

# West Moors Middle School - Curriculum Component Profile



Subject: English	Year: 5
<p><b>Description of learning</b></p> <p>Pupils learn how to identify the subject and verb in a sentence, so that they can understand when they need to punctuate their writing with a full-stop. They then begin to build their sentence structure to sequence events by learning how to use and punctuate a variety of fronted adverbials, as well as some conjunctions to extend their sentences. These key writing skills are continually practised throughout the year. Pupils also revisit writing dialogue, making sure that they balance this in narrative writing with description and action. They use drama, particularly hot-seating, to enable them to write effectively from different characters' perspectives. Through reading 'Oranges in No Man's Land' by Elizabeth Laird, they understand and empathise with characters living through times of conflict and those with disabilities, and use drama to explore these relationships and situations, which enables them to write effectively from different characters' perspectives. They also examine how the writer chooses language to 'show' how a character feels rather than 'telling' the reader explicitly, and how tension can be created through their careful choice of vocabulary. Pupils further develop their ability to use a variety of fronted adverbials and conjunctions, as well as consolidating their understanding of paragraphing, whilst examining and writing different types of recounts. In studying 'Friend or Foe' by Michael Morpurgo, pupils engage with the situations of characters living through real events in British history. They consider how the author recounts the story in the third person, yet still successfully conveys the characters' thoughts and feelings, which enables them to write an effective third person evacuee adventure story.</p>	
<p><b>Important questions:</b></p> <p>How do you know when to start a new sentence?          How do you punctuate speech?          How you 'show' how a character is feeling rather than 'telling'?          How do you paragraph your writing?</p>	<p><b>Bigger picture and linking:</b></p> <p>War and its impact on children : loss, refugees and evacuees          Disability</p>
<p><b>Overlearning required:</b></p> <p>Identifying the subject and verb in a sentence in order to know when to start a new sentence.          Fronted adverbials go at the front of the sentence, so indicate a new sentence.</p>	<p><b>WoW factor:</b></p> <p>Drama activities in Oranges in No Man's Land and Friend or Foe.</p>
<p><b>How will our learning values be developed?</b></p> <p>Pupils need to be resilient and reflective to be able to regularly pick apart their writing to see where they can improve their punctuation and sentence structure.          Open-ended writing tasks, particularly those inspired by the texts read in class, allow pupils to be creative and enable them work independently.</p>	<p><b>How will our community values be developed?</b></p> <p>Drama in 'Friend or Foe' and 'Oranges in No Man's Land' develops understanding of different cultures and children with disabilities.</p>
<p><b>How will pupils' numeracy be developed?</b></p> <p>With the texts studied being set in the past, it is necessary to work out how long ago these events took place.</p>	<p><b>How will pupils' literacy be developed?</b></p> <p>Reading and writing every lesson.</p>