Year Groups: 5/6 - English

Dates: 19.04.21 – Writing a formal letter

Genre:			
Year 5 Success Criteria		**Year 6 Success Criteria**	
Structural	**Language**	**Structural**	**Language**
➢ Use of address and date ➢ Use of correct closing statements ➢ Use of paragraphs	➢ Formal and informal language ➢ A range of opening and closing statements ➢ High quality synonyms	➢ Use of address and date ➢ Use of correct closing statements ➢ Use of paragraphs	➢ Formal and informal language ➢ A range of opening and closing statements ➢ High quality synonyms

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK ONE	Starter: Plurals – what is a plural? Can we write these by following the same rule each time? Explore words that we can simply add 's' to and some common exceptions – why doesn't the rule work? *L.C. Can you explore the impact of positive and negative language use in a letter?* Brief recap the purpose and content of the first and final paragraphs of a formal letter – using example, TTYP about the content that we would expect to find in each one, as well as the language we might find. What else would we include in the main body of our letter? Again, with examples on the IWB, chn to draw out the idea that these paragraphs contain evidence / reasons for writing the letter in the first place. Display two contrasting letters on the IWB – these both follow the pattern but	Starter: Use of correct verb tenses – when do we use is/are? Give a range of examples, then ask chn to add the correct verb forms to the sample sentences on the IWB. *L.C. Can you write a short letter with a partner for a specific purpose?* *Set the context: Ox Close has been generously given £5000 to spend on our school garden by the National Lottery Grant – how could we spend this money?* TTYP and feedback ideas to brainstorm on the IWB. As a class, discuss the implication of these changes and how they would benefit the school – which of these reasons would you include in your formal letter of thanks? Why? **Complete Task 1** T to take the chn's ideas and model how these could be turned into a sample paragraph – model the phrasing of key sentences using formal language and a	Starter: Plurals – brief recap of previous plural work. Look in depth at unusual examples that do not follow the rules, e.g. octopus, sheep, deer etc. Gives chn a range of plural words – sort these into true or false columns based on what we already know. *L.C. Can you plan and begin your letter?* *Set the context: Ox Close has received news that the field has been sold back to the council so that they can turn this into a car park – can we let this happen?* TTYP and feedback initial responses from chn. As in the previous session, chn to work as a class to brainstorm reasons why this should not go ahead – T to note these down on the IWB throughout. Once a good range of ideas have been collected, T to lead a discussion of the impact of our ideas – can we develop them further? Can we give evidence to support our ideas?	Starter: Verb forms – display a series of sentences were the verb form or determiner is linked to the number of objects – can we correct the sentences shown to show our understanding? Chn to spot and correct in the examples shown. *L.C. Can you finish and edit your letter?* Allow chn 5 mins to re-read their letter that they started yesterday and make any minor changes as needed. T to continue to model the remainder of the letter, including the final paragraph, before allowing chn time to complete their letters. **Complete Task 1** T to then model the use of the Rainbow Editing guide in class to edit and improve our finished pieces. T to also give time for chn to swap their work and allow peer assessment to take place. **Complete Task 2**	Starter: Spelling work based on our current spelling rules this week. *No formal lesson – time to complete Star Reader tests in class.* Chn to complete a range of spelling and reading activities alongside the completion of their Star Reader tests.

how do the main paragraphs differ this time? Looking specifically at language, can we identify whether the letter has a positive or negative message? Compare language from a letter of complaint to a letter of thanks. T to model identifying examples of positive and negative language in 2 colours on the IWB. After this, model how we can turn these phrases into full sentences suitable for a formal letter – T to model 1-2 examples, before chn complete on WBs. **Task** Chn to sort the language provided into positive and negative examples with their partner. Chn to then use some of these key phrases to create full sentences that could be placed in a formal letter with either a positive or negative tone. **Plenary** Allow time to begin whole class reading of our novel.	reminder list of suitable conjunctions. T to write 2-3 sample sentences on the IWB for chn to support. **Complete Task 2** **Task 1** With a partner, chn to select 3 main reasons / ideas to include in their letter and note on a WB. T and TA to prompt discussions around the room of how these ideas could be developed further. **Task 2** Again with their partner, chn to complete guided writing and write a formal letter of thanks, using the features that we have covered so far. LAG to work with TA with shared writing piece whilst T supports MAG in class. **Plenary** Class novel time	T to then model planning our formal letter using the brief template provided – model the inclusion of key formal language that has a negative tone to it. T to also introduce the formal language word mat to LAG to support during the session. **Complete Task 1** Using a group plan, T to then model constructing the complaint letter and writing the first paragraph – what do I need to inlcude? Where can I find reminders of the features to use? T to model the use of SC boxes to guide the modelled example on the IWB. **Complete Task 2** **Task 1** Chn to have time to use a bullet-point plan to prepare the contents of their letter – this is to be determined by the class teacher and progress through their class novel so far. **Task 2** Chn to follow the T example and begin writing their letter – aim to complete up to the	**Task 1** Chn to complete their letter using their SC checklists to guide them. **Task 2** Chn to use their Rainbow Editing guide to edit their final piece before marking. **Plenary** Class novel time	

█			second paragraph of the main body during this lesson. **Plenary** Class novel time		

Lesson Tasks

Monday

See 19.04.21 Question Sheets and accompanying powerpoint.

Tuesday

See 20.04.21 Question Sheets and accompanying powerpoint.

Wednesday

See 21.04.21 Question Sheets and accompanying powerpoint.

Thursday

See 22.04.21 Question Sheets and accompanying powerpoint.

Friday

See 23.04.21 Question Sheets and accompanying powerpoint.