

Weekly Plan

Name of School:

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

<p>Teaching objectives: T7. identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the type, e.g. through parody; 8. analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built; 13. parody a literary text, describing stock characters and plot structure, language, etc.; S5. use reading to: investigate conditionals, e.g. using if ... then, might, could, would, and their uses, e.g. in deduction, speculation, supposition; use these forms to construct sentences which express, e.g. possibilities, hypotheses</p> <p>Curricular target: to use paragraphs to distinguish narrative structure</p>		<p>Texts: Alex and the Glass Slipper/Cinderella I SBN 0-947212-98-1; Snow White in New York I SBN 0-19-272210-7; The True Story I SBN 0140540563</p> <p>Additional Resources: Narrative order headings (see resources page)</p>
Spelling	Whole class -shared reading and writing	

Mon	Spelling Bank P. 52 spell unstressed vowels in polysyllabic words	<p>Shared Reading: Recap term "traditional tale." I identify features: typical characters, e.g. good, brave, handsome, wicked, weak, jealous etc. I identify theme, i.e. good over evil. Brainstorm overall structure using narrative order headings (see resources) using traditional story of Cinderella as example. Paired activity: children retell story to each other. I introduce term "parody". Use dictionary to define. Read "Alex and the Glass Slipper " up to page 13. Paired activity: predict story ending. Read to discover twist to original. Reinforce as a modern story. Discuss structure; compare with original story for similarities. Highlight main differences through characterisation, i.e. stereotypes, role reversal, and humour as characteristics of parody. Begin a class checklist of features.</p>	Traditional versions of 3 texts can be read with certain groups in previous guided sessions	
Tues	W5 extend work on word origins and derivations	<p>Shared Reading: Introduce parody of Snow White, checking beforehand to ensure children know the traditional version. Read text "Snow White in New York." to coffin scene. Paired activity: predict ending; realistic or as the original. Read to check predictions. Evaluate effect; anticlimax? List events to determine similarities in structure; differences in characterisation, location, time and illustrations. Focus on author's choice of vocabulary, e.g. Underworld, bodyguard, classiest dame. Discuss apparent simplicity of text, yet complexity of spiking drinks as a modern day issue. Discuss how suspense is built up. Emphasise sophistication of text; appeal to a more adult audience. List additional features onto checklist.</p>		
Wed		<p>Shared Reading and Writing: Introduce "The True Story of the 3 Little Pigs." Display cover to provide additional information, i.e. wolf's point of view. Paired activity: children discuss whether wolf will be good or evil character. Read story, inviting children to join with refrain. Discuss outcome; humour, characterisation and language. Evaluate in terms of feasibility; the wolf has a very convincing story; invite responses and reasons. Paired activity: children to retell the original tale. Highlight the rule of three; problem resolution repeated and compare with the modern version; structurally very similar. Add any additional features onto checklist.</p>		
Thur		<p>Shared Writing: Focus on informal language used in The True Story of the 3 Little Pigs, e.g. "Can you believe it?" "He wasn't too bright" "cute little animals." Check understanding of vocabulary. Investigate use of conditionals through examples in the text, i.e. "If cheeseburgers were cute, folks would probably think you were Big and Bad, too." Link with activities in Grammar for Writing Unit 51 Page 142.</p>		
Fri		<p>Shared Reading and Writing: Teacher demonstration: use another traditional story, e.g. Billy Goats Gruff, to begin to plan a parody as told by the troll, or set Red Riding Hood in modern times. Use narrative order headings to set out events. Change setting and or resolution. Paired activity: children choose traditional tale (or teacher selects) to orally rehearse own parody, using the class list for some details of character, setting, language, humour, suspense (differentiated). Supported composition. Write a paragraph, introducing the setting and characters. Use a sentence to begin each paragraph keeping to the original structure or changing the ending. Develop paragraphs and language used in extended writing session.</p>		