

Year 6 Planning Exemplification 2002–2003



Year 6 teachers

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Introduction

This booklet and CD-ROM contain examples of units of work for teaching children in Year 6. The seven units are drawn from all three terms in Year 6. Some of the units were written for the Year 6 exemplification booklets in 2001–2002 and are reproduced in this publication with some supplementary resources and/or guidance. Other units are new. The units cover reading and writing objectives in three non-fiction text types, narrative, poetry and plays and related sentence and word level objectives. They exemplify rich, varied and challenging teaching to support children towards achieving levels 4 and 5 at the end of Year 6. The suggested length of these units varies from one week to three. The five-week revision unit prepares children specifically for the Key Stage 2 test. It covers narrative, poetry and non-narrative reading, and narrative and non-narrative writing.

Word level teaching and learning is incorporated into the work on analysis of text and into shared, guided and independent reading and writing. However, focused spelling, like mental maths, needs concentrated daily attention so that writing words correctly with a fluent hand is automatic and children's cognitive capacity is released to attend to the content and form of their writing. Ten minutes at the beginning of the literacy hour most days can be spent on sharpening up children's spelling knowledge.

In this booklet, there is a summary and a teaching plan for each unit. The complete units are on the attached CD-ROM. (This booklet is also reproduced on the CD-ROM.) Each unit consists of a five-page content section – contents page, introduction, teaching objectives, and teaching plan – and resources section.

For most of the units the resources section contains all the resources the teacher needs to teach the unit. (The revision unit has fewer resources attached as it recommends the use of past test papers and the sample material for the 2003 test published by QCA.)

Resources for use with/by children	Resources for the teacher
<ul style="list-style-type: none"> Overhead transparencies (OHTs) for use in shared work. These can be enlarged further if an overhead projector is not available Pages to copy for use by the children, e.g. short stories, planning sheets 	<ul style="list-style-type: none"> Annotated copies of overhead transparencies (OHTs) Texts for demonstration-writing Annotated copies of texts for demonstration-writing Information sheets Lesson notes for some lessons Transcripts of some lessons or parts of lessons

On the CD-ROM, the files are named with the unit titles (see below). The files are in read-only pdf form which requires Adobe Acrobat Reader software, also included on the CD-ROM.

Word versions of all the units are available on the DfES Standards website

www.standards.dfes.gov.uk/literacy so that teachers may modify the resource sheets to suit their particular needs.

Year 6 exemplified units

Unit	Suggested number of weeks	Objectives	Text	Outcome
Poetry	1	<i>Term 2 objectives</i> Text: 3, 4, 5, 6, 9	Range of forms	Interpretation of poems
Narrative reading	2	<i>Term 2 objectives</i> Text: 1, 2, 7, 8, Sentence: 4 Word: 7	Short stories and extracts	Journal entries, annotated texts, play-script for a short scene
Narrative writing	3	<i>Term 1 objectives</i> Text: 7 Sentence: 1, 4, 5 Word: 1, 2, 3, 4, 6 <i>Term 2 objectives</i> Text: 10 Sentence: 13 Word: 1, 2, 3	Short stories and extracts	Full narratives and descriptive pieces
Report	2	<i>Term 1 objectives</i> Text: 13, 17 Sentence: 2, 3 Word: 1, 2, 3, 4	Curriculum subject	Report
Argument	2 or 1+1	<i>Term 2 objectives</i> Text: 15, 16, 18, 19 Sentence: 5 Word: 8	Balanced reports	Debate Persuasive and discursive text
Formal and explanation	2	<i>Term 2 objectives</i> Text: 17, 20 Sentence: 1, 2, 4 Word: 4, 5 <i>Term 3 objectives</i> Text: 15, 21	Examples of 'formal' writing and presentation Explanatory texts	'Official' texts Explanatory text
Revision unit: reading and writing narrative, reading poetry, reading and writing non-fiction	5	<i>Term 3 objectives</i> Text: 4, 7, 17, 18, 19, 21, 22 Sentence: 1, 3 Word: 1, 2, 3	Short stories, poems, non-fiction texts	Practice tests
		This unit is designed to be used in the late spring and early summer terms – the five weeks before the Key Stage 2 test in week beginning 12 May		

Key Stage 2 test – 2003

The units on this CD-ROM take account of the changes to the writing test and the mark scheme for the Key Stage 2 test in 2003. Writing both longer and shorter texts has been incorporated into the narrative and non-narrative units. The resource texts have been annotated according to the focuses in the new mark scheme under the three-strand headings: sentence construction and punctuation, text structure and organisation, composition and effect. The units suggest that teachers familiarise themselves with the new mark scheme and refer to *Changes to assessment 2003: guidance for teachers (Key Stage 2 English)*, which outlines an approach for doing this. The revision unit incorporates some of the QCA sample material from *Changes to assessment 2003: sample material for Key Stages 1 and 2* which has been sent to all schools as a booklet and is also on the QCA website www.qca.org.uk/ca/tests/2003sample.

The assessment focuses in the 2003 mark scheme are drawn together under strands: sentence construction and punctuation, text structure and organisation, composition and effect. These are the elements of writing covered by the word, sentence and text level objectives in the National Literacy Strategy *Framework for teaching*.

Sentence construction and punctuation

- vary sentences for clarity, purpose and effect
- write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

Text structure and organisation

- organise and present whole texts effectively, sequencing and structuring information, ideas and events
- construct paragraphs and use cohesion within and between paragraphs

Composition and effect

- write imaginative, interesting and thoughtful texts
- produce texts which are appropriate to task, reader and purpose

The two word level focuses are

- select appropriate and effective vocabulary
- use correct spelling

The vocabulary focus is assessed through all the three strands and the spelling focus is assessed through a separate spelling test.

Unit summaries

Poetry

Objectives

Term 2 Text: 3, 4, 5, 6, 9

Origin

Year 6 Planning Exemplification 2 2001–2002 (pages 25–30)

Duration

One week

Summary

The poems introduced in this unit are *Jabberwocky* by Lewis Carroll and *My mother saw a dancing bear* by Charles Causley. The unit uses a variety of comprehension strategies including drawing and questioning to enable children to recognise meaning in the poems. The children prepare choral presentations of the poems. The final day is used for test practice.

Narrative reading

Objectives

Term 2 Text: 1, 2, 7, 8 Sentence: 4 Word: 7

Origin

New

Duration

Two weeks

Summary

The object of this unit is to provide suggestions, ideas and materials to support teachers in helping children to understand and respond to narrative texts, and to develop higher order reading skills. Children need to explore a range of comprehension strategies, using a variety of learning styles, that will enable them to probe beyond the literal. Key to the expansion of children's understanding will be the teacher's skill in questioning. All children need frequent exposure to 'open' questions that allow and encourage deduction, speculation, prediction, inference and evaluation. These should be part of the 'book talk' that takes place at various times in the classroom to enhance and develop children's analytical thinking.

Children need plenty of experience in tackling these kinds of questions orally before they can successfully attempt written answers. It will be helpful to most children if teachers frame the questions in as many different ways as possible, gradually incorporating into this oral work the kinds of wording that are typically used in written questions. Removing the obstacle of the unfamiliar language of written questions, by introducing it and explaining it orally, will enable children to demonstrate and teachers to assess what children do and do not understand about texts. It is suggested that teachers review past reading papers, list the relevant questions and consider how they can be adapted for use in various speaking and listening contexts, including shared and guided reading.

Four narratives are supplied in this unit: two short stories, 'The long walk' by George Layton in *The Fib and other stories* and 'The giant's necklace' by Michael Morpurgo in *From Hereabout Hill*, and two extracts from novels, *Freddie Pilcher* and *Meatpie on the Masham Road* by Pie Corbett (unpublished). After exploring one of the longer texts through reading, there is an opportunity to work with the children on converting part of the story into a playscript.

Narrative writing

Objectives

Term 1 Text: 7 Sentence: 1, 4, 5 Word: 1, 2, 3, 4, 6

Term 2 Text: 10 Sentence: 13 Word: 1, 2, 3

Origin

New

There is an alternative set of materials in *Year 6 Planning Exemplification 1 2001–2002* in the publications section on www.standards.dfes.gov.uk/literacy

Duration

Three weeks

Summary

This unit extends children's understanding of effective narrative writing by analysing and writing each of the five parts of a narrative text: *opening, build-up, dilemma, events and resolution/ending* and supporting the children in writing their own narrative. While analysing the text and participating in demonstration lessons the children will learn how to construct sentences and paragraphs to achieve the effects needed to interest the reader. In the plenary, the teacher will have the opportunity to respond to the children's writing with the three assessment strands in mind. In the third week, children will focus on writing short pieces with precision and clarity.

Report writing

Objectives

Term 1 Text: 13, 17 Sentence: 2, 3 Word: 1, 2, 3, 4

Origin

Year 6 Planning Exemplification 2 2001–2002 (pages 7–24)

Two additional reports to be used for analysis and two for demonstration-writing. Annotated versions included.

Duration

Two weeks

Summary

This unit prepares children for writing in other curriculum areas. Using analysis and teacher demonstration children are shown how to write reports well and then given the opportunity to do so using information gathered in another subject. As this was one of the suite of exemplified units in 2001–02, additional resources are provided for mixed age Y5/6 classes for this year.

Argument

Objectives

Term 2 Text: 15, 16, 18, 19 Sentence: 5 Word: 8

Origin

Year 6 Planning Exemplification 2 2001–2002 (pages 31–48)

Two additional discussion texts to be used for analysis and two for demonstration-writing. Annotated versions included.

Duration

Two weeks

Summary

Like the Report unit, this unit offers a cross-curricular opportunity. The unit follows the same model of analysis and application (reading and analysing texts followed by writing) as both the Report unit and the Narrative writing unit. As well as writing a discussion text, children will prepare their arguments for a debate. As this was one of the suite of exemplified units in 2001–02, additional resources are provided for mixed age Y5/6 classes for this year.

Formal and explanation writing

Objectives

Term 2 Text: 17, 20 Sentence: 1, 2, 4 Word: 4, 5

Term 3 Text: 15, 21

Origin

New

Duration

Two weeks, but each week's work could be taken separately.

Summary

This unit extends children's understanding of explanation writing and the use of formal language features by comparing informal and formal texts; analysing and demonstrating written texts; and supporting the children in writing their own formal texts and explanations. While reading the texts, analysing them and participating in demonstration lessons the children will learn how to construct sentences and paragraphs to achieve the effects needed to inform the reader. In the plenary, the teacher will have the opportunity to respond to the children's writing with the three assessment strands in mind. At the end of the two weeks, the children will have written a formal invitation, a formal explanation of the function of a library card, a formal letter of complaint, two brief formal explanations, and an extended explanation of a process.

Revision

Objectives

Term 3 Text: 4, 7, 17, 18, 19, 21, 22 Sentence: 1, 3 Word: 1, 2, 3

Origin

Year 6 Planning Exemplification 3 2001–2002 (pages 6–37)

Amended introduction, replaced units plans for narrative and non-narrative writing and Resource sheet 3 Writing.

Duration

Five weeks

Summary

By the summer term, children in Year 6 are experienced readers and writers. They have read and written extensively across a variety of types of text throughout their schooling. The Key Stage 2 English test assesses this knowledge, skill and understanding by asking the children to engage in reading and writing texts, not by ‘jumping through decontextualised hoops’. This five-week revision unit is designed to enable children to harness that knowledge, skill and understanding so that they give a good account of themselves in the tests which mark the end of their primary schooling. In the three reading weeks, children revise how to access text quickly and efficiently and how to read questions carefully, recognising the level of answer implied within the questions. In the writing weeks, children interpret questions, practise fast planning for a number of text types and construct meaningful texts appropriate for the stated purpose. They practise writing long and short, narrative and non-narrative tasks.

