

## Year 5 NLS Unit: Recounts of events, activities, visits

<b>Resources</b>	Story Shorts 2, TV and DVD player; writing equipment; individual whiteboards; interactive whiteboard
<b>Context</b>	Writing a recount describing a typical day/diary entry for one of the characters in the flat
<b>Prior knowledge</b>	Knowledge and understanding of the key features of recount genre

**Learning strands**

## Speaking:

- tell a recount using notes designed to cue techniques eg repetition, recap and humour

## Understanding and interpreting texts

- make notes on and use evidence from across a text to explain events or ideas
- watch and discuss sequences that build impressions or emotional effects, eg visual effects of animation (Ref: Becoming Cineliterate Stage 2 *Look again* page 47)

## Creating and shaping texts

- vary pace and develop viewpoint through the use of reported speech, portrayal of action, selection of detail

## Sentence structure

- adapt sentence structure to different text types, purposes and readers
- use a range of time connectives

## Word structure

- use independent spelling strategies, applying knowledge of spelling rules (continuous objective)

**Success criteria**

## Remember to:

- use the techniques we used in Shared Writing to turn your notes into prose appropriate for a diary entry
- use the detail of the interior and your character's interaction with others to invent a lively recount

**Learning outcome**

Through interpreting aspects of the film and applying the features of the genre, children will demonstrate empathy with a character and confidently explore motivation and consequences.

Introduction: Whole class

- Watch the film.
- On second viewing choose one of the characters to focus on. Make notes while watching the film under the headings: Character, key events, relationships with other characters.
- Using a still image of the flats, analyse and discuss the *mise-en-scène* in each flat.
- Hot-seat the caretaker.
- Use responses to support shared writing.

Development activities

- Independently, children write the diary entry of one of the other characters, using previous notes. Include information about how their character feels when they change homes. (See closing credits)
- Extension: What would happen to this character if they went outside the flats? Children continue with their diary entry.

Plenary

- Hot-seat the van driver or smash repair truck owner. How do they feel about the incidents occurring upstairs?