

Weekly Plan

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

<p>Teaching objectives: T11. distinguish between biography and autobiography; recognising the effect on reader of the choice between first & third person; fact, opinion & fiction, implicit & explicit point of view, how these can differ; T14. develop the skills of biographical and autobiographical writing in role, S4. investigate connecting words and phrases Curricular target: use paragraphs to organise writing; chronology evident. To use a range of different connective words and phrases to link paragraphs</p>	<p>Texts: Pilawuk: ISBN 1-86374-257-3 Anne Frank: Life Stories. Wayland ISBN 0-7502-1677-8; Anne Frank: A Picture Book. Macmillan ISBN 0-330-33192-2 Additional resources: Headings for recount(see resources) Recount writing frame (see resources) Completed A. F. writing frame(resources)</p>
---	--

	Spelling	Whole class shared reading and writing		
Mon	Spelling Bank P. 58 Objective 5: to use root words, prefixes and suffixes for spelling, e.g. <i>auto</i> , <i>bio</i> , <i>graph</i> etc, Focus on the prefix <i>fore</i> as an introduction to the foreword in Pilawuk.	Discuss the terms autobiography and biography as a follow on from spelling investigation work and prior knowledge of genre; identify as recount. Fact or fiction? Discuss features of a recount; introduction, events, conclusion, connectives, past tense, 1 st and 3 rd person. Display headings for recount (see resources); explain these as paragraphs. Introduce the texts; young women; autobiography and biography. Display glossary for later use. Read foreword from Pilawuk to explain oral history; read page 3; compare with one of the introduction to Anne Frank, highlight different layout. Model note making using the first heading for recount for Anne Frank.	Work with different groups through week	
Tues		Read Pilawuk to page 7; then read pages 6 and 7 of Anne Frank; Life Stories. Discuss common theme of persecution. Finish reading Pilawuk. Use glossary where appropriate. Identify significant chronological events for paragraphs (headings) as Darwin, Adelaide and school. Children work in pairs to recall details; feedback. Demonstrate listing details (words/ phrases) under the three headings. Brainstorm other connectives to start the paragraphs. See GFW P130 Unit 46	to identify the connective words and phrases from the Anne Frank texts. List on cards.	
Wed		Class reads rest of Anne Frank as homework, guided sessions or class story ; use illustrations from picture book to talk through text; glossary to explain unfamiliar vocabulary. Supported composition: Paired activity using recount writing frame (see resources) to make notes under the headings. Differentiated task: completed Anne Frank recount writing frame (see resources) can be cut up for children to re-order to aid understanding of chronology. Connectives (see group task) inserted.		
Thur		Re-read the conclusion of Pilawuk. Discuss the use of language to show mother's feelings; describing actions than telling; the use of repetition; contradiction, ellipsis, 1 st person. Investigate the word order in the final sentence; more powerful than "I'll never forget the pain ...". Read the concluding paragraphs from Anne Frank; also identifying the suffering and pain, described in 3 rd person. Teacher demonstration: Write a concluding paragraph as Anne's father.		
Fri		Teacher demonstration: Using the headings, connective words and phrases gathered, recap on the features of recount. Chronological order; use of connectives; paragraphs; past tense. Supported composition. Children to write introduction about Pilawuk as a paragraph in sentences, using past tense and 3 rd person. Differentiation: Can limit this to two sentences. Teacher demonstration: Edit one or two sentences to by changing word order, adding connectives. Grammar for Writing, Page 126 Unit 44. Independent activity: Children continue to write biography, use of connectives for chronology.		