

Year group/class: 6	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level)				Plenary
				D	C	B	A	
Tuesday 6 th October	Starter on accurately punctuating main clauses within writing. Discuss with chn how we can mark the boundary between main clauses and then attempt to correct the errors on the IWB together through discussion.	<p>New concept Y /N</p> <p>LO: Use a range of punctuation taught so far</p> <p>1)Accurately demarcate main clauses 2) Use 2 further pieces of punctuation accurately 3) Use 3 further pieces of punctuation accurately within writing 4) Use 4 further pieces of punctuation accurately</p> <p>Challenge: Use all of the pieces of punctuation listed below accurately</p> <p>(commas, dashes, semicolons, colons, hyphens)</p>	Chapter 6 (Toys Aren't Us) is to be read before the lesson or at the start of the lesson. Display the Alex Rider website and some of the gadgets on the IWB. Using a printout (weblinks below) ask chn to attempt to list features of non-chronological reports onto WOWO boards. Give chn 2 mins to do this and take feedback and share key features on PowerPoint: present tense, technical vocabulary, paragraphs, subheadings, relate and directly talk to reader (when they may need it). Chn record key features into their books and share that they are creating a gadget explanation text for their writing this week. Share WAGOLL. Today, we will be creating a collaborative gadget explanation text. Ask chn to discuss some ideas for gadgets on their tables and feedback and share with the class – gadgets must be in the form of something that a 14 year old might have on them and have features that are useful for a spy. Chn feedback ideas and, as a class, vote for and agree which gadget we will collaboratively write about today. If chn's idea didn't get selected, they can write about it themselves this week but not today. CT to draw a simple annotate sketch of the gadget on the whiteboard and, as a class, agree the subheadings that we might write about e.g.: -What it is – How it works – How to activate it – When it's useful etc. Share that chn are writing collaborative paragraphs in pairs today – each pair will have a different paragraph to write together but both children must record it into their books.	<p>1)Using and to join clauses</p> <p>2) Use capital letters and full stops to demarcate most sentences 3) Use question marks and exclamation marks in writing 4) Use expanded noun phrases within writing</p>	<p>1)Accurately demarcate main clauses</p> <p>2) Use 2 further pieces of punctuation accurately</p>	<p>3) Use 3 further pieces of punctuation accurately within writing</p> <p>4) Use 4 further pieces of punctuation accurately</p>	<p>Challenge: Use all of the pieces of punctuation listed below accurately</p> <p>(commas, dashes, semicolons, colons, hyphens)</p>	Select pairs to read out their paragraph and discuss as a class what was good that they would want to include in their write ups this week and what could be improved that they will develop in their write ups this week. Chn self-assess their paragraphs against the success criteria.
Wednesday	Starter on accurately using colons in writing. Discuss when colons are used in writing and then as a class, discuss and agree where the colons should be placed in the given sentences. Ask chn to record their own	<p>New concept Y /N</p> <p>LO: To use and accurately punctuate parenthesis and relative clauses within writing</p> <p>1)Recall and record a definition of parenthesis 2) Recall and record a definition of relative clauses 3) Accurately use and punctuate parenthesis within</p>	Remind chn of their writing task this week and recap key features of a non-chronological report from books yesterday. Using the print outs from yesterday and the WAGOLL from yesterday, start a temporary technical vocabulary word bank together as a class – this will be blu-tac'd up and will be added to throughout the week and remain up until chn have finished their writing this week. Review writing evidence at the back of books and agree what writing evidence we can expect to see within this piece of writing. Highlight that parenthesis is something that can go into this piece of writing this week. Using the PowerPoint, provide a definition of parenthesis and relative clauses. Chn record a definition of each into their books and then through class discussion, identify where the parenthesis and relative clauses are in the given	<p>1)Using and to join clauses</p> <p>2) Use capital letters and full stops to demarcate most sentences 3) Use question marks and exclamation marks in writing 4) Use expanded noun phrases</p>	<p>1)Recall and record a definition of parenthesis</p> <p>2) Recall and record a definition of relative clauses</p>	<p>3) Accurately use and punctuate parenthesis within writing</p> <p>4) Accurately use and punctuate relative clauses in writing</p>	<p>Challenge: Accurately use the full range of punctuation to punctuate parenthesis within writing</p>	Chn peer-assess each other's writing and feedback whether they think that their partner has accurately used and punctuated parenthesis in their writing and whether the punctuation

