

Year 6 MTP Writing Summer 1: Writing to Entertain

'Encouraging each other, overflowing with hope.'

SPaG knowledge for this term			Writing knowledge
Term	Definition	Example	
Punctuation of direct speech	Colon or comma to introduce speech part way through a sentence. Inverted comma(s), opens with a capital letter, punctuation then the inverted comma(s) close.	"What do you mean you've not seen Sidney for an hour? You were told to watch him... closely" Sarah shrugged: "Maybe he went to the park, let's go there and look for him now." "You had best hope he is there or we are both in trouble!"	<p style="text-align: center;">The pupil can, after discussion in class and use of the working wall (Y6 TAF WTS statements - see EXS also):</p> <ul style="list-style-type: none"> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* write legibly. <p style="text-align: center; color: #4F81BD;">Speaking and listening Disciplinary knowledge</p> <p style="text-align: center; color: #4F81BD;">Speaking and Listening</p> <ul style="list-style-type: none"> To understand how to use deep, thoughtful and curious questions to build knowledge. To understand and to have the ability to debate fluently and expressively, using the appropriate language. To know how to debate without the use of prompt cards. To understand how to make formal and informal presentations.
Dialogue to advance the action	Dialogue (3 pieces of speech - speak, reply then first speaker responds) that reveals new information or takes the characters elsewhere.	They arrived at the park a few minutes later, calling and shouting Sidney's name.	

Explicit PaG teaching

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Tuesday: word class Wednesday: adjectives Thursday: prefixes Friday: suffixes Spelling rule:	Monday: apostrophe omission Tuesday: apostrophe possession Wednesday: commas Thursday: hyphens Friday: () -- ,, Spelling rule:	Monday: ;/: - Tuesday: p speech Wednesday: standard English Thursday: verb or noun Friday: how do commas change the meaning of sentences Spelling rule:	Monday: preposition or adjective Tuesday: phrase or clause Wednesday: find all Thursday: determiners Friday: noun phrases Spelling rule:	SATs week	
Week 1 handwriting	Week 2 handwriting	Week 3 handwriting	Week 4 handwriting	Week 5 handwriting	Week 6 handwriting
accident believe strange reign interest various possible	woman women promise therefore opposite ordinary perhaps	particular calendar popular position possess possession purpose	different exercise regular complete remember sentence separate	straight favourite strength suppose surprise bicycle business	particular occasion occasionally probably knowledge experiment experience

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grammar	pressure	potatoes	special thought weight	medicine natural naughty	question disappear important
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	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
<p>Week 1 (4 days)</p> <p>Text: Purpose: To entertain Audience: 10-11 year olds.</p> <p style="background-color: yellow;">Key vocabulary for the week:</p>	<p>L.O To be able to draw inferences about characters.</p> <p>First, read the chapter.</p> <p>Next, identify the characters.</p> <p>Next draw inferences. Aunt Em, Uncle Henry, Toto, Dorothy, Farm hands and Miss Gulch</p> <p>Model completing the inferences grid. Inference and evidence from the film</p> <p>Then explain that this film is based on a text originally.</p> <p>Read chapter 1 in pairs/small groups Questions to answer on the padlet.</p> <p>How is chapter one different to the first part of the film?</p> <p>What effect does farming have on</p>	<p>L.O To further develop descriptive writing techniques.</p> <p>First, list descriptive tools we know</p> <p>Next, develop descriptions</p> <p>Then, write your own detailed description</p> <p>Starter Rewatch the scene of Wizard of Oz https://www.youtube.com/watch?v=PSZxmZmBfnU</p> <p>(it shows the opening part - dark, sepia colours). Discuss and establish that the film is NOT black and white. What does this mean? Why has the film maker chosen to use dull colours? (link back to the story and the depression and hard times being experienced in Kansas)</p> <p>Task 2 On tables - images of the opening scenes (sky/house/Dorothy and Toto). Chdn to discuss and explore in groups and generate language and figurative techniques to describe the setting. Share as a class - make a list for the working wall. Model up levelling and editing the language choices for the class to increase their effect.</p> <p>Teaching: What is pathetic fallacy? (express and establish links to personification) show the images on the board (Ppt) and encourage chdn to generate sentences which use personification/pathetic fallacy to describe.</p> <p>Task 4</p>	<p>Speaking and listening</p>	<p>Speaking and listening</p>	<p>L.O To develop a story opener Review the events of the first chapter</p> <p>How was the film different to the book?</p> <p>Pull out the simplified events and characters.</p> <p>Text map the events then substitute the characters and the pathetic fallacy together.</p> <p>Children to do the same with their partners</p> <p>HA GG: How can you write show not tell/ inferential sentences to develop your characters</p> <p>Children to write a quick first draft of their chapter. Make them aware that tomorrow they are redrafting this piece.</p>	<p>To redraft a story opener</p> <p>Pick someone's first paragraph that is well written.</p> <p>Redraft it by moving/removing and adding sentences</p> <p style="text-align: center;">Children to redraft.</p>	<p>Editing/Revising</p>	<p>Publishing</p>

