



KPA & GS Year 6 English Plan Week beginning 11th January 2021



Monday	Tuesday	Wednesday	Thursday	Friday
<u>L.O. To talk about a wide range of books and text types and discuss their key features.</u>	<u>L.O. Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify these inferences with evidence.</u>	<u>L.O. Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify these inferences with evidence</u>	<u>L.O. Identify and use the passive and active voice, including the conversion between them.</u> <u>L.O. To identify the subject and object of a sentence.</u>	Exciting Writing 'The Mountain Pass'
Teaching input: To introduce the new English Topic. Show the Power point with voice over (Lesson 1) introducing the text type to pupils along with some examples of blurbs from different texts to share with children while they try to deduce what type of text we will be studying. Explain what these texts are and discuss their purpose.	Teaching input: Watch the recorded video (Lesson 2). Quick recap of yesterday's lesson. Show list of key features of this text type. Then read chapter's 3 & 4 of text (follow link to the website). Children to take notes in their book. Create a 'shared experience' – children close their eyes and listen along. Note any resulting images or good vocabulary in their books after listening. Remind children of the key features of a diary. Explain independent work.	Teaching input: Use the power point with voice overs (Lesson 3). If children haven't listened to the end of Chapter 4 then they must do so now. Make notes in their book as they listen. Pupils must now write a short summary of the story so far. Back to power point to listen to Chapter 5. Ask how William's father felt about William leaving his grandmother's house. Ask pupils to justify their viewpoint. Explain independent work.	Teaching input: Watch the recorded video lesson (Lesson 4) as Mrs Whiting reminds children of how to write sentences in both the active and passive form.	Teaching input: Use the 'voice over' Exciting Writing power point 'Mountain Pass'. Look at the image of the high mountain pass. Imagine that you are there. Use your senses to imagine what it would be like there. Think about: Who is the lone figure? Why does he want/need to climb the mountain path? What or who lies in wait on the summit?
Activity: Children to look at a selection of extracts of this text type to identify they key features of this text type. In their books, they must create a list or mind map of key features identified. Think about how the author shows the reader that this story was set in a different time period. Comment on to what extent do the front cover and	Activity: After listening to the shared setting, children to write a diary, in role, as Will. Children should use the events in the book to guide them. Try to use their five senses and include feelings. Include some historical details so the reader recognises the time period. Try to use some archaic language or an increased level of formality.	Activity: Children to select their preferred chilli level (probably between 3 and 4) but they might want to challenge themselves to try level 4. They must then write the correct number of questions and answers for the character of their choice in their book.	Activity: In their books, children to write eight interesting sentences in the active form. E.g. The boy broke the window. Then rewrite these sentences in the passive form. E.g. The window was broken by the boy. Consider: When writing in the passive form do you always need	Activity: Children to plan and then write an adventure story about the lone hero's journey. Include lots of descriptive language. Use their five sentences to describe the warrior's journey. Start their sentences in a variety of ways and include a range of interesting vocabulary. Use sentence length, punctuation and

illustrations help to show the time period in which the books were set. Can you find examples of historical objects or archaic language? Plenary: At the end of the lesson, ‘read’ Chapters 1 & 2 of text below (follow the link on the power point to the website).	Plenary: Children compare their diary with the checklist of key features on the last slide of the power point.	Try to use archaic (old-fashioned language). Plenary: Could someone ask the children their questions to allow them to answer in role?	to identify who did the action? Include examples in your answer. What effect does not identifying the person who did the action have? Plenary: Pupils to check their work for errors in punctuation and spelling.	word choice and order to create tension and suspense. Plenary: Pupils to check their work – have they included sentences that begin in interesting ways? Have they included a range of interesting vocabulary? Have they manipulate sentence length?
Resources: Day 1 power point; pdf of extracts for children to read (Year 4); links to ‘The Story of The Great Fire of London’. Children’s red books. Text: The Story of The Great Fire of London by Jill Atkins.	Resources: Day 2 video lesson and power point, links to Chapters 3 and 4. Children’s red books. Text: The Story of The Great Fire of London by Jill Atkins.	Resources: Day 3 power point; links to the text. Children’s red books. Text: The Story of The Great Fire of London by Jill Atkins.	Resources: Day 4 video lesson. links to the text. Children’s red books.	Resources: Day 5 power point; links to the text. Children’s red books.
	Please send a copy of this work to your class teacher for feedback.			Please send a copy of this work to your class teacher for feedback.