

<p>Phase 1</p> <p>Watch and re-watch the film Back to the future. Use key points in the film to discuss features and themes. Explore approaches made by the film maker to create moods, pace and viewpoint. Develop children's film met language by identifying how colour, light, sound and camera angles have been used to tell the narrative. Use a reading journal to record opinions of the narrative.</p> <p>Objectives</p> <p>Year 5, Term 1: T2, T3 and T4 compare the structure of different stories; investigate how characters are presented referring to the text; T5 understand dramatic conventions; T9 develop an active attitude towards reading seeking answers, anticipating events, empathizing with characters and imagining events that are described; T14 and T15 map out texts showing development and structure; write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organize and develop detail.</p> <p>Year 5, Term 2: T13 review and edit writing to produce a final form.</p>	<p>Prior Learning</p> <ul style="list-style-type: none">• Identify the different contributions of music, words and images in short extracts from TV programmes or film.• Pose probing questions appropriate to purpose.• Plan, tell and write complete stories with a clear sequence of events.• Use paragraphs to structure a narrative.
<p>Learning Outcomes:</p> <p>Form opinions and use textual evidence from a film to support and justify responses; demonstrate that authors' perspectives can be inferred as part of shared and guided sessions; transfer understanding of different modes (gestural, visual, sound) to write short descriptions (teacher observation, paired response).</p>	

	Word/sentence structure starter	Shared learning - reading/writing	Differentiated Activity			Plenary: Activity/key questions
			high	medium	low	
MON WALT: INDEPENDENT WRITING	INDEPENDENT WRITING		INDEPENDENT WRITING			INDEPENDENT WRITING
TUES WALT: Write complex sentences in different ways. Context: Back to the Future SC: sentence begins with a verb, sentence gives extra information, extra information separated by commas, Sentence begins with a connecting word. The subject is doing more than one thing. Success criteria to also have model of examples using SC.	<p>Display image from BTFF.</p> <p>Display complex sentences. In TPs children discuss the structure of each sentence and the information they give. Share success criteria.</p> <p>Model a complex sentence beginning with a verb for the image. Discuss structure.</p> <p>TPs to create own sentences. Provide bank of starters. Share using visualiser and lolly lotto.</p> <p>Model a complex sentence beginning with As, although, before, until. If.repeat as above.</p> <p>Model a complex sentence which slots in extra information (see slide) Repeat TP and lolly lotto.</p>	<p>Combine TPs to make groups of four and use team roles. (Discussion with 'Barriers' children revealed that they preferred to work in groups before attempting to work independently).</p> <p>Remind children of core learning skills targets: encouraging friendships (link to working together) and asking questions that open discussion or give more information, both of which will be useful to help them to succeed with the task. Groups Create complex sentences using either a verb beginning, a connective or by slotting in extra information.</p> <p>Challenge ranges from sentences of one type to sentences for all three types - challenge o meter</p> <p>Images to be provided to stimulate language.</p> <p>Differentiation: Verb sheets to aid with complex sentences beginning with a verb. Connective sheets.</p> <p>TA to support SEN 1:1 and within a group</p>	<p>Highlight proud part of work in green.</p> <p>Highlight something to improve in orange (against success criteria)</p> <p>Walk around room and look at each group's sentences. "Steal" ideas (use swag bags) then go back to own group and improve sentences.</p> <p>Activote - which type of complex sentence do they need to work on?</p>			
WED WALT: Write the	Compare two climaxes to the story on the visualiser. TPs to discuss which is better and why.	Children to write climax to a story.				Peer mark. Highlight green

climax to a story. Context: BTFF	Create success criteria list. TPs to think of sentences for climax and share. Use visualiser and discuss good and improvement points. Refer to prior learning (complex sentences)	Include a complex sentence.	for good and orange for improvement. TPs discuss improvement then make own improvement.
THURS WALT : retrieve, infer and deduce information from text. Context:	Together read through comprehension and discuss text also clarifying vocabulary. Using TPs answer inference question, share then discuss. Repeat.	Work through retrieval, inference and deduction questions. SEN: support by TA CT to support LA group	Discuss responses.
FRI EDISON	EDISON	EDISON	EDISON

Assessment Phase: 1 : Reading comprehension; investigation of settings (4 days)

Learning outcome	Exceeded	Need to consolidate	Not achieved	What next?
