Possible Written Outcomes or 
Incidental Writing Opportunities

- Prediction: where do you think the story is heading based on 
  what you know? What makes you think this? Use the title, front 
  cover and pages 1 to 3 to give your point, evidence and 
  explanation.
- Setting description of the first room with book shelves and the 
  bureaux.
- Diary entry - what has happened to Peter so far?
- Characters point of view - the ancient child and Peter.
- Character description of the Ancient Child and 4 old men.
- Setting description for the Chinese garden
- Write a story - an adventure in the book world based on titles 
  of the books
- Speech- develop dialogue and action through different 
  characters
- Comparison- comparing 2 events in the story
- Persuasion - get Peter to read the book at the end of the story
- Alternative ending - write an alternative to the story if Peter 
  chose to read the book.

2. Capturing Ideas

- Role play- Peter finding the ‘How to Live Forever’ book
- Telephone conversation between the Peter and the Ancient Child.
- Freeze frame scenes from the setting with all of the healthy books. 
  What can you see? Encourage children to use imaginative vocabulary 
  to describe.
- Debate - is it good to be able to live forever? Would you want to?
- Annotate notes with generalisers and time 
  adverbs/adverbials
- Use planning format to group related material and 
  decide on sub-headings or sections.
- Experiment with adverbs, model verbs for degree of possibility

Guided Reading Possibilities

- Fiction texts, strange worlds.
- Identify and discuss features of text types for final written 
  outcome. Level of text can be pitched at each groups’ level, ensuring 
  both access and challenge.

Year 5- overview sheet
How To Live Forever - Colin Thompson

1. Responding to the text

- Visual Literacy: use front cover. What might happen in this 
  book? What clues are there? Predictions
- Book talk: do you think this a non-fiction or fiction book? 
  Give reasons.
- Book talk: does the book remind of any other stories you 
  have read? Similarities and differences for genre and author.
- Book talk: find the clues about feelings of characters
- Visual Literacy: look at page ? Turn the volume up: what would be heard?
- Writer talk: look closely at the language that adds 
  detail to the text and engages the reader. Find 
  strong verbs, effective adjectives, specific nouns 
  and similes.
- Writer talk: look closely at the sentence starters. Find all 
  the time adverbs and adverbials. How to they impact the 
  reader?

Hook

-Images of the first room with lights, stairs, 
walkways and animals inside shelves.
- Creates a book house
- Watch clip of ‘Can you live forever?’ for the 
persuasive writing

Sentence Games

- changing grammar and vocabulary in 
sentences to improve
- Paragraph organisation game on BBC SPAG
- adding the fronted adverbial
- Verbs with prefixes
- Converting nouns and adjectives into verbs 
  by adding suffixes
- Understanding terminology for different 
  clauses
- Brackets, dashes and commas

3. Contextualised Grammar Teaching

- Adverbs and adverbials of time to structure
- Structuring topic sentences to open paragraphs or sections
- Converting verbs using prefixes and suffixes
- Distinguish between homophones and ensure spelling is 
correct
- For verbs with prefixes
- Understanding rules for adding prefixes and suffixes

4. Modelled Writing

Shared Writing
Guided Writing
Independent Writing