



Dedicated to Excellence

Year Groups: 5/6 - English

Dates: 08.02.21

Genre:			
<u>Year 5 Success Criteria</u>		<u>Year 6 Success Criteria</u>	
<u>Structural</u>	<u>Language</u>	<u>Structural</u>	<u>Language</u>
<ul style="list-style-type: none">➤ Verses➤ Using skills of inference➤ Use of real and abstract items	<ul style="list-style-type: none">➤ Formal and informal language➤ Description and humour➤ Rhyming couplets	<ul style="list-style-type: none">➤ Verses➤ Using skills of inference➤ Use of real and abstract items	<ul style="list-style-type: none">➤ Formal and informal language➤ Description and humour➤ Rhyming couplets

WEEK ONE

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Starter: Super Synonyms – as in previous weeks, challenge the chn to think of 10 synonyms for a selected word and write them down. Any that also appear on the teacher’s list must be crossed off, with points awarded for what is left.</p> <p>L.C. Can you answer questions about a poem?</p> <p>What is a poem? How is it different from any other text type? Display the word poem in the PP and record the chn’s ideas in a mind map.</p> <p>T to read the sample poem from the PP and lead a discussion of inference – how do we make inferences? Why is this trickier than simply retrieving information?</p> <p>Using sample phrases, T to model making inferences from a text. Once confident with the key phrases, move on to model answering comprehension questions from the sample poem.</p>	<p>Starter: Recap our work on hyphens – using similar questions to last week, can we show that we understand where hyphens need to be used? Complete the questions on the IVB as a class.</p> <p>L.C. Can you compare and contrast different types of poems?</p> <p>Ask the chn to identify the types of poem that they already know – display key types on the IWB to prompt the discussion, e.g. limerick, narrative, haiku, nonsense, etc.</p> <p>T to read through a short range of examples, both written and performed for the chn to enjoy: https://www.bbc.co.uk/bitesize/topics/z4mmn39/resources/1</p> <p>What do we like about poetry? Are all poems the same? How might they be different?</p> <p>Display two contrasting examples of poems and begin to identify features used by</p>	<p>Starter: Who am I? T to read out a range of riddles from famous poets – can the chn guess what the author was trying to describe? This should be a chance for engagement and discussion amongst the chn.</p> <p>L.C. Can you write a group poem by sharing ideas?</p> <p>Introduce ‘The Magic Box’ by Kit Wright, and play the video of him reading it aloud: https://www.bbc.co.uk/bitesize/clips/zkpmhyc</p> <p>Allow chn time to discuss their thoughts and feelings about the poem.</p> <p>T to display the poem within the PP – model picking out real and imagined items – as we work through, discuss what the author might be trying to show or remember? Do these items have a theme? Why might he have used imaginary items? Why do you think he chose these items?</p> <p>T to introduce her own version of the magic box</p>	<p>Starter: Continue work on homophones and common examples that come up in our writing: Too / Two / To Sea / See Write / Right</p> <p>L.C. Can you write your own version of ‘The Magic Box’?</p> <p>Work to be linked to Children’s Mental Health Week (last week).</p> <p>Spend 5 mins recapping some of the group poems that were created in the previous session (T may like to use ideas from submitted work to create a whole-class example to share).</p> <p>T to revisit the idea of a magic box – why might we need one? What would we keep inside it? What sorts of things are special to you?</p> <p>Explain that for our poem, we are going to be thinking about our mental health, and the things that make us happy and keep us positive.</p> <p>Allow 5 mins of open discussion of the sorts of things that worry</p>	<p>Starter: Take a look at antonyms – what is an antonym? Can you use your understanding of opposites to match a word to a suitable antonym? Chn to complete matching activity on the IVB as a class.</p> <p>L.C. Can you recognise and use formal and informal language?</p> <p>What do we mean by formal and informal language? Can we give examples? When might we use it?</p> <p>Read through the example texts on the PP and see if we can identify if the piece is formal or informal – which features do we spot? What do you notice about the use of language?</p> <p>T to model how to recognise examples of both language types, by modelling the questions on the IWB, including re-writing sentences in a formal tone.</p> <p>Complete Task 1</p>

	<p>T to use an abbreviated version of P.E.E. to show good quality answers.</p> <p>Task Chn to select the most appropriate version of the poem that they feel confident with reading, before beginning to answer the questions – most of these will be questions linked to inference, so they need to explain their answers clearly in full sentences.</p>	<p>the author, e.g. rhyming couplets, no. of syllables, personification, humour, description, verses, clues, etc.</p> <p>T to model finding similarities and differences between the two, as well as modelling the task clearly.</p> <p>Task Chn to choose two poems from the selection provided to compare and contrast.</p> <p>Chn should first identify features that they can spot using the guidance sheet to help them.</p> <p>They are aiming to find 3 similarities and 3 differences between their poems. Record these in the table provided.</p>	<p>(wooden box the share on screen) – what would you put in yours?</p> <p>Chn to make a list / suggest things that are important to them, both real and imaginary, e.g. my first tooth to fall out whilst munching on a forbidden sweet or the gentlest kiss on the forehead from a loving grandmother. If needed, T to prompt how an experience can be formulated as an object.</p> <p>Complete Task 1</p> <p>Now that we have some ideas, can we share them? Allow 5-10 mins for chn to share ideas and T to scribe these, either on the IWB or straight onto the power point.</p> <p>T to then model using these ideas to create a shared poem, using the same format as the original. This will then become part of a larger group poem, to be read out at the end of the lesson.</p> <p>Complete Task 2</p> <p>Task 1 Chn to create a list of 10 different items that they</p>	<p>us and how we combat them / strategies for improving our mental health – T to lead with examples. Make a list of all of the positive things that come out of the discussion.</p> <p>Complete Task 1</p> <p>T to model using these ideas to begin to construct a new list of items for the box, e.g. ‘a hug’ could become ‘a silent embrace when it is needed the most’.</p> <p>T to remind chn of the format used, before allowing the chn to start their poems.</p> <p>Complete Task 2</p> <p>Task 1 As in the previous session, chn to have time to create and share a list of 10 things to keep inside their box, all linked to our mental health – this should only take 6-7mins.</p> <p>Task 2 Chn to use their ideas to create their final poem – these could possibly be typed up so that they can be displayed or shared on the school web page.</p>	<p>T to briefly discuss and introduce the GPS Challenge Cards for each year group as a means of assessing our progress so far.</p> <p>Complete Task 2</p> <p>Task 1 Chn to answer the colour-coded questions linked to our work on formal and informal writing, including examples of test questions.</p> <p>Task 2 Chn to complete the GPS Challenge Cards for their own year group – answers to be provided so that they can mark their finished work.</p>
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			would place into the 'magic box', 5 real and 5 imaginary.		
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Task 2

Select your favourite ideas from the PP and use them to create your first version of your 'Magic Box' poem.

Be ready to read out your finished versions at the end.

Lesson Tasks

Monday

See 08.02.21 Question Sheets and accompanying powerpoint.

Tuesday

See 09.02.21 Question Sheets and accompanying powerpoint.

Wednesday

See 10.02.21 Question Sheets and accompanying powerpoint.

Thursday

See 11.02.21 Question Sheets and accompanying powerpoint.

Friday

See 12.02.21 Question Sheets and accompanying powerpoint.