

Allanson Street Primary School – English Medium Term Plan



Year Group: Year 5

Subject: English

Unit: Significant Author



English Unit: Significant Author
Text: Room 13 by Robert Swindells (Classic)
Audience: Children
Purpose: Entertain
Outcome: To write the next chapter in the novel (chapter 13).

Vocabulary: sinister, abbey, ascending, bleak, peculiar, motive, suspect, distant, vague, deduction, clue.

About the author: Robert E. "Bob" Swindells (born 20 March 1939) is an author of children's and young adult literature. Born in Bradford, the first of five children, Swindells worked for a local newspaper after leaving school aged 15. He served with the Royal Air Force and held various jobs before training as a teacher. His first novel, *When Darkness Comes* (1973), was written as his thesis while in training. Swindells combined writing with teaching until 1980 when he took up writing full-time. Swindells won the award for *Room 13* (1990), *Nightmare Stairs* (Short novel, 1998) and *Blitzed* (Younger readers, 2003). His young adult novel *Stone Cold* (1993), which dealt with homelessness, won the Carnegie Medal in 1994. Swindells is married, lives in Yorkshire and has two daughters and three grandchildren.



NC Objectives Reading - (Intended to reflect prior and current learning)

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books
 - 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
- understand what they read by:
 - 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 1 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
- 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

NC Objectives writing - (Intended to reflect prior and current learning)

Pupils should be taught to:

- plan their writing by:
 - 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

- **draft and write by:**
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - 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
- **evaluate and edit by:**
 - 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
- **proofread for spelling and punctuation errors**

Handwriting and presentation - (Intended to reflect prior and current learning)

Pupils should be taught to:

- **write legibly, fluently and with increasing speed by:**
 - 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

NC Objectives Grammar and Punctuation and spellings - (Intended to reflect prior and current learning)

Grammar - Relative clauses, modal verbs, devices to build cohesion within a paragraph, adverbials of time, place, number, tense choices

Spelling - see spelling plan. Pupils should be taught to:

- 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 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

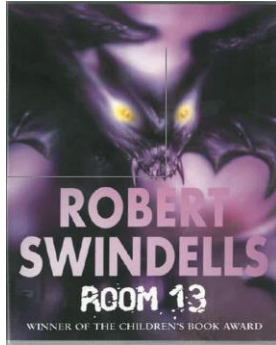
Learning Objective	Teaching Input	Group/ Independent Task	Assessment
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Reading

LO: I can explore how a book captures the reader's interest.

Introduce new unit – Room 13 and significant authors.

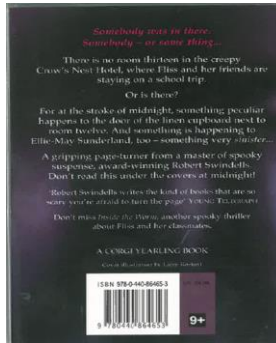
What do you think a book with the title 'Room 13' would be about? **Why** do you think that?



Reveal the front cover of the text. Ask children what genre they believe the text is. Explain that it is a xxx and the discuss who the author is – Robert Swindell. (Share biography / display other texts by Swindell)

Now that you have looked at the cover of 'Room 13' **what do you think it will be about?**

Why do you think that? Encourage children to make their point (what they think) and support with. Chn to note in books and share ideas. Complete impression and evidence task in books. (SHINE Strand XX)



Read the blurb out loud pausing at significant points. Discuss vocab – sinister. Which parts of the blurb make you want to read the book?

P
E (3 marks)
E

Chn to use point, evidence and explain process and note down in their books.

Task 1: After children have explored the front cover and blurb, give children a copy of chapter one. Read out loud asking for volunteers as work through the chapter. Children to make a note any 'tricky' vocabulary identified that they want to discuss further.

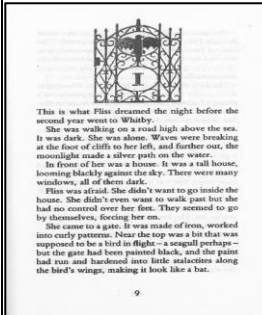
Task 2: After reading, children to work in groups to identify the 3 Or 5 most significant events. (SHINE strand XX)

Ask children to rank the significant events in order of

Most Important	1
↓	2
	3
	4
	5
	Least Important

what they

believe is the most significant. Children to discuss and explain reasons for their choices.



Plenary - Use the information on this page to draw and label a picture to represent Fliss' dream.

Chn to underline all the details they will need.

Can they use inference skills to make predictions?

Can they explain what impressions they have and back up with evidence by exploring the front cover and blurb?

Are children able to show a good understanding of the story so far?

LO: I can summarise and retrieve information from a text.

Quick Recap – Ask children to summarise chapter 1 that they read yesterday in 3 points.

Ask children to look back at chapter one and find 3 words or phrases that tell us that Fliss is having a nightmare.

Task 1 – Read and share chapter 2. Discuss Fliss' emotions. How did she feel in Chapter 1, has her emotions changed in chapter 2. What emojis would chn choose to represent how Fliss feels throughout chapter 1 and 2?

Can children look back at Chapter One and scan to find three words or phrases that tell us that this a nightmare?

Can chn explain how the character Fliss is feeling? Can



Look back at **Chapter One** and find **three words** or phrases that tell us that this a **nightmare**.

Task 2: Chn to read chapters 3 and 4 and to answer questions – see PowerPoint.

Plenary – What are your opinions of the characters we have met so far in the text?

What are your opinions of the characters you have met so far in the text?

Character	Impression	Evidence
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they identify how / when feelings change and identify the points in the text these changes occur?
Can children make predictions and draw conclusions about a character? Can children explain and give evidence about the impressions they have?

LO: I can comment on the structure of Room 13.

Quick recap - Read chapter 5 -quick fire questions – chapter 5 – See Power Point.

Thinking Caps on.



Challenge children to be adventurous with their vocabulary



Write down as many words as you can connected to what we have read so far in 'Room 13'.

Read Chapter 6. Give out 3 extracts from the text. Children to order correctly. Discuss answers and reasons for choices. Work trough the rest of the PowerPoint. Discuss how some phrases and words are repeated. Why do you think the author does this?

Words or ideas in Chapter One:	Example in another Chapter:	WHY it might be used:
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Discuss the use of cohesive devices within the text. Recap with children what cohesive devices are (remind of prvs writing tasks when they have used them) and why they are used. (Share recap PP if needed)

Task 1: Create a mind map and write down as many words as you can that you **associate** with what we have read in Room 13. Share ideas.

Using your word list, create a timeline of events (Strand X) to summarise and order what has happened so far.

Task 2: Give children 3 extracts from the story so far. Ask them to re-read and put in the correct order. Can chn identify any **links** between the extracts? Fill in the tables and write a paragraph to explain: What words or ideas Swindells uses in Chapter 1 Where he uses them again (which chapter?) Why you think he does this.

Task 3: Children to identify cohesive devices used within the text

Chn can sequence the story and retell the key events.

Children comment on the fact the author had used 'familiar' language and phrases throughout the text to forbode – giving the reader advanced warning of what is to come / happen.

Can children give examples of cohesive devices?

GUIDED READ OPPORTUNITIES - ENSURE TO READ UP TO CHAPTER NINE BEFORE NEXT ENGLISH LESSON – SEE GR PLANNING

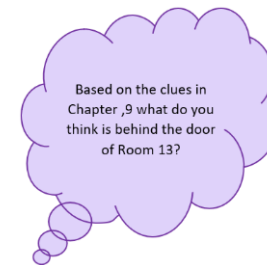
LO: I can comment on writer's choice of language. (1)

Recap – children to create hashtags to explain what has happened so far up to chapter 8. Discuss if we had to only pick 5 hashtags which would be the most significant to the story so far?

Read Chapter 9 – involve more confident reader to read out loud to the class as others follow. Complete task 1.

Read Chapter 10 - How does Fliss know that her experience in was not a dream?

Task 1: Based on the clues in Chapter ,9 what do you think is behind the door of Room 13? Share ideas and responses.



Chn can recall key events in the text.

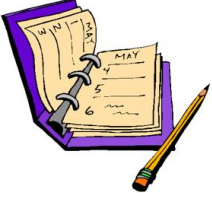
Chn can read out loud with confidence.

Chn can use evidence in the text to support answers.

<p>LO: I can comment on writer's choice of language. (2)</p>	<p>Revisit – similes and metaphors. Show as extract from chapter 11. Can chn identify any similes and metaphors?</p> <p>Read Chapter 11 – Prediction. Based on the information we learn in Chapter 11, what do you think has happened? Work through the rest of the PowerPoint commenting on the writer's choice of language and what the words and phrases suggest.</p>	<p>Chapter Eleven</p> <p>Can you remember what similes and metaphors are? Can you identify any in this text?</p> <p>The sun was a fuzzy ball above the sea. Little white clouds sailed inland on the breeze, their shadows racing across a rolling landscape of wheat field and meadow. Strung out in twos and threes along the track, the children walked and chattered. Gulls wheeled and soared, or floated like scraps of paper on the water far below. A jet, miles high, drew a thin white line across the sky.</p> <p>Task 1: Share the image of Whitby. Thinking about what we know and what the writers chose of language suggests, write a descriptive paragraph. Chn can 'maggie' words and phrases from the author to support in writing their descriptive. Challenge – can anyone include a relative clause in their descriptive paragraph?</p> <p>Show chn clips and real life images of Whitby and surrounding area – Literacy shed clip ideal</p>	<p>Children can recall facts and explain what a simile and metaphor are. Children can discuss why the author has chosen certain words and phrases. Chn understand that the choice of language help to paint a detailed picture in our mind and can use the words and phrases to create their own descriptive paragraph.</p>
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GUIDED READ OPPORTUNITIES - ENSURE TO READ UP TO CHAPTER 12 BEFORE NEXT ENGLISH LESSON – SEE GR PLANNING

<p>LO: I can identify and include adverbial phrases in my writing.</p>	<p>Recap and consolidate adverbs and adverbial phrases with the children. Work through attached PowerPoints.</p> <p>Model how we can include adverbial phrases in our writing. Ask children to think of one of the characters we have met so far. Discuss what they know about the character. Display ideas.</p> <p>Share simple sentence from some of the chapters we have read so far– Fliss woke from her nightmare. (Discuss, how, when, where and manner)</p> <p>Work with responses to unlevel the simple sentence to include and adverbial phrase – E.g. Trembling in fear, Fliss woke from her nightmare. – what type of adverbial phrase is this?</p> <p>Repeat as necessary.</p>	<p>Task 1 : After working through PowerPoint, children to complete adverbial phrases task.</p> <p>Adverbial phrases - Time - when? Manner - how? Place - where?</p> <p>Can children create their own sentences to support their final piece of writing about the Room 13. Support as needed.</p> <p>(This may be completed at a later session but before final write up).</p>	<p>Can children identify adverbs and adverbial phrases?</p> <p>Can they choose adverbial phrases to add to given sentences?</p> <p>Can children create their own sentences including a range of adverbial phrases using the stimulus of Alma?</p>
<p>LO: Use inference and deduction to identify with character.</p>	<p>Read chapter 13 and 14. Ask chn to think about what the clues are so far in relation to the mystery of Room 13 – share ideas after reading: Complete Task 1.</p> <p>Ask children to predict what they think will happen in Chapter 14? Read Chapter 14.</p>	<p>Task 1: Look at page 71 and write the plan as a timeline of 5 bullet points or steps:</p> <ol style="list-style-type: none"> 1. Go to bed at nine as normal. 2. 3. 4. 5. <p>Task 2: Order the following events in the correct order they happened in chapter 14.</p> <p>A: 'The cupboard was room thirteen.'</p> <p>B: 'Presently they heard the distant chimes again. Midnight.'</p> <p>C: 'Ellie-May crossed the landing to the cupboard door.'</p> <p>D: 'It was nearly eleven o'clock before the girls in room ten stopped talking.'</p>	<p>Can children explain how a character may be feeling from what they have read in the text? Can they justify their opinions?</p> <p>Can children order key events?</p> <p>Can children use knowledge about a character's feelings that they have deduced from quotes and applied it in their diary entry.</p>

