

	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	L.O. to edit and improve my writing using the success criteria	<p>Children to read their partner's work and check against the success criteria.</p> <p>Before finishing the report, children to read their work out loud and check against the success criteria themselves. Identify what you still need to include.</p>	<p>Finish writing and edit against the success criteria:</p> <ul style="list-style-type: none"> - headings - sub-headings - third person - formal language - passive voice - factual - Relative clauses - Brackets to add information <p>Publish over a double page spread and illustrate. This will also take place in the afternoon History lesson.</p>	<p>Work from Thurs/Fri</p> <p>Success Criteria</p> <p>English books</p> <p>Model texts</p>	<p>Non-chronological Report</p> <p>Tense</p> <p>Caption</p> <p>Heading</p> <p>Sub-headings</p> <p>Passive</p> <p>Formal</p> <p>Facts</p> <p>Opinions</p>
Tuesday	LO to use dialogue to advance the action	<p>Shark story - focus on dialogue to ADVANCE THE ACTION</p> <p>E.g. on board of boring dialogue which does not advance the action:</p> <p>'I am going to dig in the sand,' said Joe.</p> <p>'That's nice,' said Jemma.</p> <p>'Okay I'm going to do that now,' said Joe.</p> <p>'Lovely,' said Jemma.</p> <p>'I will get my spade and dig here,' said Joe. 'It's a good place to dig.'</p> <p>Jemma relied, 'Okay I will help you.'</p> <p>'Oh thanks,' said Joe.</p> <p>'That's okay,' said Jemma.</p> <p>Of course this might have been the actual conversation which took place but it's no fun to read as a reader.</p>	<p>Scroll down the plan for the picture of the children in the sea.</p> <p>There's a SHARK coming.</p> <p>Write ONE sentence to tell us the children are playing happily in the sea then use dialogue to advance the action as one child spots a shark. How do they react?</p> <p>RULE: you must use exactly 5 lines of dialogue so think wisely about how you will use these to advance the action. What could people say to help the reader understand how the action moves on?</p>	<p>English book</p> <p>Beach picture</p> <p>E.g. of dialogue (in red)</p> <p>←</p> <p>Pen</p> <p>Ruler</p>	<p>Dialogue</p> <p>Advance</p> <p>Action</p> <p>Inverted commas</p> <p>Internal punctuation</p> <p>Comma</p> <p>Question mark</p> <p>Exclamation mark</p>

Wednesday	LO to structure a diary entry appropriately	<p><u>Day in the life of a...</u> (See below plan for e.g.)</p> <p>Class discussion: what would it be like if you were:</p> <ul style="list-style-type: none"> - a paperclip in the Y5/6 classroom? - a glue stick in EYFS? - a mug in the staff room? - a fork in the dinner hall? <p>What else could we imagine being?</p> <p><u>Individual plans in books:</u></p> <ol style="list-style-type: none"> 1. Choose one and make a note of 5 things which would happen to you in a day? 2. Where do you start your day? 3. Where do you end your day? 	<p>Read the model text and look at the structure.</p> <p><i>START: in the place where they are at the end of the day</i></p> <p><i>THEN: jump back in time to the beginning of the day (It all started when...)</i></p> <p><i>MIDDLE: chronological recount of your day from the start</i></p> <p><i>END: Writing leads back to the point where you started writing from.</i></p> <p>If there's time and chn ready, start to write your recount of your day. A day in the life of...</p>	<p>Model text (below)</p> <p>English books</p> <p>Pens</p> <p>Examples of stationary</p>	Structure
Thursday	LO to use techniques to write in an informal style	<p>Review yesterday's learning.</p> <p>Remind chn of formal/informal learning from last week. Which elements of the model text are particularly INFORMAL?</p> <p>Contractions, additional comments in brackets, addressing the reader 'you', informal vocab choices, opinionated comments 'it's not fair'</p>	<p>Can you make your writing more informal to meet today's LO?</p> <p>Finish writing and share in class.</p>		
Friday	LO to demonstrate my creative writing skills from a stimulus	<p>In prep for next week's 'No More Marking' task for Y6, we are going to practise writing in response to a stimulus under timed conditions.</p> <p>Look at the picture: https://www.pobble365.com/the-mirror-in-the-attic/</p> <p>Class discussion and mind map of ideas</p> <p>Vocab collection. Can any words from Guided Reading be used here?</p> <p>Discussion about using speech to advance the action. Can they use an example of this?</p>	<p>- Potential story opening to get going:</p> <p><i>She had found it lying alone, deserted, abandoned in the attic. After making the discovery, Anna had gazed and marvelled at it for some time. Where had it come from? Why had no dust settled upon it, as it had done over everything else that resided in her attic? A layer of the thick dust blanketed the attic floor, and as the sunlight glared through the attic windows, the dust particles yet to settle were illuminated as they hovered in the stuffy air. Yet, the mirror looked flawless, untouched by age, not a finger print in sight.</i></p>	<p>Link</p> <p>Book</p> <p>Thesaurus</p> <p>Dictionary</p> <p>Guided Reading book</p>	<p>Demonstrate</p> <p>Creative</p> <p>Stimulus</p> <p>Vocabulary</p> <p>Deserted</p> <p>Abandoned</p> <p>Resided</p>

			<i>Anna propped the mirror up against one of the thick, timber beams that jutted from the attic floor. Settling down into a comfortable position, she tentatively placed a finger against the glass...</i>		particles Flawless
--	--	--	--	--	-----------------------



A day in the life of a paperclip

Help me! Help! I'm lost! It's not fair; I've been kicked around the classroom floor by vile children and now, here I am abandoned behind the bookshelf where I'll probably remain until the cleaners come in the Summer Holidays. Such a waste! Doesn't anyone realise my true purpose in life?

It all began when I arrived at the school in an ESPO transit delivery van, packaged in shiny tub with all of my friends and family, without a care in the world. Everyone said how important we were and when I saw the pure joy on all those teachers faces, I knew I'd be well-loved and used here. For a while it was all fine. I remember my first job in the school office. I was carefully selected to safely clip together a whole class set of reply slips for a school trip. My friends, the other paperclips, were so envious that I was the chosen one.

Returning to the tub, I wondered what my next job would be. A teacher, she must have been a Year Six teacher because she was in a rush and had a pile of test papers in her hand to mark, grabbed a handful of us from the tub and thrust us into the pocket of her skirt (too short in my opinion).

Pobble 365

She had found it lying alone, deserted, abandoned in the attic. After making the discovery, Anna had gazed and marvelled at it for some time. Where had it come from? Why had no dust settled upon it, as it had done over everything else that resided in her attic? A layer of the thick dust blanketed the attic floor, and as the sunlight glared through the attic windows, the dust particles yet to settle were illuminated as they hovered in the stuffy air. Yet, the mirror looked flawless, untouched by age, not a finger print in sight.

Anna propped the mirror up against one of the thick, timber beams that jutted from the attic floor. Settling down into a comfortable position, she tentatively placed a finger against the glass...