

Weekly Plan

Name of School:

Class:

Year Group

6 Term: 1

Week Beg:

Teacher:

Teaching objectives: T2. take account of viewpoint in a novel through e.g. identifying the narrator; explaining how this influences the reader's view of events; explaining how events may look from a different viewpoint T6. manipulate narrative perspective by writing in voice and style of a text S4. to use punctuation marks accurately in complex sentences Curricular target: to plan how characters are created with some interaction between them		Text: Northern Lights: 0-590-13961-4 Additional Resources: Dictionaries Post-it notes or small card Strategies for engaging the reader (see resources)	
Whole class - spelling	Whole class - shared reading and writing	Guided group work	Plenary
Mon	Spelling Bank P.56 Objective 6: to transform tenses Shared Reading: Introduce text, blurb; identify genre. Focus is 12 year old Lyra's relationship with bear Iorek. Various extracts will be used through the week. Read pages 34 - 38 for setting and main characters. Author's explanations about daemons can be found on pages 215 and 316. Dictionaries can be used to extract definitions. A description of the relationship between Lyra and her daemon, Pantalaimon is on page 194.		
Tues	Shared Reading: Lyra's meeting with the bear, page 193 "outside largest concrete shed... to "she almost turned and ran away" page 194, illustrating feelings "a bolt of cold fear." Discuss meaning of phrase; write on card (or post-its) for later use. Resume reading paragraph "Then the girl ..." on page 195, for contrasting feelings. Write words/phrases. Use strategies for engaging the reader (see resources) to focus children on words used. Read page 199 from "Iorek! ..." paired discussion about bear's reaction to Lyra. Page 208 "Lyra clambered onto the great bear's back" up to the end of page 210. Pages 223 and 224 from "Iorek," she said, "is it hard not having a daemon?" Page 226 "One blow will" Feedback from children of key words/ideas from text.		
Wed	Shared Reading and Writing: Pages 316 and 317 provide more detail of the background to Iorek and the build up; also shows the development of the relationship between Lyra and the bear. Read from "Oh Iorek! I've done a terrible thing!" page 347 to the end of 352. Paired activity to predict outcome of fight (or can be read independently). Concluding paragraphs "Lyra turned to Iorek ..." page 387 to the end of the chapter, provide more evidence of the relationship. Through the extracts read, build up a collection of cards or post-it notes with evidence from text of descriptions, action and dialogue. Sort under these 3 headings.		
Thur	Shared Writing: Model building up a character portrait of the bear; physical characteristics; what he thought; what he said. Use a writing frame (see resources). Repeat the process for Lyra. Complex sentences work. Use page 194 paragraph "As he did so, he caught sight" Investigate use of commas and semi colon. Manipulate order of sentence; discuss effect. "She felt a bolt of cold fear strike at her, because he was so massive." See Grammar for Writing, Unit 45 page 128/9.		
Fri	Shared Writing: Select words used in narrative, e.g. fear, pity, curiosity, power etc. Model writing complex sentences about Lyra and Iorek. Supported writing: children to demarcate sentences on whiteboards. Using some of the sentences, model building in some dialogue and action. Children to continue the process. Extension work: Write about characters from the point of view of Pan the daemon.		