

Weekly Plan

Year 6 Term 1

Teaching objectives: 13. secure understanding of the features of non-chronological reports 17. write non-chronological reports linked to other subjects 4. investigate connecting words and phrases		Texts: Drinking Alcohol ISBN 0 7496 5401 5. Ideally multiple copies could be provided for use through the week and in guided reading sessions	
Curricular target: To write a non-chronological report, in paragraphs, with clear presentation of information, and a well drawn conclusion		Additional Resources: Alcohol NC report headings; KWL grid; Alcohol NC report plan	
Whole class - spelling	Whole class - shared reading and writing	Guided group	Plenary
Mon	Investigate word origin of alcohol & others; dictionary for full technical term & derivation from Arabic.	This week continues the two- week block from Week 5. Reading and writing will be used together through the week. Read examples of children's introductory paragraphs about drugs to demonstrate these features: generic terms, technical language, present tense, sentence structure and punctuation. Each piece of writing may provide an exemplar of one or two features.	
Tues	Spelling Bank Y5 T2 revision. Objective 8 Page 51 recognise & spell the suffix <i>tion</i> , i.e. <i>intoxication</i> , <i>fermentation</i> , <i>distillation</i>	Introduce subject for the week as alcohol. Present alcohol headings (see resources). Children work in pairs to select appropriate alcohol report title; feedback and display for later use. Paired activity to determine prior knowledge or misconceptions about alcohol; feedback. List facts and any questions on to post-it notes or KWL grids. Organise facts under headings. Demonstrate the use of a dictionary for definitions of words used in spelling activity.	
Wed	Introductory paragraph heading: What is alcohol? Enlarge relevant paragraph from "Drinking Alcohol"; model text marking technique to find key words; list under heading. (If text is not available, children listen for key words). Distribute alcohol report plan (see resources). Supported composition: children make notes from shared writing; extend into paragraph of 4 or 5 sentences. Other source material can be distributed and/or used in guided reading sessions through the week to locate appropriate information.		
Thur	Teacher demonstration: Continue to construct the report. Locate information through shared reading, i.e. Types of alcohol , pages 4/5. Also see "Taking Drugs" page 10. Next heading: What does alcohol do? Use page 17 to 23 from "Drinking Alcohol". Why do people drink alcohol? Locate in contents (Page 7). What do people think about alcohol? Explain the term "attitudes" on Page 24 and extract the key information. Use index from other texts available for further information. Whole class activity can be used to allow groups to find information on one section in their expert groups and report back findings to their home group, using the jigsaw technique (see Speaking, Listening, Learning DfES guidance).		
Fri	Supported composition: Children to use notes made to write into the alcohol NC plan, ready for expansion into full sentences. Revisit any queries or misconceptions highlighted earlier in the week and use the KWL grid to write answers found. Discuss conclusion. Use page 27 and 30 for collecting some suggestions. Provide an opportunity for children to choose their last heading, i.e. What Can We Do to Avoid Problems with Alcohol? Display some of the complex sentences to reinforce the use of connectives, both words and phrases; add other suitable examples and list for use in completing the report in independent writing.		