**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Reports  5 Weeks | | **Big Idea:** Events and information can be formally or informally recorded in different formats depending on message and audience. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * Reports can be based on fictional and true life events * Reports can be formal or informal * The purpose of the message and it’s intended audience affect the style of report * Specific skills in reading reports based on true life experiences can help in writing our own. | | | |
| * **YCIS English Standards of this unit:**   **NC: Primary Literacy/English Framework, NC: Year 5, Primary Literacy Framework**  Speaking   * Use and explore different question types and different ways words are used, including in formal and informal contexts   Listen and respond   * Identify different question types and evaluate their impact on the audience   Drama   * Reflect on how working in role helps to explore complex issues   Word structure and spelling   * Spell words containing unstressed vowels * Group and classify words according to their spelling patterns and their meanings   Understand and interpret texts   * Make notes on and use evidence from across a text to explain events or ideas * Compare different types of narrative and information texts and identify how they are structured   Engage and respond to texts   * Reflect on reading habits and preferences and plan personal reading goals   Create and shape texts   * Reflect independently and critically on their own writing and edit and improve it * Adapt non-narrative forms and styles to write fiction or factual texts, including poems | | | |
| **Guiding Questions (3-5):**   1. In what ways do audience and message affect the style of reports? 2. In what ways do we gather information for a report? 3. What reading skills are employed when looking at a report? 4. When reading reports and fiction, are we able to identify different reading strategies? 5. By looking at the format, how can you tell a piece of writing is a report? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…** | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Classic Literature  3 Weeks | | **Big Idea**: Classic literature, including plays, poetry and novels, stand the test of time. Changes in society are represented through evolving language conventions but the essential messages in enduring narratives stay the same. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that …**   * Written conventions are a good indicator of life in a past time * Language evolves over time * Enduring themes in literatures are evident in examples of both past and present literature, eg overcoming obstacles, good verses evil, strength of valued traits * Changes in society, for example, developing media and technology have altered story telling and the use of language | | | |
| **YCIS English Standards of this unit:**  **NC: Primary Literacy/English Framework, NC: Year 5, Primary Literacy Framework**  Listen and respond   * Identify some aspects of talk that vary between formal and informal occasions   Drama   * Reflect on how working in role helps to explore complex issues * Use and recognise the impact of theatrical effects in drama   Understand and interpret texts   * Infer writers' perspectives from what is written and from what is implied * Distinguish between everyday use of words and their subject-specific use * Explore how writers use language for comic and dramatic effects   Engage and respond to texts   * Reflect on reading habits and preferences and plan personal reading goals   Create and shape texts   * Reflect independently and critically on their own writing and edit and improve it * Adapt non-narrative forms and styles to write fiction or factual texts, including poems * Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail   Text structure and organisation   * Experiment with the order of sections and paragraphs to achieve different effects   Sentence structure and punctuation   * Punctuate sentences accurately, including using speech marks and apostrophes | | | |
| **Guiding Questions (3-5):**   1. How does studying classic literature help us gain a better understanding of how written conventions and societies have changed? 2. What determines whether a story, play or poem is considered to be a classic? 3. In what ways have changes in society altered story telling? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative**  Rewrite a text from classic literature in modern day language  **Summative**  Analyze a modern day story for its suitability to become a “classic text” | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
| Using drama is a useful tool in exploring the actions and feelings of characters |  | |  |

VCOP Targets Embedded

2b I can use the connectives ‘but’ and ‘so’ in my writing.

2a I am beginning to use ‘if’, ‘as’, ‘while’ and ‘because’ to extend my sentences.

3c: I can confidently use and, if, so, while, but and because

3c: I am experimenting with adding extra detail using a who clause e.g. the tramp, who was alone and cold, saw a …

3b: I can use a ‘drop in’ clauses in my writing e.g. Rome, the capital city of Italy, is home to the Colosseum.

3b: I can use after, also and as well as to add information to my sentences.

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Novels and Stories Significant Authors (3 weeks) | | **Big Idea:** Significant authors write novels and stories that stand the test of time, connect with audiences from different cultures and generations. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * The work of significant authors have specific features * Through experiencing the work of significant authors the children will make the connection between being a good writer and being a good reader. * Quality literature has a meaning that can be discussed, analyzed and reflected on. | | | |
| * **YCIS English Standards of this unit:**   **NC: Primary Literacy/English Framework, NC: Year 5, Primary Literacy Framework**  Listen and respond   * Identify different question types and evaluate their impact on the audience   Group discussion and interaction   * Plan and manage a group task over time using different levels of planning * Understand different ways to take the lead and support others in groups * Understand the process of decision making   Understand and interpret texts   * Infer writers' perspectives from what is written and from what is implied * Compare different types of narrative and information texts and identify how they are structured * Explore how writers use language for comic and dramatic effects   Engage and respond to texts   * Reflect on reading habits and preferences and plan personal reading goals * Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts   Create and shape texts   * Experiment with different narrative form and styles to write their own stories   Text structure and organisation   * Experiment with the order of sections and paragraphs to achieve different effects   Sentence structure and punctuation   * Punctuate sentences accurately, including using speech marks and apostrophes | | | |
| **Guiding Questions (3-5):**   1. What makes an author significant? 2. What strategies do authors use to convey their intended message across to their audience? 3. What is the connection between being a good reader and being a goo writer? 4. What strategies do we use to help us reflect, discuss and analyse good quality literature? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Students will create a tri-fold board of a significant author to present to other classes.** | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
| **The traits of a good reader eg, inferring, prediction, making connections, clarifying, visualization etc** | **The importance of word choice, grammar, writer’s voice etc** | |  |

**VCOP Target: Punctuation**

3b: I understand how apostrophes are used to show single possession.

4c: I can use full stops, capital letters and question marks accurately.

3a: I understand how apostrophes are used to show plural possession.

4c: I can use full stops, capital letters and question marks accurately.

4c: I can use full stops, capital letters and question marks accurately.

4b: I am beginning to experiment with semi-colons.

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Novels and Stories Significant Authors (3 weeks) | | **Big Idea:** Significant authors write novels and stories that stand the test of time, connect with audiences from different cultures and generations. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * By looking at the significant works of selected authors specific features of an author’s style can be explored * Quality literature has a meaning that can be discussed, analyzed and reflected on. * Higher-level thinking will help them develop a greater appreciation of novels and the authors intended message. | | | |
| * **YCIS English Standards of this unit:**   **NC: Primary Literacy/English Framework, NC: Year 5, Primary Literacy Framework**  Listen and respond   * Identify different question types and evaluate their impact on the audience   Group discussion and interaction   * Plan and manage a group task over time using different levels of planning * Understand different ways to take the lead and support others in groups * Understand the process of decision making   Understand and interpret texts   * Infer writers' perspectives from what is written and from what is implied * Compare different types of narrative and information texts and identify how they are structured * Explore how writers use language for comic and dramatic effects   Engage and respond to texts   * Reflect on reading habits and preferences and plan personal reading goals * Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts   Create and shape texts   * Experiment with different narrative form and styles to write their own stories   Text structure and organisation   * Experiment with the order of sections and paragraphs to achieve different effects   Sentence structure and punctuation   * Punctuate sentences accurately, including using speech marks and apostrophes | | | |
| **Guiding Questions (3-5):**   1. What strategies do authors use to communicate their ideas to the readers? 2. In what ways does our connection to the text change our understanding of what we are reading? 3. How can we identify an author through their writing? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…** | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
| **The traits of a good reader eg, inferring, prediction, making connections, clarifying, visualization etc** | **The importance of word choice, grammar, writer’s voice etc** | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Stories from other cultures | | **Big Idea:** Every culture has a set of stories, many of these contain common themes and plots. Stories from different cultures are written to keep traditions and rituals alive. They are a way to help people appreciate and connect with other beliefs and ways of life. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**   * That common story plots exist across cultures, revealing that the similarities are more important than the differences. * Stories provide insights to different cultures, beliefs and traditions. * That we can explore these plots and insights by investigating a specific story as it is retold across cultures, i.e., good over evil, importance of honesty. | | | |
| * **YCIS English Standards of this unit:**   **NC: Primary Literacy/English Framework, NC: Year 5, Primary Literacy Framework**  Group discussion and interaction   * Plan and manage a group task over time using different levels of planning * Understand different ways to take the lead and support others in groups   Drama   * Reflect on how working in role helps to explore complex issues * Perform a scripted scene making use of dramatic conventions * Use and recognise the impact of theatrical effects in drama   Understand and interpret texts   * Infer writers' perspectives from what is written and from what is implied * Compare different types of narrative and information texts and identify how they are structured   Create and shape texts   * Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail   Sentence structure and punctuation   * Adapt sentence construction to different text-types, purposes and readers * Punctuate sentences accurately, including using speech marks and apostrophes | | | |
| **Guiding Questions (3-5):**   1. How do stories from other cultures relate to historical events? 2. What can we learn from the stories of other cultures? 3. How are stories from other cultures similar or different? 4. What clues do writers use to indicate that a story takes place in a certain culture? 5. What can we learn from the stories of other cultures? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Taking a common theme and rewrite it as if based on their own home cultures.** | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1. Punctuation: 3c. I know speech marks are used to show when a character is speaking and I am trying to show this in my writing.

2. Openers: 3a. I am using paragraphs to show new ideas in my writing.

3. Connectives: 3b. I can use a ‘drop in’ clause in my writing e.g. Rome, the capital of Italy, is home to the Colosseum.

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Myths and Legends | | **Big Idea:** Myths and legends are fictional stories that tell us about the past or explain the world around us. They can be similar across time or different cultures. We can use myths and legends to gain an insight into the belief and values of ancient cultures, specifically Ancient Greece. | |
| **Unit Overview** *(Identify desired results):*By the end of this unit the students will understand that .....   * Every myth and legend has distinguishing features. * Writers use language to create drama and suspense. * Myths and legends explain the world around us and help us understand culture and beliefs. | | | |
| * **YCIS English Standards of this unit:**   **NC: Primary Literacy/English Framework, NC: Year 5, Primary Literacy Framework**  Speaking   * Tell a story using notes designed to cue techniques, such as repetition, recap and humour   Listen and respond   * Identify different question types and evaluate their impact on the audience   Drama   * Reflect on how working in role helps to explore complex issues * Perform a scripted scene making use of dramatic conventions   Word structure and spelling   * Know and use less common prefixes and suffixes such as im-, ir-, -cian   Understand and interpret texts   * Make notes on and use evidence from across a text to explain events or ideas * Compare different types of narrative and information texts and identify how they are structured * Explore how writers use language for comic and dramatic effects   Engage and respond to texts   * Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts   Create and shape texts   * Reflect independently and critically on their own writing and edit and improve it * Experiment with different narrative form and styles to write their own stories   Text structure and organisation   * Experiment with the order of sections and paragraphs to achieve different effects   Sentence structure and punctuation   * Adapt sentence construction to different text-types, purposes and readers * Punctuate sentences accurately, including using speech marks and apostrophes   Presentation   * Adapt handwriting for specific purposes, for example printing, use of italics * Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes | | | |
| **Guiding Questions (3-5):**   1. How do traditional stories, myths and legends relate to events? 2. What are the structure and features of different versions of the same story? 3. How are myths and legends similar across time and cultures? 4. How do myths help us understand values and beliefs in a culture? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative: Myth Comparison. ( Greek to other)**  **Summative: Narrative Writing Assignment**  Children will write their own myth, using all features of myths. | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Persuasive writing- advertisements  (4 Weeks) | | **Big Idea:** Persuasive writing, especially in advertisements and commercials, takes on a form that is visually impacting to provoke connections with the intended audience. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that…**   * We are surrounded by examples of persuasion in advertisements and commercials in the media. * Persuasive writing has specific vocabulary and formatting. * There are features of persuasion that ensure that the audience connects/influenced by the intended message through some form of impacting images, voice overs/music or text type. | | | |
| * **YCIS English Standards of this unit:**   **NC: Primary Literacy/English Framework, NC: Year 5, Primary Literacy Framework**  Speaking   * Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language   Listen and respond   * Identify some aspects of talk that vary between formal and informal occasions * Analyse the use of persuasive language   Group discussion and interaction   * Understand different ways to take the lead and support others in groups * Understand the process of decision making   Drama   * Reflect on how working in role helps to explore complex issues   Understand and interpret texts   * Make notes on and use evidence from across a text to explain events or ideas * Infer writers' perspectives from what is written and from what is implied * Compare different types of narrative and information texts and identify how they are structured * Explore how writers use language for comic and dramatic effects   Create and shape texts   * Reflect independently and critically on their own writing and edit and improve it * Create multi-layered texts, including use of hyperlinks and linked web pages   Text structure and organisation   * Experiment with the order of sections and paragraphs to achieve different effects * Change the order of material within a paragraph, moving the topic sentence   Sentence structure and punctuation   * Adapt sentence construction to different text-types, purposes and readers * Punctuate sentences accurately, including using speech marks and apostrophes | | | |
| **Guiding Questions (3-5):**   1. In what ways do companies persuade you to buy their products? 2. How do we organize our ideas so to be persuasive? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…** | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Poetic Style | | **Big Idea: Poetry** is a form of literature, spoken or written, that emphasizes rhythm through the patterns of sound found in words. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand**   * That there are many possible ways that words can be combined to either send a message or to entertain. * There are many forms of poetry but each has a specific structure. * the role that the parts of speech play in the development of poetry. | | | |
| * **YCIS English Standards of this unit:**   **NC: Primary Literacy/English Framework, NC: Year 5, Primary Literacy Framework**  Understand and interpret texts   * Make notes on and use evidence from across a text to explain events or ideas * Infer writers' perspectives from what is written and from what is implied * Compare different types of narrative and information texts and identify how they are structured   Engage and respond to texts   * Reflect on reading habits and preferences and plan personal reading goals * Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts * Compare how a common theme is presented in poetry, prose and other media   Create and shape texts   * Reflect independently and critically on their own writing and edit and improve it * Adapt non-narrative forms and styles to write fiction or factual texts, including poems   Presentation   * Adapt handwriting for specific purposes, for example printing, use of italics * Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes | | | |
| **Guiding Questions (3-5):**   1. What are the purposes of poetry? 2. How do sounds create rythym? 3. How can we combine words to send a message or entertain? 4. How do we connect with poetic styles? 5. What are the distinguishing features of a poem? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative: Poetry circle**  Students’ read aloud their poems to the class to be discussed.  **Summative: Poetry Placemat**  Children design a placemat containing several of their poems. | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
| * What is the vocabulary of poetry? |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Performance Poetry  2 Weeks | | **Big Idea:** Performance poetry centres on the interactions between the speaker and the audience. It can be presented by an individual or group, and may be accompanied by music. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that …**   * Performance poetry is a collaboration between audience and presenter * Performance poetry works with the immediate response from the audience * Performance poetry is not limited to the written word and may include aural and visual effects to enhance its presentation. | | | |
| * **YCIS English Standards of this unit:**   **NC: Primary Literacy/English Framework, NC: Year 5, Primary Literacy Framework**  Drama   * Use and recognise the impact of theatrical effects in drama   Understand and interpret texts   * Infer writers' perspectives from what is written and from what is implied * Explore how writers use language for comic and dramatic effects   Engage and respond to texts   * Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts * Compare how a common theme is presented in poetry, prose and other media   Create and shape texts   * Reflect independently and critically on their own writing and edit and improve it * Adapt non-narrative forms and styles to write fiction or factual texts, including poems   Presentation   * Adapt handwriting for specific purposes, for example printing, use of italics * Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes | | | |
| **Guiding Questions (3-5):**   1. What is performance poetry? 2. In what ways does performance poetry connect the audience with the presenter? 3. In what ways does the audience add to or affect the performance of poetry? 4. In what ways can the presentation of Performance poetry be enhanced beyond the written word? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Fromative**  Individual recital of a chosen poem  **Summative**  Group presentation of chosen poem | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Explanations | | **Big Idea: Explanation texts expand our understanding of events and activities.** | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that …**  **Writing explanations help us recall an event chronologically**  **Through writing explanations we are able to explore the reasons behind an event or activity.**  **The structure of a text helps explain events or information.**  **Writing an explanation test requires research and planning.** | | | |
| **YCIS English Standards of this unit:**  **NC: Primary Literacy/English Framework, NC: Year 5, Primary Literacy Framework**  Listen and respond   * Identify some aspects of talk that vary between formal and informal occasions   Understand and interpret texts   * Compare different types of narrative and information texts and identify how they are structured   Engage and respond to texts   * Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts   Create and shape texts   * Reflect independently and critically on their own writing and edit and improve it * Adapt non-narrative forms and styles to write fiction or factual texts, including poems * Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail * Create multi-layered texts, including use of hyperlinks and linked web pages   Text structure and organisation   * Experiment with the order of sections and paragraphs to achieve different effects * Change the order of material within a paragraph, moving the topic sentence   Sentence structure and punctuation   * Adapt sentence construction to different text-types, purposes and readers * Punctuate sentences accurately, including using speech marks and apostrophes   Presentation   * Adapt handwriting for specific purposes, for example printing, use of italics * Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes | | | |
| **Guiding Questions (3-5):**   * What is the purpose of explanation texts? * What are the key elements/characteristics of explanation texts? * What would be the process a writer would need to work through in order to write an explanation text? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…** | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Dramatic Convention/Film Narrative (4 Weeks) | | **Big Idea:** Film narrative contains specific features to convey a message to the intended audience, the goal of these features is to enhance the audiences emotional investment and connection. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that …**   * The use of camara angles, lighting and colour, music and sound, and expressions and movement create pace, viewpoint and mood so enabling a message to be relayed to an audience. * Communication is a complex process that doesn't always need words, i.e. body language, facial expressions, gestures. * People connect to narratives through empathy and emotions as well as through understanding and logic. * Our personal experiences influence the way we perceive images. | | | |
| **YCIS English Standards of this unit:**  **NC: Primary Literacy/English Framework, NC: Year 5, Primary Literacy Framework**  Speaking   * Tell a story using notes designed to cue techniques, such as repetition, recap and humour   Drama   * Reflect on how working in role helps to explore complex issues   Understand and interpret texts   * Infer writers' perspectives from what is written and from what is implied * Compare different types of narrative and information texts and identify how they are structured   Engage and respond to texts   * Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts * Compare how a common theme is presented in poetry, prose and other media   Create and shape texts   * Reflect independently and critically on their own writing and edit and improve it * Experiment with different narrative form and styles to write their own stories   Sentence structure and punctuation   * Adapt sentence construction to different text-types, purposes and readers * Punctuate sentences accurately, including using speech marks and apostrophes   Presentation   Adapt handwriting for specific purposes, for example printing, use of italics  **YCIS English Standards of this unit:**  **NC: Primary Literacy/English Framework, NC: Year 5, Primary Literacy Framework**  Speaking   * Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language   Listen and respond   * Identify some aspects of talk that vary between formal and informal occasions   Group discussion and interaction   * Plan and manage a group task over time using different levels of planning * Understand different ways to take the lead and support others in groups   Drama   * Perform a scripted scene making use of dramatic conventions * Use and recognise the impact of theatrical effects in drama   Word structure and spelling   * Spell words containing unstressed vowels * Know and use less common prefixes and suffixes such as im-, ir-, -cian * Group and classify words according to their spelling patterns and their meanings   Understand and interpret texts   * Compare different types of narrative and information texts and identify how they are structured * Explore how writers use language for comic and dramatic effects   Engage and respond to texts   * Compare how a common theme is presented in poetry, prose and other media   Create and shape texts   * Reflect independently and critically on their own writing and edit and improve it * Adapt non-narrative forms and styles to write fiction or factual texts, including poems   Text structure and organisation   * Experiment with the order of sections and paragraphs to achieve different effects   Sentence structure and punctuation   * Adapt sentence construction to different text-types, purposes and readers * Punctuate sentences accurately, including using speech marks and apostrophes   Presentation   * Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes | | | |
| **Guiding Questions (3-5):**   1. What does a film maker use convey their message and help the audience connect the to a film narrative? 2. How do people present content effectively in broadcast? 3. In what ways has technology furthered dramatic conventions and enabled global communication? 4. In what ways do actors and actresses transmit a message to the audience without using words? 5. In what ways do we connect to film narrative? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Journal to write down their own viewpoint and opinion of the film narrative.**  **Write a critique of a film narrative**  **Write their own version of the film narrative, include a voice over for it.** | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

