

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To answer comprehension questions on a non-fiction text.	In this lesson, children will share what they already know about the HS2 project. They will then find out all about what high speed rail is and facts about the HS2 scheme. They will read a detailed non-fiction text about HS2 and answer a variety of comprehension questions.	<ul style="list-style-type: none"> <li>• Can the children identify key words within a question?</li> <li>• Can the children scan for key words identified and locate the answer within a text?</li> <li>• Can the children recall some factual information about the HS2 project?</li> </ul>	Slides Information Text 1A Worksheets 1A/1B/1C Worksheet 1D (FSD? activity only) Colouring pencils (FSD? activity only)
<b>Lesson 2</b>	To identify for and against arguments about the HS2 project.	Children will begin by recapping on what they learnt about HS2. In this lesson, children will then discuss which groups of people would be <b>for</b> the project and which would be <b>against</b> it. They will read the opinions of a variety of different people from homeowners whose property is directly on the proposed route to environmental campaigners and business owners. They will identify arguments on both sides of the HS2 debate.	<ul style="list-style-type: none"> <li>• Can the children give some reasons 'for' the HS2 project?</li> <li>• Can the children give some reasons 'against' the HS2 project?</li> <li>• Can the children articulate how they feel about the HS2 project?</li> </ul>	Slides For and Against Cards For and Against Table Opinion Cards Reading Text News Report Instructions (FSD? activity only)
<b>Lesson 3</b>	To understand what makes good persuasive writing.	In this lesson, children will read a model persuasive text about the proposal to build a third runway at Heathrow Airport. They will be taught to identify the organisational and language features of good quality persuasive writing. Throughout the lesson there is a focus on children being able to explain why these features make the writing persuasive. They will then annotate the model text to show their understanding. At the end of the lesson, a poor quality persuasive text will be displayed and children will suggest how to improve it using their knowledge of the key features of persuasive writing.	<ul style="list-style-type: none"> <li>• Can the children name the key features of persuasive writing?</li> <li>• Can the children find examples of the key features within a model text?</li> <li>• Can the children explain how these key features help to make a piece of writing persuasive?</li> </ul>	Slides Model Text Persuasive Features Label Cards Worksheet 3A/3B/3C Persuasive Features Checklist Worksheet 3D (FSD? activity only) Feedback Sheet (FSD? activity only)
<b>Lesson 4</b>	To practise using persuasive language features in my writing.	The focus of this lesson is to provide opportunity for children to practise using persuasive devices in their writing. Taking the issue of whether cars should be banned from city centres, shared writing will be used to write a persuasive paragraph in favour of the idea. A word bank containing persuasive language, ideas for rhetorical questions and facts will be used to support writing. Children will then write the following paragraphs independently. At the end of the lesson children will use a checklist to evaluate their partner's writing.	<ul style="list-style-type: none"> <li>• Can the children remember the key features of persuasive writing?</li> <li>• Can the children use the key language features of persuasive writing?</li> <li>• Can the children say what is good and what could be improved about a piece of persuasive writing?</li> </ul>	Slides Writing Frame 4A/4B Useful Facts and Vocabulary Card Success Criteria Cards Leaflet Sheet (FSD? activity only)
<b>Lesson 5</b>	To plan a piece of persuasive writing with key features.	In this lesson, children will start by looking at short extracts from persuasive texts and will identify the key features they can spot in each. They will then use a planning format and fact sheet about HS2 to plan their own persuasive piece either in favour or against the HS2 project. At the end of the lesson they will have the opportunity to use their planning to orally rehearse their persuasive argument.	<ul style="list-style-type: none"> <li>• Can the children identify persuasive features in a text?</li> <li>• Can the children plan a persuasive text with key features?</li> <li>• Can the children use persuasive language features in their talk?</li> </ul>	Planning Sheet 5A/5B/5C HS2 Facts and Statistics Sheet Group Ideas Sheets (FSD? activity only) Planning Sheet 5D (FSD? activity only) Useful Vocabulary Sheet
<b>Lesson 6</b>	To write a persuasive text with key features.	In this final lesson of the unit, children will use their planning to write a persuasive piece of writing either in favour or against the HS2 project. Children will have access to word banks and fact sheets to help them produce a quality piece of writing. At the end of the lesson children will read each other's work and evaluate it against the agreed success criteria.	<ul style="list-style-type: none"> <li>• Can the children explain how to improve a piece of persuasive writing?</li> <li>• Can the children write a piece of persuasive writing with key features?</li> <li>• Can the children evaluate a piece of persuasive writing against the key features of this text type?</li> </ul>	Writing Sheet 6A/6B/6C Planning sheets (from previous lesson) Evaluation Sheet 6A/6B/6C

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>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]</li> <li>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>	<b>TEXT</b> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a word or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b></li> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to</li> </ul>
<b>SENTENCE</b> <ul style="list-style-type: none"> <li>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>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 <b>subjunctive</b> forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul>	<b>TERMINOLOGY FOR PUPILS</b> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
<b>PUNCTUATION</b> <ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, It's raining; I'm fed up]</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li><b>Punctuation</b> of bullet points to list information</li> <li>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover</li> </ul>	