



THE LITERACY
COMPANY

Pathways
Literacy



Pathways to Write

Catch-up Programme - Sample

Pathways to Write – Catch-up programme: Autumn 2020

Year 5 Overview:

Texts	Outcomes	Sentence	Text	Punctuation
Year 5 Texts: <i>Of Thee I Sing</i> by Barack Obama <i>Young, Black and Gifted</i> by Jamia Wilson	Outcome To write a magazine article to celebrate 'Black Heroes' and raise awareness about some of the issues around racial discrimination	Gateway keys (previously taught skills for recap): <ul style="list-style-type: none"> • Use punctuation correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use prepositions, conjunctions and adverbs to express time, place and cause • Group related ideas into paragraphs • Use past and present tenses correctly and consistently including the present perfect tense 	Additional teaching foci to integrate into future learning: Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use commas after fronted adverbials The grammatical difference between plural and possessive 's'	
		Sentence ⇨ Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases ⇨ Build a varied and rich vocabulary and an increasing range of sentence structures	Text ⇨ Use paragraphs to organise information and ideas around a theme	Punctuation ⇨ Indicate possession by using the possessive apostrophe with plural nouns



Gateway: Hook the pupils into the context of learning through a stimulus, a concrete experience, use of art, drama or role play to provide the why of learning.

Session 1:

Listen and respond

From *'Of Thee I Sing'* by Barack Obama, show pupils the image of the children on the page with the question *'Have I told you that you are part of a family?'* (without revealing the question or Abraham Lincoln). *What are they doing? Who are they?*

Ask relevant questions

Explain that they have clues about the book they are going to read and to look closely at them. Pupils should notice that they are all dressed differently, and many are holding different objects. Ask them to make predictions about the text.

Participate in discussions

Show pupils a selection of further images (not the words) from the book: Georgia O'Keeffe, Jackie Robinson, Billie Holiday, Maya Lin, Martin Luther King Jr., Neil Armstrong, Abraham Lincoln. *Do you know any of these people? How might the images all be linked?*

Ask questions to improve understanding of a text

Reveal the names of each of the people represented and find out if pupils know anything about them. Pupils may now notice that there are links between the people and the children (paintbrushes, baseball bat, space rocket are the most obvious). They may spot that some of them are American and may assume the rest are. Ask pupils to modify their predictions about the text.

Participate in discussion about books

Reveal the front cover of the book. *What do you think the book is going to be about? Why was it written? Do you know who Barack Obama is?*

Share the blurb and the paragraph from the back of the book which explains its purpose: *'In this tender, beautiful letter to his daughters, Barack Obama has written a moving tribute to thirteen ground-breaking American's and the ideas that have shaped our nation. From the artistry of Georgia O'Keeffe to the courage of Jackie Robinson, from the strength of Helen Keller to the patriotism of George Washington, Barak Obama sees the traits of these heroes within his own children, and within all of America's children.'*

Read the whole book. At this stage, don't be too concerned with pupils understanding who everyone is and what they achieved as many will be revisited in the coming sessions. *What do you like about the book? Is there anything you disliked? Did you spot any patterns? Did it leave you with any questions?*

On his website, the illustrator Loren Long has a video (find it by following *Books – Of Thee I Sing – Trailer*) in which he describes his thought process behind the artwork in the book. Watch the video and ask the questions again.

 Pupils complete a 'Likes, Dislikes, Patterns, Puzzles' grid in response to the book. They should write notes in bullet points and use the 'Puzzles' section to write questions they still have about the book.

e.g.

Likes	Dislikes
Patterns	Puzzles



Session 2:

Spoken language

Read for a range of purposes

Identify main ideas drawn from more than one paragraph and summarise

Participate in discussion about books

Compose and rehearse sentences orally

→
Build a varied and rich vocabulary and an increasing range of sentence structures

Revisit the first double page: *'Have I told you that you are creative?'*

Who was Georgia O'Keeffe?

For each of the pages, there is a short explanation of who they were at the back of the book. Read the paragraph about Georgia O'Keefe.

Read the first part of the Georgia O'Keeffe page on the *Tate Kids* website (search *Tate Kids Georgia O'Keefe*) up to *'...she began to experiment with shapes, colours and marks.'*
How old was Georgia when she decided she wanted to be an artist? What do you think made her inspiring to lots of people?

Introduce the book *'Young, Gifted and Black'* and read the introduction.

Why did they think it was important to focus their book on the achievements of black people in history? Is this book written for just black people to read?

Watch *'The girl campaigning for more diversity in books'* from 11 March 2020 on the *Newsround* website. *Why is it important to her to see more books written with black people as the main characters?*

Explore what pupils know about the treatment of black people in history. *Why is it important to learn more about black people from history?*

Who else might Barack Obama have chosen to write about on the 'Have I told you that you are creative?' page? Can you think of a black artist he could have chosen?

It is unlikely pupils will think of any artists but may suggest other creative people such as musicians, poets, writers.

Introduce pupils to street artist Jean-Michel Basquiat's artwork through the biography on page 16 of *'Young, Gifted and Black'* and a video of Maya Angelou's book *'Life Doesn't Frighten Me'* for which he did the artwork (search *Life Doesn't Frighten Me ~ Maya Angelou & Jean-Michel Basquiat*).

Give pupils time to read one of the following biographies from the book; different groups should read a different biography and summarise why they think their person should have been included.

- Malorie Blackman (page 13)
- Jean-Michael Basquiat (page 16)
- Maya Angelou (page 32)
- Misty Copeland (page 60)

Pupils should share the information they have found out with the class. *What makes your person creative and inspiring?*

Recap sentence constructions that pupils are familiar with e.g. *use of fronted adverbials, use of conjunctions to create compound and complex sentences*. Ask pupils to practise writing sentences on whiteboards about their famous person. If pupils have missed teaching on fronted adverbials, this should be the main focus of this activity.

e.g.

Before her first book 'Not So Stupid' was published, Malorie was rejected by 80 different publishers.

By the time she was eleven, she had read all the books in her local library.

When she grew up, Maya Angelou became the first African-American woman to have a screenplay produced.

Throughout her life, Maya fought for equal rights for women and African-Americans.

 Pupils write a paragraph explaining why their preferred person should have the place on the page 'Have I told you that you are creative?'. They do not have to use the person they read about if they are inspired by someone else and may choose to support Georgia O'Keefe's place on the page.

Give pupils time to read their work to a partner, edit and proofread to correct errors and ensure inclusion of *Mastery* and *Gateway keys*.

Opportunities for further learning:

This session may lead to discussion about the protests that took place across the world in the summer. The *Newsround* website has a number of suitable videos you may wish to watch if you are looking to explore this issue further with pupils. You may wish to explore street art further, using Jean-Michel Basquiat as inspiration.

Session 11:

Participate in discussions

Identify how language, structure and presentation contribute to meaning

Plan writing by discussing the structure, vocab and grammar of similar writing

Discuss and record ideas

Investigate a model magazine article.
 ↳ Ensure clarity of *Feature keys* through discussion.

Read the model text magazine article 'Female Heroes' together (see resources). *What type of text is this?*

Identify that it is a hybrid text giving information but in a persuasive manner. The sections about the women are brief recounts of their main achievements (they are biographies but not in-depth ones).

Discuss the *Feature keys* and identify them in the text.

Information/persuasion/recount article hybrid:

- Clarify technical vocabulary
- Provide well-developed factual information for the reader
- Create authority through some use of a formal style where appropriate (e.g. in role as expert)
- Select the appropriate style to engage the audience and directly appeal to the reader
- Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)
- Support points using persuasive examples and provide evidence

Ask pupils to identify where the author has used the *Mastery keys* and mark them on the text. (Highlighted version for teacher reference in resources.)

Discuss the structure of the text:

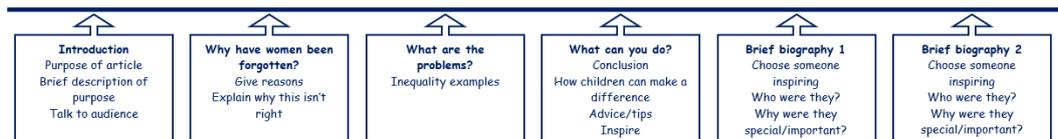
What is the structure of the text?

How is it paragraphed?

What is each section about?

 Pupils section the text with a partner using post-it notes. Identify the content in each paragraph.

e.g.





Female Heroes

You can make a difference too



This is a celebration of some bold and brave women who history has forgotten. In the past, women were often brushed aside and told that they couldn't do anything. But we want to tell you about some of those that did great things anyway. Those that stood up and shouted "I can!" at the top of their lungs. As we grow up we all need role-models, people we look up to and get inspiration and strength to know that we can make a difference to the world and we can achieve our dreams.

So why have so many important women been forgotten?

Throughout history, women have not been thought of as equal with men. It was assumed that women were not as clever, were naturally weaker and were best suited to looking after children and homes but this is just not true. Over the centuries, women have had to fight to be allowed to vote, to attend universities and even own their own houses! Yet women have proved over and over again that they are just as worthy as men. Just look at our current queen, Elizabeth II. She has reigned for 68 years! Much longer than any king we have ever had.

Have you heard of Millicent Fawcett?

Most people have never heard of Millicent Fawcett. However, some would argue she was more important than suffragettes like Emmeline Pankhurst in the fight for women to gain the vote. She gave many speeches explaining why women should be entitled to vote. She was calm and reasonable and she made a difference. In 1907, she became leader of the National Union of Women's Suffrage Societies and she pushed the government to change the law. Ten years later, women were successful in getting the vote although men could vote from age twenty. It took another two years but lived to see the law change again in 1928 giving women equal rights with men.



Did you know?
In football, the prize money for the last World Cup was ten times more in the men's game than in the women's.

Did you know?
Of the twelve Houses of Parliament, only one woman has ever been added to the list.

Strong female role models are important to the world if we want to live in a world free from inequality.



But women have equal rights now - so what is the problem?

Women have worked very hard to gain equality, but when you look at the world it doesn't always look equal. If you think about politicians, explorers and businesspeople, most people can name lots of men who are famous for their achievements but very few women. For example, Alexander Graham Bell, Thomas Edison and Louis Pasteur are well-known scientists. Do you have you heard of these incredible women?

- Ada Lovelace, a Mathematician who invented the first instructions for computer programming that are still used today
- Dorothy Hodgkin, the only British woman to win the Nobel Prize for Chemistry
- Jocelyn Bell Burnell, an Astrophysicist who discovered pulsars.

It is important to celebrate women who achieve great things. Celebrate them with men who achieve great things.

Ensuring that women get paid as much as men. For example, Wimbledon prize money is less than that for men by £30,000! This is not fair. In most jobs too where women earn an average of 15% less than men.



What can you do?

Whether you are a male, it is important to find role models and follow your dreams. Learn about the 'Females' who have made a difference. Encourage girls to come from the rooftops. Tell your friends and family, tell your families about them and make sure they are not forgotten. Don't ever let anyone tell you that you are not good enough or that you can't do something because of your gender, your background or the colour of your skin. That is discrimination and we should all be aware of it and challenge it when we encounter it.

We can make a difference if we believe we can.

Have you heard of Harriet Tubman?

Harriet Tubman's family were slaves in Maryland, USA, when she was born in 1822. Harriet dreamed of a better life than being forced to work for free in the fields by her white owners. She had learned that slavery was illegal in the North of the country. After running away aged 27, she decided she wanted to help others escape slavery too. The 'Underground Railway' was a secret network of safe routes that helped slaves to find freedom. Harriet joined them and over thirteen trips she helped over 300 other black people find freedom. She spent the rest of her life helping others and lived mainly in poverty because she gave away her money to those in need.



Did you know?
In the UK there have been seventy-seven prime ministers but only two of them were female!



Have you heard of Mary Seacole?

Mary Seacole was born in 1805 in Jamaica where she learnt nursing skills from her mother from a young age. When she grew-up she travelled across Central America and eventually settled in London where she learnt more about medicine. When the Crimean War broke out in 1855, Mary was desperate to help the injured British soldiers with Florence Nightingale. However, her application to join the team of nurses was refused because she was black. Undiscouraged and determined to help, she used her own money to set up the British Hotel in Russia near to the fighting. She looked after and treated wounded soldiers in her hotel as well as on the battlefields.