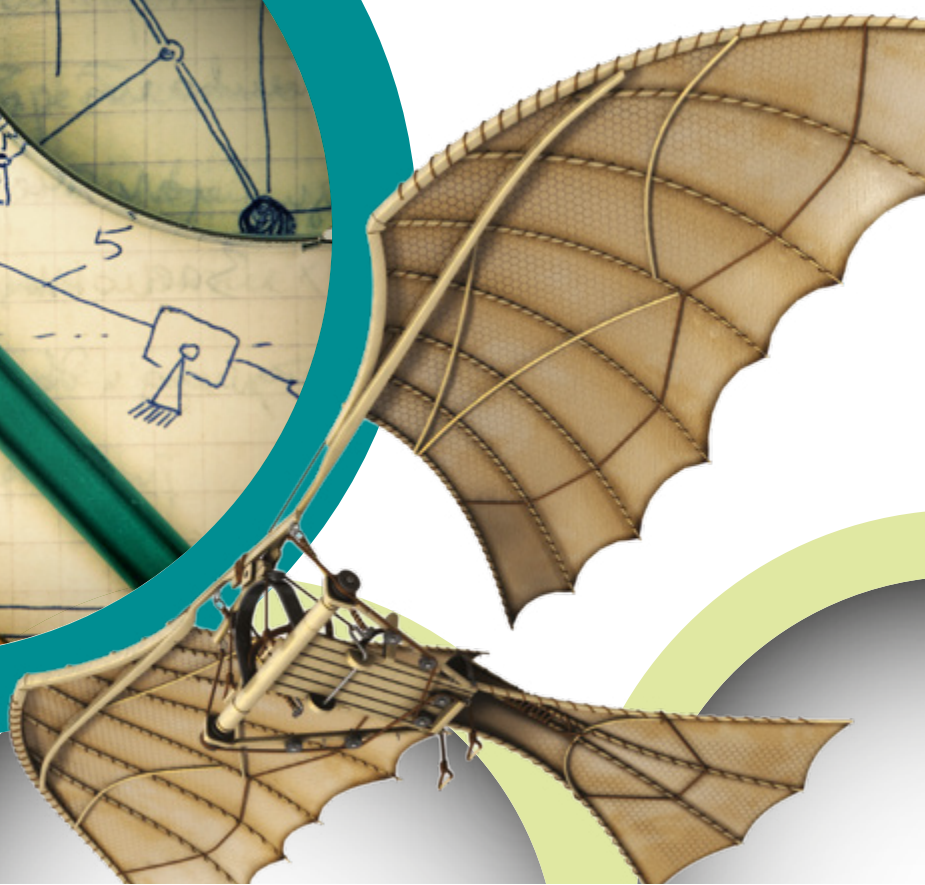


Year 5
Spring 2



English Unit Planning
Guidance
Inventors and
Inventions



Year 5 Spring 2

Inventors and Inventions

This half term block, based around a theme of *Inventors and Inventions*, consists of two English units:

- Novel as a theme
- Magazine: Information Text Hybrid

Cross curricular links

Although the units will stand alone, they can be planned to run alongside science, history and design and technology. Historical inventors could be explored who have had an impact on science and everyday life, and this could provide the context for a magazine hybrid outcome. Links to design and technology could include a focus on mechanical systems, levers, gears, cams and pulleys; children could design, make and evaluate a product using inspiration from the class novel.

Vocabulary, Grammar and Punctuation

Skills have been specifically identified for each unit from *Key Learning in Writing*. The full set of units include all skills for the year group. However, if these units and/or skills are rearranged from the planned order, modifications to the identified grammar skills may be necessary. When planning, consider if the suggested skills are the most appropriate for the class or if different skills are needed based on assessments of children's outcomes. This may involve the revisiting of skills from previous year groups. Refer to *Key Learning in Writing* for the year group to ensure full coverage over the year.