**Pudong Primary Literacy Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** Narrative Poetry  4 Weeks | | **Big Idea:** Narrative poetry forwards a plot similar to prose stories. This may be a message or a storyline with settings, characters and conflicts to be resolved. | |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand that …**   * Narrative poetry has key features irrespective of the style it is written in. * A narrative poem has to maintain the features of both a narrative and a poem. * A narrative poets style,eg. rhythm, word choice can be mimicked * A narrative peom can be rewritten as a piece of prose | | | |
| * **YCIS English Standards of this unit:**   Group discussion and interaction   * Plan and manage a group task over time using different levels of planning * Understand different ways to take the lead and support others in groups * Understand the process of decision making   Drama   * Reflect on how working in role helps to explore complex issues * Use and recognise the impact of theatrical effects in drama   Word structure and spelling   * Spell words containing unstressed vowels * Group and classify words according to their spelling patterns and their meanings   Understand and interpret texts   * Make notes on and use evidence from across a text to explain events or ideas * Explore how writers use language for comic and dramatic effects   Engage and respond to texts   * Compare how a common theme is presented in poetry, prose and other media   Create and shape texts   * Reflect independently and critically on their own writing and edit and improve it * Adapt non-narrative forms and styles to write fiction or factual texts, including poems   Presentation   * Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes | | | |
| **Guiding Questions (3-5):**   1. In what ways do narrative poems differ from other forms of poetry? 2. What are the similarities between narrative prose and narrative poetry? 3. How can we use a style developed by a poet to write our own poetry or piece of prose? | | | |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…**  **Formative**  Analyse a narrative poem for its narrative features, ie storyline/plot, conflict and resolution and characters  **Summative**  Rewrite a narrative poem as a narrative prose. | | | |
| **Plan Learning Activities** | | | |
| **Phase 1: Immersion in the text type**  Shared Reading  Mentor Text  Guided Reading | **Phase 2: Deconstruction of the text type**  Modeled Writing  Guided Writing  Shared Writing | | **Phase 3: Writing**  Independent Writing |
|  |  | |  |

**Writing targets embedded within this unit:**

1

2

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.