**Belmont School – English Planning 2014/15**



**Term: AUT 2 Week: 1 Class**: 5A **Teacher: ML** **Date:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Contextual Information**   * + - * Number of boys/number of girls       * Number/Names of EAL children       * Names of SEN children and level of need (e.g. SA, SP, S)       * Number/Names of Pupil Premium Children       * Level range of pupils | | | | | |
| **Text Type:** Fiction/ Non – Fiction Texts  **Summary:**  Brief but concise overview of main learning points for unit and length of time intended to spend on unit. | | | **Texts:**  **Whole Class:**  If there are any specific texts you are using, detail here. | **Reading - List of children for guided group work:**  List of children you want to target, based on data analysis. | **Opportunities for spoken language:** |
| **Assessment** | | | **Cross-curricular & RRS links:**  Cross curricular links to be detailed here (incl. drama, teamwork)  **Home Learning:** | **Writing - List of children for guided group work:**  List of children you want to target, based on data analysis. | **Interventions/Provision Planning:**  Adaptations for IEP children detailed here and relevant intervention programmes (e.g. PAT) |
| Emerging | Expected | Exceeding |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Day** | **Aim & SLIC** | **Quality First Teaching** | | **Differentiation** | | | **Extension** | **Plenary** |
| **Challenge 1** | **Challenge 2** | **Challenge 3** |
| **Mon** | Aim: to be able to identify imperative verbs.  SLIC:  Identify imperative verbs in a text.  Explain why imperative verbs are used. | First half lesson editing “ Big Write”  Imperative verbs are also known as Bossy verbs because they tell you what to do. We put imperative verbs at the beginning of a sentence, which automatically changes them into commands or actions that must be done. We can leave out a lot of the normal language of a sentence so we get to the point a lot quicker. The commands are usually very short sentences and are acted upon immediately. When we read or hear instructions, we want them to be quick and snappy so we can act upon them straight away.  Watch Missy Bossy Verb PowerPoint. | | Complete imperative verbs work sheet | Write instructions for sandwich making using imperative verbs. | Write sandwich making instructions using imperative verbs. |  |  |
| **Additional Adults** | | **Guided Group Work** | **Next Steps and FF:**  **What are imperative verbs?**  **When do we use them?**  **What effect do they have on the reader?** | | | | **Resources:**  **Little Miss Bossy Worksheet.**  **Little Miss Bossy Powerpoint.** | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Day** | **Aim & SLIC** | **Quality First Teaching** | **Differentiation** | | | | **Extension** | **Plenary** |
| **Challenge 1** | | **Challenge 2** | **Challenge 3** |
| **Tues** | Aim: be able to identify the features of persuasive writing.  SLIC:  Identify the purpose of a persuasive text.  Identify key language features.  Understand techniques used to sell products. | Explain purpose of a persuasive. It can include adverts and letters.  Explain contain rhetorical questions to get the reader thinking, emotive language to pull on heart strings and bossy verbs to command/ order people to agree with you.  Children to complete matching activity to persuasive technique and definition.  **Computes taking over**  Chn to go through and highlight the key features of persuasive language in a text.  **No more Playtimes!**  Children to highlight and annotate the text pulling out the persuasive teqniques. | Cut and stick argument into your book.  Label the different parts.  E.g. opening statement  3 arguments  conclusion | | Cut and stick argument into your book. He  Label the different parts  Highlight bossy verbs | -High light key features( see power point) | Chn to write own persuasive argument to campaign for homework to be banned. |  |
| **Additional Adults** | | **Guided Group Work** | | **Next Steps and FF:**  **Imagine you are trying to persuade your parents to let you stay up late to watch television.**  **What persuasive writing techniques would you use?**  **Choose one of the techniques and write a sentence which is persuasive.** | | | **Resources:**  **Persuasive Techniques sheet.**  **Computers taking over example**  **Highlighters.**  **No More Playtimes! example text.** | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Day** | **Aim & SLIC** | **Quality First Teaching** | | **Differentiation** | | | **Extension** | **Plenary** |
| **Challenge 1** | **Challenge 2** | **Challenge 3** |
| **Wed** | Aim: to show an understanding of persuasive techniques  SLIC:  Identify persuasive techniques used  Use persuasive techniques in an argument, | Should Playtimes be banned?  Read through the article highlight persuasive features.  Children to brainstorm ideas for their arguments against on sugar paper.  RRSA: Children have the right to relaxation and play.  **Debate Activity**  Teacher to explain rules of debate and model using sentence starters to form your argument, | | Chldren to think of ideas for debate.  More able to argue from point of view of Headteacher. | | |  | Chn to share arguments with class.  Children to begin thinking of reasons why Belmont school needs a Zebra crossing. |
| **Additional Adults** | | **Guided Group Work** | **Next Steps and FF** | | | | **Resources:**  **Sugar Paper**  **Debate sentence starters.** | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Day** | **Aim & SLIC** | **Quality First Teaching** | **Differentiation** | | | **Extension** | **Plenary** |
| **Challenge 1** | **Challenge 2** | **Challenge 3** |
| **Fri** |  | Discuss once again the features of persuasive arguments.  **Activities for Big Write 1st session**  Vocabulary - With your partner, make a list of bossy verbs that could be used in your writing,  Brainstorm all of the conjunctions that you know with your partner. Add them to your  VCOP sheet.  Openers -  Look back at the texts we have studied this week. Are there any interesting openers we could use in our writing today? Add them to your VCOP sheet  Punctuation - Use question marks  Think of some rhetorical questions that you could put into your report. Add them to your VCOP sheet under 'P'. What other types of punctuation could you use? | Mixed ability pairs for activities opposite. | Mixed ability pairs for activities opposite | Mixed ability pairs for activities opposite |  |  |
|  | Aim: To write a persuasive argument  SLIC:  Use bossy verbs and emotive language  Include repeat ion and rhetorical questions. | Children to write a persuasive letter to David Cameron campaigning to keep Playtime.  Teacher to remind children of the aim and SLIC and to use all their learning so far.  Mark using Green and Amber when complete with next steps feeback. |  |  |  |  |  |