to support oral and written responses. Show the children how to gather more than one piece of evidence, from more than one paragraph, to support their response.

Reading and analysing

- Focus on vocabulary exploring, where appropriate, prefixes and the affect these have on the meanings of words, e.g. cyberman, teleport, intergalactic, transoceanic, automaton, antibiotic. Prefixes to explore might include the following:

Prefix	Meaning
auto	self
tele	distance/far
anti	against
inter	between
trans	across
cyber	computer based

Collect any useful examples on the working wall for use during the writing phase.

- Considering the different science fiction texts explored, create a genre checklist to support the writing phase.

- Children will be able to use their knowledge of prefixes to inform their understanding of word meanings.
- Children will be able to talk about the features of the science fiction genre.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on linking ideas across paragraphs using adverbials for place e.g. *on a nearby planet*.

Developing plot

- Draw on ideas from reading to create an outline plot structure for the story, e.g. a simplified plot based on Time Spinner by Roy Apps.

Learning outcomes

- Children will be able to identify, generate and write adverbials for place.
- Children will be able to develop character through action, dialogue and description.
- Children will be able to draw on ideas from reading and film to develop settings.

Opening	Introduce main character.
	Establish setting (future, space colony).
	Include futuristic gadget.
Build up	Main character travels back from the future, to the present day.
	Setting description (modern day, described through eyes of the time traveller).
Problem	A problem relating to time travel, e.g. how will the main character get back to the future?
Resolution	The problem is resolved – perhaps using a futuristic gadget.
Ending	Reflection - what has the main character learned from their experiences?

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English

Science Fiction Stories – Creative Learning Opportunities and Outcomes (contd.)

Developing character

- Following the teacher's modelling, children create a main character, developing ideas about behaviour, speech and appearance. Use discussion, role play and freeze-frame techniques to explore how the character might act, react and interact. Record these through short writing opportunities.

Developing setting

- Develop a futuristic setting using images, using ideas drawn from reading and film, such as this clip of The Jetsons from YouTube ([here](#)).
 - Collaboratively, children draw their ideas on large sheets of paper, or bed sheets using washable markers. Objects are labelled with nouns and noun phrases.
 - Display on the working wall and use to support children in paired visualisation exercises e.g. 'You can see...' These exercises involve the children in oral rehearsal of ideas.
 - Design a futuristic gadget to include in the story. Select an appropriate prefix to form part of the name of the gadget, e.g. *cyberwatch*, *autowriter*, *teleporter*.
- Develop a modern day setting but viewed through the eyes of an alien. What would an alien make of the various aspects of daily life? This could be stimulated by viewing the clip 'Invasions' ([here](#)) on the Literacy Shed website.
 - Draw on ideas from reading, e.g. Time Spinner by Roy Apps or Dr Xargle's book of Earthlets by Jean Willis and Tony Ross. Explore the humour that can be created.
 - Ideas could be developed with the children working in role as intergalactic agents, freshly returned from an information gathering mission to Earth. In role as the Senior Intergalactic Agent, the teacher welcomes the children to their conference and models a description of an animal such as a cow in the style of Dr Xargle. Show images of other animals or plants such a giraffe, anteater, stinging nettles for children to describe as if through unfamiliar eyes. Develop into short writing opportunities, e.g. writing their observation notes in role.

Writing

- Following the teacher's model, children create their plan using the outline plot pattern created during the gathering content phase.
- Use shared writing techniques to model a section at a time with the children. Focus on skills - linking ideas across paragraphs through effective use of adverbials for time and place.
- 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. 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 science fiction story which includes:
 - appropriate use of adverbials for time and place.
 - characters presented through action, dialogue and description.
 - effective setting descriptions.
 - features of the science fiction genre.

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English

Science Fiction Stories – Creative Learning Opportunities and Outcomes (contd.)

Outcome

- A science fiction story to entertain an identified audience, e.g. pupils in Year Four.

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 Spring 1:

English

Information Booklets - Creative Learning Opportunities and Outcomes

Creating interest

- Share a space related webpage which contains a range of information such as this one from the CBBC Newsround website (**here**).
- Explore some of the different types of information on this page, linked pages and the embedded videos.
- Following reading and viewing, organise the children into small groups to play *Just a Minute*: one player must talk on a topic (e.g. space) for one minute without deviation, hesitation or repetition. Another child can challenge if any of these three rules is broken; if the other group members agree with the challenger, that player takes over the challenge for the remaining time (unless they are challenged).
- Share the writing outcome for the unit with the children, and discuss the audience for their work.

Learning outcomes

- Children will be able to talk about information presented in different ways.
- Children will be able to describe the purpose of different sections of a text.
- Children will be able to demonstrate understanding of what they have read through oral presentation.

Reading

Grammar: Warm ups throughout the reading phase – focus on using devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently*.

Reading and responding

Revisiting the Non-fiction Text Types

- Through shared reading and independent reading, revisit some of the non-fiction text types:
 - Explanation: Story of the Universe from the European Space Agency website (**here**).
 - Non-chronological report: The Sun, Our Nearest Star from the European Space Agency website (**here**).
 - Recount: Astronaut Recalls Spacewalk Drowning from the News 24 website (**here**).
 - Instructions: Making a Gingerbread Spacecraft from the NASA website (**here**).
 - Discussion: India's First Space Rocket Blasts Off to Mars from the CBBC Newsround website (**here**).
 - Persuasion: SMASH instant mashed potato advert YouTube clip (**here**).
- Compare and discuss the different purposes of these texts.
- Explore meaning of words in context: *Can you work out the meaning by looking at the sentence? What type of word is it? Does the root word help? Can you think of another word which would fit in and make sense? What definition(s) does the dictionary give? Using the appropriate dictionary definition, can you explain what the word means in the context of this sentence?*
- Encourage the children to check that the text makes sense to them and demonstrate their understanding by giving an oral or written summary.
- Model active reading strategies by:
 - speaking aloud thoughts whilst reading a short text or extract.
 - using *tentative* language, e.g. *I wonder whether...; Maybe...; At first I thought...but now I think perhaps...*

Learning outcomes

- Children will be able to identify and suggest devices to build cohesion within a paragraph.
- Children will be able to identify the purposes of the six non-fiction text types.
- Children will be able to use a range of approaches to find the meanings of unfamiliar words and explain these in relation to their context.
- Children will be able to demonstrate active reading strategies through generating questions, contributions to discussion and use of reading journals.
- Children will be able to identify the intended audience for a text, giving reasons for their views.
- Children will be able to distinguish between different text types within a booklet, stating the purpose of each.
- Children will be able to identify statements of fact and opinion within a text.

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English

Information Booklets - Creative Learning Opportunities and Outcomes (contd.)

- generating questions to refine thinking.
- noting thoughts in a reading journal.
- Following the teacher's model, children engage in activities to practise active reading strategies, e.g. book talk, text highlighting and annotation and recording thoughts and questions in a reading journal.
- Work in groups to create checklists of features of each of the six non-fiction text types. Provide children with their own miniature versions for use within the writing phase.

Information booklets

- Through shared and independent reading, examine information leaflets and texts which are made up of a number of different text types. These might include promotional leaflets for places of interest (available from tourist information offices, motorway service stations etc.) and information booklets such as the booklet 'Playing Through the Seasons' from the Nature Detectives (Woodland Trust) website ([here](#)) or the children's booklet about recycling from the Energy Quest website ([here](#)).
- For each booklet or leaflet, identify the intended audience, the different text types included and the purpose of each section. Children should be asked to justify their responses, e.g. *I think this leaflet is aimed at children because...; I think this section is persuasive because...*
- Support the children in distinguishing between statements of fact or opinion within a text e.g. *The museum is open daily from 10am* (fact). *Your family will have an amazing time exploring the gardens* (opinion). Provide opportunity for children to highlight texts to identify fact and opinion.

Reading and analysing

- Compare different leaflets and booklets, commenting on the language, structure and presentation and identifying how these contribute to meaning. Record responses on a comparison grid:

	Text A	Text B	Text C
Intended audience.			
Text types included.			
Language used, e.g. persuasive, instructional, technical. Give examples.			
Structure and layout.			
Presentation Comment on use of images, colour, shaping, font, size and effects used for lettering.			

- Following completion of the grid, summarise overall effectiveness of the texts explored and present findings to peers.

- Children will be able to compare the features of different information booklets.
- Children will be able to summarise their findings and express their opinions for an audience.

Year 5 Spring 1:

English

Information Booklets - Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on linking ideas across paragraphs using adverbials for place e.g. *On the side of the helmet ...* and numbers, e.g. *Secondly, ...*

- Remind the children of the writing outcome for this unit: *using their knowledge and understanding gained through learning opportunities in science to plan, write and make an information booklet about the solar system and/or space travel. This will include more than one text type.*
- Through modelling, support the children in making decisions about the content and text types to be included in their booklets. Provide opportunities to share, discuss and refine their ideas.

Conducting Research

- Prepare for, and structure factual research by using a KWL grid or a QUADS grid:

Questions	Answers	Detail (evidence) from the text	Source

- Gather information through research, revisiting and modelling research skills. Skills might include:
 - using alphabetically ordered texts efficiently.
 - quickly appraising potentially useful texts.
 - locating information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings and IT equivalent.
 - sifting through passages for relevant information.
- Refer explicitly to the reading skills of skimming, scanning and close reading as follows:
 - skimming to gain an overall sense of text.
 - scanning to locate specific information.
 - close reading to aid understanding.
- Through modelling, support children to scan for key words and text mark to locate key information.
- Show the children how to use simple abbreviations while note taking, presenting ideas in note form that are effectively grouped and linked.

Planning

- Drawing on models from the reading phase, children plan their booklet, thinking about purpose and audience in deciding on layout, language, structure and presentation.

Learning outcomes

- Children will be able to identify and suggest adverbials for place, in order to link ideas between paragraphs.
- Children will be able to identify their focus questions for research.
- Children will be able to use a range of research skills to gather information to answer their questions.
- Children will be able to explain the difference between skimming, scanning and close reading and use these skills effectively during the course of their research.
- Children will be able to make notes effectively.
- Children will be able to plan their booklet taking account of the audience and purpose.

Year 5 Spring 1:

English

Information Booklets - Creative Learning Opportunities and Outcomes (contd.)

Writing

- Use the plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – using devices to build cohesion within a paragraph, and linking ideas across paragraphs using adverbials for place.
- 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.
- Show the children how to acknowledge sources in their writing.
- Provide opportunity for children to construct their booklets, making decisions about layout and presentation to engage and maintain the reader's interest.
- Support the children to assess the effectiveness of own and others' writing in relation to audience and purpose and to suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

Learning outcomes

- Children will be able to write and make an information booklet which includes:
 - devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently.*
 - adverbials for place e.g. *On the side of the helmet ...* and numbers, e.g. *Secondly, ...*
 - features of the chosen text types within the booklet.
 - an awareness of purpose an audience.
- Children will be able to edit and improve their own writing with regard to audience and purpose.

Outcome

- Linked to learning opportunities in science, write and create an information booklet about the solar system and/or space travel. This should include more than one non-fiction text type, e.g. non-chronological report, instructions and explanation.

Presentation

- Booklets could be displayed in a public place such as the school library or local library. Alternatively, they could be shared with children from other classes.

Year 5 Spring 1:

English

Poems with a Structure - Creative Learning Opportunities and Outcomes

Creating interest

- Having selected one form of poetry to be studied during this unit (e.g. haiku or limericks), listen to one or two examples of that form.
- Show a selection of images which could be selected to accompany a particular poem. Ask the children to choose one and discuss with a partner why that particular image has been selected. Encourage them to refer to specific words or sections within the text, using response prompts such as *'This word makes me think of...; This might be the poet's way of saying...; The poet makes it seem...'*
- Alternatively, play a selection of music or sound clips. Ask the children which they would choose as the background music to a recording of this poem. Discuss their choices, making reference to the text.
- Complete response grids such as:

Likes	Dislikes
Patterns	Puzzles

Learning outcomes

- Children will be able to discuss and record their responses to poetry.
- Children will be able to justify their views with reference to the text.

Reading

Grammar: Warm ups throughout the reading phase – focus on vocabulary to enhance effects.

Reading and responding

- Through shared reading, read and explore a selection of poems with a particular structure e.g.
 - **Haiku poems** - Haiku is a form of Japanese poetry. Although a haiku is a poem, it does not rhyme. Read a selection of haiku poems such as those on the Word Wizard website ([here](#)).
 - **Limericks** – A limerick is a silly poem with five lines. Made famous by Edward Lear, a well-known author who wrote the 'Book of Nonsense' in the 1800's, they are often funny or nonsensical. Read a selection of limericks such as those by Edward Lear on the Kidzone website ([here](#)). Listen to Pam Ayres and Michael Rosen reading aloud their limericks on the Children's Poetry Archive website ([here](#)).
- Explore the meaning of words in context: *Can you work out the meaning by looking at the other words in the line or poem? What type of word is it? Does the root word help? Can you think of another word which would fit in and make sense? What definition(s) does the dictionary give? Using the appropriate dictionary definition, can you explain what the word means in the context of this poem?*
- When reading to the children, model how to use the meaning of words to inform intonation and expression. Together, children reread the poetry aloud using appropriate intonation and expression.
- Model and use *Book Talk* to deepen comprehension, using tentative language to propose, express and refine ideas, e.g. *I wonder whether...; Maybe...; At first I thought...but now...*

Learning outcomes

- Children will be able to take account of meaning when reading aloud.
- Children will be able to discuss poems, building on and challenging others' ideas.
- Children will be able to explore the meaning of words in context.
- Children will be able to demonstrate their understanding, interpretation and response to the poetry through discussion and in writing.
- Children will be able to compare poems.
- Children will be able to take account of meaning when reading aloud.
- Children will be able to learn poetry by heart.
- Children will be able to prepare, rehearse and perform a poem.

