

## Year 5/6 Learning Journey

**Outcome:** To write a narrative piece

**Purpose:** To inform/entertain

**Audience:** Peers

**Form:** Narrative

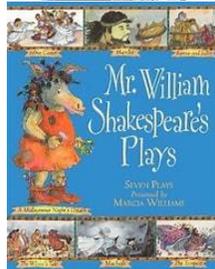
*Application piece:* Poetry/ spell to conjure a storm

**Experience:**

Creating a tempest in class- the sounds/ making it darker/ video clips

## Text Driver

The Tempest by William Shakespeare



## Key Writing Statements:

- I can identify the audience for and purpose of my writing using similar forms as models for my own
- I can consider how authors have developed characters and settings
- I can select appropriate grammar and vocabulary, understanding how choice can change and enhance meaning
- I can use and punctuate direct speech (Y3/4)
- I can explore the use of figurative language devices to enhance meaning
- I can use relative clauses to add detail
- I can write legibly and fluently with increasing speed
- I can use a wider range of devices to build cohesion within and between paragraphs
- I can use a thesaurus

## Key Reading Statements:

- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- I can read and discuss a wide range of texts including poetry
- I can make comparisons within and across books
- I can read books that are structured in different ways
- I can check that a storyline makes sense, exploring the meaning of words in context.
- I can identify and discuss themes in writing
- I can prepare poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

## Key Spoken Language Statements:

- Participate in performances
- Gain, maintain and monitor the interest of listeners
- select and use appropriate registers for effective communication

## Overview of Learning Journey (15 sessions – 3 weeks)

Stimulate and generate	Capture, sift and sort	Create, refine, evaluate
<p>1. <b>Experience – Re-create a tempest</b> Begin the lesson with the blinds lowered and the beginning of sounds of a storm- wind etc. Through the use of video clips/ sound clips to re-create a storm within the classroom. Explain that we have experienced a tempest, brainstorm all of the words and descriptive phrases together to describe what has happened. Make the link to the Play that we will be looking at first, that involves a tempest even more terrifying than the one we have witnessed. ** AWC- video clips to watch away from the noise element in the classroom?</p> <p>2. <b>LO: I can check that a storyline makes sense, exploring the meaning of words in context.</b> Read the version of the story by Marcia Williams. Who have we met? Where? Story map the key events. Highlight the vocab used, can we work out the meaning looking at the context of the words? Begin to build up a collection of Shakespearean words in their dictionaries. <a href="#">The Tempest by William Shakespeare   Act 1, Scene 1 - Bing video</a></p> <p>3. <b>LO: I can check that a storyline makes sense, exploring the meaning of words in context.</b> Story recap- <a href="#">The plot   The Tempest   Royal Shakespeare Company (rsc.org.uk)</a> In pairs, to use the story map to retell the story of The Tempest. Challenge- can you include some of the Shakespearean language/ vocab?</p> <p>4. <b>LO: I can begin to explore the use of figurative devices to enhance meaning.</b> Refer back to Monday's brainstorm and the description of a storm. Are there any examples of figurative language? Talk through the Figurative language ppt, add poster to the working wall. Children to have time to write their own examples of each type or figurative device, share, magpie and add to the working wall.</p> <p>5. <b>Application Piece Write spells to conjure a storm.</b> Using yesterday's ideas to write their own poem (spell) to conjure a storm as fierce as the tempest.</p>	<p>6. <b>LO: I can consider how authors have developed characters</b> Hot seating activities involving the key characters and what they witnessed in the story. To have time to write questions they would ask the characters if they had the opportunity to meet them. Recap on the story map before writing their questions.</p> <p>7. <b>LO: I can consider how authors have developed characters</b> Conscious alley- Caliban. Focus on the role of Caliban in the story, where does he link into the story map? 'Caliban: Man or Monster' Children to develop their opinion and give reasons from the story to justify their answer.</p> <p>8. <b>LO: I can consider how authors have developed characters</b> In small groups to choose a moment in the story, to freeze frame and make a tableau. To consider body language and facial expressions. Share their freeze frames with the rest of the class and give peers the opportunity to pose questions to those in the freeze frame.</p> <p>9. <b>LO: I can use and punctuate direct speech</b> From previous lesson to use their freeze frame photos to write the passage of speech to match that moment in the story. Recap on the rules of speech punctuation and model.</p> <p>10. <b>LO: I can use a wider range of devices to build cohesion within and between paragraphs</b> In pairs, to retell the story of The Tempest using the story map. What key words and phrases are we all using to enable the story to flow and link the events together? Brainstorm conjunctions, fronted adverbials, time adverbials... When might we need to use these in our own writing? What difference do they make to the reader/ audience? (twinkl ppt and activity)</p>	<p>11. <b>LO: I can plan my writing</b> To plan writing a sequel to The Tempest, consider the power of Prospero- what could he conjure next and why? Revisit the features we will need to include and the characters met in the original story.</p> <p>12. <b>LO: I can draft my writing</b> From yesterday's plan, begin to pad with ideas- figurative language, relative clauses, links between paragraphs, speech.</p> <p>13. <b>Application piece: to write a narrative piece, as a sequel to the Tempest.</b> Using their plan to write their own story, breaking their time into smaller chunks to model the structure needed.</p> <p>14. <b>LO: I can evaluate, edit and improve my own writing</b> Model editing and improving- checking for grammar and punctuation, using thesaurus for improving word choices. Give the children time to complete their stories and edit. Using the assessment grids and their next steps to evaluate their work with a partner. To edit further if needed.</p>