

Weekly Plan

Name of School:

Class:

Year Group 6 Term: 1 (b) Week Beg:

Teacher:

<p>Teaching objectives: T1. compare and evaluate a novel or play in print and the film/TV version; 7. plan quickly and effectively the plot, characters and structure of their own narrative writing 9. prepare a short section of a story as a script S1. revise from Year 5 different word classes; re-expressing sentences in a different order; the construction of complex sentences; the conventions of Standard English; adapting text for particular readers and purposes W3. use a range of spelling strategies; 4. revise and extend work on spelling patterns for unstressed vowels in polysyllabic words. Curricular target: to use paragraphs to structure; shifting for a change of scene</p>		<p>Texts: Mr William Shakespea Plays: Walker ISBN 0 6946-X An Introdu to A Midsummer Nigh Dream: Pelican ISBN 33413-6 Video: Animated Tales Additional resources: Standards Site NLS E Units: Playscript resou</p>	
<p>Whole class -</p>		<p>Whole class - shared reading and writing</p>	
Mon	<p>Spelling Bank P. 58 Obj: 5: word roots, prefixes and suffixes as a support for spelling ,e.g. <i>trans</i> (from play extract page30)</p>	<p>Recap on the narrative structure of "Mr W Shakespeare's Plays" used last week. Read the short paragraphs created last week. Watch beginning of video, which sets the scene (introduction) and outlines the problem; the complete video can be shown over several days or outside the literacy hour. Discuss the differences between the video and the narrative versions; in seeing the setting; depicting the passage of time; role of the narrator; depicting characters. Paired activity: children to talk about additional information or detail gathered from the video; add to storyboard started last week. Teacher adds detail to paragraphs to demonstrate the shifting of scenes. Evaluate effectiveness of both media, e.g. time shift more effective in video.</p>	
Tues	<p>W7: to understand how words and expressions have changed over time, e.g. old verb endings</p>	<p>Continue to watch video; ensure scene with Oberon instructing Puck about the plot has been seen. Focus on extract from Pelican "A Midsummer Night's Dream." Oberon's speech on pages 22 and 23. Highlight how language has changed over time, e.g. thee (page 22) and hast thou (page 23). Substitute. Re-read; focus on the use of semi-colon, dashes, commas to aid the reader. See Grammar for Writing Page 132 unit 47. Rewrite first two sentences on page 22 to simplify; paired activity: children to do same with next speech on pages 22/3. Some to read aloud. Compare video extract with playscript; evaluate. Add additional detail for shifting scene.</p>	
Wed	<p>Discuss the idea of trickery using magic. Paired activity: children to talk about tricking someone using magic. Decide on characters (limit to two); whether there is a narrator. Teacher scribing: Begin to write a story about magic and trickery; children to provide content. Use narrative order headings to structure and move events. Teacher demonstration: add some speech for the characters. Paired activity: add some more ideas for speech on whiteboards.</p>		
Thur	<p>Recap on features of writing playscripts from last week's work. Create a list of criteria, e.g. cast list; stage directions written in brackets and/or italics; no speech marks used; new line for each character's speech; limit number of characters etc. Checklist can be downloaded from NLS Booster Unit for playscripts - see page 16. Use material from Wednesday to create a short script.</p>		
Fri	<p>Discuss issue of parents arranging marriages. List opinions. Teacher demonstration: using activity from last week - write a modern reworking. Brainstorm ideas for suitable costumes, setting, and set design. Model writing stage directions; decide on a narrator or not. Supported composition: children to write own script.</p>		