

Biographies: Alexander the Great : English : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the structural and linguistic features of biographies.	In the first lesson, children explore the features of a biography, including subheadings, formal language, fronted adverbials, relative clauses and tense use. They will have the chance to explore these features in detail on a biography about Aristotle, Alexander the Great's teacher.	<ul style="list-style-type: none"> Can children explain what a biography is? Can children identify the structural features of a biography? Can children identify some of the linguistic features of biographies? 	Slides Model Text 1A/1B/1C/1D Checklist 1A/1B Glossary Coloured pens/pencils Worksheet 1A (FSD? activity only) Question Cards (FSD? activity only)
Lesson 2	To be able to order events chronologically and use fronted adverbials to help sequence events.	After recapping the difference between BCE and CE, children are challenged to order events in the life of Alexander the Great chronologically. They will also explore how to use fronted adverbials to help sequence events.	<ul style="list-style-type: none"> Can children order events chronologically? Do children understand what a fronted adverbial is? Can children use fronted adverbials to help sequence events? 	Slides Event Cards 2A/2B/2C Worksheet 2A Alexander the Great Timeline (FSD? activity only) Domino Cards (FSD? activity only)
Lesson 3	To find out key facts about Alexander the Great by précisising longer passages of writing.	After recapping the facts they know about Alexander the Great, they will then read some longer passages about him and learn how to write a précis to summarise the information. The slides demonstrate how to do this before children are challenged to write their own précis.	<ul style="list-style-type: none"> Do children understand what a précis is and why it is used? Can children identify key information in a longer passage? Can children use the key information from a longer passage to write a précis? 	Slides Paragraph Sheets 3A/3B Précis Sheets x6 (FSD? activity only)
Lesson 4	To be able to identify and write facts about Alexander the Great using formal language.	This lesson starts by defining the difference between fact, fiction and opinion. Children are then challenged to identify which statements about Alexander and his life are fact, which are fiction and which are opinion. After this, they will explore statements written both formally and informally, exploring the differences.	<ul style="list-style-type: none"> Can children define the difference between fact, fiction and opinion? Do children understand the difference between formal and informal language, and give examples of when each should be used? Can children rewrite facts from informal to formal language, and vice versa? 	Slides Sentence Cards 4A/4B Worksheet 4A/4B/4C Fact Cards (FSD? activity only)
Lesson 5	To be able to plan a biography about Alexander the Great.	Now that children know a lot about the life of Alexander the Great, they can start planning their biography. They will start by recapping the features of a biography they explored in the first lesson, before using subheadings and bullet points to plan out what they want to include in their biography.	<ul style="list-style-type: none"> Can children choose appropriate subheadings in a plan for a biography? Can children structure their plan appropriately and chronologically? Can children select information to include in the plan for a biography? 	Slides Worksheet 5A/5B/5C Planning Sheet 5A/5B (FSD? activity only)
Lesson 6	To be able to write a biography of Alexander the Great.	In this lesson, children will use the plan they wrote in Lesson 5 to write the first draft of a biography on Alexander the Great. The slides demonstrate how to expand bullet points into full sentences, reminding children about sentence structure, formal language and other features they need to include, before children are challenged to do this independently.	<ul style="list-style-type: none"> Can children expand bullet points into full sentences? Can children include fronted adverbials, adverbials for cohesion, relative clauses and other relevant grammatical features in their writing? Can children write a biography from a plan, making sure to include all the correct features? 	Slides Writing Frame Checklist 6A/6B Alexander the Great Timeline Sentence Starters Card Subheading Cards (FSD? activity only)
Lesson 7	To be able to edit a final piece of writing.	In the final lesson, children edit the biographies they have written. The slides go through different ways they can edit and improve their writing, exploring how to check for punctuation, relative clauses, tense, fronted adverbials and the other features that they should have included. Once edited, children are challenged to formally write up their finished biographies.	<ul style="list-style-type: none"> Do children understand why editing is an important part of the writing process? Can children proof-read their writing or the writing of others, identifying errors and grammatical features? Can children assess their own writing and say what they think and feel about it? 	Slides Model Text 7A Checklist 7A/7B Writing Frame Rating Card 7A/7B (FSD? activity only)

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Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing - transcription HANDWRITING

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing - transcription SPELLING

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters (for example, knight, psalm, solemn)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Writing - composition

- 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
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precisising longer passages
- 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)
- 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
- proof-read for spelling and punctuation errors

Writing - spelling, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - 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 (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

English Appendix 2

WORD

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter)
- How words are related by meaning as synonyms and antonyms (for example, big, large, little).

SENTENCE

- Use of the **passive** to affect the presentation of information in a **sentence** (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)).
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?, or the use of **subjunctive** forms such as If I were or Were they to come in some very formal writing and speech)

PUNCTUATION

- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (for example, It's raining; I'm fed up)
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)

TEXT

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a word or phrase, grammatical connections (for example, the use of **adverbials** such as on the other hand, in contrast, or as a consequence), and **ellipses**
- Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to

TERMINOLOGY FOR PUPILS

- subject, object
- active, passive, synonym, antonym
- ellipsis, hyphen, colon, semi-colon, bullet points