<p style="text-align: center;">Deduce meaning</p> <table border="1"> <thead> <tr> <th>Quotation from the text:</th> <th>Shows that Fliss is feeling...</th> </tr> </thead> <tbody> <tr> <td>'...it was too late now. It was her plan and she was stuck with it.'</td> <td></td> </tr> <tr> <td>'She didn't want to be the first.'</td> <td></td> </tr> <tr> <td>'Fliss shivered, wishing she had her dressing-gown and slippers...'</td> <td></td> </tr> <tr> <td>'I told you it wasn't a dream.'</td> <td></td> </tr> <tr> <td>'...dawn was breaking over the sea before any one of them slept.'</td> <td></td> </tr> </tbody> </table>	Quotation from the text:	Shows that Fliss is feeling...	'...it was too late now. It was her plan and she was stuck with it.'		'She didn't want to be the first.'		'Fliss shivered, wishing she had her dressing-gown and slippers...'		'I told you it wasn't a dream.'		'...dawn was breaking over the sea before any one of them slept.'		<p>Show chn the slide with qotes from the text. Ask chn to scan the chapter and highlight the quote. How do you think Fliss is feeling? Model an example with the children before asking to complete the table.</p>	<p>E: 'I think someone's coming.'</p> <p>Task 3: Deduce meaning task from quotes.</p> <p>Task 4: Imagine you are Fliss. Use your table from task 3 to help you write her diary entry for the night's events.</p> 	<p>Can children us ethe correct layout and features of a diary entry?</p>
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Plan and write

<p>LO: I can create a plan for my writing</p>	<p>Share success criteria and explain to the children that they are going to write the next chapter of the novel – Chapter 13! Remind chn of the audience and purpose. Explain that within this week we will also be recapping on some elements of our success criteria to ensure we are confident to include them in our end piece of writing.</p> <p>Share WAGOLL – Can children include elements of our success criteria in the WAGOLL.</p> <p>Model how to use story mountain or other planning format to support children to plan their end piece of writing.</p>	<p>Task 1: Children to use success criteria and to annotate WAGOLL to identify the elements that have been included. Challenge – Can anyone add the WAGOLL to improve it? Up level any vocabulary?</p> <p>Task 2: Children to complete their plan for their writing.</p> <p>Task 3: Work through writing PowerPoint attached</p>	<p>Do children understand the different elements of the success criteria? (Address any areas that need more input in next lesson or lessons as needed).</p>
<p>LO: I can punctuate direct speech</p>	<p>Share Punctuating direct speech PowerPoint with children.</p> <p style="background-color: #ff0066; color: white; padding: 5px; display: inline-block;">Punctuating Direct Speech</p> <p>(This may be completed before children plan their writing).</p>	<p>Task 1: Children to write speech for the following events in Room 13?</p> <ol style="list-style-type: none"> 1. Lisa is caught with a torch trying to get onto the school coach. 2. Fliss tells David Trotter what she had heard the night before. 	<p>Can children punctate direct speech correctly?</p>
<p>LO: I can write the next chapter of Room 13</p>	<p>Work through writing PowerPoint with children to help structure their writing as needed.</p>	<p>Task: using the success criteria, children to write the next chapter of Room 13.</p>	<p>See success criteria</p>

Write, edit, and evaluate

<p>LO: I can edit and improve my writing</p>	<p>With their partner, children to work together to edit their final piece of writing ensuring that they have punctuated correctly throughout and included the different elements of the success criteria. Children to be encouraged to use spelling knowledge to check spelling and a dictionary / thesaurus.</p>	<p>Task 1: - children to edit and improve work in green pen. Chn can use editing strips if needed.</p> <p>Task 2: Children to complete final draft.</p>	<p>See success criteria</p>
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