

Year: 5

Class Teacher: TC, MB and SP

Week Beginning: 20.3.23

Theme of the Week: Persuasion - innovation

English Weekly Plan

| Day | Learning Objectives | Main teaching | Differentiation/SEN provision | Plenary |
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| <i>Mon</i> | WALT: use ambitious vocabulary to persuade. | <p>Reactivate (focus: rhetorical questions – using the image stimulus displayed on the powerpoint, children to work in pairs to demonstrate their understanding of rhetorical questions)</p> <p>On the powerpoint, display an image of a horrible hotel. Tell the children that they are the estate agents and must persuade people to visit the hotel! In speaking partners, ask them to discuss some of the main 'selling points' of the hotel.</p> <p>'I do' - Share some as a class and select four 'selling points' to add to the flipchart as the beginning of the class spine poem. Focus in on the first 'selling point' and model adding two adjectives to the left and other details to the right of the 'selling point' (as the basis for the beginnings of a sentence). Model editing and revising word choices for further impact on the reader.</p> <p>'We do' – ask the children to repeat this process for the second 'selling poem' discussing and uplevelling vocabulary choices to persuade visitors to come.</p> | <p>'You do' – provide the children with a range of images on a format of the horrible hotel. Ask them to select an image and develop a spine poem for that image to persuade people to visit the hotel.</p> <p>SEN: provide them with a cloze procedure format for the spine poem to guide them.</p> <p>Bronze challenge: select adjectives only to describe the 'selling points'.</p> <p>Silver challenge: select adjectives and verbs/further details to build the spine poem further.</p> <p>Gold challenge: revise and uplevel word choices to ensure use of ambitious vocabulary to persuade.</p> | Reflect: children to read back through their spine poem, proof-reading, editing and revising their word choices for further impact on the reader. |
| <i>Tues</i> | WALT: use similar writing as a model for my own. | <p>Reactivate (focus: ambitious vocabulary – provide the children with the same hotel image as yesterday. Ask them to improve the word choices positioned around the image to heighten the impact on the reader. Children to discuss in pairs.)</p> <p>Introduce the WALT and explain that, over the next three days, we are going to use the original imitation text (Crete) to help us write an alternative version about this hotel! We've got to find a way to 'sell it' so that visitors will want to come!</p> | <p>'You do' – ask the children to innovate the first two paragraphs (red section only) of the original imitation text for Crete. Encourage them to use their spine poems from yesterday to support them as they write.</p> <p>SEN: provide the children with a scaffolded cloze procedure version to complete.</p> <p>Bronze challenge: provide children with a highlighted version of suggested words/phrases</p> | Reflect: children to read back through their innovated version, proof-reading, editing and revising their word choices for further impact on the reader. |

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| | | <p>'I do' – on the powerpoint, display the first paragraph of the imitation text for Crete. Using flipchart paper, model innovating the original text so that it is now about the hotel. For example:</p> <p>Crete When you've worked non-stop for far too long; when you're worn out and ready for a rest; when you finally realise that a holiday is your only option, then Crete is the place for you! COULD BECOME ...</p> <p>Hotel Paradise When you're fed up of working from dawn till dusk; when you're sick and tired of endless chores; when your physical health is deteriorating, then it's time to treat yourself to a well-deserved rest!</p> <p>Repeat, modelling innovating the remainder of the paragraph.</p> <p>'We do' – display the second paragraph of the imitation text for Crete. Ask the children to work in pairs on small whiteboards to innovate the text for the hotel.</p> | <p>that they may want to consider changing. They should also work in pairs.</p> <p>Silver challenge: children to work in pairs to develop an innovated version.</p> <p>Gold challenge: children to develop their ability to 'revise' words choices, editing with their blue pens to heighten impact of word choices on the reader.</p> | <p>NOTE: This is a writing piece which will build across the week so it doesn't need to be marked each day (although you may want to address any misconceptions if they arise).</p> |
| Wed | WALT: use similar writing as a model for my own. | <p>Reactivate (focus: mystery writer – what would you change? What would you keep the same? Opportunity to address any misconceptions from yesterday's learning)</p> <p>Recap on the WALT and remind them that, over the next couple of days, we are going to use the original imitation text (Crete) to help us write an alternative version about this hotel!</p> <p>'I do'/'We do' – on the powerpoint, display the 'Great Outdoors' (blue section) of the imitation text for Crete. Using flipchart paper, model innovating the original text so that it is now about the hotel. Ask the children to contribute, pausing for speaking partner work to develop ideas where appropriate.</p> | <p>'You do' – ask the children to innovate the 'Great Outdoors' paragraph (blue section only) of the original imitation text for Crete.</p> <p>SEN: provide the children with a scaffolded cloze procedure version to complete.</p> <p>Bronze challenge: provide children with a highlighted version of suggested words/phrases that they may want to consider changing. They should also work in pairs.</p> <p>Silver challenge: children to work in pairs to develop an innovated version.</p> <p>Gold challenge: children to develop their ability to 'revise' words choices, editing with their blue pens to heighten impact of word choices on the reader.</p> | <p>Reflect: children to read back through their innovated version, proof-reading, editing and revising their word choices for further impact on the reader.</p> |

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| Thurs | WALT: use similar writing as a model for my own. | <p>Reactivate (focus: mystery writer – what would you change? What would you keep the same? Opportunity to address any misconceptions from yesterday's learning)</p> <p>Recap on the WALT and tell them that, for the final time, we are going to use the original imitation text (Crete) to help us write an alternative version about this hotel!</p> <p>'I do'/'We do' – on the powerpoint, display the 'Hit the Beach' and the concluding paragraph (purple and green sections) of the imitation text for Crete. Using flipchart paper, model innovating the original text so that it is now about the hotel. Ask the children to contribute, pausing for speaking partner work to develop ideas where appropriate.</p> | <p>'You do' – ask the children to innovate the 'Hit the beach' and concluding paragraph (purple and green sections) of the original imitation text for Crete.</p> <p>SEN: provide the children with a scaffolded cloze procedure version to complete.</p> <p>Bronze challenge: provide children with a highlighted version of suggested words/phrases that they may want to consider changing. They should also work in pairs.</p> <p>Silver challenge: children to work in pairs to develop an innovated version.</p> <p>Gold challenge: children to develop their ability to 'revise' words choices, editing with their blue pens to heighten impact of word choices on the reader.</p> | Reflect: children to read back through their innovated version, proof-reading, editing and revising their word choices for further impact on the reader. |
| Fri | WALT: plan a persuasive advert. | <p>Reactivate (focus: mystery writer – what would you change? What would you keep the same? Opportunity to address any misconceptions from yesterday's learning)</p> <p>Introduce the WALT.</p> <p>'I do' - Using the powerpoint, introduce the idea of a make-believe island. Talk them through each element of the design for the island (using the animations).</p> <p>'We do' – play rounders, children to pass the pieces of paper round, adding ideas of different activities, hotels, names of islands etc.</p> | <p>'You do' – using the formats provided, children to design their own make-believe island. They must consider:</p> <ul style="list-style-type: none"> -The name of the island -Accommodation available on the island -Activities available on the island <p>SEN/LA: children to use rounders ideas for further support and discuss in pairs when needed.</p> | Reflect: Children to share their designs with their partner and suggest additional ideas or changes to their partners work. |