



UPPER KS2

ENGLISH (PRE-VISIT)

National Curriculum (2013) Programmes of Study

Year 5 and 6 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
- writing narratives, considering how authors have developed characters and settings in situations 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
- 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
- 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

Notes and guidance (non-statutory)

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Learning Objectives (children will be taught to):

- consider the story of *War Horse* by Michael Morpurgo focusing on the horse 'Joey'
- explore the relationship between Joey and humans and Joey and other horses
- explore the life of Joey and some of the experiences he went through

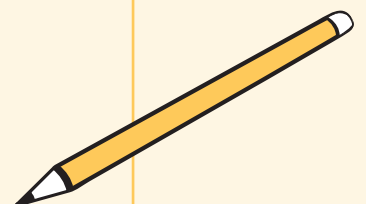
Learning Outcomes (children will be able to):


- identify two key experiences that Joey had and how he felt
- understand how Joey's relationship changed with humans at different points
- to write as the character of Joey in the first person

WAR HORSE
'JOEY'S STORY'



Lesson Plan	
Activity	Resources
<p>Prior to this lesson it may be worth encouraging the children to read <i>War Horse</i> by Michael Morpurgo or have read it as a class. You may however, just choose to show the children extracts of the film or use chapters 2, 8,10 and 12 for this lesson in isolation.</p> <p>Starter</p> <ul style="list-style-type: none"> • Provide the children with a short summary of the book for those who do not know the story. Explain how the book is written in the first person - as 'Joey' the horse. The story follows Joey's life from a 6 month old colt being sold at an auction through his experiences in the First World War until he returns to his home farm. • Explain that we are going to look at two very different experiences that Joey went through. 	<p><i>War Horse</i> Michael Morpurgo Egmont.co.uk ISBN 978-0-6035-7080-3</p>
<p>Teaching</p> <ul style="list-style-type: none"> • Give pairs of children copies of chapter 2 pg 15 ('That next morning both Albert and his father came out together to the stables....') – pg 18 (... 'He's a man of his word my father, you can be sure of that – long as he's sober'). Ask them to choose three different coloured pencils or highlighters. Read the chapter to/with the children and then in their pairs ask them to underline in different colours: <ol style="list-style-type: none"> 1. What Joey did 2. Interesting and varied language choices 3. How Joey felt during this experience. 	<p>Copies of chapter 2</p> <p>Coloured pencils</p>
<p>Short Task</p> <ul style="list-style-type: none"> • Using individual whiteboards in their pairs, write two sentences in the first person (as Joey) to describe how Joey felt when pulling the plough for the first time. • Swap whiteboards with another pair to peer assess, edit and improve their given sentence. What do they like about the sentence? What impact does it have on the reader? Can they improve the sentence in anyway thinking about the grammatical structure of the sentence, use of language and impact on the reader? • Swap back whiteboards and read what has been added etc... • Read some of the edited sentences out to share with the class. Point out some fabulous writing techniques as you hear them. 	<p>Individual whiteboards</p>
<p>Teaching</p> <ul style="list-style-type: none"> • Give the children copies of chapter 8. Read it together with the children and discuss the general atmosphere of this chapter and how it must have felt to be one of the troops or indeed a horse in this environment. • Using the following extract from the bottom of pg 65 ('Only a few horses reached the wire...') to the bottom of pg 66 ('... surrounded by an entire company of soldiers, their rifles pointing up at us'.) ask the children again, this time individually, to underline or highlight key aspects of this passage. Teacher or Learning Assistant to work in small groups with those children who may need further support in this. 	<p>Copies of chapter 8</p> <p>Coloured pencils</p>



<p>Independent Activity</p> <ul style="list-style-type: none"> • Children to write in their own words, a short paragraph in the first person as the character 'Joey' describing this scene. Remind the children to focus on the feelings of the horse, using the 'show not tell' method and the grammatical structure of their sentences. 	<p>Paper or English books</p>
<p>Plenary</p> <ul style="list-style-type: none"> • Children can either use resource 1 to self assess their writing or, using some given success criteria ask the children to read their partner's work and comment appropriately. • Ask some of the children to volunteer to read their partner's work to the rest of the class. 	<p>Resource 1 or appropriate success criteria</p> 



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