

All Saints Multi Academy Trust, Birmingham  
**Home Learning**

Year 5 Writing Week 5		Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>The Windrush-diary writing</b></p> <p>45 – 60 minutes' daily</p> <p><a href="https://teachers.thenational.academy/units/the-windrush-diary-writing-6b05">https://teachers.thenational.academy/units/the-windrush-diary-writing-6b05</a></p> <p>All written work should be completed in their pupil work book or a piece of paper. Worksheets are numbered by day and are available online or for collection from the school office. Work can be photographed and emailed for weekly feedback.</p> 	<b>Learning Objective</b>	<b>Lesson 1</b> <u>LO: To write the main body of a diary entry</u>	<b>Lesson 2</b> <u>LO: To identify the features of a letter</u>	<b>Lesson 3</b> <u>LO: To investigate suffixes: -le-el-al-il</u>	<b>Lesson 4</b> <u>LO: To explore non-finite subordinate clauses</u>	<b>Lesson 5</b> <u>LO: To further build knowledge of the historical context of the unit</u>
	<b>Lesson Link</b>	<a href="https://classroom.thenational.academy/lessons/to-write-the-main-body-of-a-diary-entry-69h64r">https://classroom.thenational.academy/lessons/to-write-the-main-body-of-a-diary-entry-69h64r</a>	<a href="https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-letter-74rp2e">https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-letter-74rp2e</a>	<a href="https://classroom.thenational.academy/lessons/to-investigate-suffixes-le-el-al-il-cru30r">https://classroom.thenational.academy/lessons/to-investigate-suffixes-le-el-al-il-cru30r</a>	<a href="https://classroom.thenational.academy/lessons/to-explore-non-finite-subordinate-clauses-crtkgr">https://classroom.thenational.academy/lessons/to-explore-non-finite-subordinate-clauses-crtkgr</a>	<a href="https://classroom.thenational.academy/lessons/to-further-build-knowledge-of-the-historical-context-of-the-unit-6njp6t">https://classroom.thenational.academy/lessons/to-further-build-knowledge-of-the-historical-context-of-the-unit-6njp6t</a>
	<b>Lesson outline</b>	We will use our planning and vocabulary generation from previous lessons to write the main body paragraph of our diary entry. In this unit, we will be discussing issues of racism and discrimination in Britain. For some people this will be a sensitive topic. If that applies to you, you may want to do the rest of this lesson with a trusted adult nearby who can support.	We will learn about the PALLP and features of a letter. We will also practise finding the features in an example. In this unit, we will be discussing issues of racism and discrimination in Britain. For some people this will be a sensitive topic. If that applies to you, you may want to do the rest of this lesson with a trusted adult nearby who can support.	We will explore the rules associated with adding the suffixes -le, -el, -al and -il. 10 spelling words will be explained and set to learn.	We will develop our knowledge of non-finite subordinate clauses. We will then practise writing some complex sentences which can be used in our letter writing. In this unit, we will be discussing issues of racism and discrimination in Britain. For some people this will be a sensitive topic. If that applies to you, you may want to do the rest of this lesson with a trusted adult nearby who can support.	We will further develop our historical knowledge by learning about what life was like for the West-Indian immigrants after they arrived in Britain in 1948. In this unit, we will be discussing issues of racism and discrimination in Britain. For some people this will be a sensitive topic. If that applies to you, you may want to do this lesson with a trusted adult nearby who can support you.
	<b>Extra Notes</b>	Edit the model diary entry. Use your planning, new vocabulary and success criteria to help you. Extension: write a closing paragraph.	Create a mind map of the features of a letter and make notes about the PALLP of a letter. Highlight the features of a letter in the modelled text.	Write down the rules for adding the suffixes:-le-el-al and -il. Practise the spellings and have a go at putting the new spelling words into a super sentence.	Write four complex sentences, including a non-finite clause, based on the Windrush.	Make a note of the key vocabulary. Write a comparison of the West Indians experiences of London compared to what Lord Kitchener's song suggested life would be like.