

Kingslea Primary School
Planning for English



Year Group: 6
Term: Summer 2
Date: Week 1-3

Curriculum Focus/Links to Learning Journey: Himalayan mountain animals

<p>Grammar 1</p>	<p>Already covered, but will revise during the writing process NC Objectives: Can I use colons to introduce lists and statements? Activities: Reminding the chn how it is used and going over up with rules / Placing the colon in the sentence / Is this colon used correctly? / Does this list need a colon? Scaffolding/Support: Some groups of chn will not work on the colon as they still need to work on using commas and some full stops in their writing</p>
<p>Grammar 1</p>	<p>Already covered, but will revise during the writing process NC Objectives: Can I identify active and passive voice? Activities: Identify active and passive voice / Change sentences into active or passive / Discuss the effect of using one over the other / Adding in passive voice to our writing Scaffolding/Support: Hints on identifying active and passive</p>
<p>Phonics/Spelling</p>	<p>Taught in a separate session, one focus weekly (separate document) NC Objectives: Revision of the following patterns: silent letters, words with 's' sound spelt 'sc' and words with c which makes the 's' sound before i, e and y Activities: Revision of the different rules, identifying spelling errors and correcting them / word searches / crosswords / online games Scaffolding/Support: See separate document</p>

	Teacher Input:	Activities:	Scaffolding and Support:	Notes: (e.g. retrieval practice, S & L, marking focus)
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This unit was started before the school closure, but all bubbles to start from this point to give consistency.
Most chn will have had sessions in science about adaptation and will have learnt about some of the Himalayan animals – most already have their information in their science books ready to use. They need research about one animal, which focuses on adaptive traits.

<p>Session: 1-2 NC Objective: plan their writing by noting and developing initial ideas, drawing on reading and research where necessary LC: Can I make notes on a topic?</p>	<p><u>Making notes about adapting to the Himalayas</u> Look at the first paragraph on the Mountain adaptation information sheet as a class and read through the text. Model highlighting words that the children may not understand and looking them up in the dictionary. Why is this important to do when making notes? Read the text and then hide from the children. Ask them to tell you in their own words what the paragraph said. Use their ideas to model making notes. Make sure there is a bulleted list included in the modeling. Explain that this is one way to make notes and will ensure that they can use their notes as they will understand them and will not have just copied text chunks. Ask chn to discuss in pairs to repeat the process with the next paragraph. Feed back ideas as a class. Remind the chn about underlining key parts in the text and using the text for spellings. However, keep emphasising the need for the notes to be in their own words. Plenary: What do you already know about the Himalayas? Chn to draw on knowledge from geography sessions. They can make a few notes under today's work that could be used in the intro.</p>	<p>Chn work through the remainder of the text, making notes that will be useful for their introductions. They may find it useful to have a 'useful vocabulary' section.</p>	<p><u>Support</u> Chn to work in mixed ability pairs to support LA readers and chn with a poor vocabulary. <u>Support</u> Adults to roam in this session, ensuring all chn are making appropriate notes and supporting any groups of chn with vocabulary definitions.</p>	
<p>Session: 3 NC Objective: draft and write by précising longer passages and using a wide range of devices to build cohesion within and across paragraphs. LC: Can I write an introduction for an information page, using my notes?</p>	<p><u>Writing an introduction to an information page</u> Starter: Games to collect mountain vocabulary Look at different introductions (different styles) and discuss what effect they have. Who is this written for? How do you know? How has it been written to meet the audience? Tell the chn that their audience will be KS2 children. How will you make sure that your writing is appropriate for this audience? Come up with a mini checklist for what chn need to include in their own introductions. Plenary: Chn to read their introduction out and it can be placed under the visualiser. Why is this an effective introduction?</p>	<p>Chn to write their introduction for an information page about how animals and plants are adapted to living in the Himalayas. They should introduce their animal.</p>	<p><u>Support</u> Adults to work with the LA chn, ensuring that they have a strong start that is written appropriately and includes their notes.</p>	

<p>Session: 4 - 5</p> <p>NC Objective: draft and write by précising longer passages and using a wide range of devices to build cohesion within and across paragraphs and using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>LC: Can I write to inform?</p>	<p><u>Writing about their chosen animal</u></p> <p>Input 1: Model writing the opening paragraph for the children’s first animal. Focus on making it cohesive by making links between sentences.</p> <p>Input 2: Show the chn how they can write a developed paragraph about one adaptation. Again focus on the cohesion, but look at the SPS and the reflective sentence too.</p> <p>Plenary: How have you been cohesive? Listen to some examples and put particularly good ones under the visualiser.</p>	<p>Chn to write about their chosen animal. They should focus on making links between the sentences and using pronouns effectively.</p>	<p><u>Support</u> Support the chn with completing their individual targets.</p>	<p>Chn will need to have notes ready from science.</p> <p>Chn are aiming to complete 2 paragraphs about their animal.</p>
<p>Session: 6</p> <p>NC Objectives: proofread for spelling and punctuation errors evaluate by assessing the effectiveness of their own writing</p> <p>LC: Can I assess my writing against the checklist?</p>	<p><u>Assessing writing so far against the checklist</u></p> <p>Remind chn how they need to identify the checklist in their writing. Discuss each aspect of the checklist that the chn need to identify in their writing.</p> <p>Focus 1: punctuation (1 and 2) Focus 2: Details and description (5) Focus 3: Cohesion (6) Focus 4: Modal verbs (10)</p> <p>Plenary: Chn give themselves two stars and a wish against the checklist only. If they need a challenge then they can wish for passive voice in their next piece.</p>	<p>Chn to identify which aspects of the checklist they have used in their writing.</p>	<p><u>Support</u> LA will not have colons and will only use commas for a list or for fronted adverbials.</p>	
<p>Session: 7</p> <p>NC Objective: draft and write by précising longer passages and using a wide range of devices to build cohesion within and across paragraphs and using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>LC: Can I write to inform?</p>	<p><u>Continuing writing about their animal</u></p> <p>Look at good examples of writing from the previous sessions.</p> <p>How have they been cohesive? What makes their writing interesting?</p> <p>Plenary: How did you use bullet points in your writing? Have you met your wish?</p>	<p>Chn to write their final paragraphs independently. They should aim to meet their wish from the previous session and include a bulleted list from their GPS sessions (and to meet the toolkit genre).</p>		<p>Chn will now have three paragraphs about their animal.</p>
<p>Session: 8 - 9</p> <p>NC Objective: evaluate and edit by assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proofread for spelling and punctuation errors</p> <p>LC: Can I make appropriate changes to my writing?</p>	<p><u>Editing session</u></p> <p>Introduce the editing stations that will be used in this session. Discuss how the session will work and model how changes will be made.</p> <p>Plenary: What did you change in your writing? Ask the chn to write in their books how they have used the editing stations to improve their writing.</p>	<p>Chn visit the following Editing Stations: Punctuation Palace, Spelling Square, Cohesion Central and Genre Checklist Alley.</p>	<p><u>Support</u> These will be differentiated for different groups of chn. Chn will sometimes work individually and sometimes with their writing partner. Adults to focus on chn at specific stations according to what has come out of marking so far.</p>	

<p>Session: 10</p> <p>NC Objective: evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary and grammar enhance effects</p> <p>LC: Can I edit my work for passive voice?</p>	<p><u>Editing for passive voice</u> This may be appropriate as part of the past editing session. Model looking at a paragraph and finding opportunities to use passive voice. Discuss its effect in this context. Allow chn further time to explore ways of using passive voice in their own writing.</p> <p>Plenary: How did you use passive voice?</p>	<p>Most chn expected to try and use passive voice and identify it by writing 10a in the margin and underlining the appropriate phrases. If they don't have it then they should try and add it into their writing.</p>	<p><u>Support</u> LA not to focus on passive voice but on other areas of their writing that need editing</p>	
<p>Session: 11</p> <p>NC Objective: evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary and grammar enhance effects</p> <p>LC: Can I edit my work for passive voice?</p>	<p><u>Captions</u> Discussion on how information pages are laid out. Remind chn of their audience. How do we decide what pictures should be included? What is the purpose of a caption? What should the captions say? Look at a selection of captions from existing information pages. Model writing a caption which does not include the phrase, 'This picture shows...'</p>	<p>Chn to plan how they will lay out their writing and what pictures they will include.</p> <p>They will write the captions to go with pictures.</p> <p>Each chn should have at least two pictures and two captions.</p>		
<p>Session: 12</p> <p>NC Objective: presenting work</p>	<p>Chn given time to publish their information pages. They can either present it as a page (A3 might be more suitable) or as a book. They should plan out where the writing and pictures will go.</p>			