



St John Fisher RC Primary School

Year Five Knowledge Organiser – Autumn Term One – English Reading and Writing



The Wind in the Willows is a children's novel by the British novelist Kenneth Grahame, first published in 1908. It tells the story of Mole, Ratty and Badger as they try to help Mr. Toad after he becomes obsessed with motorcars and gets into trouble.

Story Path: Plot Points	Week One Springtime in the Woods <i>Third person Narrative</i> Mole gives up with his cleaning and ventures outside. Creating vivid imagery	Week Two The River The river is a place of beauty, freedom and new beginnings, reflecting Mole's sense of wonder. Paragraph One and Two to form a short narrative. Personification of the river	Week Three The Wild Wood Mole ventures into the Wood. It isn't long before Mole begins to see faces and hears the pattering of feet. Building suspense through setting	Week Four How to Spend a Perfect Day Along the River If you are looking for a peaceful adventure, the Riverbank is the perfect destination.	Week Five Stop Toad from Driving <i>Mole writes a letter to toad to urge him to stop driving motorcars.</i> Reflection and viewpoint
Writing Outcome	Setting Description Audience: peers Purpose: Writing for enjoyment Tone: joyful	Setting Description Audience: peers Purpose: Writing for enjoyment Tone: awe and wonder	Setting Description Audience: peers Purpose: Writing for enjoyment Tone: danger/suspense	A tourist guide Audience: visitors to the riverbank Purpose: Writing to persuade Tone: discovery	A persuasive letter Audience: Toad Purpose: Writing to persuade Tone: urgency/desperation
Themes	Happiness Joyfulness Springtime	Amazement Wonder Beauty in Creation	Danger Curiosity Friendship	Stillness Escapism Nature	Friendship Desperation
Vocabulary (Clarify in a dictionary)	imperiously divine discontent seclusion contemptuous	meandered aimlessly sleek sinuous bewitched	caricatures billowy drapery braced malice	scenery discoveries picturesque enchanting breathtaking	pleading reflect consider urge anxious
Responding to text	'Spring was moving in the air above and in the earth below and around him, penetrating even his dark and lowly little house with its spirit of divine discontent and longing.'	'Never in his life had he seen a river before—this sleek, sinuous, full-bodied animal , chasing and chuckling, gripping things with a gurgle and leaving them with a laugh.'	'Everything was very still now. The dusk advanced on him steadily, rapidly, gathering in behind and before; and the light seemed to be draining away like floodwater.'	Morning: Row along the Riverbank. Afternoon: Explore the Wild Wood. Late Afternoon: Visit Toad Hall. Finish: Enjoy a riverside picnic.	'...a hopelessly bad driver, and quite regardless of law and order. Killed or ruined—it's got to be one of the two things, sooner or later.'
Grammar	Relative clauses Mole stepped into the bright spring sunshine, which filled him with excitement .	Personification Parenthesis (brackets, dashes, commas) Mole, who had never seen a river before , stopped in amazement. The river— sleek and sinuous —flowed effortlessly through the countryside.	Relative clauses The trees, which stretched high above him , blocked out the light.	Use devices to build cohesion within and across a paragraph Along the river,... Before long, ...	Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.
Oracy	Drama – cleaning - walking	Drama – discovering the river	Drama – lost and alone in the wood	Talk through a story map of Mole's adventures	Debate – should his friends stop him from driving?