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	<p>Aunt Em and Uncle Harry?</p> <p>Then look back at the grids and model using quotes from the text to support the inferences.</p>	<p>Show the cyclone scene from the film. https://www.youtube.com/watch?v=WhQySxqSANU</p> <p>Discuss the use of weather in the section.. How does such a fierce wind add to the scene? What does it signify? (turmoil, change, upheaval, insecurity) how might this show and echo how the characters are feeling? Shared writing of a descriptive paragraph</p>					
<p>Week 2 Text: Purpose: To entertain Audience: 10-11 year olds.</p> <p>Key vocabulary for the week:</p>	<p>SODA activity</p> <p>Read chapter 2 of the book - Dorothy's arrival in OZ.</p> <p>Discuss events at the key moments (why do they call her/assume she is a sorceress? What are the people of this strange land like?)</p>		<p><u>L.O To be able to develop dialogue which conveys character.</u></p> <p>How does speech inform us of the character of these different people? Create a spider diagram for ww. Add to as needed</p> <p>Chn to note down examples on wbs as they watch:</p> <p>Watch the clip of the film (that covers chapter 2 - from when she leaves the house until she starts off on the yellow brick road)</p> <p>https://www.youtube.com/watch?v=YWFHeDcVNiw</p> <p>https://www.youtube.com/watch?v=YvQ7HiJkUJ4&t=4s</p> <p>(munchkins parade)</p> <p>https://www.youtube.com/watch?v=IT8qgvqk1rU&list=PLplbJ5rwVRRlQxWRmosqptlRx2LEBe8LX&index=7</p> <p>(Witch appears)</p> <p>https://www.youtube.com/watch?v=1cwCIkKFFR4 (start of YB road)</p> <p>Create a story map of the events - if we retold this - what/who would we be describing? How would we use pathetic fallacy?</p> <p>Divide the class into 4:</p> <p>Glinda (LA)</p> <p>Wicked Witch(MA)</p> <p>Dorothy and Toto (HA)</p> <p>The Munchkins (GD chn)</p>	<p><u>L.O To be able to develop dialogue between characters</u></p> <p>Watch 31:30 - 35 mins before the singing begins!</p> <p>Who have we met here? What are his traits as a character? What might dialogue look like between him and D? How will their vocabulary be different? Why?</p> <p>Make their traits clear! They speak like this because they are_____</p> <p>Watch to 39 minutes and repeat with the evil trees!</p> <p>Watch to 41:25 "All hollow" repeat with tin man!</p> <p>To 44:45 - wicked witch</p> <p>To 49 - cowardly lion</p> <p>At each stopping poing, Dialogue beterrn the scarecrom and Dorothy.</p> <p>HA to put into a descriptive paragraph to apply pathetic fallacy.</p> <p>LA: may need role play?</p>	<p><u>L.O To develop a story build up.</u></p> <p>Children to read their story opener - how did it end</p> <p>Go through the events and whoosh!</p> <p>Each whoosh - children to story map/plan their character's journey (limit the characters they meet for LA one rather than 3?)</p> <p>Children to orally tell their story Children to insert the dialogue onto their plans.</p> <p>Children to identify the pathetic fallacy on their plans</p> <p>Children to create their own check lists to build atmosphere etc.</p> <p>HA GG can they make any generalisations about Baum's style now they have read ch 1 and ch 2?</p>		

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			<p>Varying formality</p> <p>Write down two things they might say that shows their character</p> <p>Children to find pertinent vocabulary for a character description</p> <p>Map the events from their character's POV</p> <p>Whole class shared write</p> <p>TA to take HA children and use the attached shared write to for a basis for what the chn give.</p>	<p>*** Get as far as we get through the characters. Chn must have watched to the poppy field before tomorrow's lesson.</p>	<p>How can they write in his style? Where?</p> <p>LA Guided plan - photo copy and then children to put their vocab on and speech with support</p> <p><u>L.O To write a build up and problem.</u></p> <p>Children to write their build ups and problems.</p> <p>? see what they need for this lesson?</p>			
<p>Week 3 Text: Purpose: To entertain Audience: 10-11 year olds.</p> <p>Key vocabulary for the week</p>			<p>Tuesday L.O To be able to select sentence structures for effect. Challenges</p> <p>Ch 1: Identify the sentence types</p> <p>Ch2: write the sentence types</p> <p>Ch 3 DescrIBE the impact of the different sentence types</p> <p>CH 4: planning bubble</p> <p>Ch 5: write the resolution of the snow from Glynda from the Wiz of Oz.</p>		<p>Wednesday L.O To write a resolution and ending.</p> <p>Story map and plan the resolution and ending (WITHOUT WATCHING THE MOVIE)</p> <p>Children to write their own check lists.</p> <p>How do you want your reader too feel at this point? What will you use? Emotive Inag? Rh questions? Short, simple sentences? Power of 3? Detailed description?</p> <p>Thursday Continue under y'day's L.O</p> <p>Photocopy chapter 10</p> <p>Unpick the description and the vocabulary to support.</p>		<p>Monday L.O To revise paragraphs to ensure clarity and detail.</p> <p>Model revising a piece of work as a class.</p> <p>What impact does this vocab choice/length of this sentence have on the reader?</p> <p>Children to repeat the process with their own work.</p> <p>If time, children to publish this section</p> <p>Stick the shared revision in books so that they are revising for a purpose</p>	

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					Draw GDs children together and rise the notes on style they have developed. Are there and phrases they will adapt? And sentence structures they will adopt to continue the style?			
<p>Week 4</p> <p>Text: Purpose: To inform Audience: adventurers</p> <p>Key vocabulary for the week destruction, peril, rotate, adrenaline</p>		<p><u>LO: To understand the structure of a survival guide</u> Success Criteria: *look at the guide *identify key elements *identify how the audience's needs are met Look at the famous 5 survival guide - chn to unpick the features Discuss in relation to S.C</p> <p>(on A3 paper create a planning template for their own survival guide)</p> <p>Key points for questions/discussion Who is the intended audience? How does the presentation make the guide clear Who might issue a guide for tornado survival? - who issued this? How is colour used effectively?</p>		<p>L.O To explore hyphenated words.</p> <p>Children to have a list of hyphenated words - chn to apply in sentences - discuss why they are hyphenated - can we add more to the list</p>		<p><u>LO: To show an awareness of the needs of the audience</u> Success Criteria:</p> <ul style="list-style-type: none"> • Describe using appropriate language • Apply bullet points to clearly convey key facts • Use modal verbs • Use the passive voice <p>Share two introductory paragraphs - identify the audience- how was this achieved? Children to annotate their plans and write their own. Repeat with each section</p>		
<p>Week 5</p> <p>Text: Purpose: To entertain Audience:</p> <p>Key vocabulary for the week</p>	SATS WEEK							
<p>Week 6</p> <p>Text: Purpose: To entertain Audience:</p> <p>Key vocabulary for the week</p>	Skills week according to the needs of the cohort.							

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Thought tracking

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.

Meetings

The teacher in role, perhaps as an official, can call a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. Meetings encourage children to adopt a collective role, e.g. as islanders or Romans, which can help less confident children. Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.

Hot-seating

Hot-seating focuses closely on a character and enables motivation to be explored. It is also a good way of exploring the gaps in a character's story. Hot-seating involves the class in asking questions of someone in role as a character, fictional or historical, who sits in the 'hot-seat'. The questions can be prepared or improvised. This works best if both the role player and the questioners are familiar with the character and the narrative or situation.

Babble gabble

The teacher tells the children they are going to listen to a story and afterwards work in pairs and retell it. After the initial telling, one child begins to retell the story to a partner as fast as he/she can, but with as much attention to detail as possible. After a minute the teacher calls, 'Change!' and the listener now has to continue with the tale. This pattern continues for a number of turns. It is important to let the children know they do not have to retell the story in the same words as the teacher. However, they do have to listen carefully in order to remember the plot and the sequence of events.

Just a minute

Give children a topic and ask them to speak without hesitation, deviation or repetition for up to a minute. Others can challenge when the rules are broken and if the challenge is successful the challenger continues the topic to the end of the minute unless challenged!
