**Speaking and Listening:**

**Vocabulary:**

**Cross-Curricular Objectives:**

Can I characterise through saying and not doing?

**Year Group: 6**

**Teacher: Mr Bailey**

**Week Beginning: 18-5-12**

**Class: 6TB/RB**

**Learning Objectives(s)**

**Whole Class**

**Teacher modelling, demonstration, teacher scribing, key questions etc.**

**Shared reading or writing, Phonics, spelling, grammar**

**Independent Group Tasks**

**Range of teaching/learning styles, resources, speaking & listening, extended writing, SEN, G&T, EMAS, Inclusion Codes T (teacher)/ TA/ I (independent)**

**Plenary**

**Key questions**

**Assessment/ Valuation**

**Text:**

**NLS Objs or unit**

Narrative

Show chn a passage and discuss with chn what is wrong with it. Can they work out which sentences are actually needed for the story? Tease out that the description is over the top. It intrudes into the story and hold things up. The only part that helps us to know something about the character is his mouth…..of determination. Too much description can get in the way of telling the tale all you need is *Jez peered into the tunnel, his mouth ………..lets go in”.*  show the chn sentences to discuss. How is the character feeling and what sort of person are they? How do you know? Expl that the character is revealed through what is said , and how. Encourage chn to write down something a charcter might say who is angry, sad, cruel, happy. To stop chn writing a string of speech that loses track of who is speaking show them an example and allow them to discuss why it is not well written. Explain that the

**Inclusion Strategies:**

Writer has given no clues to who is speaking and the reader cannot picture what is happening. Model how to show what the speaker does as they speak followed by what the listeners do. Show the chn the writing tips. Then discuss what the two new passages show about the characters? How do you know? Discuss that the character is revealed through the choices that the character makes – what they do and how they do it.using the same incident and opening sentence, ask the

**Guided Group:**

**Discuss with Rachel the chn who may need supporting. With these chn you could do some shared writing but give them an opportunity to then go on to write some of the characterisation of their character independently.**

The children to rewrite it, but make the character very shy – shown through what and how they behave. They are not allowed to write she was shy! Summarise what has been learned: characterisation comes through what characters say. How they say it, what they do, and how they do it. When you are writing keep thinking now how would they say? Allow the chn to write a paragraph for their character.

At the end chn swap paragraphs and discuss what the charcter is like. encourage them to evidence their opinons by selecting examples from their partners text. After allow the chn to write a sentence about a character from their guided reading book. They must use quotes from the book to back up their choices. Bob is mean because he smiles with glinted teeth whilst jenny cries.

**Guided Reading**

Group:

Group:

Group:

Group:

Group:

**Learning Objectives/ Targets**

**Book Introduction**

**Strategy Check**

**Independent Reading**

**Returning/Responding to text**

**Follow Up Work**

**Tuesday**

**Year Group:**

**Teacher:**

**Week Beginning:**

**Class:**

**Learning Objectives(s)**

**Whole Class**

**Teacher modelling, demonstration, teacher scribing, key questions etc.**

**Shared reading or writing, Phonics, spelling, grammar**

**Independent Group Tasks**

**Range of teaching/learning styles, resources, speaking & listening, extended writing, SEN, G&T, EMAS, Inclusion Codes T (teacher)/ TA/ I (independent)**

**Plenary**

**Key questions**

**Assessment/ Valuation**

**Text:**

**NLS Objs or unit**

**Inclusion Strategies:**

**Guided Group:**

**Guided Reading**

Group:

Group:

Group:

Group:

Group:

**Learning Objectives/ Targets**

**Book Introduction**

**Strategy Check**

**Independent Reading**

**Returning/Responding to text**

**Follow Up Work**

**Tuesday**

**Year Group:**

**Teacher:**

**Week Beginning:**

**Class:**

**Learning Objectives(s)**

**Whole Class**

**Teacher modelling, demonstration, teacher scribing, key questions etc.**

**Shared reading or writing, Phonics, spelling, grammar**

**Independent Group Tasks**

**Range of teaching/learning styles, resources, speaking & listening, extended writing, SEN, G&T, EMAS, Inclusion Codes T (teacher)/ TA/ I (independent)**

**Plenary**

**Key questions**

**Assessment/ Valuation**

**Text:**

**NLS Objs or unit**

**Inclusion Strategies:**

**Guided Group:**

**Guided Reading**

Group:

Group:

Group:

Group:

Group:

**Learning Objectives/ Targets**

**Book Introduction**

**Strategy Check**

**Independent Reading**

**Returning/Responding to text**

**Follow Up Work**

**Wednesday**

**Year Group:**

**Teacher:**

**Week Beginning:**

**Class:**

**Learning Objectives(s)**

**Whole Class**

**Teacher modelling, demonstration, teacher scribing, key questions etc.**

**Shared reading or writing, Phonics, spelling, grammar**

**Independent Group Tasks**

**Range of teaching/learning styles, resources, speaking & listening, extended writing, SEN, G&T, EMAS, Inclusion Codes T (teacher)/ TA/ I (independent)**

**Plenary**

**Key questions**

**Assessment/ Valuation**

**Text:**

**NLS Objs or unit**

**Inclusion Strategies:**

**Guided Reading**

Group:

Group:

Group:

Group:

Group:

**Learning Objectives/ Targets**

**Book Introduction**

**Strategy Check**

**Independent Reading**

**Returning/Responding to text**

**Follow Up Work**

**Thursday**

**Teacher assessments against learning objectives/ targets:**

**Year Group:**

**Teacher:**

**Week Beginning:**

**Class:**

**Learning Objectives(s)**

**Whole Class**

**Teacher modelling, demonstration, teacher scribing, key questions etc.**

**Shared reading or writing, Phonics, spelling, grammar**

**Independent Group Tasks**

**Range of teaching/learning styles, resources, speaking & listening, extended writing, SEN, G&T, EMAS, Inclusion Codes T (teacher)/ TA/ I (independent)**

**Plenary**

**Key questions**

**Assessment/ Valuation**

**Text:**

**NLS Objs or unit**

**Inclusion Strategies:**

Handwriting

**Guided Group:**

Spelling test

**Guided Reading**

Group:

Group:

Group:

Group:

Group:

**Learning Objectives/ Targets**

**Book Introduction**

**Strategy Check**

**Independent Reading**

**Returning/Responding to text**

**Follow Up Work**

**Friday**