

The Promise - Year 5 and Y6



Phase	Activity	Recorded Outcomes
1 prediction	<ol style="list-style-type: none">1. Palette Picker2. Word Cloud3. Prediction Probability	<p>Palette Picker shading and written reasons for the choice of colours.</p> <p>Written predictions practising grammar from earlier years (especially Y3 conjunction and prepositions).</p> <p>Prediction Probability strip with written justification of why the selection was made.</p>

2

Comprehension

1. **Freeze Frame** drama of the girl stealing in the crowd scene.
2. Read the book to where she meets the old lady in the dark street - **Freeze Frame** this scene '*To and fro we pulled that bag..*' and then move into **Thought Tracking**.
3. Read the remainder of the book and construct a **Role on the Wall** for the girl.
4. Complete an **Axis of Emotion** for the girl to plot her feelings throughout the story. Use the 'role' and the 'axis' to write a **character study** for the girl focusing upon how she changes during the story.
5. Use the **Seven Steps** approach to discuss and collate vocabulary from the story - e.g *abandoned/parched/scowled/scuttled/*
6. Ask a series of **literal, inferential and vocabulary based questions** - see box on the right for sample questions - write some of these using graphic text question formats. Vocabulary work is further developed in phase three.

- **Write** down in thought bubbles the contrasting thoughts of the old lady and the girl at this point. Focus upon '*If you promise to plant then..*' for a prediction element.
 - **Role on the Wall diagram**
 - **Axis of Emotion**
 - **Character study** of the girl
 - **Sentence and graphic** answers to comprehension questions
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- What was the promise? How did she keep it?
 - '*I held a forest in my arms and my heart was changed.*'
 - What do you think '*I held a forest in my arms*' means?
 - How do you think her heart had been changed?
 - Explain why the girl felt rich.

Rich vocabulary is a real strength of this text and this can be really developed in the SPaG element of phase 3 and during planning, drafting and editing in phase 4. Some examples to be considered are:

Short sentences for effect: *Nothing grew. Everything was broken. No one ever smiled.*

Repetition and the power of three: *Mean and hard and ugly. So green, so perfect and so many. Slowly, slowly, slowly...*

Similes: *Like a hungry dog - as shrivelled as the dead trees in the park - Green spread through the city like a song.*

Alliteration: *rumble, ruins and rusty railings - train, tracks, tramlines and traffic lights*

Powerful verbs: *Scowled and scuttled*

The main written outcome is to be a chapter from the main character's autobiography looking back on this episode of her life. This will be an expanded version and will allow for the 'magpieing' of some of the writing techniques above but also encouraging an expansion of the story that will allow for effective use of Y5 grammar.

3.1

Text Structure and Organisation and SPaG - Year 5

1. The **Axis of Emotion** created in the above phase serves as the text structure for a recap and retelling of the story.
2. The **Story Ladder** could also be used to capture the story. Use this along with effective use of cohesive devices such as adverbials of time, place and number; conjunctions, synonyms and pronouns.
3. **Labelling with expanded noun phrases** the double page spread after the theft with the text '*I ran off without a backward look...*'
4. **Sentence Soup** in context of sentences to be used in the autobiography.
5. **O and X** using Y5 grammar in first person and past tense and using relative clauses and modal verbs.
6. **Modal verb foldable** - practice in writing sentences containing modal verbs,
7. **Text message dialogue** - the expanded conversations between the girl and the old lady and imagined between the girl and the young thief.
8. **SPaG Test** questions in the context of the story.

- **Axis of emotion** and/or **Story Ladder**.
- Short para' **describing the double page referred to in activity 3**.
- Outcome of sentence soup activity with **word classes labelled**.
- Text message **dialogue and continuation of speech**.
- **O and X sentences** to practice the outcome.
- **Modal verb foldable** practice sentences in first person and past tense.
- **SPaG test** question practice answers.

3.2

Text Structure and Organisation and SPaG - adapted for Year 6

As above for Y5 but with the addition of Y6 specific grammar from the curriculum and the requirements of the current (2018) requirements for The Interim Assessment Framework. relevant to this unit, this might mean:
Y6 Grammar and punctuation - discussion of **active and passive voice** - **expanded noun phrases** to convey complicated information concisely e.g *The young thief that stole my acorns is running away* - discussion of **informal patterns found in speech and those in standard English**. Further work on linking paragraphs using a wider range of **cohesive devices** e.g repetition of a word or phrase; adverbials *...as a consequence of actions ...* Use of **semi colon and dashes** to mark boundaries between independent clauses *I had been robbed myself; but I knew the planting would go on.* Use of hyphens to avoid ambiguity *The acorn-stealing thief sprinted away from me.*

Interim Assessment Framework - see panel below this sequence for 2018.

<p style="text-align: center;">4</p> <p style="text-align: center;">Planning, drafting and editing</p>	<ol style="list-style-type: none"> 1. Shared Writing to model appropriate grammar and structure for the outcome, especially modelling the use of the writing techniques used in the story detailed above. 2. Shared writing and modelling also to include how to use brackets, dashes and commas. 	<ul style="list-style-type: none"> • First draft. • Other drafts showing additions, revisions and corrections and in accordance with school policy. • Punctuation cricket grid and score.
<p style="text-align: center;">5</p> <p style="text-align: center;">Publication</p>	<p style="text-align: center;">The final published version of the chapter from the autobiography.</p>	

2018 ITAF

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²