

# Stories from Space : Descriptive Writing: English : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To identify the features of descriptive writing	In this first lesson, children will discuss some of the main features of descriptive writing: precise vocabulary, vivid sensory details and figurative language. In their independent activities, they are challenged to identify these features in a given piece of writing.	<ul style="list-style-type: none"> <li>Do children understand what makes a good description?</li> <li>Can they identify these features within a piece of writing?</li> <li>Can they make suggestions as to how a descriptive piece of writing could be improved?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Five-Minute Challenge Sheet (Teaching Input)</li> <li>Whiteboards (optional)</li> <li>Spaceship Control Room Sheet</li> <li>Worksheet 1A/1B/1C</li> <li>Descriptive Features Hunt Sheet (FSD? activity only)</li> <li>A range of fiction books (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To choose and use precise vocabulary for a description	Children will learn about the importance of using precise vocabulary in descriptive writing, and how careful synonym choice can help to create vivid pictures for the reader. In their independent activities, they will use thesauruses and dictionaries to help them discuss, choose and use the most appropriate synonyms for specific sentences.	<ul style="list-style-type: none"> <li>Can children explain the importance of using precise language in a description?</li> <li>Can children use thesauruses and dictionaries appropriately to aid them in deciding which vocabulary is the most precise for a particular descriptive sentence?</li> <li>Can children justify their choice of a particular word?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Describe the Scene Sheet (Teaching Input)</li> <li>Thesauruses, dictionaries</li> <li>Worksheet 2A/2B/2C</li> <li>Synonym Sets (FSD? activity only)</li> <li>Synonym Continuum Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To know how to include vivid sensory details in a description	Children will explore how the inclusion of vivid sensory details, and the words chosen to describe them, can affect the mood or atmosphere created within the writing. In their independent activities, children will be challenged to write or improve a description designed to evoke a particular mood or atmosphere.	<ul style="list-style-type: none"> <li>Do children understand how the inclusion of vivid sensory details in a description can affect the atmosphere or mood that is evoked for the reader?</li> <li>Can children choose and use vivid sensory details in their own descriptive writing?</li> <li>Can children discuss the moods/atmosphere evoked by each other's chosen vivid sensory details?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Opposing Descriptions Sheet (Optional Teaching Input)</li> <li>Thesauruses, dictionaries</li> <li>Mood Cards</li> <li>'Otherworldly' Scene Cards</li> <li>Vivid Sensory Details Checklist</li> <li>Description Sheet</li> <li>Dull Description Challenge Sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To know how to use figurative language	In this lesson, children will learn about the effect of figurative language within descriptions. They will focus on four types: similes, hyperbole, personification and onomatopoeia, and discuss examples of each before moving on to practising using them in their own writing.	<ul style="list-style-type: none"> <li>Do children know some of the different types of figurative language?</li> <li>Can children discuss the effectiveness of different examples of figurative language?</li> <li>Can children include figurative language in their own writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Space Scenes Cards</li> <li>Figurative Language Help Sheet</li> <li>Worksheet 4A</li> <li>Post-its/scrap paper</li> <li>Figure it Out! Game Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To develop ideas for a piece of descriptive writing	Children will briefly recap on the three features of descriptive writing that we have focused on in the previous lessons: precise language, vivid sensory details and figurative language. They will then begin to develop ideas for a description of a planet and its landscape in their independent activities.	<ul style="list-style-type: none"> <li>Can children plan for precise vocabulary in their description?</li> <li>Can children plan for vivid sensory details in their description?</li> <li>Can children plan for figurative language in their description?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Planets Picture Cards</li> <li>Landscapes Picture Cards</li> <li>Log Entries Ideas Sheet A/B (to be enlarged to A3)</li> <li>Thesauruses, dictionaries</li> <li>Figurative Language worksheets from previous lesson (optional)</li> </ul>
<b>Lesson 6</b>	To write a detailed description of a new planet	In this final lesson, children will put into practice everything that they have learnt about effective descriptive writing to create their log entries from space.	<ul style="list-style-type: none"> <li>Can children write an effective description which uses precise language?</li> <li>Can children include a range of vivid sensory details?</li> <li>Can children use figurative language appropriately?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Log Entries Ideas Sheet from previous lesson</li> <li>Log Entries Sheet (lined and unlined)</li> <li>Checklist A/B/C</li> <li>Transmission Script A/B (FSD? activity only)</li> <li>Tape/video recorder (FSD? activity only)</li> </ul>

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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 who, which, where, when, whose, that, 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