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# INTRODUCTION

## About the series

**Active Writers** is a new and exciting literacy series, which aims to provide children with the tools to become more competent and confident writers.

This is done by using a structured approach, thus inviting learners to:

- Review what they know about a text genre
- Learn about the writing devices used
- Practise the language skills needed
- Apply their learning in a writing task.

**Active Writers** expects greater independence of thought of the children. It includes resources to ensure children can assess their own progress in collaboration with their teacher and therefore:

- Self-Assessment is required
- Teacher-pupil discussion is prompted
- Teacher assessment is catered for
- A signed record is produced.

There are 5 books with CDs in the **Active Writers** series:

- Year 2 (Ages 6-7)
- Year 3 (Ages 7-8)
- Year 4 (Ages 8-9)
- Year 5 (Ages 9-10)
- Year 6 (Ages 10-11)

Each book is divided into three broad text categories:

- Narrative
- Non-fiction
- Poetry.

There are 12 fully-planned lessons, each accompanied by an exemplar text in a different genre. Many of these texts are original extracts from well known authors, with 6 lesson plans for Narrative, 4 for Non-fiction and 2 for Poetry.

The lesson explores the writing style and key features of the exemplar text and provides class, partner and independent work support.

The language skills needed for the text type are identified, explained and practised in the activities on the two 'Practice in Writing Skills' sheets. Differentiation is also catered for.

Children are then ready for the writing task.

Guide notes are provided together with differentiated help and a writing framework supplied for less confident writers.

At the end of the task, children will assess their finished piece. The self-assessment sheet itemises the features the children should have included. The clear tick-box format helps the children to identify what they might have overlooked and will ask to include written comments about what they might do to improve their next writing in this genre.

The same sheet leaves space for the teacher's comments and also asks both children and teacher to 'sign' confirmation that they have discussed the writing features.

## About this book

This book is for **Year 5** children.

### Lesson plan

Use the lesson as early work. Begin by asking the children to define the genre. Return to the definition in later weeks. Ask the children if they need to amend their definition.

### Exemplar text

An exemplar text is supplied with each lesson plan. Texts will cover a variety of genres to give children experience of a wide range of texts.

### Writing skills practice

Use the practice pages for emphasis on the writing skills identified in the exemplar text. Most of the class should complete Sections A and B; less able children will do Section A only; the most able will progress to the end of the pages. In general class reading, point out examples of the writing devices.

### Writing task

This is the culmination of the lesson: children applying what they have learned in their writing feature. Encourage the children to use the guide to plan and do initial drafts, before their final editing results in a polished version.

### Self-assessment sheet

Encourage the children to think carefully about their answers

and comments. Make sure your discussion with the children over their writing is meaningful, offering positive advice about where they can improve and asking them to view the signatures as important evidence of their work. Keep the sheet as filed evidence of the learner's progress.

- A differentiated writing frame for a lower level of ability
- The exemplar texts
- Answers and additional resources.

## Using the CD

Each book includes a CD for easy use on the Interactive Whiteboard. The CD contains:

## Sample lesson plan

<b>Title of the text</b>	
<b>Genre and definition</b>	
<b>Lesson objective</b> This indicates the focus of the lesson and is a reminder of the need to view the text as a writer.	
<b>Warm up activity</b> This part should be done first, with the purpose of orientating the children with the exemplar text, its genre and some key writing characteristics.	<b>Features</b> This is a reference tool. It guides the teacher, provides answers, and can be displayed for the children's reference during 'Independent writing'.
<b>Writing investigation</b> <b>Ask the children:</b> This part is addressed to the children. It frequently encourages partner discussion and written recording as the children examine the text's style and writing techniques.	<b>Independent writing</b> <b>Ask the children:</b> This is the main part of the lesson. It involves further examination of the exemplar text – for example, how the writer has sketched characters – and asks for similar writing from the children.
<b>Differentiation</b> This part provides extension and support work for children with those needs. It links to tasks in 'Independent writing'.	
<b>Plenary</b> This offers opportunities for self and peer assessment of the independent writing and reinforces understanding of the writing features.	

# My Friend Walter

## Narrative: Stories by significant children's authors

**Definition:** "A text that is typical of a famous author."

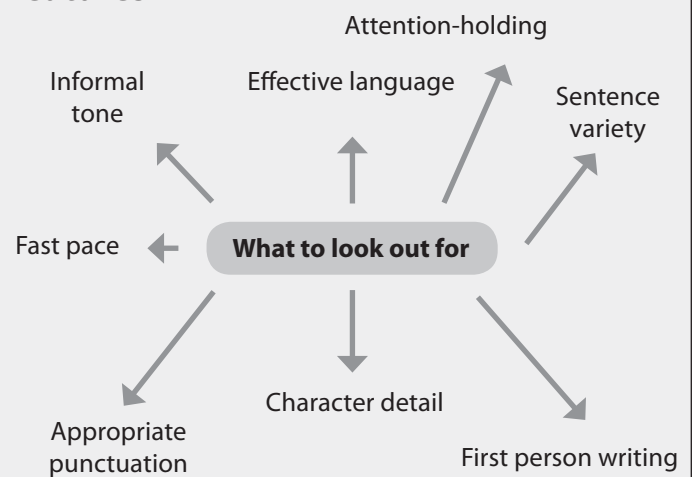
### Lesson objective

To explore how writers use language in a style that suits their subjects reader.

### Warm up activity

- Ask the children if they recognise the name Michael Morpurgo. Identify him as a famous author. Can the children tell a partner about one of his books. What was its title? What was it like to read?
- Share information. Note and display some of the opinions and titles.
- Point out that the titles suggest a range of themes. For example: War Horse (war); Little Foxes (animals); Kensuke's Kingdom (history and adventure).
- Ask: *Why is he so popular with children?* (His range and writing style.)

### Features



### Writing investigation

#### Ask the children:

- Display and read aloud the exemplar text, the opening of a Morpurgo book with fictional present day characters and a real person from history, Sir Walter Raleigh.
- Ask: *Why is the first line effective?* (Capital letters emphasise importance; it gives advance notice of a special event; and it starts the story quickly.)
- Circle *I* and *me* in the first sentence. Ask: *What do the pronouns reveal?* (The story is written in the first person.)
- In a different colour, circle the pronoun 'you' in the first sentence. Ask: *Who is 'you'?* (The reader.) *What is the effect?* (The reader feels involved, as if being spoken to.)

### Independent writing

#### Ask the children:

- Re-read the text. Pick out and explain one example of unusual punctuation in paragraph one. (Brackets separate an extra piece of information that the narrator promises to talk about later.)
- Record the number of the different types of sentences in paragraph two: simple (one clause); compound (two equal clauses linked by *or*, *but* or *and*); complex (two or more clauses, one of which is more important than the others, and linked by varied conjunctions).
- Identify the dashes. What does this punctuation mark signify? (An informal tone.)
- Write another four sentences about Will between paragraphs two and three. Vary your sentence type and match Morpurgo's informal style.

### Differentiation

- More confident writers may write more and attempt to include brackets and a dash.
- Less confident writers write two simple sentences and two compound sentences.

### Plenary

Encourage helpful comments as partners share their writing, discussing how well they have matched the author's style. Display some children's writing for class discussion. How have the writers matched the author's style? How have they differed from the author?

# Practice in Writing Skills 1

## Contractions

Contractions can make writing sound more natural, as if someone is speaking. In contractions, an apostrophe replaces those letters that are left out.

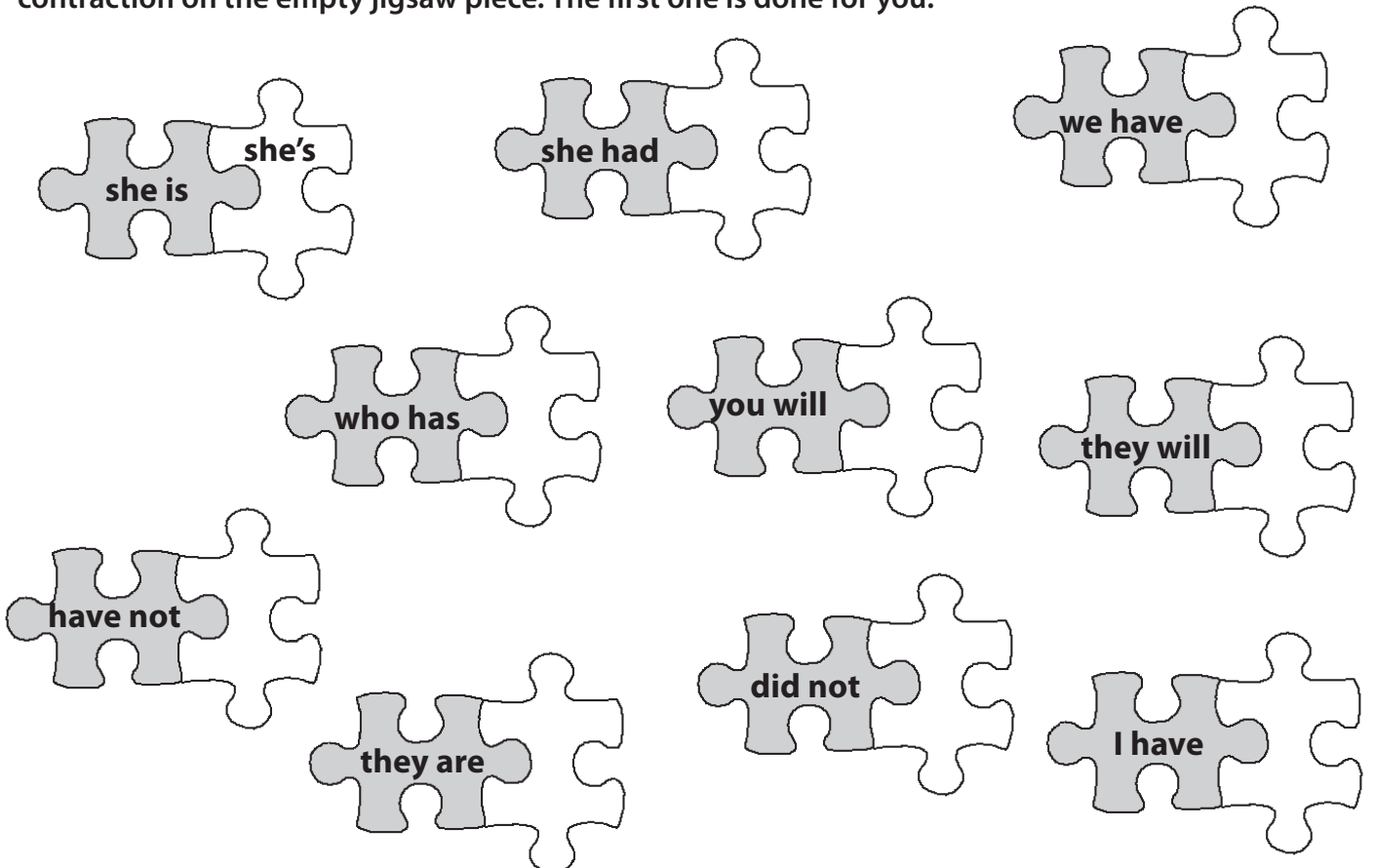
### Section A

The apostrophes show that letters have been left out. Write the missing letters in the box below the word. The first one is done for you.

I'm	who's	there's	you're	he's	didn't	they've	doesn't
a							

### Section B

Make the jigsaw text sound more natural by pushing the words together as you say them. Write the contraction on the empty jigsaw piece. The first one is done for you.



# Practice in Writing Skills 2

Special  
punctuation:  
brackets and  
dashes

Writers often choose unusual punctuation to match the tone and style of their writing. **Brackets** are always used in pairs to enclose words that form an aside or extra part to the main text.

*The telephone (it's in the hall) rang faintly.*

A **dash** looks like this – . It is longer than a hyphen and is used in informal writing to introduce another thought on the same topic.

*Read this note quickly – the teacher may be watching.*

## Section A

Read each sentence aloud to identify its extra part. Then put in the missing half of the pair of brackets. The first one is done for you.

*Jim (you'll hear more about him) is a baby.*

He was born this year (just eight months ago.

All my relatives (even Gran call him Little Jim.

Gran (you'll meet her later is quite fussy.

Little Jim when Gran holds him) always behaves well.

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## Section B

Put in a dash to divide each sentence into two halves. The first one is done for you.

*Will is not like me – he likes different things.*

I'm a friendly person he likes being on his own.

He works in the cellar it's horrible there.

I'm not going down it's too creepy.

I'd like to see Will more I think I should.