



**Year Groups: 5/6**

**Dates: 14<sup>th</sup> September (Setting descriptions)**

<b>Genre:</b>			
<b><u>Year 5 Success Criteria</u></b>		<b><u>Year 6 Success Criteria</u></b>	
<b><u>Structural</u></b>	<b><u>Language</u></b>	<b><u>Structural</u></b>	<b><u>Language</u></b>
<ul style="list-style-type: none"> <li>- Use of senses</li> </ul>	<ul style="list-style-type: none"> <li>- Expanded noun phrases</li> <li>- Engaging adjectives</li> <li>- Prepositional phrases</li> <li>- Use of senses</li> </ul>	<ul style="list-style-type: none"> <li>- Use of senses</li> </ul>	<ul style="list-style-type: none"> <li>- Expanded noun phrases</li> <li>- Engaging adjectives</li> <li>- Prepositional phrases</li> <li>- Use of senses</li> <li>- Similes and metaphors</li> </ul>

WEEK ONE	Monday	Tuesday	Wednesday	Thursday	Friday
	Reading and Analysing			Language	
	<p><b>Starter: Spelling Activity (Y5)</b></p> <p><b>L.C. Can you use expanded noun phrases to improve a setting description?</b></p> <p><b>Input</b> Chn to sort the different words on the IWB to create a range of expanded noun phrases and write these on a WB – have we all made the same ones? Can we use the same individual words in different ways?</p> <p>Display a minimal setting description on the IWB – how could we improve this? Could we add ENP? Where? Chn to support the T to improve the description.</p> <p>Extend HA by asking for examples of similes and personification too.</p> <p><b>Task</b> Chn to read through and edit/improve the setting descriptions using ENP.</p> <p>Provide word mats for those that need support.</p>	<p><b>Starter: Spelling Activity (Y6)</b></p> <p><b>L.C. Can you make inferences about a setting description?</b></p> <p><b>Input</b> What is an inference? Discuss with the class, with examples given if they are unsure. What is the authorial intent? Why does the author not give direct information?</p> <p>T to model answering a range of comprehension questions linked to inferences from a setting description.</p> <p><b>Task</b> Chn to complete the reading comprehension (differentiated as needed) in their books.</p> <p>Mark with the T at the end of the lesson.</p>	<p><b>Starter: Similes – can you extend the engaging adjectives from last week and use them to create similes? Think of ten different similes to describe the features of your garden.</b></p> <p><b>L.C. Can you plan a group setting description using all of the key elements?</b></p> <p><b>Input</b> What do you think of Michael Morpurgo’s description of the island? How would you rate it? Could you do a better job?</p> <p>Display photos on the IWB from the book and of other islands – how would you describe this for the reader?</p> <p>One of the key features of a setting description is the use of the 5 senses – T to model planning a setting description using the 5 senses planning board.</p> <p><b>Task</b> With a partner, plan a setting description of the island using the template provided.</p>	<p><b>Starter: Similes – can correct the similes? Some of these similes don’t make sense – can you identify these and improve them, e.g. as loud as a mouse.</b></p> <p><b>L.C. Can you write a setting description with a partner?</b></p> <p><b>Input</b> Chn to have time to review their plans from the previous lesson – T to support with displayed pictures of desert islands around the classroom to refer to.</p> <p>T to model developing plan ideas into full sentences, focusing on the use of the 5 senses, as well as ENP.</p> <p>T to complete 2-3 sample sentences with help from the chn before asking them to review, edit and improve what we have written.</p> <p><b>Task</b> Chn to work in pairs to write a joint description of the island.</p>	<p><b>Starter: Spelling Tests</b></p> <p><b>L.C. Can you plan your setting description?</b></p> <p><b>Input</b> Imagine you are in Michael’s shoes and have washed up on a deserted island – what is the island like? It does not have to be tropical, it could be rocky or made of ice. How would you describe it?</p> <p>T to model drawing and labelling your own island with useful phrases.</p> <p>Encourage chn to use the features already covered, e.g. senses, ENP, similes etc.</p> <p><b>Task</b> Chn to design, draw and label their own island to act as a plan for their writing tomorrow.</p> <p>T or TA to support LA with using word mats (keep to use tomorrow) and HA with extending their descriptions where possible.</p>



## Tuesday

**The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.**

Last night, a piculier sight was seen in the sky. Eiyt bright lights were noticed as aliens arivd on Erth! We do not know their purpuss for coming here yet, therefour they are all under gard at the local army base. All we know so far is that they can breethe our air and they like eating cheese sandwiches and cake.


## Wednesday

A simile often uses the format of ‘...like a...’ or ‘...as...as a ...’ – can you create ten different similes to describe the features of your garden? For example, trees as tall as a skyscraper or a pond that is cold like the ocean.

## Thursday

Some of these similes don’t make sense, can you correct them so that they do?

- As loud as a mouse
- As soft as a rock
- As gentle as a rattle snake
- As quiet as a JCB

- Rough like a feather
- Dark like a candle flame
- Gloomy like a sunny day

### Friday

For each test, read the spellings out to the children following this pattern:

- Say the number of the spelling.
- Say 'The word is...'
- Read out the sentence, including the word.
- Say 'The word is...'

	<b>Word</b>	<b>Sentence</b>
1	accommodate	This room will <b>accommodate</b> up to four people.
2	criticise	It is hard when someone wants to <b>criticise</b> what you have done.
3	individual	We are all <b>individual</b> and unique.
4	relevant	Make sure that your answer is <b>relevant</b> to the question asked.
5	ancient	I love to learn about <b>ancient</b> history.
6	dictionary	The teacher reminded the class to use a <b>dictionary</b> when necessary.
7	marvellous	We had a <b>marvellous</b> time on holiday this year.
8	shoulder	My brother hurt his <b>shoulder</b> playing rugby.
9	awkward	His large body looked <b>awkward</b> in the small chair.
10	exaggerate	I've told you a million times not to <b>exaggerate</b> .