

# 1001 Arabian Nights : English : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand the prologue of 'One Thousand and One Arabian Nights'.	In this first lesson, your children will be transported back in time to ancient Arabia. Together, your class will explore that prologue of One Thousand and One Arabian Nights: The Marriage of Shahrazad. By the end of the lesson, children will have a good understanding of the story setting and plot as well as the key characters involved and the relationships between them.	<ul style="list-style-type: none"> <li>Can children use key vocabulary to predict for the events of the prologue?</li> <li>Can children describe the relationships between the central characters in the prologue?</li> <li>Can children identify and discuss what the author wants the reader to know about their characters?</li> </ul>	Slides Copies of the Prologue - The Marriage of Shahrazad Prologue Analyser 1A/B/C Vocabulary Bank Echo Read Notes Question Strips (FSD? Activity only)
<b>Lesson 2</b>	To explore the structure of an adventure story.	In this vocabulary-rich lesson, you will enjoy a shared read of Sinbad's story - Shahrazad's first tale to King Shahrivar. Here, children will be introduced to the terms 'protagonist' and 'antagonist' and understand that an adventure story typically involves a conflict between these two characters. Children will demonstrate their understanding by sequencing and summarising Sinbad's story before considering what impact each plot point will have upon the King.	<ul style="list-style-type: none"> <li>Can children sequence the plot points of Sinbad's story?</li> <li>Can children summarise the plot points of Sinbad's story?</li> <li>Can children infer what the writer wants the reader to feel at each point in the story?</li> </ul>	Slides Sinbad's Story Story Analyser Vocabulary Bank Emotions Bank Tension Chart (FSD? activity only)
<b>Lesson 3</b>	To develop a well-rounded character for my story.	Now that children are familiar with the structure of an adventure story, they are ready to start planning a story of their own. This lesson explores the importance of creating a well-rounded central character for the reader to connect with. Children will practise using adjectives to describe their character's positive and negative personality traits and make use of similes, metaphors and sensory language to describe their character's appearance. Lastly, children will explore the motivations of different characters from the Arabian Nights stories before deciding what will drive their character through their adventure story.	<ul style="list-style-type: none"> <li>Can children discuss why character development is important to the reader?</li> <li>Can children identify some of the different ways that writers help the reader to understand the character's appearance, personality, behaviour and motivation?</li> <li>Can children apply their understanding to create a well-rounded character of their own?</li> </ul>	Slides Traditional Arabian Names Character Profile A/B/C Personality Trait Word Bank Character Motivation Cards Twenty Questions Cards (FSD? activity only)
<b>Lesson 4</b>	To create vivid setting descriptions using sensory language.	It's time for your class to think about the setting in which the action of their stories will take place. Here, children are encouraged to explore a variety of settings which depict the historical and environmental setting of the Arabian Nights stories. Children will explore a range of writing tools to help them create vivid setting descriptions of their own, including: prepositional phrases, sensory language and personification.	<ul style="list-style-type: none"> <li>Can children use prepositional phrases to describe locations in space and time?</li> <li>Can children use sensory language to help the reader picture the environment in which the story takes place?</li> <li>Can children use personification to enhance the images for the reader?</li> </ul>	Slides Setting Description Sheet A/B/C/D Picture Sheets Sensory Word Bank Prepositions Word Bank Sensory Record Sheet Props (FSD? activity only)
<b>Lesson 5</b>	To plan an exciting adventure story.	Now, children are ready to plan out the plot points that take their character from their safe and predictable everyday life through to a volatile cliffhanger. Within this lesson, children will learn how to sequence high and low tension plot points in order to create an exciting and engaging story. They will also consider whether or not to use 'a race against time' to build tension throughout.	<ul style="list-style-type: none"> <li>Can children identify which plot points represent high tension events and which represent low tension events?</li> <li>Can children sequence high and low tension events to create an engaging and exciting storyline?</li> <li>Can children create a carefully considered race against time which increases the tension effectively as the story progresses?</li> </ul>	Slides Story Planner 4A/B/C Story Pebbles Emotions Word Bank Story Map (FSD? activity only) Example Story Map (FSD? activity only) Story Cards (FSD? activity only) Story Icons (FSD? activity only)

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<b>Lesson 6</b>	To create effective dialogue.	This lesson uses dialogue from the Arabian Nights stories to demonstrate the different ways that authors use speech in their writing. Children will learn how to punctuate direct speech, why precise speech verb choice is important and explore varying sentence structure in their dialogue by swapping the position of the spoken words and reporting clauses. They will also consider how to contextualise the action by adding a subordinate clause to include extra detail.	<ul style="list-style-type: none"> <li>• Can children accurately punctuate direct speech?</li> <li>• Can children write dialogue which uses varied sentence structure?</li> <li>• Can children use precise speech verbs which convey something about their character's emotion or personality?</li> </ul>	Slides Speech Builder 6A/B/C Speech Sentence Cards Speech Punctuation Card Speech Verbs Word Bank Conversation Creator Card Role Play Challenge Card (FSD? activity only) Character Cards (FSD? activity only) Checklist (FSD? activity only)
<b>Lesson 7</b>	To write and edit an adventure story for Queen Shahrazad.	It's time for your class to bring together everything they have learned to write their gripping adventure story. Before children start to write, they will have the opportunity to explore traditional story openings and endings in order to inspire their own, suitable for an Arabian setting. Children can use the differentiated checklist to edit and improve their story as they write. If you are looking for an alternative, children can write their adventure story as an action-packed graphic novel.	<ul style="list-style-type: none"> <li>• Can children successfully immerse their reader in the context of ancient Arabia as they set the scene for their story?</li> <li>• Can children vary the tension throughout their story to engage and excite their reader?</li> <li>• Can children create an effective and dramatic cliffhanger ending which leaves their reader wanting more?</li> </ul>	Slides Writing Frame A/B Vocabulary Word Bank Writing Checklist A/B/C Graphic Novel Templates (FSD activity only) Onomatopoeia Word Bank (FSD? activity only) Graphic Novel Challenge Card (FSD? activity only)

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Reading - word reading
<ul style="list-style-type: none"> <li>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.</li> </ul>

Reading - comprehension	
<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>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</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>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</li> <li>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</li> <li>provide reasoned justifications for their views.</li> </ul>

Writing - transcription HANDWRITING
<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>

Writing - transcription SPELLING
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus</li> </ul>

Writing - composition
<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul>

Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by:               <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> </li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

English Appendix 2	
<b>WORD</b> <ul style="list-style-type: none"> <li>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, -ate; -ise; -ify]</li> <li><b>Verb prefixes</b> [for example, dis-, de-, mis-, over- and re-]</li> </ul>	
<b>SENTENCE</b> <ul style="list-style-type: none"> <li><b>Relative clauses</b> beginning with <b>who</b>, <b>which</b>, <b>where</b>, <b>when</b>, <b>whose</b>, <b>that</b>, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [for example, might, should, will, must]</li> </ul>	<b>TEXT</b> <ul style="list-style-type: none"> <li>Devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly]</li> <li>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>
<b>PUNCTUATION</b> <ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<b>TERMINOLOGY FOR PUPILS</b> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity