




The Spring Partnership Trust English Plan




**Over a two-week block, all Writing plans will contain:**

- A set of clear skills based lessons which build up to an extended written outcome
- Clear grammar and punctuation elements that link the extended piece of work
- Oracy embedded throughout the unit
- Art links
- Use of texts, teaching and modelled exemplars rich in language and vocabulary
- Links to prior learning
- Daily opportunities for live marking
- Opportunities for speaking and listening/drama/debate
- Shared writing and editing
- Outdoor learning
- Opportunities for writing from the I perspective
- Opportunities to publish work – where appropriate

<b>Book Title:</b> Alex Rider - Stormbreaker	
<b>Contemporary links:</b> Sci-fi	<b>Cross Curricular Links:</b> art, design, oracy
<b>Extended written outcomes:</b> Wk1: Study model persuasive advert & toolkit Wk2: Twist version of persuasive advert Wk3/4: Design product and Create version of persuasive advert	<b>Grammar and punctuation focus :</b> Wk 1: rhetorical questions, command sentences, compound adjectives, modal verbs and adverbs. RECAP: direct speech, relative clause, colon for a list. Wk 2: rhetorical questions, command sentences, compound adjectives, modal verbs and adverbs. RECAP: direct speech, relative clause, colon for a list. Wk 3: rhetorical questions, command sentences, compound adjectives, modal verbs and adverbs. RECAP: direct speech, relative clause, colon for a list.


 <b>WALT</b>	<b>Tasks/ resources/ additional adult focus</b>	<b>Support/ Scaffold/ Challenge</b>	
<b>Study</b>	WALT: Read and understand a persuasive advert.	Outcome: Answering questions on model text and unpicking where and what the purpose and features of the persuasive advert.	Depth/Challenge: Analyse literary devices for effectiveness.
	WALT: Use effective rhetorical questions.	<p>Give chn A3 sheet 'Persuasive Advert - Vocabulary Vault' for their magpie books to collect and record vocabulary / ideas for their own design and persuasive advert to use during this unit.</p> <p>Identify rhetorical questions from the model text. Outcome: Use rhetorical questions correctly. Write sentences based on the model text that include rhetorical questions.</p>	Depth/Challenge: Write a rhetorical question and persuasive response.
	WALT: Use effective command sentences.	<p>Identify command sentences from the model text. Outcome: Understand command sentences. Write command sentences based on the model text.</p>	Depth/Challenge: Use power of 3 - write three command sentences that work together to have a greater impact.
	WALT: Use effective compound adjectives.	<p>Identify compound adjectives from the model text. Outcome: Understand compound adjectives. Write sentences using suitable compound adjectives based on the model text.</p>	Depth/Challenge: Create powerful compound adjectives to persuade.
	WALT: Use effective modal verbs and adverbs.	<p>Identify modal verbs and adverbs Outcome: Understand modal verbs and adverbs. Write sentences using suitable modal verbs and adverbs based on the model text.</p>	Depth/Challenge: Write sentences using a range of different modal verbs and adverbs.

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<b>Twist</b>	WALT: Understand the structure of a persuasive advert	Model text reverse planned and bare bones plotted onto box-up table. Teach a paragraph at a time. Ensure chn identify and note toolkit features used in each paragraph.	Children focus on toolkit features and where they are.
	WALT: Collect vocabulary for a persuasive advert	Paint a picture as a class with new ideas for a twist. Gather ideas for a twist.	Provide printed pictures for those who struggle to draw.
	WALT: Plan a persuasive advert	Box-up planning table completed with bare bones, key information and key vocab.	Children to identify where toolkit features go and make them a focus.
	WALT: Write a persuasive advert	Part 1 - write twist. Oracy: prior to writing each paragraph, chn to recount their paragraph to each other. Model oracy & shared write. Give chn option to either draft their sentences on a whiteboard prior to writing in their books or trial chn writing directly into their books on every other line - thus leaving space for editing (for those chn doing this, get them to dot each line they are due to write on first, to minimise mistakes of writing on every line rather than every other line)	Support all children where necessary.
	WALT: Write a persuasive advert	Part 2 - write twist. Oracy: prior to writing each paragraph, chn to recount their paragraph to each other. Model oracy & shared write. Give chn option to either draft their sentences on a whiteboard prior to writing in their books or trial chn writing directly into their books on every other line - thus leaving space for editing (for those chn doing this, get them to dot each line they are due to write on first, to minimise mistakes of writing on every line rather than every other line)	Support all children where necessary.

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<b>Create</b>	<b>WALT:</b> Generate ideas for a spy gadget	Provide three different options of gadget (e.g. pen, water bottle, shoes, glasses). Chn will record their ideas for interesting design on post-it notes for each gadget. Set up 2 sets of flipchart paper for each gadget, one on each table. Focus on vocabulary record / collection. Teacher to streamline post-it notes to remove repetition.	Support: Children to focus on one item.  Challenge: Children to remember toolkit features here too such as compound adjectives for describing.
	<b>WALT:</b> Design a spy gadget	Chn to select one gadget (from the three options) to design - provide outline template to ensure focus is on vocabulary and toolkit rather than art. Chn to identify USPs of their gadget, record vocabulary to use to describe their gadget and to record a range of ideas for their 'toolkit'.	Print pictures to support those who find it hard to draw.
	<b>WALT:</b> Plan a persuasive advert	Day 1 of 2. Box-up planning table completed with bare bones, key information and key vocab. Oracy - at the end of planning each paragraph, chn to recount their paragraph to each other. Add to / amend plans as necessary.	Focus on toolkit features and where and when they will be used in writing.
	<b>WALT:</b> Plan a persuasive advert	Day 2 of 2. Box-up planning table completed with bare bones, key information and key vocab. Oracy - at the end of planning each paragraph, chn to recount their paragraph to each other. Add to / amend plans as necessary.	Focus on toolkit features and where and when they will be used in writing.
	<b>WALT:</b> Orally draft a persuasive advert	Working on tables, pupils take turns to present their persuasive advert to their table. Chn in audience have Talk Tactics roles: probe, summarise, challenge, clarify? Model roles. Chn add to their Box Up Plan with any ideas they like under 'Magpied Ideas' column to promote active listening.	Group children and give roles. Give leader roles to more able children.

 <b>WALT</b>	<b>Tasks/ resources/ additional adult focus</b>	<b>Support/Scaffold/Challenge</b>
<b>Week 4 (Create)</b> <b>WALT:</b> Write a persuasive advert	Write and edit first and second paragraph.	Support all children where necessary.
<b>WALT:</b> Write a persuasive advert	Write and edit third and fourth paragraph.	Support all children where necessary.
<b>WALT:</b> Produce an advertising poster.	Produce a poster advertising their spy gadget, either using chromebook or paper and pen.	Support all children where necessary.