

Weekly Plan

Name of School:

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

Teaching objectives: **T3.** recognise how poets manipulate words: for their quality of sound, e.g. rhythm, rhyme etc **4.** investigate humorous verse: how poets play with meanings; nonsense words and how meaning can be made of them; where the appeal lies; **5.** analyse how messages, moods, feelings and attitudes are conveyed in poetry; **6.** read and interpret poems in which meanings are implied or multi-layered; to discuss, interpret challenging poems with others; **9.** increase familiarity with significant poets and writers of the past; Revision from Y5 Term 2; **S3.** understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures; **5.** to use punctuation effectively to signpost meaning in longer and more complex sentences **W11.** to explore onomatopoeia. **12.** investigate metaphorical expressions and figures of speech from everyday life.

Curricular target: to use punctuation to create effects

Texts: The Apple Raid: I SBN 0-330-48291-2

Additional Resources:
NLS Year 6 Planning Exemplification 2
Guidance: Ref DfES 0799/2001

Spelling Whole class –shared reading and writing

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| Mon | Spelling Bank P.56 Obj 6: transform word, e.g. tenses, negation, | Shared reading: Introduce poem "Jabberwocky" by Lewis Carroll, page 61 of anthology. I identify as classic poetry. Provide background information about poet as Victorian, better known for books; Alice In Wonderland and Through the Looking Glass. Predict what or who Jabberwocky might be. Read; paired discussion for immediate response; likes, dislikes, confusions etc. Question about understanding; identify as nonsense; objective of interpreting and making sense. Feedback and list responses. Present text, either entered into a text manipulation package, such as Textease, or use an OHP. Re-read, with children joining in to familiarise themselves with the language and rhythm. Point out rhyme pattern (1 and 3, 2 and 4); text mark in different colours. Poem can be read fully together; then groups allocated to read verses to practise. | | |
| Tues | Spelling Bank P53 Obj 5: investigate words ending in modifying e | Question for further understanding about Jabberwocky; link with earlier predictions. Locate and model highlighting examples of words used to describe physical appearance; jaws, claws, eyes. Model using the first verse to substitute "real" words, which might look and sound like those in poem. Link to rhyme and rhythm. Highlight onomatopoeia, e.g. burbled, galumping; verbs which provide characteristics of the Jabberwocky. Paired activity: use other verses to substitute "real" words; read aloud to each other; check rhythm. Read first verse, using gesture for gyre and gimble. Further verses can be read with accompanying actions; ; share with another pair or whole class. | | |
| Wed | | Discuss the series of events to understand narrative structure of poem. Use the 5W questions. In verse one, decide <i>when</i> the story took place, e.g. is "brillig" a time of day, season, types of weather? <i>Where</i> are "Toves?" <i>What</i> could "vorpal" be? A viper. I identify <i>who</i> is speaking in verse two? And to <i>whom</i> ? Paired activity: practise reading as the father. Explain the use of repetition of "beware" for emphasis and build up of tension; similarly repetition of first verse at the end. If used last term, remind children of the same technique use in "The Witches Spell" from Macbeth. I identify theme; father warning of danger. Discuss build up the actions of the hero and resolution. Father's feelings? Compare with initial list of responses to poem on Monday. | | |
| Thur | | Focus on sentence level objectives, i.e. language used and punctuation. I identify vocabulary to demonstrate the period, i.e. foe, slain, sought, used in Middle Ages or bible stories. Paired activity: find alternatives in thesaurus. Select other nonsense vocabulary, e.g. frumious; whiffling, beamish, frabjous. Model creating synonyms for one; children to create own in pairs. Feedback and create list of real words. Brainstorm all examples of punctuation used. Discuss effect and aid to reading. Highlight on poem, using different coloured pens. Create punctuation checklist. Link with activities in Unit 34 Page 105 Grammar for Writing. | | |
| Fri | | Recap on theme and events in poem. Question to determine where action begins. Introduce enlarge storyboarding sheet organised into 8 sections (see pages 29 and 39 of exemplification guidance). Model quickly sketching action from verse two. Paired activity: children discuss and take turns to sketch what happens in each verse. "Read" back to each other; add some text to accompany, choosing examples of different punctuation for each sketch. Different versions to feed back. | | |