



Dedicated to Excellence

Year Groups: 5/6 - English

Dates: 15.03.21

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">➤ Short sentences➤ Ellipses➤ Show me, don't tell me	<ul style="list-style-type: none">➤ Engaging synonyms➤ Expanded noun phrases➤ Onomatopoeia➤ Sensory language	<ul style="list-style-type: none">➤ Short sentences➤ Ellipses➤ Show me, don't tell me	<ul style="list-style-type: none">➤ Engaging synonyms➤ Expanded noun phrases➤ Onomatopoeia➤ Sensory language➤ Subordinate clauses

WEEK ONE

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Starter: Clauses – recap with chn what is meant by a main clause vs a subordinate clause. Chn to identify these in a range of sentences on the board.</p> <p>L.C. Can you use inference as part of your suspenseful writing?</p> <p>Revisit the checklist for writing for suspense – one of the options is to show a characters reaction – what does this mean? Why might this be useful? Why would this be better than simply explaining how the character feels? Discuss the familiar concept of show me, don't tell me.</p> <p>Display a short section from suspenseful story – rate it out of 10? Which features can be see used successfully? Which could be improved?</p> <p>T to model using inferences to improve the writing and make it more suspenseful.</p>	<p>Starter: Recap our work on ENP - T to briefly recap how we can make ENP using adjectives or prepositional phrases. Chn to then use both of these methods to improve the sample sentences on the IWB.</p> <p>L.C. Can you recognise and apply examples of onomatopoeia?</p> <p>On the IWB, display examples of the features of suspenseful writing – which of these examples show onomatopoeia? How do you know? What does this add to our writing? Discuss as a class.</p> <p>T to share examples of texts that use onomatopoeia effectively – discuss what the author achieves by including it.</p> <p>T to model how we can add examples of onomatopoeia to our writing to make it more impactful – T to model this by up-leveiling simple sentences.</p> <p>Chn to practise this on a WB before sharing with the class.</p>	<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 plan a short mystery story in sections?</p> <p>Explain to the class that we will be using our Harris Burdick pictures to inspire a short mystery story of our own, that contains elements of suspense.</p> <p>T to lead discussion of what might constitute a mystery story – think about familiar examples, their characters and plots. Create a mind map of ideas on the IWB.</p> <p>T to briefly model using the pictures as the start for developing a simple plot – is the picture from the beginning, middle or end of your story? What do you think happened before? What will happen afterwards?</p>	<p>Starter: Review of onomatopoeia – recap our previous work by improving the sample sentences on the IWB.</p> <p>L.C. Can you write a short mystery story?</p> <p>T to give chn 5 mins to revisit their plans from the previous session and make any changes that they would like to.</p> <p>T to explain that we will be using our plans to guide our writing – this will only be a short story but it must have elements of mystery and suspense.</p> <p>Model the use of our story mountain plans to guide our writing – the first section is a detailed setting description of the scene, so T will model the use of elements of suspense to create a sample paragraph on the IWB.</p> <p>Chn to then have time to complete their opening paragraphs using their plans.</p>	<p>Starter: Spelling work based on our current spelling rules this week.</p> <p>L.C. Can you complete and edit your mystery story?</p> <p>T to give chn 5 mins to revisit and edit their work from the previous session.</p> <p>T to then model how to use our story mountain plan to write the next section of our short story – what is going to happen next? Do we need to include elements of suspense or are we describing the action?</p> <p>T to complete examples paragraph on the IWB for chn to contribute to, as well as make clear how to include some of our key SC in our writing.</p> <p>Chn to have around 15-20 mins to finish their story.</p> <p>Complete Task I</p> <p>Once they have finished their work, encourage chn to</p>

	<p>Chn to then have a go at this on their WBs as a class.</p> <p>Task Chn to rewrite the sample paragraph to include elements of inference – this could be the characters actions or inferences about the scene itself.</p>	<p>Task Chn to identify examples of where onomatopoeia are used and explain their impact. Chn to then add their own examples to sample sentences to make them more effective.</p> <p>Plenary Can we identify where onomatopoeia has been used incorrectly? Chn to edit and improve the sentences on the IWB.</p>	<p>T to then model the use of the story mountain planning sheet to outline the plot of our short story – look at the use of short phrases and bullet point notes to help.</p> <p>Task Chn to use the story mountain planning sheet to plan out each section of their short story – these can be differentiated to support all groups.</p> <p>Plenary Chn to share examples of their story plans with the class to allow opportunities to magpie ideas.</p>	<p>Chn to return to the IWB for T to model the next paragraph – what does this paragraph need? Which part of our story are we writing about? Will we be using suspenseful writing again?</p> <p>T to model writing this paragraphs as a class, before the chn complete their own.</p> <p>Task Chn to follow the example led by the T to write the first half of their mystery story by writing in chunks/paragraphs.</p> <p>Chn to use the modelling done by the T to guide them in each section of their story.</p> <p>Stories to be completed during the next session.</p>	<p>swap with a partner so that writing can be peer assessed.</p> <p>T to then model the use of Rainbow Editing to review and improve our work – T to discuss the meanings of each colour, before modelling with an example on the IWB.</p> <p>Complete Task 2</p> <p>Task 1 Chn to use their SC boxes and story plans to finish their short mystery story.</p> <p>Task 2 Chn to use the Rainbow Editing guidelines to edit and improve their finished pieces – also allow time for peer assessment where possible.</p>
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Lesson Tasks

Monday

See 15.03.21 Question Sheets and accompanying powerpoint.

Tuesday

See 16.03.21 Question Sheets and accompanying powerpoint.

Wednesday

See 17.03.21 Question Sheets and accompanying powerpoint.

Thursday

See 18.03.21 Question Sheets and accompanying powerpoint.

Friday

See 19.03.21 Question Sheets and accompanying powerpoint.