



Riverside Junior School – English Plan

Year: 5/6 Class: Upper KS2 Date: **15.09.14**

	Learning Challenge	Starting Points (Emerging , Expected , Exceeding)	Key questions/ Scaffolding strategies & Modelling	Desired Outcome: (What can they now do? What do they now know?) TF = Teacher Focus
Monday	BIG WRITE: Biography			
Tuesday	L.C. Can I identify different genres of fiction writing?	<p>Recognition of some features of the context of texts makes connections between text and the wider world.</p> <p>Features common to different texts or versions of the same text identified, with simple comment.</p> <p>Comments identify similarities and differences between texts, or versions, with some explanation.</p>	<p>What does genre mean? What genre is Storm breaker? How do you know? What do you expect from this genre? Can you think of other examples from this genre?</p> <p>Read Funeral Voices Before reading – What do you expect this chapter to be about? After reading – How does the author hook the reader into the story? Are there any clues or hints thus far? What themes are there? What are our impressions of the characters we have met so far? What do we think about Alex Rider?</p> <p>HW: Spy File</p>	<p>Features common to different texts or versions of the same text identified, with simple comment.</p> <p>Comments identify similarities and differences between texts, or versions, with some explanation.</p> <p>Some detailed discussion of how the contexts in which texts are written and read affect meaning.</p>
Wednesday	L.C. Can I understand the devices used to create tension?	<p>Identifies and comments on the language used to create mood or build tension.</p> <p>Simple comments on writer's choices</p> <p>Comments show some awareness of the effect of writer's language choices.</p>	<p>Extract Analysis looking for imagery, lively adjectives, adverbs and varied sentence length. Model on board expectations for task</p> <p>Read heaven for cars Children take notes</p> <p>PEE question – model and children complete in book</p>	<p>Simple comments on writer's choices.</p> <p>Comments show some awareness of the effect of writer's language choices.</p> <p>Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader.</p>





<p>Thursday</p>	<p>L.C. Can I create tension in my own writing using imagery?</p>	<p>Some words selected for effect or occasion</p> <p>Some expansion of vocabulary to match topic</p> <p>Reasonably wide vocabulary used though not always appropriate.</p>	<p>Review use of imagery, lively adjectives, adverbs and varied sentences to create tension.</p> <p>Plan a description of the car chase. Create a bank of useful words and phrases under the headings imagery, lively adjectives, adverbs and varied sentence length.</p>	<p>Some expansion of vocabulary to match topic.</p> <p>Reasonably wide vocabulary used though not always appropriate.</p> <p>Vocabulary chosen or effect with purpose.</p>
<p>Friday</p>	<p>L.C. Can I write a description of an event using literary devices to create tension?</p>	<p>Some attempts at appropriate style with attention to the reader.</p> <p>Some ideas and material developed in details with relevant ideas and content chosen.</p> <p>Development of ideas and material shaped for selected form.</p>	<p>Using the skills they have learnt about creating a tense atmosphere write a description of Alex Rider's car chase.</p> <p>Write AT LEAST one paragraph using these techniques:</p> <p>Imagery (Simile; Metaphor; Personification) Lively Adjectives (describing words that bring the action to life) Active verbs (doing words that intensify the actions) Varied sentence length (Long/short sentences for effect)</p>	<p>Some ideas and material developed in detail with relevant ideas and content chosen.</p> <p>Development of ideas and material shaped for selected form.</p> <p>Relevant ideas developed with imaginative detail.</p>
<p>Weekly outcome: Written description of an imaginary car chase.</p>				
<p>Daily starters: Active verbs; 2A sentences using lively adjectives; varied sentence length, simile; metaphor; personification for creating imagery.</p>				
<p>Resources: See storm breaker resource file.</p>				