

Year Groups: 5/6 - English

Dates: 22.02.21

Genre:			
<u>Year 5 Success Criteria</u>		<u>Year 6 Success Criteria</u>	
<u>Structural</u>	<u>Language</u>	<u>Structural</u>	<u>Language</u>
<ul style="list-style-type: none"> ➤ Paragraphs to show for and against ➤ Use of an introduction and conclusion ➤ Use of supporting evidence 	<ul style="list-style-type: none"> ➤ Formal and technical language ➤ Use of adverbials across paragraphs ➤ Use of both 1st and 3rd person 	<ul style="list-style-type: none"> ➤ Paragraphs to show for and against ➤ Use of an introduction and conclusion ➤ Use of supporting evidence 	<ul style="list-style-type: none"> ➤ Formal and technical language ➤ Use of adverbials across paragraphs ➤ Use of both 1st and 3rd person

WEEK ONE	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Starter: Revisit Spelling Shed and highlight to the children the use of the spelling rules linked to their year group.</p> <p>L.C. Can you answer questions about a balanced argument?</p> <p>What do we mean by a balanced argument? How is this different to a persuasive argument? Where might we find an example of this in real life? Discuss ideas as a class.</p> <p>T to display an example of a balanced argument – what is it trying to do? What tools does it use to achieve this? Is it still aiming to persuade you?</p> <p>T to work through a number of the key features and briefly discuss.</p> <p>Model example comprehension questions on the PP, using a wide range of example texts – think about whether or</p>	<p>Starter: Recap our work on formal and informal language – how can we distinguish between the two? Chn to sort the words and phrases into formal and informal.</p> <p>L.C. Can you identify the key features of a balanced argument?</p> <p>Read through the two sample paragraphs on the PP – which one do you think is an example of a balanced argument, and which one is persuasive? Why? Discuss as a class.</p> <p>Display a list of features on the PP – which ones do you think we will find within our balanced argument? Why? Complete this activity before looking at examples to assess prior knowledge.</p> <p>T to display a range of examples and pick out evidence of the features in different colours – these should be underlined or marked in some way, with multiple examples of each feature found.</p>	<p>Starter: Spin the wheel... Use the wheel to select a grammatical feature covered over the last half term – chn to use this in a sentence of their own, e.g. an expanded noun phrase, a fronted adverbial.</p> <p>L.C. Can you construct a balanced argument using evidence?</p> <p>Introduce a key question for chn to answer: Should zoos be banned?</p> <p>Explain that as the argument is balanced, there must be points both for and against – discuss what we mean by this if the chn are unsure, with examples, e.g. I think longer school days are a good idea vs. I think that changes to the school day would be negative.</p> <p>T to read through some sample sentences/points linked to the argument introduced at the beginning – are these points for or against? How do you know? Could you sort the points accordingly?</p>	<p>Starter: Spot the homophone mistake – looking at homophone examples already covered, can the chn correct the sample sentences provided?</p> <p>L.C. Can you write a paragraph for a balanced argument?</p> <p>Work to be linked to previous argument constructed last lesson – chn will need access to this work to complete.</p> <p>T to model her own example of a constructed plan for a balanced argument – can you see the points and evidence that I have selected for each paragraph? Are there any changes that you would make?</p> <p>Display an example of how this plan could be turned into a sample paragraph – which features has the writer used to be impactful? Can you see third person? Present tense? Are there any examples of technical language? Conjunctions? Adverbials?</p>	<p>Starter: Fact and Opinion – what is the difference? Discuss as a class and then give the chn examples to read through – is this a fact or an opinion?</p> <p>L.C. Can you recognise and use modal verbs to change the meaning of a sentence?</p> <p>Display on the PP a range of words (verbs) – can you identify the class? How are they all linked? What about the ones in red – what are they? Assess prior knowledge of modal verbs.</p> <p>Read through the PP to model how modal verbs can be recognised and what they show. Use the video to support this: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk</p> <p>As a class, complete the activity on the PP to sort the modal verbs from most to least likely – can we model our understanding of this by using them in a sentence?</p> <p>Complete Task 1</p> <p>T to then model a range of sentences that show how a</p>

	<p>not we are using our retrieval skills or are we making inferences?</p> <p>T to use an abbreviated version of P.E.E. to show good quality answers.</p> <p>Task Chn to select the most appropriate version of the balanced argument example text that they feel confident with reading, before beginning to answer the questions – most of these will be questions linked to inference, so they need to explain their answers clearly in full sentences.</p>	<p>T to model the task in full and explain that the chn will be recreating this searching activity in their own example of the text.</p> <p>Task Chn to use the colour coded guides at the bottom of the page to identify the features of a discussion text/balanced argument.</p> <p>Year 5 to name the features already found. Year 6 to find examples of the features listed.</p> <p>Plenary Review features with quiz game: https://wordwall.net/resource/871344/english/balanced-argument-texts</p>	<p>T to model sorting the points into for and against, as well as into paragraphs, if more than one point is linked.</p> <p>Complete Task 1 On their own, these points are not compelling – what do they need? T to lead a discussion of evidence and how it can be used to support one side of the argument.</p> <p>T to model matching evidence to the correct point in the PP before chn complete this task for themselves.</p> <p>Complete Task 2 Task 1 Chn to sort the ‘points’ cards into for and against paragraphs, before adding one more of their own for each side of the argument.</p> <p>Task 2 Chn to match the evidence to the corresponding point from the argument constructed above.</p> <p>Extension: Could you then order your points for and against within the text to start with the most impactful? How will this help the argument?</p>	<p>Complete Task 1 T to model picking apart the features that make this a good paragraph before constructing their own, based on the next paragraph on the plan.</p> <p>As T models, take suggestions from chn as to language choice, evidence use, etc.</p> <p>Complete Task 2 Task 1 Chn to examine the paragraph on the PP and pick out the features that they can identify that make it a good paragraph – give chn 2 mins to complete, before sharing with the class.</p> <p>Task 2 Chn to take one of the points from their constructed argument yesterday, and turn it into a full paragraph, following the example shown on the PP</p> <p>Chn to have prompts to think about the features that they might need to include. The paragraph should be around 5-6 sentences long – quality over quantity.</p>	<p>modal verb can change their meaning, as well as examples where missing modal verbs can be added.</p> <p>Complete Task 2 Task 1 Chn to read through the sentences and identify the modal verb in each one. Once they have done this, chn should order these from most to least likely, as modelled previously.</p> <p>Task 2 Chn to complete the modal verb questions in the coloured boxes, as per usual, including examples of test questions.</p>
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			Plenary Review understanding through online game to be played as a class: https://wordwall.net/resource/8647446/english/planning-balanced-argument		
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Lesson Tasks

Monday

See 22.02.21 Question Sheets and accompanying powerpoint.

Tuesday

See 23.02.21 Question Sheets and accompanying powerpoint.

Wednesday

See 24.02.21 Question Sheets and accompanying powerpoint.

Thursday

See 25.02.21 Question Sheets and accompanying powerpoint.

Friday

See 26.02.21 Question Sheets and accompanying powerpoint.