



<p>Text: The Man Who Walked Between the Towers by Mordicai Gerstein</p>	<p>Outcomes: Information writing (Wikipedia page), letters of advice (formal), persuasive speeches, first person recounts, interviews</p> <p>Main Outcome: Biography / autobiography</p>
<p>Overview and Outcomes: In this sequence using The Man Who Walked Between the Towers by Mordicai Gerstein, children explore how a real-life story has been portrayed as fiction. They consider a diary entry found written by Philippe Petit just before he leaves to walk between the towers and write letters of advice to him, considering the pros and cons. After reading up to the point of the act, children write a recount in the first person as the main character, using figurative language to describe feelings and scenery. As witnesses and reporters, they create newspaper reports for The New York times. Finally the children gather everything they have learnt about Philippe Petit and write a biographical account of his life, researching where needed to fill in gaps about childhood and events prior to this. They then write their own autobiography, with a focus on a particular event in their life that has been significant.</p>	
<p>Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.</p>	
<p>Word Reading</p> <ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<p>Reading Comprehension</p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence - Predicting what might happen from details stated and implied - Identifying how language, structure and presentation contribute to meaning - Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> - Use further prefixes and suffixes and understand the guidance for adding them (- auto) - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (where words are spelt differently in UK English to American English) 	<p>Writing (Composition)</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> -using a wide range of devices to build cohesion within and across paragraphs - 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing - Proof-reading for spelling and punctuation errors
<p>Vocabulary, Grammar & Punctuation</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -Using passive verbs to affect the presentation of information in a sentence -Using expanded noun phrases to convey complicated information concisely - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Use of commas to clarify meaning or avoid ambiguity 	