

	Learning objective	Main teaching	Activity	Resources	Vocabulary
Tuesday	L.O. to identify features of a non-chronological report	<p>Read through PP. Then, in pairs, read through the differentiated texts (on website).</p> <p>Identify features chn have noticed. Write these on flipchart.</p> <p>Encourage chn to spot:</p> <ul style="list-style-type: none"> - heading - sub-headings - main information not in chronological order - third person - picture/diagram WITH caption - formal language - factual 	<p>Read through Queen Elizabeth I factfile (chn should already have made notes on this and be very familiar).</p> <p>Create headings for your own non-chronological report about Queen Elizabeth I.</p> <p>What might we write about in each section?</p>	<p>Queen Elizabeth I fact file</p> <p>Texts:</p> <p>Paper</p> <p>Pen</p> <p>Ruler</p> <p>Flipchart</p> <p>Texts (on website)</p>	<p>Non-chronological Report</p> <p>Tense</p> <p>Caption</p> <p>Heading</p> <p>Sub-headings</p>
Wednesday	L.O. to use formal language in a factual report	<p>1) Formal language activity: read through 'grammar bit' and complete 'whiteboard challenge 1 and 2'</p> <p>https://www.naturalcurriculum.co.uk/year-6-grammar-lessons/formal-language/fin-whale/screen-2/</p> <p>2) Facts VS opinions game (turn over a card - is it fact or opinion? 2 points for facts, 1 point for opinion). Write 2 facts and 2 opinions about Queen Elizabeth I.</p>	<p>Children write in bullet point form facts they want to include under each heading. As a class, share these facts and decide if there are any we could write in the passive voice.</p> <p>E.G.</p> <p>The Spanish Armada had started their invasion of England.</p> <p>England was under attack by the Spanish Armada.</p> <p>Many suitors wanted to pursue Queen Elizabeth I.</p> <p>Queen Elizabeth I was pursued by many suitors</p> <p>With tensions rising, Queen Elizabeth I banned Catholic masses.</p> <p>With tensions rising, Catholic masses were banned by Queen Elizabeth I.</p> <p>If there's time and children feel confident, Start writing your report in full sentences.</p> <p>Teacher to model one paragraph on IWB, turning the bullet point notes into continuous paragraph</p>	<p>Paper</p> <p>Pen</p> <p>Ruler</p> <p>Success criteria</p> <p>Facts VS opinion game document</p> <p>Formal language link</p>	<p>Non-chronological Report</p> <p>Tense</p> <p>Caption</p> <p>Heading</p> <p>Sub-headings</p> <p>Passive</p> <p>Factual</p> <p>Opinion</p> <p>Formal</p>

Thursday	L.O. to use formal language in a factual report	<p>Recap yesterday's lesson. Discuss formal/informal and when we might use it.</p> <p>Come up with a list of writing types e.g. letter to grandma, postcard to friend from holiday, whatsapp to dad, letter from headteacher to parents etc. As a class, place these on a scale from VERY informal to VERY formal. Discussions etc very valuable here and talk about language choice etc.</p>	<p>Continue writing from yesterday. Use notes.</p> <p>Chn to respond to teacher marking and Teacher to remodel paragraph if needed based on marking of Wednesday work.</p>	<p>Formal/informal work from Wed</p> <p>English books</p> <p>Notes for work</p>	<p>Formal</p> <p>Informal</p> <p>Language</p> <p>Subheading</p> <p>Tense</p> <p>Punctuation</p>
Friday	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>Work from Wed/Thurs</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>