

Year 5 Narrative Unit 6 – Dramatic conventions

Objectives

To ensure effective planning of literacy teachers need to ensure they plan for all elements of literacy effectively across the year ensuring that assessment for learning is used to plan and amend teaching. It is essential that core skills such as phonic strategies, spelling, and handwriting are incorporated into these exemplar units to ensure effective learning.

Most children learn to:

1. Speaking

- Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language

2. Listening and responding

- Identify some aspects of talk that vary between formal and informal occasions

3. 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

4. Drama

- Perform a scripted scene making use of dramatic conventions
- Use and recognise the impact of theatrical effects in drama

7. Understanding and interpreting 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

8. Engaging with and responding to texts

- Compare how a common theme is presented in poetry, prose and other media

9. Creating and shaping 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

10. Text structure and organisation

- Experiment with the order of sections and paragraphs to achieve different effects

11. Sentence structure and punctuation

- Adapt sentence construction to different text-types, purposes and readers
- Punctuate sentences accurately, including using speech marks and apostrophes

12. Presentation

- Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes