



## Year 6 MTP Writing Autumn 1: Writing to Inform

*'Encouraging each other, overflowing with hope.'*

<p>Revise the ingredients of the three sentence structures. Write on paper - on ww. Write the sentence: Before breakfast I got dressed. Which sentence structure do we have in front of us? What is it composed of. Is there any punctuation missing? Children to define key terms and complete slips in books.</p> <p>L.O To know how to apply conjunctions to join clauses</p> <p style="color: red;">What is the role of a subordinating conjunction? Which sentence structure will they be found within? Share the acronym WHITEBUS Children are to roll the die to choose their sentence topic.</p>	L.O To independently	L.O To independently	L.O To independently	L.O To independently	L.O To independently	L.O To independently
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	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
<p>Week 1 (3 days) <b>Blogs</b> <b>Text:</b> <b>Frankenstein</b> <b>(Usborne stage 4 purple)</b></p> <p>Purpose: To Entertain Audience:</p> <p style="background-color: yellow;">Adventurous vocabulary for the week: dishevelled, feeble, bizarre, uncanny, vague, unkempt, neglected, bedraggled, slovenly, withdrawn,</p>	<p>Wednesday <b>L.O To know the language features of a blog</b> <b>Retrieval:</b> features of a recount <b>Teaching/Modelling:</b> Have you ever read a blog? Do you know what a blog each? Web log - it's just an online diary. What text type would that make this? What are the features of a recount? What can the children recall?</p> <p>What would a ship captain do at the end of a day sailing? (Think back to Odysseus) write in a ship captain's log. What might a modern captain write instead?</p> <p>Give the children QR codes and a chance to explore the blogs. <b>(GG with LA)</b> <b>Challenge 1:</b> read the blog on the QR code and identify the purpose and the audience <b>Challenge 2:</b> concept cartoon <b>Challenge 3:</b> vocab that achieves the purpose to inform</p>	<p>Thursday <b>L.O To know how to punctuate subordinate clauses correctly</b> <b>Retrieval:</b></p> <p><b>Teaching/Modelling:</b></p> <p><b>Task:</b> SPaG Challenges focussing on using the acronym AWHITEBUS to extend sentences. Using the comma to demarcate clauses when the sentence begins with the subconj.</p>	<p>Friday (Photo page) <b>L.O To explore a character's feelings using thought tracking</b> <b>Retrieval:</b> Share p 12 to end of first sentence on p16 of the original text - stopping and explaining the story and the meaning of vocabulary as it is met.</p> <p>Have you ever seen one of these before (show fish skeleton)? Children to share how they have used these in the past (news recounts, ship logs, biographies, diaries, letters). As them to explain the parts of the plan and what key features they use. <b>Teaching/Modelling:</b> model the speaking and listening of narrating the events onboard the ship as if they were Captain Robert Walton <b>Task:</b></p>					

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<p><b>isolated</b> <b>eccentric</b></p>	<p><b>Mastery Challenge:</b> reverse engineer to produce a plan</p>		<p>Set up a scene of children in the freeze frame of the frozen dogs pulling victor from the ice berg.</p> <p>Thought tracking for the different freeze frames. Children fill in a series of thought bubbles that will support planning.</p>				
<p>Week 2 <b>Blogs</b></p> <p><b>Text:</b> <b>Frankenstein</b> <b>(Usborne stage 4 purple)</b> <b>Purpose:</b> To inform <b>Audience:</b> class web page - 'blog readers'</p> <p><b>Adventurous vocabulary for the week:</b> <b>Lodgings</b> <b>Studies</b> <b>Landscape chambers</b></p>				<p>Monday <b>L.O To develop vocabulary to elicit an impact</b></p> <p><b>Retrieval:</b> What technical vocabulary would we need to include to inform our readers? What adventurous adjectives would support this? Chn to look at their thought bubble sheets to retrieve.</p> <p><b>Teaching/Modelling:</b> Take the thought bubbles from last week and plot onto a fish skeleton (recount plan).</p> <p><b>Task:</b></p> <p>Teaching/Modelling:</p> <p><b>Task:</b> Vocab development Task</p> <p>Shared write the Blog Task: Children to independently write the next part of the Blog from their plan</p>	<p>Tuesday <b>L.O To understand the writer's voice when writing a blog.</b></p> <p>Modelled write</p> <p>Task on orientations/reorientations</p> <p>Wednesday <b>L.O To apply a writer's voice when writing a blog.</b></p> <p>Wednesday Independent write</p>	<p>Thursday <b>(arises from AFL marking)</b></p>	<p>Friday <b>L.O To publish a blog authentically.</b></p> <p><b>Children to type up their blogs.</b></p>
<p>Week 3 <b>Letters</b></p> <p><b>Text:</b> <b>Frankenstein</b> <b>(Usborne stage 4 purple)</b> <b>Purpose:</b> To inform</p>	<p><b>Reflection</b> <b>Teaching/Modelling:</b> Read the part of the story where victor arrives at university. Who is Victor's father? When you arrive at a place - away from your family -</p>	<p><b>L.O To begin to show an awareness of varying sentence structures</b></p> <p><b>Retrieval</b> Show AWHITE BUS - what are these? What do they begin? Can you give me an example that uses</p>	<p><b>L.O To develop and extend noun phrases (Photo page)</b></p> <p>Read p 9 to the end of 19. At this point what is happening to Victor? Becoming absorbed. How long has passed? How do you think his family are feeling? What are we told about the letter from his father? What information does it contain? Would this have been his first letter?</p> <p><b>Teaching/Modelling:</b> Children to decide on a previous letter and what may have been said in that. What would it have been like in Geneva? Develop noun phrases. How might you</p>	<p><b>L.O To know how to make the best use to a plan to make writing easier.</b></p> <p><b>Retrieval:</b> <b>Teaching/Modelling:</b> Model writing to inform using the plan. Teach children to read and tick off the plan. Why</p>	<p><b>L.O Arises from AFL</b></p> <p><b>Retrieval:</b> a-z race. In pairs children to find a word in the thesaurus <b>Teaching/Modelling:</b> Input &amp; Key Questions</p>		<p><b>Publish on tea stained paper</b></p>

