

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 Shakespeare's Plays: Walker ISBN 0-7445-6946-X An Introduction to A Midsummer Night's Dream: Pelican ISBN 0-582-33413-6 Additional resources: Narrative order headings (see resources page) Standards Site NLS Booster Units: Playscript resources</p>	
<p>Whole class -</p>		<p>Whole class - shared reading and writing</p>	
Mon	<p>Spelling Bank P. 55 Obj: 5: investigate and learn spelling rules</p> <p>Spelling Bank P57 Obj: 7: to recognise the spelling and meaning of prefixes, e.g. mid</p>	<p>Begin by reading the Introduction to Shakespeare's Life, (page 2); his Plays and the Theatre (pages 5 to 13) from "An Introduction to A Midsummer Night's Dream" (Pelican) to provide an overview of the beliefs and practices of the times. Compare with information provided in blurb of "Mr William Shakespeare's Plays". Explain that different versions of the play will be examined. Use the Pelican Big Book to take a "picture walk" using only the illustrations. Paired activity: children decide captions for illustrations. Write on cards.</p>	<p>Guided reading; the play extract can be practised using sets of the small format of the Pelican text. Useful for SEN group</p>
Tues		<p>Read the narrative version from "Mr W Shakespeare's Plays". Identify characters' names. Draw up a cast list. Brainstorm words remembered about setting. Focus on narrative structure. Define the problem(s), complication(s) and resolution. Use narrative order headings (see resources page) to make notes. Compare with captions made on Monday.</p>	
Wed		<p>Develop the notes made on Monday into short paragraphs; see Grammar for Writing, Page 112 Unit 38. Introduce the playscript version "An Introduction to Midsummer Night's Dream" (page 20); read. Identify characters; discuss characteristics; add to cast list made on Tuesday. Invite children to take on roles; individually or in groups, or allocate parts. Read to page 27, where Oberon leaves; explain unfamiliar vocabulary. Practise re-reading to decide on pace, volume etc. Paired activity: children make notes of the main events as the play is being read; can use a storyboard (see NLS Booster Unit) Locate the extract within the overall structure of the text. Identify as the dream.</p>	
Thur		<p>Using either playscript or narrative version, identify some complex sentences. Investigate clauses; demonstrate manipulating word and clause order to decide on effect. See Grammar for Writing Page 104 Unit 34. Paired activity; practise sentence manipulation. Re-write the opening scene of the narrative as a playscript for a young audience, simplifying the language or as a modern retelling. Use notes made on earlier. Brainstorm features of layout and organisation of plays. Paired activity; create stage directions for Scene 1.</p>	
Fri		<p>Children to work in groups of 6; decide on roles. Improvise the action of the first page from the narrative version. Choose one or two groups to feedback their action. Use freeze frame technique to question about what each character said, how s/he felt etc. Teacher scribing: write suggestions, using appropriate strategies, i.e., writing characters' names, no speech marks, present tense etc. Supported composition: continue to write script, choosing only two characters, taking the action forward and using stage directions.</p>	