

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: Climate Crisis: ISBN 0-7496-3718-8: NLS Planning Exemplification Part 2 Text B page 36
Additional Resources: Balanced argument frame; Completed balanced argument frame (see resources page) page 37 NLS Exemplification

Spelling Whole class -shared reading and writing

Mon	Spelling Bank P.59 Obj 6 connectives (continue from last week)	I identify teaching objective. Introduce text "Climate Crisis" display title. Question to assess prior knowledge of issue and understanding of terms. Read blurb; identify term "global warming." Paired activity: discuss meaning; use dictionaries to write own definition. Read pages 4 and 5, for background information. Page 4; general introduction. Model textmarking key words. Brainstorm discussion title. List some ideas. On page 5, use caption; discuss term "pollution" - text mark key words. Focus on first sentence. I identify as an active sentence. Transform into the passive voice. Read the first paragraph on page 5. Extract key information for definition of global warming. Check with children's versions. Teacher scribing: write introduction. Use completed balanced argument (see resources).		
Tues	Spelling Bank P.51 Obj 8: suffix, e.g. <i>tion</i> in pollution, action	Recap on layout of argument from last week. Read pages 12 and 13 to identify some causes of global warming. Use enlarged balanced argument frame (see resources) to start a list of causes. Discuss and add supporting information about one or two. Paired activity: children use text (or photocopy page) to identify other causes and to make notes to support on individual balanced argument frame. Feedback and add to enlarged frame. Extension activity: find and highlight the example of a sentence written in passive voice.		
Wed	Read pages 24 and 25 for alternatives. Extract notes. Continue to extract information from pages 26, 27 and 30. Read page 9 "global change" paragraph to conclude. Discuss the use of connectives to link arguments, i.e. moreover, furthermore, on the other hand (as in spelling activity from Monday). Refer to Unit 32 Page 98 Grammar for Writing (Year 4) and Unit 43 Page 122 (Year 5) for revision activities in the use of connectives. Also Unit 51 Page 142. List connectives to be used later in the week.			
Thur	Introduce the extract from Year 6 Planning Exemplification Part 2 page 36 "Has the time come to ban cars from the centre of towns and cities?" Children are familiar with vocabulary and underpinning issues of global warming. Read through. Discuss to assess understanding of the issue. I identify as a discussion text; annotate text features, i.e. introduction, paragraph for, paragraph against, conclusion. I identify sentence level features. Paired activity: text mark connectives; present tense, verbs. I identify the passive voice used (see annotated sheet page 37). Create a list of examples used. Link to features collected from last week's extract. For more explicit guidance, follow pages 42 and 44 to 46.			
Fri	Recap briefly on global warming for any additional ideas. Using this material (or using content from another curriculum area as in the Exemplification guidance), checklist and examples created during the week, children begin to write own discussion. Remind them about the question format for title; children work with partner to decide on own. Display the first paragraph; children use key words from Monday to create an introduction. Use own writing frame to develop sentences for second paragraph. Share with partner. See pages 43 and 46 to 47 for details.			