Teacher: Miss O’Gorman Topic: A Kingdom United

Text: Beowulf Genre: Fiction – narrative

Grammar warm up – creating and punctuating complex sentences using '-*ed'* openers and blending action, dialogue and description.

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|  | Intent | Implementation | | Impact |
|  | Learning Objective | Teaching | Activity | Learning Outcomes |
| Creating Interest  (1 session) | LO: To make predictions based on clues, knowledge and previous reading. | Promote interest in the theme/genre by showing an image e.g. dragon, Loch Ness Monster, unicorn; or a film clip e.g. film trailer for Robin Hood (2010) on the YouTube ([here](https://www.youtube.com/watch?v=qK1tVLVaqFs)). | Show clip and make predictions based on images and clips. Children to write predictions what they think the class text will be about. Introduce the characters on the first page - **Twist it:**  For each of these characters predict the following:   * Their role within the story. * What type of person they are. * What they do in the story.   Chn should write the character’s name and underline it. Next, write a short paragraph with your prediction underneath. Think about what you know of myths already.  Read Chapter 1 and chapter 2. | * Children will be able to make predictions based on clues, making associations with previous reading and wider knowledge of the world. |
| Reading and Responding  (3 sessions) | LO: To retrieve key information from the text. | Explore the class novel through shared reading, modelling and using book talk to develop children’s comprehension and response, focusing on chapter 3 – 5.  Create reading journals; model and encourage the use of these to record questions, thoughts, responses and activities during the reading phase. | Read chapter 3, 4 and 5.  Focus on retrieval questions based on the three chapters. | * Children will be able to demonstrate their understanding, interpretation and response to stories through discussion and in writing. * Children will be able to support their ideas using evidence from the text and further elaboration (point:evidence:explanation). |
|  | LO: To make inferences from the text. | Explore characters’ thoughts, feelings and motives using a range of creative comprehension techniques, e.g. think, say, feel activities, freeze framing, hot seating, conscience alley, feelings map. | Chn to recap Chapter 3 – 5. What can we infer about how Hrothgar and the Danes feel about the presence of Beowulf and his men?  Chn to support their answer with keywords and phrases from the text. | * Children will be able to make inferences about characters’ thoughts, feelings and motives. |
|  | LO: To write a diary entry based on the novel, Beowulf. | Use short writing opportunities to further develop understanding of character and events, e.g. diary entries (before and after key events), letters, first person recount written in role.  Continue the book as a class novel - to the end - after the diary entries have been finished. | Chn to write a diary entry based on the fight.  Show model example. This may need 2 sessions. | * Children will be able to demonstrate their understanding, interpretation and response to stories through discussion and in writing. |
|  | LO: To summarise the main ideas from the text. | Using the PPT, discuss what chronological order means.  Complete some examples using film clips and shorts text extracts. | Recap chapter 6 – 9.  Children to summarise the events and put them in order. | * Children will be able to demonstrate their understanding, interpretation and response to stories through discussion and in writing. |
|  | LO: To identify and comment on a writers use of language for effect. | Using the PPT, look at techniques used by a writer which effect the reader. Use different text extracts to discuss this. Look at sensory description’s and emotion descriptions. | Chn are to be a detective and highlight words or phrases with your Think Aloud Notes (**Intelligence, Imagination** and **Emotion**). Children go through the book and record examples on large sugar paper.  Photo of this as evidence in book. | * Children will be able to comment on the author’s use of language and explain its effect upon the reader. |
| Reading and Analysing  (1 session) | LO: To understand the features of legends. | Watch film versions e.g. *Finn McCool and the Giant’s Causeway* ([here](http://vimeo.com/45569144)) or *The Story of Gelert* ([here](http://schoolstube.com/asset/view/id/600/code/003925)).  Use a range of reading and viewing techniques to develop literal and inferential comprehension.  Read through the Anfanc legend WAGOLL.  Being to discuss main characters, the problem, the resolution, and the main event. | Compare characters, settings and plots. Discuss themes within and across the texts, e.g. heroism  Create a class checklist of features for use during the writing phase through discussion of WAGOLL. | * Children will know and understand the features of legends. * Children will be able to compare texts in relation to a theme. |
| Gathering Content  (3 sessions) | LO: To plan a story based on a model. | Recap the Anfac legend, The story of Gelert and Finn McCool. Fill in all sections based on all legends through discussion. | Children to plan their own legend. | * Drawing on their reading, children will be able to plan a story based on a model. |
|  | LO: To write character descriptions. | Describe both characters – character descriptions. | Children to write character descriptions. | * Drawing on their reading, children will be able to plan a story based on a model. |
|  | LO: to write a setting description. | Setting description. | Children to write setting descriptions. | * Drawing on their reading, children will be able to plan a story based on a model. |
| Writing  (4 sessions) | LO: To write my own myth. | Recap all features of writing including grammar taught.  Use the new plot pattern plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – creating and punctuating complex sentences using '*-ed*' openers; blending action, dialogue and description within and across paragraphs.  Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.  Use AFL, marking and feedback to adjust shared writing focus daily.  Edit and up level writing in sections. | Children to write legend across the week. | * Children will be able to write a story based on a model. |

Teacher: Miss O’Gorman Topic: A kingdom United

Text: Persuasive Texts Genre: Persuasive writing / presentation

Grammar warm up – modal verbs / cohesion

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|  | Intent | Implementation | | Impact |
|  | Learning Objective | Teaching | Activity | Learning Outcomes |
| Creating Interest  (1 session) | LO: To be able to identify persuasive devices. | View a promotional film of an attraction such as Walt Disney World, Orlando. Compare with a critical review of the  same place from a website such as TripAdvisor. Discuss the purpose of these texts. How does each attempt to persuade? | In groups, children to compare adverts to a critical review. Give children examples to work though ensuring they discuss the purpose of each and looking at ways they attempt to persuade.  Photo / note taking. | * Children will be able to identify persuasive devices. |
| Reading and Responding (1 session) | LO: To compare and contrast persuasive texts. | Grammar warm up – Modal verbs  Read, compare and contrast a range of paper-based and ICT-based persuasive texts including: newspaper and magazine advertisements; promotional leaflets (places of interest, theme parks etc); more formal persuasive texts.  Distribute the persuasive text samples (*see resources*) and others which have been collected (*see preparation notes*) to children in discussion groups and ask them to work out what group of writing these all belong to. Share ideas and ask children which clues led them to persuasive writing. Which text type are they most aware of? Probably adverts. Why are adverts persuasive? Discuss audience and purpose.  Distribute and go through the **Discussion Prompt** (*see resources*), explaining that today's learning will involve looking at a range of persuasive texts and beginning to produce a list of criteria for this genre. | Encourage children to read through each text quietly by themselves or with a partner before starting their group discussion.  Children then take each discussion point on the **Discussion Prompt** in turn, discussing ideas and making notes to remind them of what they have discussed.  Photo / note taking. | * Children will be able to describe the effect of the text on the reader/audience. * Children will be able to compare and contrast texts drawing on evidence to support their views. * Children will be able to comment specifically on the authors’ use of language in different texts. * Children will know and understand the features of persuasive texts. |
| Reading and Analysing (3 sessions) | LO: To create a class checklist of features for persuasive writing. | Go through AFOREST to remind children of persuasive writing devices. | Using the same texts from previous sessions and extras from TWINKL. Children to analyse and highlight features - AFOREST | * Children will be able to describe the effect of the text on the reader/audience. * Children will be able to compare and contrast texts drawing on evidence to support their views. * Children will be able to comment specifically on the authors’ use of language in different texts.   Children will know and understand the features of persuasive texts. |
|  | LO: To discuss and record common features of text types. | Ask children if they have heard of the speech known as 'I have a dream'.  Explain that it is a very famous, persuasive speech and then play [clip 1](https://www.bbc.co.uk/programmes/p00wwkvn) (*see Websites*).  Discuss the clip, explaining that Martin Luther King was a preacher (hence his style) and peaceful activist for African American civil rights in the 1960s.  Explain that leaders often use persuasion to motivate change and secure agreement.  Make links to advertising and explain that even people in power need to persuade their people in the same way as advertisers. This can be seen in historical documents and videos and also in politics today. | Introduce today's task: to read some speeches and answer questions which focus on the speakers’ use of persuasive devices | * Children will be able to describe the effect of the text on the reader/audience. * Children will be able to compare and contrast texts drawing on evidence to support their views. * Children will be able to comment specifically on the authors’ use of language in different texts. * Children will know and understand the features of persuasive texts. |
|  | LO: To collect persuasive words and phrases and investigate the use of these persuasive devices. | Ask children to discuss any persuasive language tricks they can remember with a partner and then compile a list together, for example: *alliteration, repetition, simile, metaphor, exaggeration/hyperbole, contrasting pairs, lists (esp. of 3), rhetorical questions,* etc. Keep this list to add to on Day 3.  Introduce Malala Yousafzai, giving a brief account of who she is and how she came to be addressing the UN (*see teaching notes*).  Show the first 1:36 minutes of the speech to give children a sense of her audience and age.  Introduce today’s task: to read an extract of Malala’s speech, looking for persuasive language features. Display the **Discussion Prompt** (*see resources*) and talk though it. | Children read Malala’s speech carefully, checking that they understand what she is saying. They then discuss the speech, guided by the prompt, looking for persuasive features and annotating the text.  Easier: Work as an adult-led group. Focus in on a couple of paragraphs | * Children will be able to describe the effect of the text on the reader/audience. * Children will be able to compare and contrast texts drawing on evidence to support their views. * Children will be able to comment specifically on the authors’ use of language in different texts.   Children will know and understand the features of persuasive texts. |
| Gathering Content  (2 sessions) | LO: To draw on research, noting and developing ideas. | Work in groups to plan content of a presentation about a country in the British Isles – e.g. landscape, climate, attractions, communities, famous people, history, music etc.  Carry out research on the country. | Children to conduct research on selected country, taking notes and developing ideas. | * Children will be able to scan for key words and text mark to locate key information. * Children will be able to note and develop ideas. * Children will be able to draw on research to prepare formal presentation in groups. |
|  | LO: To draw on research to prepare for a formal presentation. | Watch good examples of formal presentations, e.g. BBC Junior Dragon’s Den ([here](http://www.youtube.com/watch?v=H0kbMpQ5Qc4)).  Compare presentations.  Using the z*one of relevance* approach, identify characteristics of an effective presentation, e.g. audible, clear, structured. | Write a list of what makes an effective presentation.  Write pros and cons of Dragons Dens examples. | * Children will be able to note and develop ideas. * Children will be able to draw on research to prepare formal presentation in groups. |
| Writing  (6 sessions) | LO: To plan my formal presentation. | Remind children how people have used speeches to persuade authority figures to change their ways of doing things. In this unit children will plan, write and deliver persuasive speeches to convince people to visit a country in the British Isles.  Discuss the structure of a piece of persuasive writing. Agree and record the general organisation on a flip chart: *Introduction; a series of points, each of which are explained/elaborated further; summing up paragraph.*  Model using a skeleton structure (*see teacher notes*) to plan a speech in note form on one of the topics.  Explain that today, children will be doing the same with their country. | Plan presentation. | * Children will be able to write and make a formal presentation which includes: * modal verbs. * the use of appropriate grammar and vocabulary (Standard English). * persuasive devices including images, words and phrases. |
|  | LO: To write the first draft of my persuasive speech for my formal presentation. | Remind children of the plans they created. They now have a good structure for their persuasive text. Today children will be thinking about language features which will help to make their writing persuasive.  Make or refer to a list of persuasive language features.  Model writing the opening, using the plan modelled on Day 1. Keep the introduction short, so that you have time to show a complete second paragraph.  Be explicit about using the listed persuasive language features (e.g. *emotive language, powerful images, rhetorical questions*, etc.).  Remind children of the audience.  When you have finished the first two paragraphs, read them back. Use this to come up with a list of tips for children writing today. Remind children that they will write several paragraphs, one for each point in the argument. | Children to write first draft. | * Children will be able to write and make a formal presentation which includes: * modal verbs. * the use of appropriate grammar and vocabulary (Standard English). * persuasive devices including images, words and phrases. |
|  | LO: To edit and up-level my writing. | Recap the meaning of the word cohesion in the terms of a piece of writing. The text should be clear, have smooth links between ideas and flow easily when read aloud.  Return to your modelled writing and read the paragraph which requires improving for cohesion (*see preparation notes*). Can children spot what is wrong?  Remind children how conjunctions and adverbs can be used to provide cohesion.  Ask children to discuss ideas with a partner and feedback some improvement advice. Act on some of this advice and reread.  Explain that today, children will be completing their drafts (if not already complete) and then improving their writing for cohesion. | Children complete and reread their drafts, checking that they make sense.  With a writing partner (if preferred), they then read through their writing checking for ways to improve their writing for cohesion. Encourage them to read writing aloud as this helps to identify stilted writing and places where links would improve cohesion.  Easy: Adult-led: Support children who find writing hard. Focus on ensuring that they have a series of points which make sense first and then select some useful conjunctions and adverbs which they can incorporate into their writing. | * Children will be able to write and make a formal presentation which includes: * modal verbs. * the use of appropriate grammar and vocabulary (Standard English). * persuasive devices including images, words and phrases. |
|  | LO: To write my final version of my formal speech. | Remind children that the purpose of writing the speech is to share it with an audience. Explain that sometimes the text of a speech is released in advance. This is sometimes to garner interest and sometimes to ensure accurate quoting.  Children will be producing polished versions for release. (It is likely that their speeches are heavily annotated/revised and legible versions will be helpful.)  This process will also enable them to ensure that their speech has maximum impact.  Display **The Power of Language Choice** (*see resources*). Remind children of synonyms and how they can be found in a thesaurus. Discuss the first two examples and how the shades of meaning can be changed through substitution.  Challenge children to select word to make phones good/bad and parent or carer caring/controlling. Challenge children to replace the word eat, half the class with a positive synonym and half with a negative, using thesauruses.  Explain that in today's session, as children create polished versions, they can replace neutral synonyms for loaded ones to maximise impact of their language choices | Children to write final versions of speech. | * Children will be able to write and make a formal presentation which includes: * modal verbs. * the use of appropriate grammar and vocabulary (Standard English). * persuasive devices including images, words and phrases. |
|  | LO: I can perform my writing effectively – 2 days. | Children to complete their final drafts and rehearse. | Children rehearse delivering their speeches to a partner.  Easier: It may be appropriate for some writers to have their writing typed for them or to concentrate on creating one polished paragraph from their speech. | * Children will be able to write and make a formal presentation which includes: * modal verbs. * the use of appropriate grammar and vocabulary (Standard English). * persuasive devices including images, words and phrases. |