

Weekly Plan

Name of School:

Class: Year Group 6 Term: 2 (b) Week Beg: Teacher:

Teaching objectives: T1. understand aspects of narrative structure, e.g.: how chapters in a book (or paragraphs in a short story or chapter) are linked together; how authors handle time, e.g. flashbacks, stories within stories, dreams; how the passing of time is conveyed to the reader; 2. analyse how individual paragraphs are structured in writing, e.g. comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterated to give it force; 11. write own story using, e.g. flashbacks or a story within a story to convey the passing of time; S3. revise work on complex sentences: identifying main clauses; ways of connecting clauses; constructing complex sentences; appropriate use of punctuation; Curricular target: use paragraphs to structure narrative, shifting for a change of mood, scene, time	Text: Arthur: ISBN 0-7497-1874-9; and other texts from last week by Michael Morpurgo
Additional resources:	

Spelling	Whole class –shared reading and writing
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Mon	Spelling Bank P.51 Obj8; recognise and spell suffix	Shared reading: Recap briefly on last week’s work, using the comparison chart to identify characteristics of Michael Morpurgo’s style; use this week for techniques to handle the passage of time. Continue to read from “Arthur.” Contrast the last paragraph on page 4, which indicates that he is tiring, with the beginning sentence of the next paragraph, “By noon the boy was sitting in triumph” page 5. Discuss the emotions felt in the next paragraph; and page 7, “Bewildered, disorientated and frightened now for his life”; use examples from these pages to compile a class list of his sequence of thoughts. Discuss the boy’s uncertainty now in contrast with his feelings at the beginning of the text. Read to end of page 8, adding to the list.		
Tues	Spelling Bank P. 54 Obj 5; investigate and learn spelling rules	Shared reading: Explain that the reading today is from the end of the story. The author has used one of the techniques discussed previously to handle the passage of time. Read from page 232 to the end of the book. Discuss the boy’s mood, his thoughts and find examples from the text to illustrate, e.g. “He laughed out loud.” “What on earth was he was he going to tell his parents? Point out that many of these examples are used to begin a new paragraph. See Grammar for Writing Unit 52 page 145.		
Wed		Shared reading and writing: Introduce the technique of repeating whole and parts of phrases to provide emphasis. There are examples of phrases repeated in all three texts, see page 6 of Arthur, “when he woke ….” Similar technique used on pages 1 and 2 Of “Kensuke” and page 8 “Zanzibar”. Use these sentences to investigate main and subordinate clauses (as last week) with human sentence work. See Unit 40 Page 116 for related activities.		
Thur		Shared writing: Teacher demonstration; model adding the shifting thoughts of the main character in the plan started last week. Use at the beginning of the paragraph and evaluate the effectiveness. Supported composition: children to add to their own plan from last week. Read to partner.		
Fri		Shared writing: Whole class brainstorm of ideas to end narrative. Teacher scribing: write a plan for an ending to narrative, inviting ideas from the children. Paired activity: children to plan their own ending. Supported composition: write plan. Teacher demonstration: Add notes to indicate characters feelings. Supported composition: children add notes to their plan. Finish in independent time.		