

Year: 5

Class Teacher: TC, MB and SP

Week Beginning: 27.3.23

Theme of the Week: Persuasion - invention

**English Weekly Plan**

Day	Learning Objectives	Main teaching	Differentiation/SEN provision	Plenary
<i>Mon</i>	WALT: develop the structure of a persuasive advert.	<p><b>Reactivate</b> (focus: planning recap – play 'get up and go', children to share their designs with their peers who must suggest additional ideas or changes to their work).</p> <p>Introduce the WALT and I can statements.</p> <p>'I do'/'we do' - Ping pong – using the class 'island design', model boxing up each section of the persuasive advert (using the powerpoint) and children to contribute to this class box up, changing the key ideas to develop the CLASS version. Model silver/gold challenge levels (making notes of toolkit elements you intend to use and examples of them in each section of the box up).</p>	<p>'You do' – children to create their own box up plans for their persuasive adverts, using the imitation text and their designs as a guide to help them develop their own structure.</p> <p>SEN: work with teacher or TA to create a guided box up plan using their own designs.</p> <p>Silver challenge: children to add details of when they intend to use each aspect of the toolkit.</p> <p>Gold challenge: children to record examples of the toolkit that they intend to use in each section of their box up.</p>	Reflect: children to share their box up plans with their partners, adding further details following feedback.
<i>Tues / Wed</i>	<b>AWESOME AUTHOR'S TASK (NO WALT)</b>	At the beginning of both lessons, give the children time to read through their box up plans and island designs, making further alterations and adapting as necessary.	<p>CHILDREN TO COMPLETE AWESOME AUTHOR TASK – WRITING A 'PERSUASIVE ADVERT' USING THEIR OWN PLANS AS A SCAFFOLD. The adverts should include the toolkit modelled in the previous week:</p> <ul style="list-style-type: none"> <li>-rhetorical questions</li> <li>-persuasive openers</li> <li>-patterns of three</li> </ul>	At the end of both lessons, encourage the children to proof-read, edit and revise their writing to improve it further. Ask them to read their work to their partner, who will make further suggestions.
<i>Thurs</i>	WALT: proof-read, edit and revise my writing.	<p><b>FEEDBACK &amp; EDITING SESSION</b></p> <p>Using powerpoint, recap on what proof-reading, editing and revising means.</p>	Children to proof-read, edit and revise their own awesome author tasks. They should write a blue pen version underneath their original piece, using the *1/*2/*3 etc process.	Play 'what's the same? What's different? Children to share their



		<p>Play mystery writer - Display sentences on the IWB (identified and taken from the children's awesome author's task). Model proof-reading the sentence carefully and identifying areas in which the sentence could be further edited and improved. Repeat with another example of a different mystery writer. Teacher to also use this opportunity to feedback on any spelling/grammar misconceptions identified in overnight marking.</p> <p>Play 'get up and go' – ask them to walk around the room, reading each other's writing from yesterday. When they proof-read one which could be improved, children to write the improvement which could be made on the whiteboard next to their book. Encourage them to ensure that every whiteboard has at least point for improvement.</p> <p>Children to share some of their comments with the rest of the class and explain what they now intend to do to help them improve that sentence.</p>	<p>SEN/LA: children to use dictionaries to identify, edit and improve their spellings.</p> <p>GD: children to revise word and phrase choices and improve vocabulary.</p> <p><b>Teacher:</b> identify group of children to work with on a specific objective that the group need to work on (based on assessment of understanding in writing the previous day).</p>	<p>original and edited sentence with their speaking partner. Partner to guess 'what's the same and what's different?' about the two sentences.</p>
<i>Fri</i>	<b>WALT:</b> use neat, fluent joined handwriting.	<p>Introduce the WALT.</p> <p>Discuss ascenders and descenders and model the correct letter formation. Children to rehearse using the correct letter formations on lined paper (using ascenders and descenders).</p>	<p>Introduce the main task to the children and ask them to write up their adverts into their 'awesome author' books (or using a leaflet type layout on A4 paper?) in their neatest, joined writing. Children to stick an awesome author task sheet at the top of their work.</p>	