Year 5 Spring 1:

English

Poems with a Structure - Creative Learning Opportunities and Outcomes (contd.)

- Provide response stems to support personal response, e.g. *It makes me imagine...; It reminds me of...; It makes it seem...*
- Learn some poems by heart.
- Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Rehearse and perform a poem or selection of poems for an audience. Children should be encouraged to improve their own performance by watching back a recording of it, or listening to and acting on feedback from peers.

Reading and analysing

- Ask questions about the structure of the poem: *Do you hear any repeating patterns in this poem? Can you predict what word the poet might have used here?*
- **Haiku:**
 - A haiku must have 17 syllables:
 - The first line has five syllables.
 - The second line has seven syllables.
 - The third line has five syllables.
 - Haiku poems are often about the natural world.
- **Limericks:**
 - The first, second and fifth lines rhyme with each other and have the same number of syllables (typically eight or nine).
 - The third and fourth lines rhyme with each other and have the same number of syllables (typically five or six).
 - Limericks often start with the line 'There once was a... ' or 'There was a...'
- Provide opportunities for children to read other haiku poems or limericks matched to their reading ability. Make comparisons between poems, express their preferences and justify their views with reference to the text.

- Children will be able to comment on the structure of poems.
- Children will be able to express their preferences and justify their views with reference to the text.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on vocabulary to enhance effects.

- Share and discuss the audience and purpose for the poetry. Explain how it will be shared with the audience.
- Work collaboratively to develop ideas and language for the chosen poetry type and display on the working wall, for example:
 - **Haiku:** look at a selection of photographs and images linked to space, e.g. the Earth seen from space, the Moon, the Milky Way, Mars etc. Discuss ideas and label the pictures with useful vocabulary. Encourage the children to work collaboratively and use a thesaurus to strengthen nouns and find synonyms. Play around with these words to create lines of different lengths. Count the syllables and record.
 - **Limericks:** look at a selection of illustrations, cartoons or film images of alien creatures and astronauts. Discuss ideas and label the pictures with useful vocabulary. Encourage the children to work collaboratively and use a thesaurus to strengthen nouns and find synonyms. Use rhyming dictionaries to find and list rhyming words. Play around with these

Learning outcomes

- Children will be able to work collaboratively to develop ideas and vocabulary.
- Children will be able to use a thesaurus to find synonyms.

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English

Poems with a Structure - Creative Learning Opportunities and Outcomes (contd.)

words to create rhyming couplets (pairs of lines which rhyme).

- Ask the children to select an image to act as the stimulus for their own poem. Note ideas to support composition, e.g. for haiku, main idea(s) to be conveyed; for limericks, lists of potentially useful rhyming words.

Writing

- Use shared writing techniques to model the writing of a new poem using ideas and language from the gathering content phase, e.g.

An alien from Planet Wizzit

Decided to pay Earth a visit

It started to rain

When he landed in Spain

He said "I've not seen this, what is it?"

- Focus on skills – selecting vocabulary to enhance effects. Model and explain that the first idea is seldom the best. Show the children how to generate several ideas and then choose the best. Encourage frequent reading aloud, listening for rhythm (and, for limericks, rhyme).
- Children follow the modelling from the whole class focus and write their own new poem(s).
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Children assess the effectiveness of own and others' writing.
- They suggest changes to vocabulary to enhance effects and clarify meaning.
- New poems are learnt and performed.

Learning outcomes

- Children will be able to write a poem which includes:
 - a structure based on the model.
 - imagery created through carefully chosen words and phrases.
 - appropriate use of simile/metaphor.

Outcome

- A performance of poems learned by heart during the reading phase.
- A performance of the new poem.
- A new poem using the structure of those studied.

Presentation

- Presentation of a poem to an audience e.g. assembly, other class, recorded for live playback.
- Presentation of poem with imagery using artwork or IT combining words, phrases, images and sounds e.g. PowerPoint, Photostory3.