Subject Planning: English

Week beginning: 5/10/2020

Stormbreaker: Piece 4 – Gadget Explanation Text

	examples on WOWO boards.	writing 4) Accurately use and punctuate relative clauses in writing Challenge: Accurately use the full range of punctuation to punctuate parenthesis within writing	sentences on the IWB. Remind chn that if parenthesis has been punctuated correctly, then the sentence should make sense without it. Also remind that non-essential parenthesis is punctuated with brackets, additional information of equal importance is punctuated with commas and information that is more important than the main clause is punctuated with dashes. Discuss and punctuate the parenthesis within the given sentences on the IWB together as a class.	within writing				that they have used matches the level of importance.
				For their task today, chn will be writing a different paragraph to the one that they wrote yesterday e.g. if they wrote how it works yesterday in their pairs, they will write a different section today e.g. how to activate it. Chn will write independently today and they will attempt to ensure that they use parenthesis within their writing. Share LO and recap success criteria before chn begin.				
Thursday	Starter on accurately punctuating adverbials. CT to display 3 sentences that contain adverbials on the IWB. Ask chn to accurately punctuate them onto WOWO boards and then discuss and correct as a class.	New concept Y/N LO: Accurately use commas within writing 1)List when commas can be used within writing 2) Use commas accurately for 2 different purposes 3) Use commas accurately for 3 different purposes 4) Use commas accurately for 4 different purposes Challenge: Use commas accurately for all of the purposes highlighted below (adverbials, parenthesis, demarcate lists, direct address, after a subordinate clause at the start of the sentence)	Stand-alone lesson not linked to writing task this week. Discuss with chn when commas are used in writing and share on the IWB. Highlight that commas should not be used to mark the boundary between 2 main clauses. Ask chn to record in their books when commas should be used in their writing. Then, using the given sentences on the IWB, discuss as a class where the commas should be placed in the given sentences. Through class discussion, attempt to correct and add in the commas on the given sentences. Following this, ask chn to write sentences on their whiteboards that contain commas and then peer-assess each other's writing e.g. CT may ask chn to write a sentence that contains commas to accurately punctuate adverbials. Chn write one each and then peer assess and then CT will give a different purpose for commas e.g. after a subordinate clause at the start of a sentence – chn then write an example of this and peer assess etc.	1)Using and to join clauses 2) Use capital letters and full stops to demarcate most sentences 3) Use question marks and exclamation marks in writing 4) Use expanded noun phrases within writing	1)List when commas can be used within writing 2) Use commas accurately for 2 different purposes	3) Use commas accurately for 3 different purposes 4) Use commas accurately for 4 different purposes Challenge: Use commas accurately for all of the purposes highlighted below	Challenge: Use commas accurately for all of the purposes highlighted below (adverbials, parenthesis, demarcate lists, direct address, after a subordinate clause at the start of the sentence)	Chn peer-assess each other's work and read each sentence and decide whether or not they think that they have used commas correctly. Chn feedback to partners if they think that they haven't used a commas accurately and explain why.
				For their task, chn can attempt to write sentences about what has happened during Chapter 6 – Toys Aren't Us and attempt to include commas for a variety of reasons. Share LO and SC before chn begin writing.				

Friday	<p>Synonym starter on Friday. Provide chn with the word carry and ask them to record as many synonyms as they can in 2 minutes onto WOWO boards. Turn it into a competition and see who can get the most in the given time. Encourage chn to use synonyms in writing and planning.</p>	<p style="text-align: center;">New concept Y/N</p> <p>LO: To plan a gadget explanation text</p> <p>Before beginning planning, review writing evidence at the back of English books with chn and agree which pieces of writing evidence could go into this piece of writing and which pieces of writing evidence that we don't expect to go into this piece of writing. Recap the features of a gadget explanation text and share one from last year as an example of what a good one looks like.</p> <p>CT to discuss how to plan effectively. Chn should be noting key points for each paragraph, the information that should be going into that paragraph and the evidence that they will use in that paragraph. Chn should also write what tense and person they are going to write in. Note: if chn decide to write in first person, they should include thoughts and feelings. Chn should consider the atmosphere they want to create in each paragraph and note down some adjectives, verbs and nouns that they are going to use in each paragraph to create this atmosphere.</p> <p>Once chn have finished their plans, they check the writing evidence at the back of their books and identify whether they haven't included any evidence in their plans (particularly evidence that they haven't used in previous pieces of writing so far) and attempt to add this evidence to their plan. If completely finished, chn can write out 2-3 sentences that will be used in their writing tomorrow and attempt to include their selected evidence within these sentences.</p>	<p>Note: Finished gadget explanation texts will be marked against evidence in back of English books. CT must mark clearly in books any chn that they have supported as this cannot count as independent evidence. CT must support the same chn with their plan and draft. This piece of work will not be marked against the evidence required for these children. A different child can be supported with their editing; however, only the evidence from their independent draft can be included within their writing assessments. If adults support a child with editing, clear notes must be added to books to communicate that chn have been supported with their editing.</p>
<p>Monday, Tuesday, Wednesday</p> <p>Next plan begins Thursday 15th October</p>	<p>Tuesday – starter on punctuating main clauses. Wednesday – starter on when commas are used in writing Thursday – punctuation starter with semicolons.</p>	<p style="text-align: center;">New concept Y/N</p> <p>LO: To draft and edit a gadget explanation text</p> <p>Chn to draft and edit their gadget explanation text during these three lessons. Before drafting, remind chn to review their plans and go through writing evidence in the back of books to discuss which evidence is expected and not expected in this piece of work and remind chn of the key features of a gadget explanation text.</p> <p>CT to remind chn how to effectively proof-read, edit and improve their work at the beginning of the third lesson. Each sentence must be read carefully by chn when editing and punctuation, grammar and spelling mistakes corrected first. Once chn have corrected errors, they can then review the writing evidence in the back of their books and attempt to include any evidence that they have not already included in their drafts.</p>	<p>Note: Finished gadget explanation texts will be marked against evidence in back of English books. CT must mark clearly in books any chn that they have supported as this cannot count as independent evidence. CT must support the same chn with their plan and draft. This piece of work will not be marked against the evidence required for these children. A different child can be supported with their editing; however, only the evidence from their independent draft can be included within their writing assessments. If adults support a child with editing, clear notes must be added to books to communicate that chn have been supported with their editing.</p>

Weblinks for gadget explanations from Alex Rider website:

<https://alexrider.com/mi6-datafiles/gadgets/exploding-ear-stud/>

<https://alexrider.com/mi6-datafiles/gadgets/radio-mouth-brace/>

<https://alexrider.com/mi6-datafiles/gadgets/high-tensile-yo-yo/>