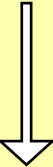

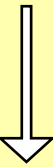

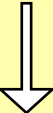





<p>The Island By Armin Greder</p>	<p>PLANNING PROMPTS What is the writing purpose? Inform, persuade, instruct, entertain, recount. What form will the work be presented in? Diary, letter, newspaper, story, recipe, poster, leaflet, blog, web page, twitter. Formal or Informal Who is the audience? Peers, adults, younger children, older children, siblings, friends.</p>	
<p>YEAR 6</p>	<p>VOCABULARY Uninhabited, commotion, evidently, lamented, nevertheless, xenophobia, discrimination, aversion, immigration</p>	
<p>OBJECTIVES TO REVISIT FROM PRIOR LEARNING</p>	<p>• Features of a Newspaper report including writing in the third person and past tense, using quotes and the associated language</p>	
	<p>OBJECTIVES</p>	<p>IDEAS</p>
<p>STRUCTURE OF TEXT</p> 	<ul style="list-style-type: none"> • Use a wide range of devices to link ideas within and across paragraphs (precise adverbials, deliberate repetition, or sustained tense) • Organise and shape paragraphs effectively • Use a range of presentational devices 	<p>Discuss the nature of Picture books and the importance of the information in conjunction with pictures. Talk about what a refugee is and watch the clips of the refugee camps and Meena's story</p>
<p>COMPREHENSION SKILL PRACTICE *REFER ALSO TO REVISITED LEARNING IN NC READING OBJECTIVES</p> 	<ul style="list-style-type: none"> • Prediction • Questioning (use discussion effectively) • Clarifying • Summarising (write an effective precis) • Retrieval • Inference • Prior knowledge (page 20 Handbook) 	<p>Carry out whole book comprehension tasks that require evidence to back up their opinions on questions</p>
<p>VOCABULARY</p> 	<ul style="list-style-type: none"> • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Independent use of dictionary/thesaurus to both define and expand vocabulary 	<p>Work on collecting interesting tier 2 words from the text and using them in sentences of their own. Display words that could then be used in their newspaper reports.</p>
<p>SENTENCE STRUCTURE Practice: application smaller piece of writing</p> 	<ul style="list-style-type: none"> • Write and control a range of sentence structures including those which contain multiple clauses • Maintain the correct tense throughout • Accurate use of active and passive voice • Identify the subject and object, synonym and antonym • 	<p>Use the language associated with newspaper reports and in particular the sentence openers like an eyewitness reported...It is believed...reports suggest etc. Use these to build up a series of statements and facts that can be included in the report. Practise using time connectives to join ideas or let the report flow</p>
<p>PUNCTUATION Practice: application smaller piece of writing</p> 	<ul style="list-style-type: none"> • Use the range of punctuation taught at KS2 correctly • Recognise the subjunctive form • Distinguish between the language of speech and writing and choose the appropriate register 	<p>Focus on speech and correct punctuation of quotes and direct speech.</p>
<p>PLANNING FOR WRITING RETURN TO 'STRUCTURE OF TEXT' AND REPEAT AS APPROPRIATE</p>  	<ul style="list-style-type: none"> • Use discussion effectively to develop ideas and language, before and during writing • When planning narratives, adapt and develop characters and settings from various sources; use complex plot structures 	<p>Look at examples of newspaper reports and their associated features. Focus on headlines, bylines, captions, pictures etc as well as the common language used. Read previous children's work on their reports and look back at their own previous report on Bistro the Chimp from the Silver Sword work. Use the sentences prepared when using journalistic phrases and language to supplement their report.</p>
<p>WRITING OUTCOME Task to allow application of GP and SS</p> 	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p> <p>Integrate dialogue effectively to convey and contrast characters, and advance the action</p>	<p>Write a newspaper report that matches the tone and fear of the islanders within the book and concentrates on the negative aspects of the stranger's appearance on the island. Ensure pupils use the appropriate features of a newspaper report.</p>

REDRAFTING AND EDITING	<ul style="list-style-type: none">• Evaluate; make assured changes to enhance effects and clarify meaning	Pay particular attention to editing of punctuation and improving the variety of sentence structure.
HANDWRITING	<ul style="list-style-type: none">• Writing is consistently legible and fluent, with a personal style• Quality is usually maintained when writing at sustained, efficient speed• Correct choice is made about whether to join handwriting or print letters	Pupils will get individual practise opportunities where handwriting style or fluency needs to be improved. Children will also be given opportunities for dictation.

WRITING 1	
ACTIVITY 1	STRUCTURE OF TEXT: HOOK
ACTIVITY 2	COMPREHENSION:
ACTIVITY 3	VOCABULARY:
ACTIVITY 4	SENTENCE STRUCTURE:
ACTIVITY 5	PUNCTUATION:
ACTIVITY 6	PLANNING FOR WRITING:
ACTIVITY 7	WRITING OUTCOME: SHORT WRITE
ACTIVITY 8	REDRAFTING AND EDITING:
WRITING 2	
ACTIVITY 1	STRUCTURE OF TEXT:
ACTIVITY 2	COMPREHENSION:
ACTIVITY 3	VOCABULARY:
ACTIVITY 4	SENTENCE STRUCTURE:
ACTIVITY 5	PUNCTUATION:
ACTIVITY 6	PLANNING FOR WRITING:
ACTIVITY 7	WRITING OUTCOME: SHORT WRITE
ACTIVITY 8	REDRAFTING AND EDITING:
WRITING 3	
ACTIVITY 1	STRUCTURE OF TEXT:
ACTIVITY 2	COMPREHENSION:
ACTIVITY 3	VOCABULARY:
ACTIVITY 4	SENTENCE STRUCTURE:
ACTIVITY 5	PUNCTUATION:
ACTIVITY 6	PLANNING FOR WRITING:
ACTIVITY 7	WRITING OUTCOME: FINAL WRITE
ACTIVITY 8	REDRAFTING AND EDITING: