

Voices in the Park : English : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To become familiar with the story	In this first lesson, children will look at the front cover, and infer what the story might be about, before learning that there are four different characters who each tell their version of a trip to the park from their perspective. In groups, children will read one chapter, discuss the events, and then summarise it for the other groups. At the end of the lesson, the whole book is read to the class, who discuss their initial thoughts.	<ul style="list-style-type: none"> Do children understand what perspective means? Can children summarise part or all of the story? Can children share their initial thoughts about the book? 	<ul style="list-style-type: none"> Slides Voices in the Park by Anthony Browne (not provided) Question Cards Individual Challenge Cards (FSD? activity only)
Lesson 2	To compare and contrast characters (1)	Children will focus in on the first two chapters, and look at the characters of Mummy and Dad in more detail. As a class, they will read the chapters together and look for clues in what the characters say or do that can tell us more about them. In their independent activities, children will answer questions by comparing and contrasting the two characters. In the FSD? activity, they are challenged to write and perform a monologue for each of the characters who are sitting on the bench in the park.	<ul style="list-style-type: none"> Can children identify and discuss clues from the text which tell them more about a character? Can children use the text to answer questions about each character? Can children compare and contrast the words and actions of two different characters? 	<ul style="list-style-type: none"> Slides Voices in the Park by Anthony Browne (not provided) Worksheet 2A/2B/2C Monologue Sheet (FSD? activity only)
Lesson 3	To compare and contrast characters (2)	In this lesson, children will look at the characters of Charles and Smudge in more detail. After reading and discussing each chapter as a class, children will put themselves in the shoes of each character, and complete thought bubbles for different scenarios from the book, or write short diary entries. Alternatively, children are challenged to create freeze frames of different scenarios, and infer what each character is thinking and feeling.	<ul style="list-style-type: none"> Can children explain their opinions of each character? Can children choose appropriate words to describe each character? Can children infer each character's thoughts and feelings? 	<ul style="list-style-type: none"> Slides Voices in the Park by Anthony Browne (not provided) Thought Bubble Cards A/B Reflections Challenge Cards Reflections Worksheet Freeze Frame Challenge Cards (FSD? activity only)
Lesson 4	To deduce and infer characters' thoughts and feelings about one another	This lesson begins with children discussing what the skills of deduction and inference are. They then use these skills to answer a range of questions about the characters' impressions of one another. In their independent activities, children further apply their inference skills to answer questions in role, or complete a table detailing who thinks what about who! The FSD? activity challenges children to create a short role-play on the premise of one of the children going to tea at the other's house, and how the characters would interact with one another.	<ul style="list-style-type: none"> Do children understand what is meant by 'deduction' and 'inference'? Can children deduce and infer how the different characters feel towards each other? Can children explain their deductions and inferences? 	<ul style="list-style-type: none"> Slides Voices in the Park by Anthony Browne Character Question Cards Who thinks What about Who? Worksheet Challenge Cards A/B (FSD? activity only)
Lesson 5	To explore the effect of the illustrations on the story	In this lesson, children look at the importance of the illustrations in a picture book, and how they can add to the understanding of the story. In their independent activities, children further explore the effect of the illustrations on the story by answering a range of questions. In the FSD? activity, children are given a set of cards which point to different illustrations in the book, and promote discussion about what they can see.	<ul style="list-style-type: none"> Can children explain their opinion of the importance of illustrations in story books? Can children use their observation skills to look closely at the illustrations and describe what they are seeing? Can children explain how Anthony Browne uses illustrations to tell us more about the characters? 	<ul style="list-style-type: none"> Slides Voices in the Park by Anthony Browne Worksheet 5A/5B/5C Discussion Cards (FSD? activity only)
Lesson 6	To use knowledge of the story to write an extra chapter	In this final lesson, children recap on what they have learnt about each of the four characters in the book, and think about what the theme, or themes, of the story are. They then discuss Anthony Browne's style of writing, before creating their own final chapter for the book.	<ul style="list-style-type: none"> Can children share what they have learnt about each of the characters in the book? Can children infer what the author wanted to say to his readers with this story? Can they use this knowledge and understanding to write a final chapter of the book? 	<ul style="list-style-type: none"> Slides Voices in the Park by Anthony Browne Prompt Sheet Writing Frame A/B Challenge Sheet (FSD? activity only)

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