



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Year: 5-6

Term: Autumn 1

Week Commencing: Week 2

Day	SPAG/Phonics Learning Objective	SPAG/Phonics Activity	Main Learning Objectives and Success Criteria (must/should/could)	Main Teaching/ Development of knowledge including modelled and shared reading/writing	Activity and Differentiation	Plenary	Assessment
Mon	<u>L.O. To understand how to use and punctuate questions correctly.</u>	Question Marks	<p><u>L.O. To understand the skills required to create a job advert.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must include a rhetorical question.</li> <li>2. I should use persuasive techniques to encourage someone to apply.</li> <li>3. I could include a catchy slogan.</li> </ol>	<p><b><u>Introduction</u></b> Recap what we have read so far and allow the children time to respond to feedback.</p> <p><b><u>Main teaching</u></b> Read up to the top of p. 23 to the class 'faithful allies of the Danish Kingdom.' Ask the children what Hrothgar might need in order to defeat such a dreadful villain? Tell the children that today they are going to be producing a job advert for a hero to defeat Grendel. Ask the children what sort of qualities he/she would have? Show the children some examples of job adverts and allow them to pair share the features of an advert. Write a checklist for the working wall. Discuss tone of the advert to the class – do we want it to be cold and to the point or snappy to attract interest? Discuss examples of the key features.</p>	<p><b><u>Independent work:</u></b> Children produce a job advert for a hero to help the Danish people defeat Grendel.</p>	Children swap with their learning partner and peer assess if their work is persuasive enough.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Tues	<u>L.O. To understand how to use and punctuate questions correctly.</u>	Question Marks	<u>L.O. To understand how to successfully interview a character.</u> <u>Success Criteria:</u> 1. I must be able to ask appropriate open ended questions. 2. I should be able to answer, in role. 3. I could display a convincing performance that shows how I really understand the character.	<u>Introduction</u> Recap what we have read so far and allow the children time to respond to feedback. <u>Main teaching</u> Read to p. 24. Tell the children that there was one successful candidate who applied for the hero job and his name was Beowulf. Tell them that today they are going to interview him to see if he is worthy of the job. Ask them what they need to do before the interview (set the questions). Model the difference between open and closed questions and ask which they think is better? Allow the children time to pair share what questions would be good to ask at the interview. Show them an example of an interview and ask them what was good about it. Teacher to explain that at the end of the interview they must ask two questions: do you ( Beowulf ) have any questions of your own and will you, if offered the job, accept it? Remind them that whoever is in role as Beowulf will need to answer like a true hero!	<u>Independent work:</u> In groups of 3: 2 children ask questions of Beowulf and one child to answer questions in role.	The interviews are watched and the class vote on who they would hire to defeat Grendel.  Children note down the question and answers ready for tomorrow's lesson.	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>
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Wed	<u>L.O. To understand how to use a variety of sentence types.</u>	Alan Peat Sentences (5 bums on a rugby post).	<p><b><u>L.O. To understand the skills required to write a play script.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must know how to use colons correctly.</li> <li>2. I should use a range of punctuation, including brackets for extra information.</li> <li>3. I should be able to write detailed stage directions.</li> <li>4. I could distinguish between written and spoken language.</li> </ol>	<p><b><u>Introduction</u></b> Recap what we have read so far and allow the children time to respond to feedback.</p> <p><b><u>Main teaching</u></b> Recap with the children what we did yesterday. What makes for a successful interview and what types of questions are best? Recap how Beowulf would answer these questions –would he want the interviewer to know if he is worried in any way?</p> <p>Tell the children that today they are going to be turning their interviews into a script. Ask them what they already know about script writing? Show them an example of a script, they must then highlight the key features. Take feedback and write a checklist for the working wall. Explain that the brackets surround stage directions only and that everything else is spoken. Remind the children that stage direction are in the present tense.</p> <p>Give them an example of a model script and ask them what is good about it and what they would like to include in their own work.</p>	<p><b><u>Independent work:</u></b> Children write a script, interviewing Beowulf.</p>	Children look through their work and self-assess.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>
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Thurs	<u>L.O. To understand how to use and punctuate exclamations correctly.</u>	Exclamation Marks	<p><b><u>L.O. To understand and use the features of a 'Wanted' Poster.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must include an accurate image of the villain and the reward.</li> <li>2. I should include a bullet pointed list and punctuate it correctly.</li> <li>3. I could use precise and detailed vocabulary, including adverbials, noun phrases and similes, metaphors and personification.</li> </ol>	<p><b><u>Introduction</u></b> Recap what we have read so far and allow the children time to respond to feedback.</p> <p><b><u>Main teaching</u></b> Read up to the bottom of p. 28. Whilst reading ask the children to consider tone of the conversations between the guard and Beowulf. What words does Beowulf use to appease and convince the guard of his good intentions? Discuss the children's early interpretations of Beowulf – what sort of man is he? Analyse the sentence on the bottom of p. 27, ask the children how many parts there are to the sentence. Why does the sentence still work given the amount of parts? Discuss importance of punctuation and short clauses/phrases. In pairs, children analyse the purpose of each part of the sentence. Explain to the children that the King of the Danes, Hrothgar, has asked his Thanes to design a wanted poster for the beast, Grendel. What would you expect to see on a wanted poster? Allow the children time to discuss. Show children the wanted poster example on the board – discuss its features and style.</p>	<p><b><u>Independent work:</u></b> Children design a Wanted poster.</p>	Gallery viewing of posters.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Fri			<p><b><u>L.O. To understand the skills required to edit and improve a play script.</u></b>  <u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must know how to use colons correctly.</li> <li>2. I should use a range of punctuation, including brackets for extra information.</li> <li>3. I should be able to write detailed stage directions.</li> <li>4. I could distinguish between written and spoken language.</li> </ol>	<p><b><u>Main teaching</u></b>  Recap the task from yesterday. Why is it important to check through our work?  Ask the children what sorts of errors they should look for.  Put an example on the visualiser for the children to up-level.</p>	<p><b><u>Independent work:</u></b>  Children to up-level work using ITAF sheet.  Teacher to work with LA/SEN to help them up-level.</p>	<p>Teacher to read aloud some excellent pieces of work.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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