Target statements for reading

Year 6 as for Year 5 and:

<p>Word recognition and phonic knowledge</p>	<ul style="list-style-type: none"> Use knowledge of word derivations and word formation, e.g. <i>prefixes</i>, <i>acronyms</i> and <i>letter omission</i>, to construct the meaning of words in context. 	<p>WORD</p>		
<p>Grammatical knowledge</p>	<ul style="list-style-type: none"> Apply grammatical knowledge when re-reading complex sentences with appropriate phrasing and intonation. Read fluently, understanding and using more sophisticated punctuation marks, e.g. <i>colon</i>, <i>semi-colon</i>, <i>parenthetic commas</i>, <i>dashes</i>, <i>brackets</i>. Understand the use of connectives as signposts to indicate a change of tone, voice or opinion and apply this to maintain understanding when reading specific types of text. 		<p>SENTENCE</p>	
<p>Use of context</p>	<ul style="list-style-type: none"> Identify the correct language conventions and features of different text types to sustain understanding when reading extended texts or from a range of sources. 			<p>TEXT</p>
<p>Knowing how texts work</p>	<ul style="list-style-type: none"> Identify and describe the styles of individual writers and poets. Use secure understanding of the language features and structures of the full range of non-fiction text types to support understanding when reading. 	<p>TEXT</p>		
<p>Interpretation and response</p>	<ul style="list-style-type: none"> Distinguish between implicit and explicit points of view. Comment on the success of texts and writers in evoking particular responses in the reader. 		<p>TEXT</p>	
<p>Literary texts</p>	<ul style="list-style-type: none"> Analyse how messages, moods, feelings and attitudes are conveyed in poetry and prose using inference and deduction and making reference to the text. Comment critically on the overall impact of poetry or prose with reference to a range of features, e.g. <i>use of language</i>, <i>development of themes</i>. 			<p>TEXT</p>
<p>Non-fiction</p>	<ul style="list-style-type: none"> Secure the skills of <i>skimming</i>, <i>scanning</i> and <i>efficient reading</i> so that research is fast and effective. Appraise a text quickly and effectively. 			
<p>Attitude</p>	<ul style="list-style-type: none"> Declare and justify personal preferences for writers and types of text. Decide on the quality/usefulness of a text by skim reading to gain an overall impression using bibliographic knowledge. Articulate personal responses to literature, identifying how and why the text affects the reader. 	<p>TEXT</p>		

Target statements for writing

Year 6 as for Year 5 and:

Spelling	Use independent spelling strategies, including: <ul style="list-style-type: none"> • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivation of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features. 	WORD
Style: language effects	<ul style="list-style-type: none"> • Use well-chosen phrases such as adverbials, adventurous and precise vocabulary and other techniques such as sentence variation or figurative language, to contribute to the effectiveness of writing. 	
Style: sentence construction	<ul style="list-style-type: none"> • Secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects. • Write sentences in an appropriate and effective style, in relation to text type, audience and purpose. • Use conditional sentences and the passive voice. 	SENTENCE
Punctuation	<ul style="list-style-type: none"> • Demarcate most sentences correctly with Year 5 range of punctuation marks. • Secure the use of the <i>comma</i> to demarcate grammatical boundaries and to separate elements of a sentence, such as short phrases, clauses or items in a list. • Begin to make use of other punctuation marks such as the <i>semi-colon</i>. 	
Purpose and organisation	<ul style="list-style-type: none"> • Use pronouns and tenses accurately to establish textual cohesion and to avoid ambiguity. • Use a range of connecting words and phrases appropriately in different text types. • Write with appropriate pace. • In narrative, create characters with some significant interaction between them, through direct or reported speech, building characterisation through action, description, and characters' responses. • In non-fiction structures, write appropriately, including relevant introduction and clear presentation of information or points which lead to a well-drawn conclusion, often relating the subject to the reader. • Use paragraphs to distinguish the structure of different texts. • Relate events logically so that writing is coherent and provides good coverage of the main topic. • Use the range of different types of connectives to write coherently. • Keep writing lively, to interest, inform or persuade the reader through, for example, the ways in which characters or events are developed and commented upon or by providing persuasive reasons with examples. 	TEXT
Process	<ul style="list-style-type: none"> • Plan quickly and effectively, including the conclusion. • Polish own poetry for performance. • Use IT to plan, revise and edit writing for publication. • Discuss and select appropriate style and form to suit specific purpose and audience, drawing on knowledge of different texts. 	

Poetry: unit plan

	Shared text and sentence level	Guided	Independent work	Plenary
Monday	Poem, e.g. 'Jabberwocky' by Lewis Carroll. Shared reading of poem followed by paired discussion of immediate response and feedback. Discussion of words used in the poem and then brief discussion of events.	Reading	In pairs, consolidate understanding of events/images by drawing quick cartoons of each scene.	Feedback from independent work. Start to work on choral presentation.
Tuesday	Revisit poem by reading it in chorus as yesterday in plenary. Explore the effect on the reader, authorial technique and underlying theme.	Writing	Prepare written answers to a set of questions based on the poem.	Discuss answers to questions. Complete preparation for presentation the next day in assembly.
Wednesday	As for Monday. Poem, e.g. 'My mother saw a dancing bear' by Charles Causley.	Reading	As for Monday.	As for Monday.
Thursday	As for Tuesday. Poem, e.g. 'My mother saw a dancing bear' by Charles Causley.	Writing	As for Monday.	As for Tuesday.
Friday	Do practice reading test questions on a poem all together. (20 minutes).	Individually, do practice reading test questions on a different poem (20 minutes).		Go over test questions (20 minutes).

Purpose

- To entertain
- To recreate experience
- To create an experience

Generic text structure

- Opening and closure
- Range of possible structures
- Words used to create a varied pattern on the page

Sentence/word level features

- Possible use of:
- Internal rhyme and rhythm
 - Half or near rhyme
 - Alliteration and onomatopoeia
 - Assonance and dissonance
 - Metaphor and simile (personification)
 - Expressive adjectives, adverbs and verbs
 - Unusual word combinations
 - Use of patterns, repetition

Narrative reading: unit plan

N.B. For the three days' work on 'The giant's necklace' beginning on day 3, the teacher needs to have read the first part of the story to the class outside the literacy hour, ideally on day 1 or 2.

Week	Day	Shared text, sentence, word level and speaking and listening	Guided reading/writing	Independent work	Plenary	
1	1	Read first half of 'Long walk'. Demonstrate active reading strategies.		In pairs, close reading using active reading strategies.	Use conclusions from independent work to summarise verbally a response to a question.	
	2	Read second half of 'Long walk'. Demonstrate strategies for reflecting on whole story.		Infer and deduce another character's point of view: write journal entry.	Identify techniques author used to enable readers to empathise.	
	3	Read the next part of 'The giant's necklace', demonstrating active reading strategies.		Read on and apply active reading strategies.	Share responses, annotating the text as a model. Emphasise author's craft.	
	4	Read the next part of 'The giant's necklace', demonstrating active reading strategies.		Write journal entry as response to story ending, reflecting on author's intent.	Identify hints in the text to the ending.	
	5	Demonstrate close reading to identify author's techniques for 1) creating ambiguity and confusion, 2) handling time.		Write journal entry on overall impression of the story, citing evidence from the text.	Consider the structure of the story, and its genre.	
	2	6	Create checklist of key features of playscripts. Demonstrate first stage in converting narrative to play: identifying functions of elements of text.		Complete first stage of conversion to playscript. Text mark any queries.	Discuss points of difficulty and reach agreement.
		7	Demonstrate rewriting the story as a play, articulating decisions about conventional layout.		Continue with the process of transformation into a play, using checklist as a prompt.	Share techniques for tackling complexities of text.
		8	Collect ideas for fresh content. Use teacher scribing to start off a new scene.		Create own scene based on own ideas, applying conventions.	Partners check each other's work for correct use of conventions.
		9	Read 'Freddie Pilcher', demonstrating active reading strategies.		Summarise and predict, based on deduction and inference in shared reading.	Focus on language features required in answers.
		10	Read 'Meatpie on the Masham Road', demonstrating active reading strategies.		Answer questions requiring use of deduction and inference, building on shared reading.	Clarify the precise focus of the questions and strategies for answering them.

Narrative writing: unit plan for weeks 1 and 2

Week	Day	Shared text and sentence level	Guided reading/writing	Independent work	Plenary
1	1	Shared reading: analyse and annotate two examples/create checklist Opening – introducing characters		Working in pairs, analyse the openings of other short stories and extend the checklist	Children contribute to the class checklist of features of effective openings
	2	Shared writing – teacher demonstration using checklist Opening – introducing characters		Working independently, apply the checklist to write an opening	Children's work is evaluated against the checklist and the three writing strands (see introduction)
	3	Shared reading: analyse and annotate two examples/create checklist Build-up – establishing setting		Working in small groups, analyse the build-up and setting of other short stories and extend the checklist	Contribute to the class checklist – build-ups
	4	Shared writing – teacher demonstration using checklist Build-up – establishing setting		Working individually, apply the checklist to build a story	Work evaluated against checklist
	5	Shared reading: analyse and annotate two examples/create checklist Dilemma		Working in pairs, analyse the dilemma of other short stories and extend the checklist	Contribute to the class checklist – dilemma
2	6	Shared writing – teacher demonstration using checklist Dilemma		Working individually, apply the checklist to create a dilemma	Work evaluated against checklist
	7	Shared reading: analyse and annotate two examples /create checklist Reaction – events		Working in pairs, analyse the reaction/events of other short stories and extend the checklist	Contribute to the class checklist – reactions
	8	Shared writing – teacher demonstration using checklist Reaction – events		Working individually, apply the checklist and relate the events	Work evaluated against checklist
	9	Shared reading: analyse and annotate two examples/create checklist Resolution and ending		Working in small groups, analyse the resolution and ending of other short stories and extend the checklist	Contribute to the class checklist – resolutions
	10	Shared writing – teacher demonstration using checklist Resolution and ending		Working individually, apply the checklist to resolve/end a story	Work evaluated against checklist

Narrative writing: unit plan for week 3

Day	Shared text and sentence level	Guided reading/writing	Independent work	Plenary
1	<p>Shared reading Read and assess short descriptions of an incident written by two children (Resource sheets 9a to 9d). Discuss the effective and less effective features. Set a fresh imaginary incident to describe succinctly during independent time.</p>		Write a brief clear description of the incident.	Assess a child's writing against the key features discussed in shared session.
2	<p>Shared reading and writing Analyse and annotate character description (Resource sheets 10a and 10b). Create web to support character creation (Resource sheet 11). Demonstrate writing part of description (Resource sheets 12a and 12b). Discuss key features of effective character description.</p>		Think of an imaginary character and write a description, using character web as support.	In pairs, assess each other's work with reference to earlier discussions in shared session.
3	<p>Shared reading and writing Analyse and annotate beginning of a setting (Resource sheets 13a and 13b). Demonstrate writing the rest of the setting (Resource sheet 13b). Discuss key features of effective settings.</p>		Choose a setting and compose own story opening based on an effective setting.	Assess a child's writing against the key features discussed in shared session.
4	<p>Shared reading and writing Analyse and annotate the beginning of an action story (Resource sheets 14a and 14b). Demonstrate writing the rest of the story's opening (Resource sheet 14b). Discuss key features of effective action openings.</p>		Write own action opening to a story.	In pairs, assess each other's work against the key features discussed in shared session.
5	<p>Shared reading and writing Remind pupils of action opening of Jude story, then quickly read the ending (Resource sheet 14c). Read aloud the beginning of the middle section of the story (Resource sheet 14d) then demonstrate writing the rest of this middle part of Jude's adventure (Resource sheets 14d and 14e).</p>		Create an alternative middle section to Jude's story, that would fit with the opening and the ending.	Reflect on the week's learning, summarising the different types of writing and the key features of each.

Report writing: unit plan

	Shared text and sentence level	Guided	Independent work	Plenary
Analyse Monday	<ul style="list-style-type: none"> Unit 45 from <i>Grammar for Writing</i>. Shared reading: read and discuss content of report text (e.g. Sample Text A); analyse and annotate for organisation of content and create report skeleton-frame. 	Reading	In pairs, analyse and annotate other report texts (e.g. Sample Text B) for organisation of content, and create report skeleton-frame.	Children explain the organisation of their text(s) and generalise for reports as a text type.
Apply Tuesday	Shared writing (demonstration) – fast planning. Import content from another curriculum area and organise it into report skeleton-frame.	Writing	In pairs, fast planning practice. Using children's existing knowledge of an agreed subject, make brief notes of content in report skeleton-frame.	Children explain the reasoning behind their planning.
Analyse Wednesday	Shared reading: analyse and annotate text (e.g. Sample Text A) for language features and create checklist for report writing.	Reading	In pairs, analyse and annotate another text (e.g. Sample Text B) for language features and add to checklist for report writing.	Children contribute their additional points for the checklist or explain how the existing checklist works for Sample Text B.
Apply Thursday	Shared writing (teacher as scribe) – referring to skeleton-frame. Write introduction and some paragraphs of the text using checklist.	Writing	In pairs and referring to skeleton-frame, write remaining and closing paragraphs of the text, using checklist.	Children explain the reasoning behind their writing in relation to the checklist.
Analyse and apply Friday	Shared reading and writing: revision (demonstration and teacher as scribe); revise the opening paragraph and two further paragraphs of the text.	Reading	Revise the remaining and concluding paragraphs of the text.	Children explain where and why they have made revisions.
Analyse and apply Monday	Unit 45 from <i>Grammar for Writing</i> .	Writing	In pairs, investigate the spelling of unstressed vowels (<i>Spelling bank</i> , page 69).	Recap on the principles behind the sentence work.
Analyse Tuesday	Shared reading: analyse report text (e.g. Sample Text C) at both organisational and sentence/word level.	Reading	Individually, analyse another report text (e.g. Sample Text D) at both organisational and sentence/word level.	Children explain their analyses.
Apply Wednesday	Shared writing (supported composition) – import content from another curriculum area, quick plan and write some paragraphs of text.	Writing	Individually, write remaining paragraphs of text.	Children explain the reasoning behind their writing.
Analyse Thursday	Shared reading: do part of a practice reading test paper on a report text, all together.	Individually, do part of a practice reading test paper (report text).		Finish test paper.
Apply Friday	Shared writing: do a practice writing test paper all together involving a report text.	Individually, do a practice writing test paper (report text).		Finish test paper.

Argument: unit plan

	Shared text and sentence level	Guided	Independent work	Plenary
Analyse Monday	<ul style="list-style-type: none"> Unit 51 from <i>Grammar for Writing</i>. Shared reading: read and discuss content of discussion text (e.g. Sample Text A); analyse and annotate for organisation of content and create skeleton-frame. 	Reading	In pairs, analyse and annotate another discussion text (e.g. Sample Text B) for organisation of content and create discussion skeleton-frame.	Children explain the organisation of their text(s) and generalise for discussion as a text type.
Apply Tuesday	Shared writing (demonstration) – fast planning. Import content from another curriculum area and organise it into discussion skeleton-frame.	Writing	In pairs, fast planning practice. Using children's existing knowledge of an issue, make brief notes in discussion skeleton-frame.	Children explain the reasoning behind their planning.
Analyse Wednesday	Shared reading: analyse and annotate text (e.g. Sample Text A) for language features and create checklist for discussion writing.	Reading	In pairs, analyse and annotate another text (e.g. Sample Text B) for language features and add to checklist for discussion writing.	Children contribute their additional points for the checklist or explain how the existing checklist works for Sample Text B.
Apply Thursday	Shared writing (teacher as scribe) – referring to skeleton-frame. Write introduction and some paragraphs of the text using checklist.	Writing	In pairs and referring to skeleton-frame, write remaining and closing paragraphs of the text, using checklist.	Children explain the reasoning behind their writing in relation to the checklist.
Analyse and apply Friday	Shared reading and writing: revision (demonstration and teacher as scribe); revise the opening paragraph and one or two further paragraphs of the text.	Reading	Revise the remaining and concluding paragraphs of the text.	Children explain where and why they have made revisions.
Analyse and apply Monday	Unit 51 from <i>Grammar for Writing</i> .	Writing	Work in spelling logs; identify the tricky bits of recently used words from this and other pieces of writing. In pairs, test each other's spelling knowledge.	Recap on the principles behind the sentence work.
Analyse Tuesday	Shared reading: analyse discussion text (e.g. Sample Text C) at both organisational and sentence/word level.	Reading	Individually, analyse another discussion text (e.g. Sample Text D) at both organisational and sentence level/word level.	Children explain their analyses.
Apply Wednesday	Import content from another curriculum area, quick plan for writing a discussion text. Then discuss how to use the same material in a debate and organise the children into groups to prepare for a debate.	Writing	In groups, prepare to defend one or other side of the argument in a debate later in the day.	
Thursday	Shared reading: do a reading test paper all together, based on a discussion text.	Individually, do a reading test paper (discussion text).		Finish reading test paper.
Friday	Shared writing: do a writing test paper all together, involving a discussion text.	Individually, do a writing test paper (discussion text).		Finish writing test paper.

Formal writing: unit plan

Day	Shared text, sentence and word level	Guided	Independent work	Plenary
1	Discuss invitations and their purpose. What do they need to tell you? List key information. Shared reading, discussion and partial annotation of informal invitation (Resource sheet 2a) and formal invitation (Resource sheet 2c). Add any further suggestions to key information. Discuss the different impact of each invitation. Begin a comparative list of features. Note formal phrases and vocabulary to return to in plenary.		In pairs, complete comparative grid (see Resource sheet 2e) of the two invitations, using the key information as a prompt to their searches. Extension activity: formal/informal comparative vocabulary.	Take some comparatives. Ask children to identify the features of a formal invitation with examples. Return to formal phrases/words identified earlier. Demonstration-write a glossary/dictionary entry. Give rest of phrases as homework.
2	Shared reading of the account of a ball (Resource sheet 3). Encourage recall, inference and deduction to identify key information. Note-key facts on whiteboards. Spelling: Make link between <i>accompanied</i> in Resource sheet 3 and <i>company</i> (from 'request the company'). Create word family from root word.		Drawing on yesterday's formal invitation, write a formal invitation to the event in Resource sheet 3. Children use their notes and yesterday's comparative grid/lists to support their work.	Share examples of children's work and ask others to assess use of precise details, formal phrases and vocabulary, whether key information included, layout.
3	Discuss when formal written language is encountered and why official documents are written in such a way. Shared reading of Resource sheet 4a. Check understanding, especially formal phrases, vocabulary. Annotate and discuss formal features and layout. Note text structure of introduction (what licence for, detailed description of a licence. See Resource sheet 4b). Make point that formal language occurs in many different kinds of texts. Spelling: Challenge children to identify the tricky part of spelling <i>licence</i> and a way to remember the correct spelling. Show example of local library card and discuss what it is for, who is entitled to one, what it consists of, when it is produced and who can ask to see it. Undertake demonstration or shared writing of introduction to a leaflet on library cards (entitlement to books, tapes, videos, CDs) based on model from Resource sheet 4a. Stress use of formal, impersonal language, generic statements and layout.		Drawing on the driving licence text as model, children complete the writing of the explanation of library cards and their use. Encourage them to use what they know about formal language and layout. Extension activity: add a further section on the use of the school library using formal language.	Share some examples of the writing and look for impersonal/formal elements/text structure. Identify the passive sentence in Resource sheet 4a and briefly recap the principles (see Unit 48 of <i>Grammar for Writing</i> (GfW)). Using examples from the children's writing, practise removing the agent from sentences (turning active sentences to passive). Discuss the impact this has on the writing.
4	Remind the class of official text they read yesterday and get them to recap characteristics. Read further example of official text (Resource sheet 5a). Discuss and identify the features it shares with other formal texts studied (see Resource sheet 5b). Spelling: Write <i>countersignature</i> , <i>countersignatories</i> . Identify the root word. Children write other words with the <i>sign</i> root, including prefixes and suffixes. Create joint 'sign' word chart.		Give out photocopies of passport text. In pairs, highlight any technical /formal words and phrases. Decide what simple word or phrase could replace it. Use this to create glossary/dictionary entries. Record these in the vocabulary pages of spelling logs.	List words and phrases children have underlined. Ask children to offer their glossary/dictionary entries. Discuss which is best and why.
5	Compare the two letters of complaint (Resource sheets 6a and 6c). Discuss why the formal letter is more effective. Identify the features of formal written text used. Point out the introduction: problem outlined, details, result wanted; structure of the paragraphs (see Resource sheets 6b and 6d). Orally, turn one or two sentences from Resource sheet 6a into passive sentences and discuss impact. Point out that too many passive sentences can sound pompous. Introduce the independent task by reading the scenario and demonstration-writing a few opening sentences. Model formal tone/use of language.		Using the scenario provided (Resource sheet 7), ask children to write their own brief letter of complaint. Encourage them to aim to complete this in 20 minutes. Give a letter template showing the layout so they concentrate on the content of body of the letter, not the letter format.	Children role-play reading their letters aloud. Others comment on their effectiveness and use of formal language.

Explanation writing: unit plan

Day	Shared text, sentence and word level	Guided	Independent work	Plenary
6	<p>Shared reading of Resource sheet 8a (Explanation to a friend). Discuss and ensure children understand the causal, accumulative sequence. Ask whether it is a formal or informal explanation and how they know. Annotate informal features. Get them to recap features of formal language. Note that even in this informal explanation the structure is of statement of what is going to be explained, followed by sequence of events with causal links. Look at the complex sentence 'Then, when I told him off, my mum...' Try moving subordinate clause around using whiteboards. Discuss punctuation. Discuss how this explanation might be written if it was a formal explanation to a headteacher. What would be the same/different? Demonstration-write the opening paragraph of letter to headteacher (Resource sheets 8c and 8d).</p>		<p>Children continue to write the formal explanation to the headteacher. Encourage them to include formal phrases and vocabulary and to think about the structure of the explanation.</p>	<p>Share Resource sheet 8c with them as one possible formal letter. Look at formal features, structure and sequence, how ended, use of temporal and causal connectives. How is it different from the informal version? Ask them to share their own letters with a writing response partner and decide if they can improve their letters in the light of this example/discussion.</p>
7	<p>Shared reading of school accident explanation (Resource sheet 9a). Discuss structure and formal features. Ask children to identify complex sentences and experiment with moving clauses. Discuss how complex sentences allow you to add precise detail to a sentence and why this is important in explanations. Select the passive sentence in the text and recap principles (GfW Units 45/48). Discuss why headteacher might have used passive voice here – no agent, not ascribing blame/neutral. Show how this account could be written as a series of notes onto a flow chart (Resource sheet 9c), which shows the parallel series of events.</p>		<p>Give parallel notes (Resource sheet 9d) to groups of three. Children role-play giving their explanation of the accident to the police constable. Then jointly compose the opening of a formal account of the incident which should include a passive sentence.</p>	<p>Share written versions and compare. Look for formal features and passive voice.</p>
8	<p>Read text on volcanoes (Resource sheet 10a). Point out that the previous two explanations have been past tense (as explaining events that have happened). What tense is this? Why? Analyse and annotate structural and language features of explanation. List technical vocabulary and ask children to suggest strategies they could use to remember how to spell these words. Explain independent task and model how to quickly assess a book for its usefulness.</p>		<p>Remind children of note taking modelled yesterday. Children make notes on what causes earthquakes. Books on earthquakes, leaflets, CD-ROMs, internet available for research.</p>	<p>Show some of children's notes on OHT and ask them to explain the rationale behind how they have organised their notes. Check they indicate causal and sequential relationships. Identify any technical words common to both volcanoes and earthquakes and recap spelling strategies.</p>
9	<p>Reread the volcano opening paragraph (Resource sheet 10a). Demonstration-write the opening sentences of an earthquake explanation, taking content from the children's notes or using Resource sheet 11 as a model. Talk about formal and technical language/tense/use of passive sentences as you compose. Discuss what following paragraphs of the explanation might contain and produce a list of paragraphs.</p>		<p>Children continue writing the opening and next few paragraphs, using the paragraph list to guide them.</p>	<p>Return to technical words discussed on Wednesday and see who can recall how to spell them using spelling strategies discussed. Ask them to proofread these words in their own writing.</p>
10	<p>Use volcano text (Resource sheet 10a) to discuss the ending of explanation text. Draw attention to the 'dual' ending, i.e. the ending of the causal/sequential explanation but also some general comments to 'round off' the text. Create word family from <i>erupt</i> (eruption, rupture, disrupt, etc.).</p>		<p>Children complete writing earthquake explanation text.</p>	<p>Share some examples of the children's writing and ask them to identify the features of explanation text and formal texts they display.</p>

Narrative reading revision: unit plan

<p>Mon</p>	<p>Shared reading and writing (40 minutes) Model and discuss strategies for accessing narrative text (Resource sheet 1). Ask children to read text individually using strategies (e.g. <i>No more school?</i> – 2000 KS2 test). Discuss the strategies they used. Read the instructions on page 3 of the Answer booklet and then discuss routine for reading questions and illustrate with some of the test questions, but don't answer them (Resource sheet 2). Demonstrate the process for answering question 1. Give children two minutes to write the answer to question 2, then take responses and explanations as to how they located the correct answer. Repeat with questions 3 and 4. Using information in the mark scheme, discuss the nature of the answer expected to question 5 to gain two marks; illustrate the sorts of answers which would fall short of two marks.</p>	<p>Independent/guided work (10 minutes) Children answer questions 6, 7 and 8 independently.</p>	<p>Plenary (10 minutes) Discussion of children's answers in relation to mark scheme.</p>
<p>Tues</p>	<p>Shared reading and writing (25 minutes) Ask the children, in pairs, to retell to each other the story <i>No more school?</i> Ask them to describe the strategies needed when reading test questions. Give the children three minutes to write the answers to question 9, then take responses and explanations as to how they located the correct answers. Repeat with question 10. Using information in the mark scheme, discuss the nature of the answer expected to question 11 to gain three marks; illustrate the sorts of answers which would fall short of three marks.</p>	<p>Independent/guided work (15 minutes) Children answer questions 12, 13, 14, 15 and 16 independently.</p>	<p>Plenary (20 minutes) Discussion of children's answers. Begin to analyse how questions are asked and make a list of things to notice in questions and the sorts of answers required (e.g. <i>retrieving information; deducing opinion</i>).</p>
<p>Wed</p>	<p>Shared reading and writing (60 minutes) Remind children of the strategies for accessing narrative text (Resource sheet 1). Ask children to read text individually using strategies (e.g. <i>Leaving Home</i> – 1998 KS2 test). Discuss the strategies they used. Look at the list started the previous day of the sorts of questions that can be asked about narratives and the different levels of answers that merit one, two or three marks. Ask the children, in pairs, to devise a question which would require a one-mark answer from the first part of the story (e.g. when Clara was in bed). Take some of their suggestions and discuss. Repeat with questions requiring two and three marks. Read the first test question and compare with the questions the children made up. Read question 5 and establish that the information is not given but implied in the text. Draw the children's notice to the fact that this question still carries only one mark. Questions requiring one-mark answers can be information retrieval or deduction. Continue reading the questions, picking out the key words in the questions and noting the expected level of answer. Add to list of 'things to look for in questions'.</p>		
<p>Thur</p>	<p>Independent/guided work (30 minutes) Children answer the test paper <i>Leaving Home</i>.</p>	<p>Plenary (30 minutes) Review the children's answers.</p>	
<p>Fri</p>	<p>Independent/guided work (30 minutes) Children answer the test paper <i>Leaving Home</i>.</p>	<p>Plenary (30 minutes) Discussion of test and review of children's answers.</p>	

Narrative writing revision: unit plan

Day 1	<p>Shared reading and writing (20 minutes)</p> <p>Tell the children that in the test they will be asked to do two pieces of writing – a longer and a shorter piece. One of them may be narrative so this week they will be practising both longer and shorter narrative tasks. With reference to Resource sheet 3, discuss a narrative title from a test paper (e.g. <i>If pictures could speak . . . 1999 KS2 Test paper</i>).</p> <p>Read and discuss the planning prompts (Resource sheet 3). Demonstrate fast planning of the story, emphasising the importance of the structure to create an effective story. Repeat the process with a different narrative genre (e.g. <i>Three Wishes 2001 KS2 test</i>).</p>	<p>Independent/guided work (25 minutes)</p> <p>Working independently, children plan two more narratives.</p>	<p>Plenary (15 minutes)</p> <p>Children present their plans orally, respond and improve. Pay particular attention to how they plan to link the end to the beginning.</p>
Day 2	<p>Shared reading and writing (30 minutes)</p> <p>Enlarge the first paragraph of script 2 <i>If pictures could speak . . .</i> on page 49 of <i>KS2 English tests mark schemes QCA 1999</i>. Discuss the effectiveness of the opening (Resource sheet 4). Display an alternative opening written on the basis of your planning notes and Resource sheet 4 and demonstrate writing the next paragraph (Resource sheet 5). Bring out the language features as you write. The test marking takes account of children's consistent use of full stops to demarcate sentence boundaries. It is therefore very important to focus on punctuation as you demonstrate writing and when you discuss children's writing.</p>	<p>Independent/guided work (15 minutes)</p> <p>Children read their stories to their response partners, looking in particular at the final sentence. Together, pick out the most successful parts of the two stories and some parts which could be improved. Each child revises their own story by deleting and adding in the space provided.</p>	<p>Independent/guided work (30 minutes)</p> <p>Working independently, children complete the story leaving a space between each line to allow for later revision.</p>
Day 3	<p>Shared reading and writing (15 minutes)</p> <p>By agreement with the children, choose a good example (perhaps not the best) of their stories, enlarge and discuss its effectiveness in terms of style and punctuation. Then look closely at the ending. Ask other children to read out their endings. Even though the endings were planned on Day 1, notice how different they are. Ask the children in pairs to decide an even better final sentence to this story than they have heard from the class so far.</p>	<p>Independent/guided work (30 minutes)</p> <p>Enlarge and display a marked script, e.g. the narrative 'longer task' <i>A new World</i> in the QCA sample material www.qca.org.uk/ca/tests/2003sample</p> <p>Discuss with the children how the piece of writing was marked and go through the procedure for the writing test using guidance from QCA and Resource sheet 3.</p>	<p>Plenary (15 minutes)</p> <p>Display the assessment focuses under the headings of the three strands for the longer task. In pairs, ask the children to mark their work against the focuses. You may wish to emphasise some focuses more than others depending on the needs of the class. Discuss any issues that arise.</p>
Day 4	<p>Independent/guided work (45 minutes)</p> <p>Test practice: timed writing of a narrative longer task (45 minutes) under test conditions. Use 2003 sample material from QCA or adapt a narrative title from a past paper, e.g. <i>A Change in Time</i> (2002 KS2 Test).</p>	<p>Independent/guided work (20 minutes)</p> <p>Test practice: timed writing of a narrative shorter task (20 minutes) under test conditions. You could ask the children to write about the <i>Activity holiday</i> but choosing either the team games or the treasure hunt, or adapt a narrative title from a past paper, e.g. <i>A Forceful character</i> (2002 KS2 Test) in which the children could be asked to describe the main character.</p>	<p>Plenary (20 minutes)</p> <p>Display the assessment focuses under the headings of the two strands for the shorter task. In pairs, ask the children to mark their work against the focuses. You may wish to emphasise some focuses more than others depending on the needs of the class. Discuss any issues that arise.</p>
Day 5	<p>Shared reading and writing (20 minutes)</p> <p>Enlarge and display a marked script, e.g. the narrative 'shorter task' <i>Activity holiday</i> in the QCA sample material www.qca.org.uk/ca/tests/2003sample</p> <p>Discuss with the children how the piece of writing was marked and go through the procedure for the writing test using guidance from QCA and Resource sheet 3.</p>	<p>Independent/guided work (30 minutes)</p> <p>Working independently, children complete the story leaving a space between each line to allow for later revision.</p>	<p>Plenary (15 minutes)</p> <p>Children present their plans orally, respond and improve. Pay particular attention to how they plan to link the end to the beginning.</p>

