Teacher: Maria Topic: Britten’s Got talent

Text: Biographies Genre: Classic Fiction

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| Intent | Implementation | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| Creating Interest |
| To discuss what makes a text ‘classic’. | Promote interest in the theme/genre by sharing an old copy of a classic text (perhaps from the teacher’s own childhood), or a picture of several classic texts. Alternatively, watch the trailer of Vintage Children's Classics in the YouTube clip.Are the children familiar with any of them? Have they seen or read different versions, e.g. Disney versions, films, animated versions, abridged versions? What makes a book a ‘classic’? Consider different definitions; read a discursive article such as *'What makes a book a classic?'* available on The Guardian website.  | Class discussion. | Children will be able to discuss what makes a text ‘classic’. |
| Reading and Responding - Reading and Analysing |
| **Grammar:** Warm ups throughout the reading phase - focus on investigating and collecting a range of synonyms and antonyms e.g. ***naughty*** *- mischievous, wicked, evil, impish, spiteful, well-behaved.* |
| To read aloud classic fiction, using appropriate intonation and expression. | Read and explore the selected novel through shared reading. When reading, model how to use punctuation and the meaning of words to inform intonation and expression.  | Together, children reread sections of text aloud using appropriate intonation and expression. |  |
| To explore new vocabulary in context.  | Focus on vocabulary, particularly archaic words. In tackling these, explore pronunciation as well as meaning.  | Use dictionaries to find definitions then discuss these in the context of the text. Record any useful vocabulary on the working wall to support the writing phase. | Children will be able to explore new vocabulary in context.  |
| To justify opinions and elaborate by referring to the text e.g. Point + Evidence + Explanation. | Record ongoing responses to the text and other reading-based activities in a reading journal.  | Mind mapping, Point + Evidence + Explanation (PEE prompt),  |  |
| To justify opinions and elaborate by referring to the text e.g. Point + Evidence + Explanation. | Record ongoing responses to the text and other reading-based activities in a reading journal. | Children write in role, adding themselves as a character into the story.  |  |
| To justify opinions and elaborate by referring to the text e.g. Point + Evidence + Explanation. | Record ongoing responses to the text and other reading-based activities in a reading journal. | Writing summaries and making predictions. |  |
| Gathering Content |
| **Grammar:** Warm ups throughout the gathering content phase – focus on devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then. |
| To compare a classic text with a film version. | Watch beginning scene from 1939 film. Discuss similarities and differences.  | Children document similarities and differences between film and book.  | Children will be able to compare texts written and created in different periods. |
| To compare characters from classic texts. | Class discussion of characteristics of the main characters.  | Children write similarities and differences between them. | Children will be able to compare texts written and created in different periods. |
| To compare extracts of classic texts with similarly themed modern texts. | Using The Wind in the Willows, A Christmas Carl and What Katy Did, chn compare and discuss characters. | Children compare and discuss characters by writing similarities and differences.  | Children will be able to express preferences about fiction from our literary heritage. |
| To compare setting descriptions. | Using The Wind in the Willows, A Christmas Carl and What Katy Did, chn compare settings and discuss similarities to other texts they have read. Draw a setting from one of the descriptions provided.  | Children draw a setting from one of the descriptions provided. | Children will be able to compare texts written and created in different periods. |
| To compare examples of dialogue in modern and classic novels. | Using The Wind in the Willows, A Christmas Carl and What Katy Did, chn compare and discuss language used and use of speech. Model how to punctuate speech correctly.  | Children use characters from the text to write short conversations using direct speech, punctuating them correctly.  | Children will be able to explain how language, including dialogue, indicates setting. |
| To use noun phrases to describe characters. | Create new character. | Children write character description.  | Children will be able to develop new characters which are appropriate for the genre. |
| To use noun phrases to write a setting description. | Setting | Children write a setting description.  |  |
| To create a story map. | Story map | Children use model to create own story map.  | Children will be able to draw on reading to create a plot for their story. |
| To create a new chapter for a classic text. | Whole class modelling of 1st paragraph | Children use plans and modelled class story to write their own chapter.  | Children will be able to write a new chapter for, or story linked to, a classic text which includes:words chosen for effect (considering synonyms).* appropriate use of archaic language.
* devices to build cohesion between paragraphs.

features of the genre. |
| To create a new chapter for a classic text. | Children write own paragraph – model editing | Children use plans and modelled class story to write their own chapter.  | Children will be able to write a new chapter for, or story linked to, a classic text which includes: |
| To create a new chapter for a classic text. | Whole class modelling of 2nd paragraph | Children use plans and modelled class story to write their own chapter.  | words chosen for effect (considering synonyms). |
| To create a new chapter for a classic text. | Children write own paragraph - model editing | Children use plans and modelled class story to write their own chapter.  | * appropriate use of archaic language.
 |
| To create a new chapter for a classic text. | Whole class modelling of 3rd paragraph | Children use plans and modelled class story to write their own chapter.  | * devices to build cohesion between paragraphs.
 |
| To create a new chapter for a classic text. | Children write own paragraph - model editing | Children use plans and modelled class story to write their own chapter.  | features of the genre. |

Teacher: Maria Topic: Britten’s Got Talent

Text: Song Lyrics Genre: Poetry

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| Intent | Implementation | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| Creating Interest |
| To express responses to poetry. | Select a song which is likely to be unfamiliar to the children and share the lyrics with them as if it were a poem. Imagine John Lennon | Children discuss interpretations. Use prompts to annotate poem, e.g. *This part makes me imagine…; This reminds me of…; This makes me think about…* | Children will be able to express their responses to poetry. |
| **Grammar:** Warm ups throughout the reading phase - focus on figurative language: similes. |
| To compare two pieces of music. | Read poems Imagine and Blowin’ in the Wind. Discuss. Play songs Imagine and Blowin’ in the Wind to chn. Discuss lyrics. Model how they are similar/different. | Children compare Imagine and Blowin’ in the Wind. Discuss themes. | Children will be able to explain the differences and similarities between two poems.  |
| To express responses to poetry. | Explore Blowin’ in the Wind. In groups, chn discuss likes/dislike and justify their choices.  | Children discuss likes and dislikes. Think about what the writes wanted the audience to think/see.  | Children will be able to discuss likes and dislikes and give reasons. |
| To identify and use figurative language. | Discuss similes. Model how to use them. Discuss effect.  | Children use images to write similes.  | Children will be able to identify and use similes.  |
| To identify, discuss and use metaphors.  | Discuss metaphors. Model how to use them. Discuss effect. | Children use What a Wonderful World to write metaphors of their own.  | Children will be able to identify and use metaphors. |
| To use figurative language.  | Discuss similes and metaphors. Model how to use them. Discuss effect. | Children use images of nature and the world to write similes and metaphors to describe their chosen image.  | Children will be able to use similes and metaphors.  |
| To use a frame to create a poem.  | Model using a frame to create a poem similar to What a Wonderful world. | Children write first draft of their own poem – What a ………….World.  | Children will be able to draft a poem using figurative language. |
| To write a poem using figurative language. | Model how to edit and improve. | Children edit and improve thei draft and write their final piece.  | Children will be able to edit and improve their work.  |