Overview



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Penguins, Possums and Pigs Stories by the same author Non-chronological reports Poems on a theme	Fire! Fire! Repetitive patterned stories Poems on a theme Range of non-fiction texts	Growth and Green Fingers Classic stories or story on a theme Instructions Traditional rhymes	Family Album Traditional tales Recounts	The Great Outdoors Stories with familiar settings Non-fiction texts: booklets Traditional rhymes	Robots Stories with fantasy settings Poems to learn by heart Recounts
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Place Where I Live Stories with familiar settings Non-chronological reports Poems on a theme	Fighting Fit Traditional tales with a twist Instructions	Explorers Stories by the same author Non-chronological reports	The Farm Shop Stories with familiar settings Persuasion Riddles	Wind in the Willows Animal adventure stories Recount: letters Classic poems	Buckets and Spades Story as a theme Explanations Poems on a theme
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	There's No Place Like Home Folk Tales Recount: biographies	Healthy Humans Fables Poems with a structure Persuasion: letters	Rock and Roll! Story as a theme Poems on a theme Discussion	The Iron Man Novel as a theme Recount: diaries	What the Romans Did For Us Playscripts Non-chronological reports	How Does Your Garden Grow? Classic poetry Mystery / Adventure / Fantasy stories Explanations
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sparks Might Fly! Stories with fantasy settings Explanations Film and playscripts	The Great Plague Fairy tales Classic poetry Recount: newspapers	The Art of Food Stories with issues and dilemmas Persuasion	Passport to Europe Novel as a theme Non-chronological reports	Water, Water Everywhere Stories with a theme Poems with a structure Information booklets	Hunted Folk tales Debate Poems on a theme (optional)
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Kingdom United Legends Persuasion	Food, Glorious Food! Stories with historical settings Film and play scripts Classic narrative poetry	Earthlings Science fiction stories Information booklets Poems with a structure	Inventors and Inventions Novel as a theme Magazine: information text hybrid	Amazon Adventure Stories from other cultures Debate	Faster, Higher, Stronger Myths Reports Poems with figurative language
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Survival! Novel as a theme Biography	Britten's Got Talent? Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review	Heroes and Villains Older literature Information text hybrid Poems with imagery	Super Sleuth Detective / crime fiction Explanations	Oh! I Do Like To Be Beside The Seaside Short stories with flashbacks Discussion and debate Classic narrative poetry	

Guidance for English Unit Planning

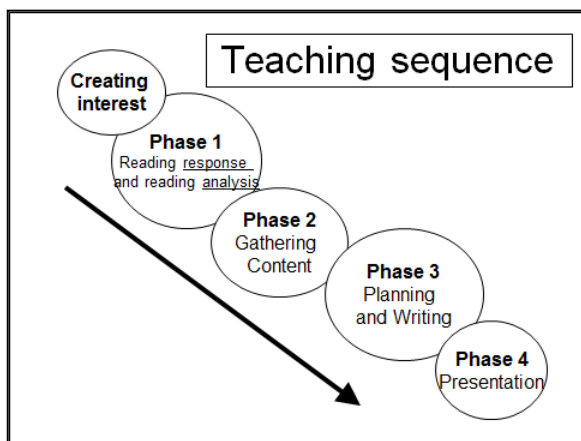
Key Learning

The *Key Learning in Reading* and *Key Learning in Writing* documents reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit of English. These frequently need breaking down further to form lesson objectives.

The Teaching Sequence

A suggested unit outline follows the teaching sequence:

- Creating Interest
- Reading:
 - Reading and responding
 - Reading and analysing
- Gathering content
- Writing
- Presentation



The amount of time spent in any one phase needs to be tailored to the needs of the class.

Writing Outcomes

Extended Writing Outcomes:

Each unit of work should result in at least two (and possibly three) extended, written outcomes. This allows children several opportunities to practise and apply newly acquired skills in context. Outcomes are identified as follows:

1. Scaffolded outcome

This is completed on a daily basis during the writing phase. It is supported through daily, whole-class, shared and modelled writing. It may be further supported by small-group, guided writing for some pupils. Each section is supported through teaching, with the children working on their own version following the teacher's model. For a narrative unit, this might appear like this:

	Teacher's Role	Children's Role
Day 1	Shared writing/modelling – story opening	Writing their own opening
Day 2	Shared writing/modelling – build up	Writing their own build up
Day 3	Shared writing/modelling – problem	Writing their own problem
Day 4	Shared writing/modelling – resolution	Writing their own resolution
Day 5	Shared writing/modelling – ending	Writing their own ending

The effectiveness of this model is enhanced by:

- feedback and marking on a daily basis and pupils being given time to respond;
- use of ideas and vocabulary gathered during earlier phases displayed on the working wall;
- displaying the shared and modelled writing from across the writing phase.

