

# The Butterfly Lion : Reading Skills : English : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To summarise a short chapter or extract from a story.	Encourage children to use their recollection skills in order to summarise a short piece of text. Recap on the story of 'The Butterfly Lion' so far and think about the main events and characters that are important to the storyline. Practise summarising and analysing how effective they are in transferring enough information so that their summary allows the reader to understand the text in a concise manner.	<ul style="list-style-type: none"> <li>Can children identify the key events and characters in a section of writing?</li> <li>Are children able to identify which pieces of information are essential when summarising a piece of writing?</li> <li>Can children summarise a piece of writing in their own words?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B</li> <li>Help Cards 1A</li> <li>Flash Cards 1A</li> <li>Copies of chapters of the story for the children to use</li> </ul>
<b>Lesson 2</b>	To infer information about a character and justify our views with evidence from the text.	Encourage children to reflect on what they know about a character from a chapter within a story. Children think about what they know for sure about the character and the information that can be inferred from the character's description, thoughts and actions. The children will be shown how evidence from the text can be used to back up and justify their ideas about a character.	<ul style="list-style-type: none"> <li>Can children find explicit facts about a character in a text?</li> <li>Are children able to infer information about a character?</li> <li>Can children back up their ideas about a character using evidence from the text?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards 2A</li> <li>Evidence Cards 2A</li> <li>Worksheet 2A</li> </ul>
<b>Lesson 3</b>	To explore the development of a character throughout a story.	Children explore how the author develops and changes a character throughout the story and have the opportunity to reflect on why they might choose to do this. They investigate how how different aspects of Bertie's character could change or stay the same throughout the story and his life. They are challenged to discuss and reason why he changes and think about the lessons he might have learnt through the experiences he has.	<ul style="list-style-type: none"> <li>Can children describe a character at different points in the story?</li> <li>Are children able to identify ways in which the character has changed or stayed the same over the length of the story?</li> <li>Can children discuss and comment on why the author chose to change, or keep the character the same throughout the story?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Copies of the story for the children to refer to (optional)</li> <li>Worksheet 3D (FSD? activity only)</li> </ul>

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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
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising 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

- Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, -ate; -ise; -ify]
- **Verb prefixes** [for example, dis-, de-, mis-, over- and re-]

### SENTENCE

- **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must]

### TEXT

- Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using **adverbials** of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

### PUNCTUATION

- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

### TERMINOLOGY FOR PUPILS

modal verb, relative pronoun  
relative clause  
parenthesis, bracket, dash  
cohesion, ambiguity