

Y5 SPR | PLANNING WRITING - Context, Audience & Purpose



Purpose:

- Pupils are writing to entertain.

Form:

- A range of narratives – setting description to character letters in role.

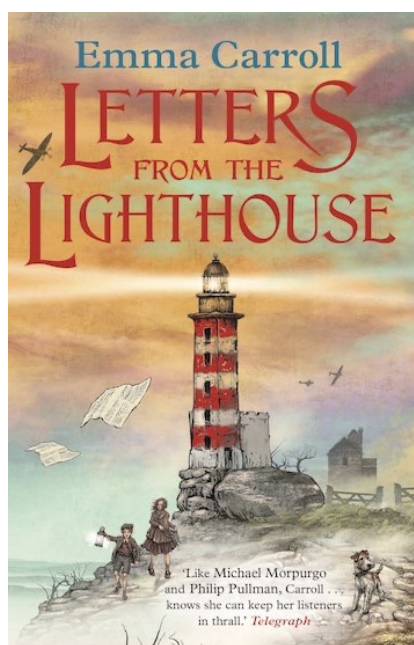


Audience:

- The narrative will be written in the style of the text – evoking a unique sense of time and place (contextually sitting within World War 2).
- The children's individual narrative will be written from the perspective of a character and will therefore relate to children of the same age.



Core Text:



Links to the Wider Curriculum:

History:

- Local Area Study since 1066
- Southampton during WW2
- Research into the impact of WW2 because of Southampton's port.
- This book will support pupils in pre-teaching the themes of WW2 ahead of the study in Year 6.



Geography:

- Links to Local Area – Portswood and Highfield.
- Context of World War 2 and the impact on Southampton

PSHE:

- To understand the impact of war on the lives of others.



Prior Knowledge and links to other writing (What has come before):

- Pupils understand the conventions of a narrative.
- Text Types Previously covered: stories, descriptions and settings.
- Grammatical/Clausal understanding: fronted adverbials, expanded noun phrases and subordinating clauses.



Hook for learning:

- Highfield Wartime History Walk – to understand the destruction of Portswood and Highfield during WW2.
- <https://www.youtube.com/watch?v=0WiwapOlpD4> Southampton WW2 Video



Chosen texts for comparison:

- Private Peaceful (Michael Morpurgo)
- Goodnight Mr Tom (Michelle Magorian)
- The Piano (Visual Story – Adrian Gibbons)



WEEK 1

- **Setting description**
A short setting description that evokes: feeling and a sense of emotion.
Focus on showing – not telling.
- Clause structure: subordinating openers/sentences.
- Language and vocabulary.

- **Text: (Visual Text) The Piano. (Mood, language and context)**
What do pupils think is going on?
What questions do pupils have?
What can we infer about authorial intent? What does the writer want us to think/feel? How?

- Exploring texts to help pupils to understand the context of writing (the time, the place, the difference between now and then)

- **Developing language**
How does the writer create a juxtaposition between light, darkness and evoking memories of the past?
How does this contribute to author's intention for how the reader feels?

- **Editing for impact**
Pupils to consider the effect they want to have on their reader or audience.
Language and composition choices.

- **Text: Letters from the Lighthouse**
Text Cover – what do we learn from the illustration. Symbolism? Connotations?

- **Text extract – Goodnight Mr Tom. (p12-14 – the belt)**
How does Magorian build tension as Willie thinks Mr Tom is going to harm him with a poker?
How does the author build tension? Authorial intent? Compare to Letters from the Lighthouse
Language – add to working wall.
Clause types – pupils to manipulate to create their own

WEEK 2

- **Text extract – Private Peaceful**
Pulling apart the model – across 2 pages of exercise book – breaking down features and considering authorial intent. (Another dimension of war – on the frontline)
Language - add to working wall
Clause types – pupils to manipulate to create their own

- **Building tension**
Text features:
 - simple sentences,
 - 3 part action sentence,
 - word choice,
 - power of 3,
 - repetition.
 Manipulating texts to show tension

WEEK 3

- **Developing language**
Use of language to express emotion, tension and feeling
Show-not-tell approach – how do we convey character feeling without saying explicitly?

- **Character monologue (Southampton during the war)**
(Use the video as stimulus for local perspective/alternatively – pupils interview great grandparents?)
Writing in role – from the perspective of a Southampton citizen during the Blitz.
Author develops a sense of place – narration conveys time and place, tone and mood.

- **Editing for impact**
Pupils to consider the effect they want to have on their reader or audience.
Language and composition choices.

- **Independent Write**
Setting description – a scene of war linked to the Southampton Blitz
See pupil's S plan for the range of skills to be used.

- **HOOK – Visit Holyrood Church**
Take photographs, allow pupils to note down features of the church and how it was attacked during the Blitz.
Look at other areas damaged by WW2 (gun shot/shelling of buildings)

- **Developing language and showing authorial choice**
Share and magpie ideas connected to the visit to Holyrood Church and the impact of the bombing.
<https://www.youtube.com/watch?v=i7WQlZc2kyk>
Pupils to consider manipulating sentences to convey mood of the church and destruction caused by war.



Unit Skill Progression: War-themed narratives



Purpose: Write to entertain. **Form:** A narrative - an extended written piece.

Audience: The narrative will be written in the style of the text - evoking a unique sense of time and place (contextually sitting within World War 2).

• **Skill Focus 2**
To choose and use adverbials of time and place to guide the reader.

• **Skill Focus 1**
To accurately use subordinating clauses adding detail and context - used in varied positions

• **Skill Focus 3**
To develop punctuation including parenthesis - dashes to emphasise additional information

• **Skill Focus 4**
To build tension using a range of devices including: simple clauses, 3-part action sentences, and power of three.

Independent Write: to entertain the reader, writing in role with a secure context of the time

- Use of expanded noun-phrases to add precision and detail
- To use a full range of punctuation, including dashes, semi-colons.
- Use of language to accurately express emotion/tension/feeling.
- To edit to improve my writing.

• **Skill Focus 5**
To plan a narrative - coherently building setting and character throughout.