

	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	LO to plan my writing and organise information into paragraphs	<b>A guide to being in Y6/Y5</b>  What would a new Y6 child: <ol style="list-style-type: none"> <li>1. Like to know about Y6</li> <li>2. Be worried about</li> <li>3. Be excited about</li> <li>4. Need advice on</li> </ol>	Decide on subheadings for writing: SATs, hard work, responsibilities, adults, other children etc  Read the model text. Would you like to add/change any of your sub headings?  Write 5x points you'd like to make in each of the paragraphs underneath your sub-headings  GD children: must write a paragraph for parents. The focus is on this being FORMAL and a contrast to the rest of the leaflet.	A guide to being in y6 model text  English books  Pen	Subheading Formal/informal Tone Language Contrast Information
Tuesday	LO to use language appropriate for my audience	<b>A guide to being in Y6/Y5</b>  As a class, come up with a list of success criteria.  What can we show off in our leaflet?  Note: GD final SC point must be: <ul style="list-style-type: none"> <li>• Use formal language and informal language appropriately</li> </ul>	Write your paragraphs using: <ol style="list-style-type: none"> <li>1. Your plan</li> <li>2. The model text</li> <li>3. The success criteria</li> </ol> to help you.	A guide to being in y6 model text  English books  Pen	Subheading Formal/informal Tone Language Contrast Information
Wednesday	LO to edit and improve in line with success criteria	<b>A guide to being in Y6/Y5</b>  Re-read and edit using the success criteria.  Share with another child in class for feedback.  Add information in brackets/dashes to make your writing more detailed.	Publish final draft as a leaflet and use appropriate illustrations to help your reader.  Share with current Y5/Y4	A guide to being in y6 model text  English books  Pen	Subheading Formal/informal Tone Language Contrast Information Publish Leaflet layout

<b>Thursday</b>	LO to manipulate language to write a poem	<p>Simon Mole Poetry - word to poem  <a href="https://www.youtube.com/watch?v=r3FZyXFS6bU">https://www.youtube.com/watch?v=r3FZyXFS6bU</a></p> <p>Look at the work you have done. What are you proud of? What can you improve?</p>	<p>Read the poems the children have written.</p> <p>Pair-share their poems. Can they offer any advice to their partner?</p> <p>Be ready/rehearse to perform your poems</p> <p>Class performances</p>	<p>Poem video clip</p> <p>English book</p> <p>Thesaurus/dictionary</p>	<p>Poem stanza vocabulary</p> <p>Language Senses Description</p> <p>Adjective Adverb</p>
<b>Friday</b>	LO to structure a poem based on feedback	<p>Simon Mole Poetry - word to poem  <a href="https://www.youtube.com/watch?v=c5naDfdynNg">https://www.youtube.com/watch?v=c5naDfdynNg</a></p> <p>Look at the work you have done. What are you proud of? What can you improve?</p>	<p>Read the poems the children have written.</p> <p>Pair-share their poems. Can they offer any advice to their partner?</p> <p>Be ready/rehearse to perform your poems</p> <p>Class performances</p>	<p>Poem video clip</p> <p>English book</p> <p>Thesaurus/dictionary</p>	<p>Poem stanza vocabulary</p> <p>Language Senses Description</p> <p>Adjective Adverb</p>