

## Balanced Arguments

1	Identify and label key features of a balanced argument and discuss why they are used in this genre of writing.
2	Role play a character from the story to explore their point of view and why they might feel this way.
3	Identify cohesive devices in writing and the effect that they have on the overall text.
4	Practise using cohesive devices in writing linked to balanced arguments.
5	Generate arguments and ideas to be used in a balanced argument. Use these arguments to plan a first draft.
6	Write a balanced argument using cohesive devices and clear paragraphs.
7	Edit and improve a piece of writing using editing stations.

- use dictionaries to check the spelling and meaning of words
- 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
- using a wide range of devices to build cohesion within and across paragraphs
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proof-read for spelling and punctuation errors
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- cohesion, ambiguity

## The Butterfly Lion

### A KS2 thematic English topic

### Reading Skills

1	Practise using summarising skills to outline a chapter or part of the story.
2	Infer information about a character and justify views using evidence.
3	Explore how the author develops a character throughout the story.

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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
- provide reasoned justifications for their views.

### Poetry

1	Analyse the poetic devices used in a poem to create effects and perform the poem using correct tone and voice.
2	Write a poem around a given theme using poetic devices to create an intended effect.
3	Explore blackout poetry and create a blackout poem using a page from the story.

- 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
- 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

## Newspaper Reports

1	Identify features of effective newspaper reports and practise writing the introduction of a report using the 5Ws.
2	Analyse the effects of using direct and reported speech within a newspaper report.
3	Investigate the use of relative clauses to add information about a noun and plan these into a newspaper report.
4	Write and edit a newspaper report using direct and reported speech as well as relative clauses.

- distinguish between statements of fact and opinion
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- relative clause

## Letter Writing

1	Identify features of a letters and distinguish the differences between a formal and informal letter.
2	Explore the relationship between two characters and how the author conveys this relationship.
3	Write an informal letter in role as one of the characters of the story.

- making comparisons within and across books
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- provide reasoned justifications for their views
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

## 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

# The Butterfly Lion : English : Year 5

BALANCED ARGUMENTS				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To identify the key features and purpose of a balanced argument.	Children are introduced to balanced arguments and the features which make them effective in their purpose. The children will identify these features and discuss the effect that these features create, including the formality of the writing.	<ul style="list-style-type: none"> <li>Can children identify the main features of a balanced argument?</li> <li>Are children able to discuss and pick out particular sections of a balanced argument's layout?</li> <li>Can children identify the purpose and audience for a balanced argument?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Model Text 1A</li> <li>Highlighters</li> <li>Checklist 1A (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To use role play to interpret a character's point of view.	Children explore the characters in the story through role play and discussion. They freeze frame a scene of the story to better understand the characters' thoughts and emotions at this point. Children are challenged to write and answer questions in role as one of the key characters.	<ul style="list-style-type: none"> <li>Are children able to describe how a character is feeling after reading an extract?</li> <li>Can children infer a character's thoughts and feelings from their actions?</li> <li>Can children empathise with a character to see things from the character's point of view?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mind Map Sheet 2A</li> <li>Worksheet 2A/2B/2C</li> <li>If possible, extracts printed from Chapters 5 and 6 for children to annotate and refer to.</li> <li>Quote Cards 2A (FSD? activity only)</li> <li>Speech Bubbles 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To identify devices we can use to build cohesion within paragraphs.	Children explore the differences between cohesive writing and incohesive writing. They are challenged to identify ways in which writing can be made to be more cohesive. They then practise using these devices in some writing.	<ul style="list-style-type: none"> <li>Are children able to describe what a paragraph is and why they are used?</li> <li>Can children describe what cohesion is?</li> <li>Are children able to identify and use cohesive devices in their writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Text Card 3A</li> <li>Word Bank 3A</li> <li>Cohesion Checklist 3A</li> <li>Fact Card 3A</li> <li>Worksheet 3A (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To express our opinions in a cohesive way.	Children use their understanding of the story to write a cohesive piece about whether or not the lion cub should be sold to the circus. They think about how they can keep their writing formal and cohesive.	<ul style="list-style-type: none"> <li>Can children identify and use features of writing that could be used to create formal writing?</li> <li>Can children identify and use features of writing that can be used to create cohesive writing?</li> <li>Are children able to express their opinion in a formal and cohesive manner?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Cards 4A</li> <li>Word Bank 4A</li> <li>Writing frame 4A</li> </ul>
<b>Lesson 5</b>	To generate arguments to support and oppose a statement and use these to plan a balanced argument.	Children use their understanding of the story up to this point and their own thoughts and ideas to generate arguments to support and oppose the statement: The lion should be sent to live in the circus. They use these arguments to plan out their final draft of a balanced argument.	<ul style="list-style-type: none"> <li>Can children identify and express views that might be different from their own?</li> <li>Can children generate arguments for and against a statement?</li> <li>Are children able to organise ideas and writing features into a plan for a balanced argument?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B</li> <li>Word Bank 5A</li> </ul>
<b>Lesson 6</b>	To write a balanced argument.	Children recap what the content of each section should be in a balanced argument. They remind themselves of effective features which build cohesion and formality in a piece of writing and explore a model text before attempting to write a balanced argument of their own.	<ul style="list-style-type: none"> <li>Can children apply their learning of formality to their writing?</li> <li>Can children apply their learning of cohesion in their writing?</li> <li>Can the children include the main features of a balanced argument in their writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Text Card 6A</li> <li>Children's plans from previous lesson</li> <li>Word Bank 6A</li> <li>Writing Frame 6A/6B</li> </ul>
<b>Lesson 7</b>	To edit and improve a piece of writing.	Children will be guided through the process of editing and proofreading their work in order to improve it. They will be challenged to think about the effectiveness of their improvements and discuss if an improvement is necessary. Children will use resources to edit and improve their own work.	<ul style="list-style-type: none"> <li>Can children evaluate their own writing to identify areas which could be improved?</li> <li>Can children suggest ways to improve their writing?</li> <li>Can children respond effectively to feedback?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Editing Card 7A</li> <li>Dictionaries</li> <li>Checklist 7A</li> <li>Word Bank 7A</li> </ul>

# The Butterfly Lion : English : Year 5

LETTER WRITING				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To recap the features of a letter and identify the differences between formal and informal letters.	Children will compare the differences between the features of a formal letter and an informal letter. They will discuss the purposes of writing a letter and the structure and language used to achieve this purpose. Children are challenged to label and describe the purpose of different features in a formal letter and then try to spot these features (and any additional ones) in an informal letter.	<ul style="list-style-type: none"> <li>Can children identify possible purposes and audiences of a letter?</li> <li>Can children identify features of a formal letter?</li> <li>Can children identify the features of an informal letter?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Challenge Card 1A (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the relationship between two characters.	After re-reading chapter eight of the story the children explore and discuss the relationship between two characters. The children will look at the language the author uses to convey the relationship between the two main characters and discuss how words and sentence structure can add to the effect he was trying to create. Children use this idea when studying quotes about the relationship and attempt to describe and label how the characters feel about themselves and one another.	<ul style="list-style-type: none"> <li>Can children describe the relationship between two characters?</li> <li>Can children use evidence to back up their ideas about the two characters' relationship?</li> <li>Are children able to reflect on and empathise with the characters' thoughts and feelings in a certain situation?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Quote Cards 2A</li> <li>Challenge Cards 2A</li> <li>Worksheet 2A/2B</li> <li>Character Outlines 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To write an informal letter with an intended effect.	Children use their discussions from the previous lesson to build up a bank of ideas on how the characters would write to one another. The children are challenged to focus on creating an informal and familiar tone in their reply to Bertie's last letter, including conveying the relationship between the characters through their choice of language and sentence structure.	<ul style="list-style-type: none"> <li>Can children identify the features of a formal and informal letter?</li> <li>Are children able to include the features of an informal letter in their writing?</li> <li>Can children make specific language choices to create an informal and familiar tone in their writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Copy of Bertie's final letter (end of chapter eight) for children to refer to</li> <li>Writing Frame 3A</li> <li>Challenge Cards 3A</li> </ul>

# The Butterfly Lion : English : Year 5

NEWSPAPER REPORTS				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To identify and use the features of a newspaper report.	Children will look at newspaper reports and their features. They analyse the use of each feature and the different effects that can be created by using each of them in the report. Focusing on the introductory paragraph, the children will identify the 5Ws in example reports and then draft the introductory paragraph for their own report.	<ul style="list-style-type: none"> <li>Can children identify some of the key features of a newspaper report and describe why they're used?</li> <li>Are children able to identify the important information to be used in the report's introductory paragraph?</li> <li>Can children write an effective introductory paragraph including all the relevant information?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Model Text 1A</li> <li>Text Cards 1A</li> <li>Examples of appropriate real newspapers</li> <li>Writing Frame 1A</li> <li>Introduction Card 1A</li> </ul>
<b>Lesson 2</b>	To analyse the effect of using direct and reported speech in a newspaper report.	Children will look at the use of quotes in a newspaper report and compare the effect of using direct or reported speech to convey this. They have the opportunity to recap on the punctuation for direct speech and compare this to how we write reported speech. Children use recordings to collect quotes from interviewed characters involved in the story.	<ul style="list-style-type: none"> <li>Can children accurately punctuate a piece of direct speech?</li> <li>Can children identify and describe the differences between direct and reported speech?</li> <li>Can children analyse the effect of using direct or reported quotes in their reports and choose a variation accordingly?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Text Card 2A</li> <li>Character Recordings 2A</li> <li>Quote Card 2A</li> <li>Bingo Card 2A</li> <li>Character Cards 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To plan a newspaper report including the use of relative clauses.	Introduce relative clauses to your class as an effective way to add information about a noun in a sentence. Show them examples of how they are used in newspaper reports when talking about the different people and objects involved. Children plan where they could use relative clauses and quotes in their report as well as discussing and sharing ideas for the main story of the report.	<ul style="list-style-type: none"> <li>Can children identify the relevant information that should be included in a newspaper report?</li> <li>Can children describe what a relative clause is used for in writing?</li> <li>Are children able to use a relative clause to add information about a person or object?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Challenge Cards 3A/3B</li> </ul>
<b>Lesson 4</b>	To write and edit a newspaper report.	Children use the grammatical and structural features that they have studied in this scheme of work to create and write a newspaper report based on a point in the story of 'The Butterfly Lion'. They will be encouraged and supported to use a variety of sentence openers as well as relative clauses, direct and reported speech. Children will then be challenged to edit part or all of their report to pick out parts which could be improved, making a more effective report.	<ul style="list-style-type: none"> <li>Can children use the features of a newspaper report effectively?</li> <li>Are children able to use relative clauses to add detail and information about a noun?</li> <li>Can children include quotes in their report using direct or reported speech?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Model Text 4A</li> <li>Checklist 4A</li> <li>Word Bank 4A</li> <li>Writing Frame 4A</li> <li>Challenge Card 4A (FSD? activity only)</li> <li>Laptops (FSD? activity only)</li> </ul>

# The Butterfly Lion : English : Year 5

READING SKILLS				
	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>



# The Butterfly Lion : English : Year 5

POETRY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To analyse and perform a poem.	Children will read and analyse a poem which was inspired by Bertie's actions in 'The Butterfly Lion'. The children must explore the use of different poetic devices to create a mood and tone in the poem and match this tone in their performances of the stanzas or whole poem. Children will revise the definitions and give examples of poetic devices such as alliteration, metaphors and assonance and find these in the poem.	<ul style="list-style-type: none"> <li>• Can children name poetic devices used in a model text?</li> <li>• Are children able to comment on why a poetic device has been used and the effect it creates?</li> <li>• Are children able to create a short performance of a poem or stanza?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Poem Sheet 1A</li> <li>• Poetic Device Cards 1A</li> <li>• Worksheet 1A/1B/1C</li> <li>• Poetry Performance Cards 1A</li> </ul>
<b>Lesson 2</b>	To write a poem which creates a desired effect and mood.	Based on the poem that they studied in the previous lesson, the children will study the structural features of rhythm and rhyme found in the writing. They will attempt to mimic this in their own poems based on the theme of bravery. Children are challenged to make conscious choices with their language and used of poetic features to create their mood and create an experience for their audience.	<ul style="list-style-type: none"> <li>• Can children name some poetic devices to use in a poem?</li> <li>• Are children able to identify the rhythm and rhyming structure of a poem?</li> <li>• Can children use poetic devices effectively in their own poem?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Text Card 2A</li> <li>• Worksheet 2A (optional)</li> <li>• Poetry Word Bank</li> <li>• Writing Frame 2A</li> </ul>
<b>Lesson 3</b>	To write a blackout poem.	Children will be introduced to blackout poems and how they are made. They are challenged to make their own blackout poems using pages from the story of 'The Butterfly Lion', specifically the part where Bertie is fighting in the war. Children must choose the words they use carefully and be able to justify their choices based on the mood, tone or story they are trying to create using the existing words.	<ul style="list-style-type: none"> <li>• Can children analyse a blackout poem and discuss its themes and mood?</li> <li>• Are children able to select effective words to create a blackout poem?</li> <li>• Can children select words to fit a desired theme?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Black markers/paint</li> <li>• Pages copied from the story (not provided)</li> <li>• Text Card 3A</li> <li>• Note Sheet 3A</li> <li>• Help Card 3A</li> </ul>