

# Cloud Busting : English : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore characters	In this first lesson, children will define what 'verse' is, and discuss their opinions of poetry, before reading the first three chapters of <i>Cloud Busting</i> together. As a class, they will discuss what they know, and what they can infer, about the main characters so far. In their independent activities, children will either rewrite a scene from a different character's point of view, or use what they have learnt from the text to write a haiku about a character.	<ul style="list-style-type: none"> <li>Do children understand what 'verse' is?</li> <li>Can children discuss what they know, and what they can infer, about the characters from the text?</li> <li>Can children express their knowledge and understanding of a character through their written work?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Cloud Busting</i> by Malorie Blackman (not provided)</li> <li>Fizzy Feet Extract</li> <li>Davey's Version Sheet 1A/1B/1C</li> <li>Extracts about Davey (FSD? activity only)</li> <li>Haiku Information Sheet (FSD? activity only)</li> <li>Haiku about Davey (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To infer characters' feelings using the text	After sharing their initial perceptions of the main characters, as a class, children will read chapters 4-7. They will explore and discuss how different styles of poetry have been used to show the reader how Davey was bullied. In their independent activities, children are tasked to infer Davey's feelings throughout these events, in the form of thought bubbles or diary entries. In the FSD? activity, children are challenged to create a shape poem to represent the thoughts and feelings inside Davey's head.	<ul style="list-style-type: none"> <li>Can children share their perceptions of different characters?</li> <li>Can children explore and discuss the effect that the presentation of verse has on their understanding of characters and events?</li> <li>Can children deduce and infer a character's thoughts and feelings?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Cloud Busting</i> by Malorie Blackman (not provided)</li> <li>Worksheet 2A/2B/2C</li> <li>Challenge Card (FSD? activity only)</li> <li>Inside Davey's Head (FSD? activity only)</li> <li>Inside the Class Bully's Head (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To make predictions based on known events	Once children have recapped on the revelation in chapter 8 from the last lesson, as a class, they will read chapters 9-13. Children will discuss how Sam and Davey's friendship develops, and the dilemma Sam faces. In their independent activities, children are challenged to predict what will happen next in the story, based on their knowledge and understanding of both the characters and the events so far.	<ul style="list-style-type: none"> <li>Can children answer questions using evidence from the text?</li> <li>Can children make predictions based on evidence from the text?</li> <li>Can children justify their views?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Cloud Busting</i> by Malorie Blackman (not provided)</li> <li>Worksheet 3A/3B/3C</li> <li>Prediction Cards (FSD? activity only)</li> <li>Diamond 9 Template (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore characters' reactions to an event	Children will first discuss the secret shared by Davey and the promise made by Sam at the end of the last chapter they read together, as well as their predictions for what might happen next. They will then read chapters 14-19 together as a class, and discuss the questions on the slides. In their independent activities, children will explore the reactions of different characters to the peanut allergy incident by inferring their thoughts and feelings.	<ul style="list-style-type: none"> <li>Can children recall and discuss events in the text and predictions made in the previous lesson?</li> <li>Can children compare and contrast the reactions of different characters to an event in the text?</li> <li>Can children relate events in the book to experiences they might have had themselves?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Cloud Busting</i> by Malorie Blackman (not provided)</li> <li>Worksheet 4A/4B/4C</li> <li>Freeze Frame Scene Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore how and why characters have changed	As a class, children will read chapters 20-26 together, and discuss the questions on the slides about the outcome of the boys' friendship. In their independent activities, children will explore how and why the characters of Davey and Sam changed throughout the story. In the alternative activity, children take part in a whole-class discussion about conformity.	<ul style="list-style-type: none"> <li>Can children use given extracts from the text to justify their answers to questions?</li> <li>Can children identify how the two main characters have changed?</li> <li>Can children suggest and explain reasons for these changes, with reference to the text?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Cloud Busting</i> by Malorie Blackman (not provided)</li> <li>Character Traits Cards</li> <li>Worksheet 5A/5B/5C</li> <li>Discussion Sheet (FSD? activity only)</li> <li>Teacher Notes (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To identify and discuss the themes in the book	In this final lesson, children are given the opportunity to experience 'cloud busting' themselves, and discuss what it tells them about the way people see things. They will then focus on some of the main themes of the book: bullying, friendship, conformity and change. In their independent activities, children discuss what they have learnt about these themes from the story. In the FSD? activity, they are challenged to write a letter to Malorie Blackman, writing about their opinion of the book and the themes within it.	<ul style="list-style-type: none"> <li>Do children understand what a 'theme' is?</li> <li>Can children identify and discuss some of the themes within the book?</li> <li>Can children share and explain their own thoughts and feelings about the events and themes within the book?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Cloud Busting</i> by Malorie Blackman (not provided)</li> <li>Worksheet 6A/6B/6C</li> <li>Challenge Card (FSD? activity only)</li> </ul>

# Cloud Busting : English : Year 5

Reading - word reading
<ul style="list-style-type: none"> <li>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.</li> </ul>

Reading - comprehension
<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>

Writing - transcription HANDWRITING
<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>

Writing - transcription SPELLING
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus</li> </ul>

Writing - composition
<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul>

Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> </li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

English Appendix 2
<b>WORD</b> <ul style="list-style-type: none"> <li>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, -ate; -ise; -ify]</li> <li><b>Verb prefixes</b> [for example, dis-, de-, mis-, over- and re-]</li> </ul>
<b>SENTENCE</b> <ul style="list-style-type: none"> <li><b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [for example, might, should, will, must]</li> </ul>
<b>TEXT</b> <ul style="list-style-type: none"> <li>Devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly]</li> <li>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>
<b>PUNCTUATION</b> <ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>
<b>TERMINOLOGY FOR PUPILS</b> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity