

### Transcription

- continue to distinguish between homophones and other words which are often confused - puns
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

### Composition

Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - describing setting
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

### Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the key concepts by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- indicate grammatical and other features by:
  - using brackets, dashes or commas to indicate parenthesis
  - using a colon to introduce a list
  - punctuating bullet points consistently

**Writing focus and how it is supported by drama, speaking and listening, links to other learning and outdoor and creative opportunities**

Week 1 (character and setting description)

Creative context – Read Jekyll and Hyde up to page 20

Crime scene set up to investigate

Half and half artwork – half Jekyll and half Hyde

Labelled diagrams of Dr Jekyll's lab – turn classroom into lab

Letter from the police asking for help – they need a wanted poster for Mr Hyde – after his murder in chapter 5

Setting description of Dr Jekyll's lab – based on ideas from diagram

**Objectives:**

Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of reader

In narratives, describe setting, characters and atmosphere – expanded noun phrases

Punctuation for parentheses – relative clauses, brackets, dashes and commas

Use a range of devices to build cohesion – adverbials of time and place, synonyms

**Oracy:**

To spontaneously respond to complex questions, citing evidence where appropriate

Week 2 (flashback and letter of confession)

Freeze frames of new and imagined crimes Hyde commits

Label the photos with extra detail, including relative clauses ready for flashback

Write a flashback of one of these crimes – told from the point of view of Dr Lanyon or Utterson having a conversation

Interview Dr Jekyll about his crimes as Mr Hyde – focusing in on his feelings about his crimes – children make notes

Write letter of confession as Dr Jekyll

**Objectives:**

Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of reader

Use a range of devices to build cohesion – adverbials of time and place

Intergate dialogue to advance the action

Use inverted commas correctly

Use verbs tenses consistently and correctly

Punctuation for parentheses – relative clauses, brackets, dashes and commas

Use semi-colons with accuracy

Use modal verbs

Use the subjunctive mood – if I were...

Oracy:

To have stage presence

Week 3 (narrative writing)

Children now create their own character and evil alter ego – artwork

Role on the wall for evil side – appearance and personality

Children will be writing their own story where a character drinks a potion and changes

Create a story map – 4 stages:

- Setting description (where main character creates and drinks the potion)
- Character description (of transformation)
- Flashback (conversation of the crime that was committed)
- Letter of confession

Within their map, children pick out key vocabulary, sentences, punctuation, speech etc... they are going to use

Children write all 4 stages of their story

Objectives:

Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of reader

Use a range of devices to build cohesion – adverbials of time and place

Use verbs tenses consistently and correctly

Punctuation for parentheses – relative clauses, brackets, dashes and commas

Commas for clarity

Use semi-colons with accuracy

In narratives, describe setting, characters and atmosphere – expanded noun phrases

Integrate dialogue to advance the action

Use inverted commas correctly

Use passive voice

Oracy:

To vary sentence structures and length for effect when speaking

Week 4 (narrative writing)

Children write all 4 stages of their story – using their story map

They have time to edit their story

Objectives:

Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of reader

Use a range of devices to build cohesion – adverbials of time and place

Use verbs tenses consistently and correctly

Punctuation for parentheses – relative clauses, brackets, dashes and commas

Commas for clarity

Use semi-colons with accuracy

In narratives, describe setting, characters and atmosphere – expanded noun phrases

Integrate dialogue to advance the action

Use inverted commas correctly

Use passive voice

Oracy:

To construct a complex narrative

Week 5 (non-chronological report – speaking and listening focus – oral presentation)

Gather information about crime and punishment through the ages (from history lessons) and allow children time to complete their own research

Children work in groups to put together a presentation on the topic – this can be a poster, PowerPoint, video, idea of their choice

Children work throughout the week on their presentation which they will perform to the other class on Friday

Objectives:

Perform own composition using appropriate intonation, volume and movement so that meaning is clear

Oracy:

To have stage presence

To construct a complex narrative

To vary sentence structures and length for effect when speaking

Week 6 (non-chronological report)

Find the features of a non-chronological report – look at examples

Children sort key information from last week into subjects and decide on sub-headings for their paragraphs and a heading for their report

Children write a non-chronological report on crime and punishment through the ages

Children have the opportunity to edit their writing

Objectives:

Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of reader

Select grammatical structures that reflect what the writing requires

Use a range of devices to build cohesion

Punctuation for parentheses – relative clauses, brackets, dashes, commas

Commas for clarity

Use a range of presentation features appropriate for a non-chronological report: bullet points, sub-headings, headings

Oracy:

To be able to read to a room