



# Holly Park School Writing Learning Organiser

Year 5

Genre: Biography

Phase: KS2

Purpose: Inform

## Learning Objectives

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 précisising 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]

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

Proof-read for spelling and punctuation errors

Prior Knowledge	Progression in Skills	Vocabulary
An introduction that summaries main events Write in chronological order Verbs are written in past tense Know how to write in third person Know how to write a conclusion To know how to use expanded noun phrases To ensure the text has cohesion	<b>Purpose</b> To retell events in time order. To give an account of events or experiences To write in chronological order  <b>Text Structure</b> <ul style="list-style-type: none"> <li>an introduction that summarises the main events of a person's life</li> <li>information about the key events in the person's life in chronological paragraphs</li> <li>specific facts about achievements, influences and significant people</li> <li>their feelings about different points and events in their lives</li> <li>quotes from the person themselves or other key people in their life</li> <li>a conclusion about how they are/will be remembered</li> </ul>	<b>Chronology</b> - In order of events Title - Heading
		<b>Summary</b> - A brief statement that presents the main points  <b>Technical vocabulary</b> - Specific vocabulary  <b>Conclusion</b> - The end of a text <b>Past tense</b> - Written in the past – events have already happened <b>Third person</b> - He/she <b>Adverbials</b> - A group of words that function as an adverb <b>Achievements</b> - Things that someone has accomplished
<b>What will I know by the end of the unit?</b>	<b>Passive Verb Examples</b> The programme was changed by the producers. The company was run by Sue and her husband for over 20 years. The entire neighbourhood was destroyed by the fire.	
Use an introduction that summarises the main events of the person's life Information about the key events in the person's life in chronological paragraphs		

<p>To include specific facts about achievements, influences etc          Know that biographies are past tense          That biographies are written in third person          A conclusion about how they are/will be remembered</p> <p><b>Possible Curriculum Links</b>  <b>PE – Greg Rutherford</b>  <b>History – Queen Victoria</b>  <b>Science – Helen Sharman</b>  <b>Art – William Morris</b>  <b>Art – Turner or Titian</b></p>	<p>Money was generously donated to help him complete his dream.          His pictures were viewed by the world.</p> <p><b>Fronted Adverbials</b></p> <ul style="list-style-type: none"> <li>• Once,</li> <li>• Next,</li> <li>• Eventually,</li> <li>• In (year),</li> <li>• During...,</li> <li>• Since,</li> <li>• When she/he was...,</li> <li>• Once they were,</li> <li>• After,</li> <li>• Then,</li> <li>• When she/he was...,</li> <li>• Once they were,</li> <li>• As an adult,</li> <li>• As a child,</li> <li>• Soon,</li> <li>• When...,</li> <li>• Finally,</li> </ul> <p><b>Modal Verb Examples</b></p> <p>He realised he should probably change professions.          They knew that their project just might make a difference.          She understood that if she didn't succeed, she would lose her job.          Going over her research, scientists discovered that she may be right about the future.          The programme was changed by the producers.          The company was run by Sue and her husband for over 20 years.          The entire neighbourhood was destroyed by the fire.          Money was generously donated to help him complete his dream.          His pictures were viewed by the world.          His heart told him he could do it if he put his mind to it</p>	<p><b>Summary</b> - A brief statement about the main points</p> <p><b>Biography</b> - Written account of someone's life</p> <p><b>Useful Vocabulary</b></p> <p>In (insert year) at the age of.....he/she...          The time came for...          In his/her later years...          Once he/she had...          Nobody is sure why...          In spite of...          His/Her lasting legacy is that</p>
PUNCTUATION		GRAMMAR
		<p>Noun          Locate and identify expanded noun phrases.</p> <p>Verbs          Use modal verbs.          Prefixes for verbs; dis, de, mis, over, ise, ify.          Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives          Choose appropriate adjectives</p> <p>Connectives/conjunctions          Use a wide range of connectives.</p> <p>Tense          Change tense according to features of the genre.</p> <p>Adverbs          Know what an adverbial phrase is.</p>

	Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.
<b>TEXT STRUCTURE</b>	<b>SENTENCE</b>
Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite.