

# Weekly Plan

Name of School:

Class: Year Group 6 Term: 2 Week Beg: Teacher:

**Teaching objectives:** T15 recognise how arguments are constructed to be effective, 16. to identify the features of balanced written arguments which summarise different sides of an argument 18.to construct effective arguments: developing a point logically and effectively; supporting and illustrating points persuasively; anticipating possible objections; harnessing the known views, interests and feelings of the audience; tailoring writing to formal presentation where appropriate 19.to write a balanced report of a controversial issues, summarising fairly the competing views;analysing strengths and weaknesses of different positions; S1. to investigate further the use of active and passive verbs: W8. build a bank of useful terms and phrases for argument, e.g. *similarly... whereas*  
**Curricular target:** to write in paragraphs with clear presentation of information, a well drawn summary, and include recommendations

**Texts:**  
 Issues in the News:  
 ISBN 0-582-42097-0  
 NLS Planning  
 Exemplification Part 2  
 Text D page 40  
**Additional Resources:**  
 Balanced argument  
 frame(see resources  
 page)  
 Annotated sheet page 41  
 NLS Exemplification

Spelling Whole class –shared reading and writing

Mon	Revise Spelling Bank Y6 T1 P59 Obj 6: investigate meanings and spellings of connectives	<b>Shared Reading:</b> I identify teaching focus as writing a balanced argument or discussion. Introduce text. Discuss title; explain the term “issue” as a debate; matter for discussion. Display front and back cover illustrations; children predict contents. Read blurb. Use contents page to show colour coding of four topics. Link with introduction on page 2, which provides a summary heading for each issue and is colour coded. Use these headings to model a question as a title, e.g. Should we allow .....? or Should ..... be allowed? Read introduction to orientate the children. Highlight the use of the connective “however” to link with spelling; select others to substitute.		
Tues	Spelling Bank page 47 Obj 4: explore spelling patterns of consonants and form rules	<b>Shared Reading:</b> Assess prior experience of having been to a circus. I identify feelings; evidence to back up. I identify the issue as performing animals. Use the question prompt from Monday to suggest title. Model writing an introduction to the issue, using some ideas from the samples text D exemplification. Introduce the organisation of a balanced argument by enlarging the frame (see resources). Present both sides of the argument by reading pages 12 and 13. Discuss these statements. Explore opinions. Paired activity: reason to support their opinion. Teacher scribing: list key points onto the frame. Introduce differing views on treatment of animals. Display poster on page 6. Explain the aim is to persuade, using one point of view. I identify facts and opinions. Focus on use of emotive language (surely) and rhetorical questions. Read letters, pages 8 to 10 to provide a complete picture of issue.		
Wed	<b>Shared Reading and Writing:</b> Present Sample D of the Year 6 Planning Exemplification resources <a href="http://www.standards.gov.uk/literacy">www.standards.gov.uk/literacy</a> (page 40) and read. Model annotating as the guidance on page 42, i.e. text mark the title and identify as the passive voice. Compare with titles suggested on Monday, which provide active and passive examples. I identify the passive as one feature of this text type. Begin a checklist of features with an example. Use Unit 48 Page 136 Grammar for Writing for associated activities. Refer to the sample to look at the first paragraph. The annotation for this is on page 43. Paired activity: using this information and the example from Monday, write own introduction.			
Thur	<b>Shared Writing:</b> Use Unit 51 Page 142 Grammar for Writing for activities if not used as in the exemplification guidance above. The first three days of this plan can be used to provide background knowledge in preparation for this guidance. The overall curricular target identified above can be achieved by the suggestion using the layout and language features identified in NLS guidance.			