

# Weekly Plan

Name of School:

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

|  |  |  |  |
|--|--|--|--|
| <p><b>Teaching objectives:</b><br/>         T11. distinguish between biography and autobiography: recognising the effect on reader of the choice between first &amp; third person; fact, opinion &amp; fiction, implicit &amp; 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<br/> <b>Curricular target:</b> use paragraphs to organise writing; chronology evident.</p> |  | <p><b>Texts:</b><br/>         Roald Dahl: Heinemann Profiles ISBN 0-431-08614-1; War Boy: Puffin ISBN 0-14-034299-0; Boy: Puffin ISBN 0-14-131140-1<br/> <b>Additional resources:</b><br/>         Recount writing frame (resources page); War Boy recount writing frame (see resources page)<br/>         Memory frame (see resources page)</p>   |  |
| <p><b>Whole class -</b></p>  |  | <p>Whole class - shared reading and writing</p>  |  |
| Mon  | <p>Spelling Bank P. 57 Objective 7: to recognise the spelling and meanings of the prefixes</p> | <p>Recap on structure of autobiographical and biographical texts, using the headings for recount (see resources). Read Dahl's Heinemann Profiles to demonstrate the use of paragraphs and the variety of connectives, as the text is well constructed and chronology is evident. (see weekly lesson plan for Year 5) for further work. Introduce War Boy. Author is Michael Foreman; children may associate with other texts; memories of growing up in the Second World War. Highlight similarities; both male; differences; Heinemann's Dahl, biography; War Boy autobiography. Recap to assess understanding of terms from work done last week. Use 1<sup>st</sup> and 3<sup>rd</sup> person.</p> |  |
| Tues   |  | <p>Explain that War Boy is not a model of chronology; introduce War Boy recount writing frame to organise structure. Some connectives used can be added, e.g. within 2 minutes, followed immediately, a month or two later, one evening, next morning. At least these pages need to be read to find out and add details to the frame. Can be done for homework or in guided sessions. Supported composition: children to add detail about the 3 events onto the writing frame.</p>   |  |
| Wed  |  | <p>Explain that there is to be a focus on particular incidents within the autobiography to determine fact and opinion. Read pages 26 to 30 to provide factual information. i.e. location of the shop, description of the garden, and the loo; also provides extra details, which are based on the writer's feelings. Highlight certain phrases, e.g. "khaki legs" to explain difficult vocabulary. Provide photocopies of the text extract. Children to work in pairs to text mark what Michael hated. Feedback. Discuss whether feelings were based on fact or opinion. Create a chart.</p>   |  |
| Thur   |  | <p>Read pages 28 of Boy, which provides an autobiographical memory. Discuss facts and opinions. Identify statements, e.g. "How wonderful he was!" "It would be fabulous." Paired activity: talk about an important memory. Interview each other about the memory; use memory writing frame to make notes. Teacher demonstration: Model an incident using an enlarged memory writing frame. Write as an autobiography, using 1<sup>st</sup> person. Highlight the use of past tense. Supported composition: write about own memory; use the structure of three paragraphs.</p>  |  |
| Fri  |  | <p>Teacher demonstration: Edit memory writing to biography; change to 3<sup>rd</sup> person. Using the writing frame to add some connectives to indicate the chronology. Supported composition: Add connectives to own writing. Extension activity. Write about partner's memory, using appropriate language features. Choose one incident from War Boy; write about one incident using the 3 paragraph structure.</p>   |  |