2. Independent extended writing outcome

This is a second opportunity for the children to write in the same genre or text-type, but this time, more independently. Generally, this would take one (or at most two lessons) and should take place soon after the completion of the unit. The children should have time to think, plan and discuss their ideas and they should also have access to prompts created through the unit, e.g. content from the working wall, genre checklists, word banks, dictionaries etc.

Crucially however, **there should be no adult modelling of writing to support the completion of this second outcome.**

As well as giving children another opportunity to apply their skills, this outcome is very useful to inform assessment and next steps in teaching and learning. Consequently, feedback and marking for this outcome might be less in-depth and feature on completion of the piece only. This provides an ideal opportunity for pupils to make improvements to their independent writing via redrafting and self-editing. The piece can still be used for assessment purposes, provided that the process is not over-scaffolded by the teacher and is the result of the child's own improvement.

3. Cross curricular application

This works best for non-fiction units. It usually takes place some time after the completion of the English unit and in another area of the curriculum. This provides opportunity for children to revisit text types and revise skills. Pupils should be given time to refresh their knowledge and understanding of the text type, looking back at their own writing and prompts created. Again, this outcome is particularly useful for assessment purposes and children should be given opportunity to edit and improve their own writing.

Publishing Writing

Children invariably write more effectively when they have a real audience and purpose for their writing. Thought should be given to this at the outset and shared with the children. This might involve:

- writing stories to entertain Year 2, for example: arranging an opportunity for the children to share their stories with them in small groups;
- writing, then redrafting, non-chronological reports to make a class book which is put on display in the school library;
- children reading, rehearsing and performing their own poetry to be recorded and shared on the school website.

Short writing

Of course, all writing must not be left until the writing phase! Writing skills need to be constantly practised and revisited throughout the reading and gathering content phases. Outcomes should be linked to a specific learning objective, e.g. *LO: To infer character thoughts and feelings – Outcome: diary.*

Examples of short writing opportunities include:

- diary entries
- character profile
- dialogue exchange
- fact file
- letter to a problem page
- book review

Grammar and Punctuation

An age-appropriate grammar and/or punctuation focus should be selected for each unit, based on the genre or text type from the unit. However, it is important that teachers consider the children's current skills in relation to grammar and adjust this focus if necessary. For example, it is not appropriate to teach main and subordinate clauses to a Year 3 class who are not secure with simple sentence construction.

As well as the acquisition of grammar skills, knowledge and terminology, it is important that children are shown how to apply these appropriately in their own writing.

The process involves:

- Short, sharp grammar warm-ups - a highly effective way of introducing and practising the skills initially;
- The teacher modelling the appropriate application during the writing phase;
- Establishing the expectation that the children will apply the skills appropriately in their own writing;
- The children having opportunity to self and peer assess;
- Teacher feedback and marking which reflects the grammar or punctuation focus.

It is advisable to address one or two objectives for grammar and/or punctuation within a unit; this allows skills to be taught and secured through a 'little and often' approach.

Spelling and Handwriting

Spelling and Handwriting should be taught regularly with content taken from Lancashire *Key Learning in Writing* or directly from National Curriculum 2014.

Year 5 Spring: Inventors and Inventions

English	
Key Learning	
Unit	Novel as a Theme
Outcome	<ul style="list-style-type: none">▪ A short story or chapter for a novel about an invention.▪ A range of writing outcomes linked to the novel, e.g. explanation, summary, prediction.
Possible Duration	<ul style="list-style-type: none">▪ 3-4 weeks.
Key Learning Reading	<ul style="list-style-type: none">▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.▪ Explore the meaning of words in context.▪ Use knowledge of root words to understand meanings of words.▪ Explore themes within and across texts, e.g. loss, heroism, friendship.▪ Read books that are structured in different ways for a range of purposes.▪ Demonstrate active reading strategies, e.g. generating questions to refine thinking, noting thoughts in a reading journal.▪ Predict what might happen from information stated and implied.▪ Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.▪ Making comparisons within a text, e.g. characters' viewpoints of same events.▪ Summarise main ideas drawn from more than one paragraph and identifying key details which support this.▪ Explain the effect on the reader of the authors' choice of language.▪ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.▪ Justifying opinions and elaborate by referring to the text (Point + Evidence + Explanation).
Key Learning Writing	<ul style="list-style-type: none">▪ Apply knowledge of prefixes to understand meaning of new words.▪ Blend action and description within and across paragraphs.▪ Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that, e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.▪ Use similar writing models.▪ Think how authors develop characters and settings (in books, films and performances).▪ 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.▪ Proofread for spelling and punctuation errors.

Year 5 Spring: Inventors and Inventions

Suggested Texts

- The Invention of Hugo Cabret by Brian Selznick.
- The Invention of Hugo Cabret website http://www.theinventionofhugocabret.com/about_hugo_auto.htm
- Tin by Pádraig Kenny
- Small Change for Stuart by Lissa Evans.
- Mortimer Keene: Attack of the Slime by Tim Healey.
- Fantastic Frankie and the Brain Drain Machine by Anna Kemp.
- The Incredible Adventures of Professor Branestawm by Norman Hunter.
- The Cleaning Machine – The Incredible Adventures of Professor Branestawm from the BBC on YouTube https://www.youtube.com/watch?v=qcjGZ_NCZLA
- The Flying Horse Part 1 - Storynory – Inventor of Horse Robot from the Storynory website <https://www.storynory.com/the-flying-horse-part-1/>

Non-fiction texts for children to use during gathering content phase:

- A Robot World by Clive Gifford
- A Mindboggling History of Scientists and Inventors by Izzi Howell

Year 5 Spring: Inventors and Inventions

English

Novel as a Theme – Creative Learning Opportunities and Outcomes

Creating interest

- Show images linked to the focus text, e.g. the opening sequence of pictures from *The Invention of Hugo Cabret*. These can be shown as a slideshow from The Invention of Hugo Cabret website
https://www.theinventionofhugocabret.com/about_hugo_intro.htm
- or watch the opening clip from the Hugo DVD (Martin Scorsese)
<https://www.youtube.com/watch?v=aSTnmEEotCQ&t=11s>
- Support the text (and DVD clip) where possible with some old photograph negatives to intrigue the children and give them a clue to the subject matter of Hugo. What are these objects? Hold them up to the light. What can you see? Where/when do you think they were taken? What is happening? Record these questions and answers as a short writing opportunity.
- Alternatively, show the opening sequence from The Incredible Adventures of Professor Branestawm on YouTube
https://www.youtube.com/watch?v=qcjGZ_NCZLA
- Ask the children to summarise what they know about the story so far: What do we know about the characters? What is the setting?
- Predict what might happen. Encourage the children to use tentative language (prompts available from the LPDS Primary English and Literacy website **<https://www.lancashire.gov.uk/lpds/teaching-and-learning/primary/english-and-literacy/reading/>**) when predicting from information which is implied, e.g. *Maybe the boy is afraid of the old man because the way he looks at him from behind the clock suggests he is hiding.*

Learning outcomes

- Children will be able to interpret events and provide an oral summary.
- Children will be able to make predictions from concrete information and that which is implied.
- Children will be able to use tentative language when making predictions.

Reading

Grammar: Warm ups throughout the reading phase – focus on blending action and description within a paragraph.

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. When encountering unfamiliar vocabulary, ensure meanings are explored in context.
- The Hugo Cabret novel also lends itself to the exploration of the pictures using visual inference. Children could annotate, make connections or use as stimulus for short writing opportunities, e.g. composing narrative to match selected pictures. Support the reading, where possible, with appropriate film clips. Compare to the text.
- 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 tentative 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

Learning outcomes

- Children will be able to blend action and description within a paragraph.
- 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.
- Children will be able to participate actively in discussion groups.
- Children will be able to use tentative language to comment on information which is implied.
- Children will be able to explore characters using a range of drama techniques.
- Children will be able to demonstrate

Year 5 Spring: Inventors and Inventions

(in role as characters, children speaking their thoughts aloud), role play and conscience alley. Examine incidents from the viewpoint of different characters within the story. Link to short writing opportunities – diary entries, internal monologues and letters in role.

- Include poetry as a short writing opportunity. Model using the diamante structure <https://poetry4kids.com/lessons/how-to-write-a-diamante-poem/> to experiment with and create poems based on a stimulus such as the opening of Hugo. Link this to previous grammar skills, e.g. –ed and –ing openers; children then compose their own.

Station
Ornate, crowded
Hustling, bustling, teeming
Filled with travellers, hiding behind clocks
Glancing, searching, wondering
Anxious, alone
Hugo

- Focusing on themes within the text, provide each group of children with cards which identify themes from the novel, e.g. for The Invention of Hugo Cabret, these might include: friendship, family, loneliness, dreams, determination. Use vocabulary techniques such as semantic mapping to explore the themed words, e.g. courage, destiny. Display these on the working wall and add evidence from the text(s) throughout the reading phase. Link this to a short writing opportunity where the children explore their theme further, selecting evidence from more than one paragraph or section of the text to support their ideas. The PEE prompt (Point + Evidence + Explanation), a writing frame or paragraph planner could be used to support this.
- After completing the novel, view the trailer (if film version of selected novel is available), such as the one for Hugo on YouTube <https://www.youtube.com/watch?v=Hv3obL9HqyY&t=66s> or read some reviews of the novel, such as the ones for The Incredible Adventures of Professor Branestawm https://www.amazon.co.uk/product-reviews/B005E87G32/ref=dp_top_cm_cr_acr_txt?ie=UTF8&showViewpoints=1
- Do the children think the trailer/review provides an accurate summary of the story? What information is stated within the trailer or review? Is anything implied rather than stated and, if so, how is it implied? What words or images are used and what effect do these have on the reader?

Reading and analysing

- When focusing on vocabulary, model how to use knowledge of root words to understand meanings of words, e.g. in The Invention of Hugo Cabret: **instinctively** (p107), **infinitely** (p114), **resentful** (p165) approve **disapproving** (p338)
- Through discussion and modelling, support the children in using knowledge of prefixes to understand meaning of new words, e.g. **automaton** (p114), **repainted** (p165).
- Discuss the effect of the authors' choice of language on the reader. Encourage the use of 'effect on reader cards' <https://www.lancashire.gov.uk/lpds/teaching-and-learning/primary/english-and-literacy/reading>

empathy through drama and writing.

- Children will be able to demonstrate understanding of a theme.
- Children will be able to select evidence and explain their opinions using the PEE prompt.
- Children will be able to provide the meanings for words in the context of the text.

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to support children in articulating their responses: *It's the author's way of saying...; It makes me imagine...; it makes me think of...; It makes it seem...* Complete a 'pound word' activity: explain to the children that some words in the text are particularly 'valuable', others less so. Some words are only worth a penny but others are pound words. Which words would they pay a pound for? Allocate each child a specified number of 'pounds' which they must spend on the best words (plastic pound coins placed on the chosen words within the text could be used for this). Children highlight their pound words within the text and annotate around it, using the prompts, to describe the effect.

- Consider the links between the revelation of the setting within the screenplay seen in the film and the plot of the novel. Use an extract of screenplay where possible, e.g. p63 from The Hugo Movie Companion. Highlight and discuss the use of vocabulary to evoke a clear picture in the reader's mind. Compare this to the movie scene, e.g. the opening of the movie Hugo. Co-construct a toolkit of the setting description which can be used during the gathering content phase.
- Focus on a scene from the text which is relevant to the plot structure of the planned outcome. For example, if following Hugo Cabret, the explanation of the machine in action (on pages 240-241) could be used as a model for children to write their own explanation text (Y4 Autumn 1) of their automaton or invention (see gathering content phase). Use oral storytelling approaches to imitate this text (use actions, voices and text mapping to learn the text by heart) as an opportunity to revise explanation writing. Consider embedding some causal language, e.g. *consequently, as a result of this, this causes*.
- Once the text extract has been learnt orally, create a toolkit by identifying techniques the writer has used to create the scene.
- Use automaton creations or invention (links to design and technology) for children to innovate on the above version to compose their own explanation text.

- Children will be able to use knowledge of root words to support understanding.
- Children will be able to use knowledge of prefixes to support understanding.
- Children will be able to identify effective vocabulary and describe the effect on the reader.
- Children will be able to compare the same event presented in different ways.
- Children will be able to orally retell the explanation from within the novel.
- Children will be able to use appropriate techniques to write an explanation in the style of the author.

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English

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on creating complex sentences by using relative clauses with pronouns 'who', and 'where' and demarcate with commas, e.g. *Sam, **who** had remembered his wellies, was first to jump in the river. The house, **where** the robberies had taken place, stood on the hill.*

Basic plot outline	Planning notes
Introduction to main character and setting.	Setting description toolkit would feature here.
Main character finds broken invention and notebook instructions.	
Main character loses instructions.	
Main character finds instructions and fixes invention.	
Invention reveals the answer to a secret.	Explanation text composed earlier would feature in this section

Creating an invention

If focusing on Hugo Cabret:

- Following on from the screenplay setting description, provide children with a choice of possible new settings for their own writing. This could be a railway station from another city/country , e.g. Grand Central Station <https://www.youtube.com/watch?v=16DN4ZWfdho>. Use the clip and toolkit generated to gather vocabulary and create the opening for their new story. Emphasise the journey of the reader from the outside (or above) considering the bigger picture before gradually focusing on the main character or object of interest.
- If children have not produced their own invention/automaton as part of design and technology project, opportunities will need to be planned for children to do this. Use books, e.g. A Robot World by Clive Gifford and A Mindboggling History of Scientists and Inventors by Izzi Howell and/or video clips to support with this and provide children with choices, e.g. The Breakfast Machine from Chitty Chitty Bang Bang (YouTube - Chitty Chitty Breakfast Pickering) <https://www.youtube.com/watch?v=Qc9h6FC6QgU> or Girl and Robot animation (YouTube) <https://www.youtube.com/watch?v=5Qx5hf1zLmk&t=4s> in order for children to write an explanation.
- Alternatively, focus on the automaton from Hugo. The machine is hiding a secret and draws a picture when it is fixed. The automaton is based on the Maillardet Automaton- information available on the Hugo website http://www.theinventionofhugocabret.com/about_hugo_auto.htm , the Franklin Institute website <https://www.fi.edu/history-resources/automaton> and on YouTube https://www.youtube.com/watch?v=LCNQvm61_78 (Maillardet Automaton Demonstration)
- What secret could the automaton in the children's version be hiding? Will it draw something or write something?

Learning outcomes

- Children will be able to construct, write and punctuate a complex sentence with a relative clause.
- 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 write an explanation based on the model text.

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- Alternatively, the drawings of Heath Robinson (who illustrated the Professor Branestawm series) could be useful or even the children's game *Mousetrap*.

Or if using an alternative focus novel, consider using the plot outline below:

Basic plot outline	Planning notes
Main character enters inventor's home/workshop/laboratory.	
Main character sees inventor working on their invention.	
Main character sees the invention in action.	
Invention goes wrong.	
Main character and inventor reflect.	

- Children could devise their own plots for their short stories or chapters, perhaps based around the idea of an invention that goes wrong, e.g. the haircut scene from *Chitty Chitty Bang Bang*, on YouTube (<https://www.youtube.com/watch?v=3lgluqEiQow>) or the sequence from *The Incredible Adventures of Professor Branestawm* on YouTube (https://www.youtube.com/watch?v=qcjGZ_NCZLA) could be useful for inspiration.
- Alternatively, if a more descriptive piece of writing is the intended outcome, a very simple plot outline for a chapter could be provided, to which the children could add detail in order to personalise it, e.g.

Writing

- Use shared writing techniques to model a section at a time with the children. Focus on skills - blending action and description within a paragraph; creating complex sentences by using relative clauses with pronouns 'who', and 'where' and demarcating with commas.
- 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 spelling, grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.

Learning outcomes

- Children will be able to write a short story or chapter which includes:
 - blend action and description within a paragraph.
 - complex sentences with relative clauses using pronouns 'who', and 'where' and demarcate with commas.

Scaffolded Outcome:

- A short story or chapter for a novel about an invention.

Independent extended writing outcome:

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Cross curricular application:

Presentation

- Stories could be shared with children in other classes, published on the school's website/ social media , or made into a class book.

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English	
Key Learning	
Unit	Magazine: Information Text Hybrid
Outcome	<ul style="list-style-type: none"> ▪ A magazine which includes a range of text types.
Possible Duration	<ul style="list-style-type: none"> ▪ 3-4 weeks.
Key Learning Reading	<ul style="list-style-type: none"> ▪ Read books and texts that are structured in different ways for a range of purposes. ▪ Exploring meaning of words in context. ▪ Scan for key words and text mark to locate key information. ▪ Demonstrate active reading strategies, e.g. generating questions, making connections. ▪ Analyse the conventions of different types of writing. ▪ Identify how language, structure and presentation contribute to meaning. ▪ Explain and discuss their understanding of what they have read. ▪ Explain the effect on the reader of the authors' choice of language. ▪ Use notes to support presentation of information.
Key Learning Writing	<ul style="list-style-type: none"> ▪ Create complex sentences by using relative clauses with pronouns which, and whose and demarcate with commas, e.g. <i>The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more.</i> ▪ Identify and use commas, brackets and dashes to indicate parenthesis. ▪ Identify the audience and purpose. ▪ Select the appropriate language and structures. ▪ Note and develop ideas. ▪ Draw on reading and research. ▪ Using organisation and presentational devices, e.g. <i>underlining, bullet points, headings.</i> ▪ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▪ Ensure consistent and correct use of tense throughout a piece of writing. ▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ▪ Proofread for spelling and punctuation errors.
Suggested Texts	<ul style="list-style-type: none"> ▪ Eco Kids Planet Magazine - more information from the Eco Kids Planet website https://www.ecokidsplanet.co.uk ▪ National Geographic KiDS Magazine - more information from the NG Kids website http://www.natgeokids.com/uk ▪ First News https://subscribe.firstnews.co.uk/?gclid=CjwKCAjwyrvaBRACEiwAcyuzRHaPR4S8IXuf5x_apIDYKhniV6h9wclHHQpHsX-PIK_7EPRbogIHtxoCkskQAvD_BwE&gclsrc=aw.ds ▪ The Week Junior https://theweekjunior.co.uk/?ppcad=true&gclid=CjwKCAjwyrvaBRACEiwAcyuzRPSyYa91e2f_gLP9ZDyIiS1prRdikrHpX1PW9LbGSscvIKtG75pY-SxoCq4QQAvD_BwE&gclsrc=aw.ds

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- How It Works Magazine (more information from the Magazine website <https://www.magazine.co.uk/magazines/how-it-works-magazine>)
- Amazing! Magazine (more information from the Magazine website <https://amazing.org.uk>)
- Lego life magazine <https://www.lego.com/en-gb/life?locale=en-gb>

Information Text Hybrid – Creative Learning Opportunities and Outcomes

Creating interest

- Revise the six non-fiction text types in their pure form by playing a matching game. Provide a series of eighteen cards: each of the first six has the name of a non-fiction text type (recount, instructions, persuasion, discussion, explanation, non-chronological report); the second set has the structure and language features of these text types; the final set has an extract of each text type. The children are asked to match three cards together to show their understanding of text types and features. Non-fiction text type matching game available on LPDS Primary English and Literacy website <https://www.lancashire.gov.uk/lpds/teaching-and-learning/primary/english-and-literacy/reading/>
- Probe their understanding by asking questions such as: *Which was the easiest text type to spot? How did you make your decision? What information did you use? How did you distinguish between persuasion and discussion?*
- Share a selection of magazines. *Do any of the children buy magazines? What sort of magazines do they have? Are they linked with hobbies and interests? What kind of information do they provide? Have they seen examples of the different non-fiction text types in these magazines?* Invite the children to bring in old copies of magazines to create a display and label with non-fiction text types.

Learning outcomes

- Children will be able to identify and describe the features of different non-fiction text types.

Reading

Grammar: Warm ups throughout the reading phase – focus on identifying and using commas, brackets and dashes to indicate parenthesis.

Reading and responding

- Through shared and independent reading, examine information magazines.
- Model active reading strategies by:
 - examining vocabulary using strategies such as semantic mapping, word jar games, web of associations etc.
 - exploring 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 they think of another word which would fit in and make sense? What definition(s) does the dictionary give? Using the dictionary definition, can you explain what the word means in the context of this sentence?*
 - Using Prompts to support 'making connections' and connection cards, both available in the 'Reading Response Prompts' section of the LPDS Primary English and Literacy website: <https://www.lancashire.gov.uk/lpds/teaching-and-learning/primary/english-and-literacy/reading/> to discuss and make links between text-to-self; text-to-text and text-to-world.

Learning outcomes

- Children will be able to use commas, brackets and dashes to indicate parenthesis appropriately.
- Children will be able to explain the meaning of words in context.
- Children will be able to use knowledge of the root word to support understanding.
- Children will be able to demonstrate a range of active reading strategies, e.g. making connections, raising questions.
- Children will be able to demonstrate their understanding by giving an oral summary.

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- using the reading question matrix (also available in the 'Reading Response Prompts' section of the LPDS Primary English and Literacy website) to compose and answer questions in response to reading.
- Include some speaking and listening approaches, e.g. after exploring the texts, use stand up, pair up for children to find a talk partner and share information.
- Use the vocabulary (2a) and retrieval domain (2b) cards from the LPDS Reading Domain Cards. Model application of skimming and scanning techniques as introduced in Spring 1 to compose responses orally and in writing. Include opportunities for short writing opportunities such as writing a quiz with multi-choice answers for their peers to answer.

Reading and analysing

- Read and compare magazine texts, identifying similarities and differences.
- Model identifying audience, purpose, language and presentation from a selected magazine.
- Consider setting up 'magazine stations' for children to move between. Within a given time, children to read the magazine samples and annotate on large sheets of paper the audience, purpose, language (levels of formality) and presentational features (text types) before moving on to the next magazine station. Display these on working wall. Collate a list of text types read. These may include:
 - reviews
 - letters
 - questions and answers
 - interviews
 - fact files
 - quiz
 - a-z guides
 - advertisements
 - discount offers
 - puzzles
 - themed poems
 - recipes
 - labelled diagram
 - comic strip

- Children will be able to respond to specific questions, both orally and in writing, using evidence from the text.
- Children will be able to scan for key words and text mark to locate key information.

- Children will be able to identify similarities and differences between texts.
- Children will be able to identify and discuss the audience, purpose, language and presentational features of a range of text types.
- Children will be able to compare the language and structures of different text types.
- Children will be able to identify and co-construct a mini toolkit for specific text types.

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- Following brief modelling, children work in pairs to complete a comparison grid, locating, noting and commenting on structure and language features of different texts, e.g.

<i>Comment on the following features in each text, copying examples where appropriate:</i>	Article A	Article B	Article C
Heading and byline			
Text type			
Words and phrases (give examples)			
How does it engage the reader?			
How effective is this text?			

- Children pool their knowledge to create mini-toolkits of features for the text types explored. Display on the working wall for use during the writing phase.

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English

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on creating complex sentences by using relative clauses with pronouns which, and whose, e.g. *The robberies, **which** had taken place over the past month, remained unsolved. The residents, **whose** lives had been terrorised by the burglars, longed to be sleep soundly once more.*

Note: this section very much depends on the chosen subject matter upon which the end outcome is based.

- Decide on the content for the magazine page. This could link back to the novel from the text based unit, e.g. automata, such as on The Franklin Institute website <https://www.fi.edu/history-resources/automaton> ; Paper animation kits from the Rob Ives (DT) website <https://www.robives.com/> or the Invention of Hugo Cabret website http://www.theinventionofhugocabret.com/about_hugo_auto.htm
- Alternatively, it could be based around another invention, such as Lego- the story of Lego can be found on YouTube https://www.youtube.com/watch?v=NdDU_BBJW9Y with more information on the Lego website https://www.lego.com/en-gb/aboutus/lego-group/the_lego_history linked to learning experiences in design and technology or the children's own inventions.
- Extend by also linking to a cross-curricular historical invention in science, e.g. the telephone.
- Carry out some initial research in relation to the content for the magazine page. Based on the information gained, what text type mix would be most appropriate for the page? For example, if linking back to Hugo, use explanation of automaton, Q and A with the inventor, labelled diagram and letter to the inventor and response.
- Generate ideas in accordance with the texts types the children are working towards, e.g. if using a fictional invention, less emphasis can be placed on gathering facts and more emphasis on language structures. This could then be followed with a magazine article based on a real invention once children are more secure with the skills.
- Support the note making process by modelling skills such as abbreviating ideas, selecting key words and listing.
- Provide opportunities for children to plan, prepare and share ideas relating to their research/invention. Through modelling and discussion, support them to maintain a focus on the topic and use notes where necessary.

Learning outcomes

- Children will be able to construct, write and punctuate a complex sentence with a relative clause.
- Children will be able to conduct research using a range of appropriate skills.
- Children will be able to make notes effectively.
- Children will be able to plan, prepare and share ideas.

Writing

Use shared writing techniques to model a section at a time with the children. Focus on skills -using commas, brackets and dashes to indicate parenthesis; creating complex sentences by using relative clauses with pronouns 'which' and 'whose' and demarcating with commas.

- 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 following each section. Support children in suggesting changes to spelling, grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.

Learning outcomes

- Children will be able to write and create a page for a magazine which includes:
 - complex sentences with relative clauses using pronouns 'which', and 'whose' and demarcate with commas.
 - using commas, brackets and dashes to indicate parenthesis
 - an appropriate mix of text types.
 - appropriate text features.

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Scaffolded Outcome:

- A page for a magazine.

Independent extended writing outcome:

Cross curricular application:

Presentation

- Pages could form a display in a public area of the school or copies sent to a magazine editor.

For further information, please contact:

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