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<p><b>Audience:</b></p>	<p>what would you do first? Let them know you're there. Establish letters were the way to communicate at this time. Discuss formality of writing - father is a gentleman who demands respect - no contractions - no informal language or slang. Would there be much in this letter? Discuss Elizabeth and younger brother. <u>Activity:</u> VIPERS activity Move on to applying a tableau. Pretend that they are Victor sitting at his desk writing home. What would they say? Develop ideas and then vocabulary that would suit the purpose.</p>		<p>one of these words? Take eg. Sentence and reverse the main and sub clause. If I begin a sentence with a subordinate clause, which piece of punctuation must be used to demarcate the clauses? Model and play with clauses on wbs.</p> <p><b>Teaching/modelling</b> Then read the part of the story where Victor arrives at university. Who is Victor's father? When you arrive at a place - away from your family - what would you do first? Let them know you're there. Establish letters were the way to communicate at this time. Discuss formality of writing - father is a gentleman who demands respect - no contractions - no informal language or slang. Would there be much in this letter? Discuss Elizabeth and younger brother. <b>Task</b> Ch 1 identify sub conj CH2: marking as the teacher Ch 3: Concept cartoon Ch 4: add a suitable subordinate clause to the main clause <b>Mastery challenge</b></p>	<p>describe the maids about the house? The butler? Develop noun phrases together. Plot a skeletal letter with them - children to plan and develop in mixed ability triads.</p> <p><b>Task: developing a fish plan in threes. Prompt vocab, key sentences, modal verbs, and sub conj.</b></p>	<p>did we plan? How can we make our job easy today? <b>Show varied punctuation and the nounphrases and clause structures taught.</b></p> <p><b>Activity:</b> to write using their plan Teacher to work with HA children using ;however, and other Y5 SPaG elements (modals, () ,, --)</p>	<p>Share a paragraph that is stodgy with vocab - with inappropriate choices. This paragraph has been edited using a thesaurus. What advice would you give this pupil? Share the mature attitude needed to edit. Children to edit the given paragraphs in their books.</p> <p><b>(lesson depends on needs of learners)</b></p>	
<p>Week 4 <b>PGL WEEK</b> Letters</p> <p><b>Text:</b> <u>Frankenstein</u> (Usborne stage 4 purple) <b>Purpose:</b> To inform <b>Audience:</b></p>	<p>Wednesday L.O To read and interpret formal language</p> <p>Read the letter from Alphonse.</p> <p>Activities around formal language verbs particularly.</p>		<p>L.O</p> <p><b>Retrieval</b> Retrieval: Teaching/Modelling:</p> <p><b>Teaching/modelling</b></p> <p><b>Task</b></p> <p><b>Reflection</b></p>	<p>L.O To</p> <p><b>Retrieval</b></p> <p><b>Teaching/modelling</b></p> <p><b>Task</b></p> <p><b>Reflection</b></p>			
<p>Week 5 Letters</p>		<p>Monday</p>			<p><b>Retrieval</b></p> <p><b>Teaching/modelling</b></p>	<p><b>Retrieval</b></p> <p><b>Teaching/modelling</b></p>	



### Thought tracking

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This is a good technique for creating and then examining the private thoughts of characters at particularly tense moments of a narrative. It focuses on the characters in a freeze frame, or those from an ongoing drama where the action has been frozen. It involves the rest of the class contributing ideas as if they were speaking the thoughts of one of the characters. These can support or contrast with the words that the characters actually say. The class makes a circle around the character and says their thoughts one at a time, or individual children can stand next to the frozen character and speak their thoughts aloud.