



TSS Primary English MTP 2023-2024

Year 5 Block 2 – Traditional Fables, Myths and Legends

Entry Point (Hook)		Exit Point (Writing Outcome)	
<ul style="list-style-type: none"> Share an interesting Myth, Fable or Legend and ask the children if they think the story is true? Why would the author bother to write this? What is the purpose of the story? 		<ul style="list-style-type: none"> Independently write a Myth, Fable or Legend, imitating studied texts. 	
Key Vocabulary		Key Targets and Learning Objectives: Text Structure	
<ul style="list-style-type: none"> Apostrophes Plural Commas Speech marks Dialogue Clause Embedded clause Subordinate clause 	<ul style="list-style-type: none"> Opening Introduction Build-up Problem/Dilemma Resolution Ending Paragraph 	<ul style="list-style-type: none"> Plan opening – using description/action (5Wc.02) Paragraphs – to organise each part of the story to indicate a change in place or jump in time (5Ws.02, 5Wp.03) Securely and independently use story maps, story mountains and 'Boxing up' grids (5Wc.02, 5Wp.02) Extended vocabulary to introduce 5 story parts (5Ws.01, 5Wp.03): <ul style="list-style-type: none"> Introduction – Should detailed description of setting and characters Build-up – Build in some suspense towards the problem or dilemma Problem/Dilemma - Include details action/dialogue Resolution – Should link with the problem Ending – Clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. 	
Key Targets and Learning Objectives: Word Structure/Language		Key Targets and Learning Objectives: Sentence Construction	
<ul style="list-style-type: none"> Boastful Language – e.g. magnificent, unbelievable, exciting Use specialised vocabulary accurately to match a familiar topic (5Wv.01). Prepositions – next to by the side of in front of during through throughout because of at underneath since towards beneath beyond Powerful verbs – e.g. stare, tremble, slither Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work (5Wv.05). Powerful verbs – e.g. stare, tremble, slither Use of powerful verbs and adverbs in dialogue – e.g. “Hello,” she whispered, shyly. 		<ul style="list-style-type: none"> Short sentences – to move events on quickly. E.g. It was midnight. It’s great fun. Sentences of 3 for action – e.g. Sam rushed down the road, jumped on the bus and sank into his seat. Adverb starters to add detail – e.g. carefully, she crawled along the floor of the cave. Amazingly, small insects can... (5Wg.04, 5Wg.08) Adverbial phrases – used as a ‘where’, ‘when’ or ‘how’ starter. E.g. A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me (5Wg.04, 5Wg.08). Prepositional phrases to place the action – e.g. On the mat... Behind the tree... In the air... Sentence of 3 for description – e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight (5Wg.04). 	



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Key Targets and Learning Objectives: Punctuation	Key Targets and Learning Objectives: Speaking & Listening
<ul style="list-style-type: none">• Use capital letters and full stops for all sentences (with minor mistakes)• Apostrophes to mark possession – e.g. Ahmed’s father... (5Wg.02)• Commas – after fronted adverbials (5Wg.01)• Commas – before and after embedded/relative clause (5Wg.01)• The five rules of using speech marks (5Wg.03).<ol style="list-style-type: none">1. Speech marks at the beginning and end of dialogue2. Capital letter at the beginning of dialogue3. Punctuation at the end of dialogue4. Reporting clause5. New speaker, new line	<ul style="list-style-type: none">• To listen carefully, asking questions which deepen their knowledge.• To narrate stories with intonation and expression to add detail and excitement for the listener.