



KPA & GS English Plan for week beginning 15th March, 2021



Monday	Tuesday	Wednesday	Thursday	Friday
L.O. Revision of grammar, spelling and punctuation.	No English lesson.	L.O. To use the structural and language features expected when writing an explanation text.	L.O. To write an explanation text.	L.O. I can edit my work.
Teaching input: Revision based on pupils' needs: identified in 'Exciting Writing' and assessed work during lockdown. To include: - Parts of speech including nouns, verbs, adjectives etc Y5/6 to also include different types of pronoun - Verb tenses and modal verbs - Use of commas, colons and semi-colons in lists and to separate clauses - Parenthesis and embedded clauses	Grammar punctuation and spelling test.	Teaching input: Using their flow diagrams from the previous lesson, pupils to write paragraphs explaining how their time/space travelling machine works. Explain the purpose and intended audience of our explanation texts: we will be writing an explanation of how our time/space travelling machine works. Pupils to write in a formal, impersonal style and include time and causal conjunctions as before. Remind pupils about paragraph structure: topic sentence then further sentences to add further information. Explain independent work.	Teaching input: Look at some 'WAGOLLS' from yesterday's lesson. Pupils to explain why those particular exemplars were chosen as 'WAGOLLS' and to justify their reasoning with examples from the text. Discuss the key features of this text type if required. Remind pupils that this text type should have an introduction a final sentence or two. What children write here will depend on the type of machine they have created and the audience for which their writing is created. Model writing an introduction and a conclusion. Explain independent work.	Teaching input: Children editing their Exciting Writing from last week.
Independent Work: Pupils' independent work will depend on their own needs but all children to revise 'parts of speech', verb tenses and modal verbs from the Autumn term.		Independent Work: Y4: Using a copy of their flow diagram, pupils to complete the explanation of how different parts (at least three) of their space/time machine works. They must use time conjunctions in their description.	Independent Work: Y4: To write a brief introduction explaining what type of machine they have designed and its purpose. Y5: As above but pupils also to include technical language and try to	Independent Work: Discuss expectations and share checklist based on key features of this text type and recent grammar, punctuation and spelling revision.

		Y5: Children to complete their explanation and include time and causal conjunctions and technical language. Children to explain between 3 and 5 working parts of their machine. Y6: As for Y5 but text to be written in formal, impersonal style. Challenge: To include at least one passive sentence in their explanation.	use an impersonal formal tone. Pupils to include a concluding statement. Y6: As for year 5 but pupils to address the reader directly, asking and answering rhetorical questions. Maintain an impersonal, scientific tone throughout Extension: To write captions for any detailed sketches of machine parts.	
Resources: Various activities – see sheets on website.		Resources: Children will need a copy of the flow diagram they created during the last lesson. A copy of their time/space machine design and a list of any technical language gleaned from their research. List of time and causal conjunctions. Power point for lesson.	Resources: Some examples of writing from yesterday to use as WAGOLs (what a good one looks like).	Resources: Exciting Writing from last week.
			Please send a copy of this work to your class teacher for marking.	Please send a copy of this work to your class teacher for marking.