Poetry reading revision: unit plan

<p>Mon</p>	<p>Shared reading and writing (60 minutes) Discuss strategies for reading poetry (Resource sheet 1) and illustrate using a poem (e.g. Owl by Pie Corbett, Resource sheet 6). Explain to the children that they are going to read a poem in a booklet called <i>Spinners (1999 KS2 test)</i>. Read page 3 to the children and show them the pictures of the spider spinning its web on page 5 but don't go into any detail. Ask children to read the poem, <i>Spinner</i>, on page 7, individually, using some of the strategies they know about. Discuss the strategies on page 3 of the Answer booklet and then discuss the routine for reading questions and go through all the questions, underlining the key words. Notice the reference in the questions to the first, second and third parts of the poem (Resource sheet 2). Ask the children to write the answer to question 1. With reference to the mark scheme booklet, discuss the answers they give. Repeat with questions 2 and 3.</p>		
<p>Tues</p>	<p>Shared reading and writing (15 minutes) Ask the children in pairs to reread to each other the poem, <i>Spinner</i>. Ask them to describe the strategies needed when reading test questions. Using information in the mark scheme, discuss the nature of the answer expected to question 4 to gain two marks; illustrate the sorts of answers which would fall short of two marks.</p>	<p>Independent/guided work (10 minutes) Children answer questions 5, 6, and 7 individually.</p>	<p>Plenary (35 minutes) Discussion of children's answers to questions 5, 6, and 7 and the nature of the answers required, e.g. information retrieval, deduction. Using information in the mark scheme, discuss the nature of the answer expected to question 8 to gain three marks; illustrate the sorts of answers which would fall short of three marks. Ask the children to write an answer to question 9 individually and then discuss their responses. Begin to analyse how questions are asked and make a list of things to notice in questions and the sorts of answers required (e.g. retrieving information; deducing opinion).</p>
<p>Wed</p>	<p>Shared reading and writing (35 minutes) Re-read the poem <i>Owl</i>. Look at the list started the previous day of the sorts of questions that can be asked about poems and the different levels of answers that merit one, two and three marks. Ask the children, in pairs, to devise a question which would require a one-mark answer. Take some of their suggestions and discuss. Repeat with questions requiring two and three marks. Remind children of the strategies for reading poems (Resource sheet 1).</p>	<p>Independent/guided work (20 minutes) Children, individually, answer the test paper <i>City Jungle (Resource sheet 8)</i>.</p>	<p>Independent/guided work (15 minutes) Ask children to read the poem <i>City Jungle (2000 Welsh KS2 test)</i> individually using strategies outlined (Resource sheet 7). Ask the children, in pairs, to devise questions which would require one-, two- and three-mark answers on the basis of their knowledge of the wording of questions and the expected levels of answers.</p> <p>Plenary (10 minutes) Take some of the children's suggested questions and discuss.</p>
<p>Thur</p>	<p>Shared reading and writing (20 minutes) Read the test questions on <i>City Jungle</i>, picking out the key words in the questions and noting the expected level of answer (Resource sheet 8). Compare to the questions the children made up.</p>	<p>Independent/guided work (20 minutes) Children, individually, answer the test paper <i>City Jungle (Resource sheet 9)</i>.</p>	<p>Plenary (20 minutes) Review the children's answers in the light of the mark scheme (Resource sheet 9).</p>
<p>Fri</p>	<p>Independent/guided work (30 minutes) Children read and answer questions individually on <i>Prints (1995 KS2 test)</i>.</p> <p>Plenary (30 minutes) Discussion of text and review of children's answers.</p>		

Non-narrative reading revision: unit plan

<p>Mon</p>	<p>Shared reading and writing (30 minutes) Discuss strategies for accessing non-fiction texts (Resource sheet 1). Remind the children of the poem about spiders they read last week and explain that they are going to read the rest of the booklet today. Read them the introductory page 3 of the Reading booklet <i>Spinners (2000 KS2 test)</i>. Ask them to read the two double-page spreads, one on spiders' webs and the other entitled 'The truth about Miss Muffet', individually, using appropriate strategies (pages 4 and 5, 8 and 9). Discuss the strategies they used for each text and the variety of sources of information, particularly on pages 8 and 9. Read the instructions on page 3 of the answer booklet and then discuss routine for reading questions and illustrate with some of the test questions, but don't answer them (Resource sheet 2). Ask the children to answer question 1 individually and then take responses and explanations as to how they located the correct answer. Repeat with questions 2, 3 and 4. Discuss question 5, encouraging close reading of the explanations which are in note form to find which one matches each picture.</p>	<p>Independent/guided work (15 minutes) Children answer questions 6–9 independently.</p>	<p>Plenary (15 minutes) Using information in the mark scheme, discuss the children's answers to the questions. In question 7, ensure the children understand that the question requires them to indicate the intention of the author to create an effect and how they should express this in full.</p>
<p>Tues</p>	<p>Shared reading and writing (20 minutes) Ask the children to describe the strategies needed when reading test questions. Ask them to find pages 8 and 9 of the Reading booklet and pages 10 and 11 of the Answer booklet. Point out that the first question is not asking a question, as such, but giving them an instruction to fill out the chart. Ask the children where they will find the information to do this. Ask them to write the answers for questions 1 and 2 and then check for any misunderstandings of the text. Ask the children to read question 3. Ask them to look back to question 7 on page 5 and to pick out the similarity ('Why do you think the writer...?'). Discuss how they answered that question yesterday and how they need to answer this question (authorial intent). Discuss the wording of questions 4–7. Turn to page 14 and discuss the implications of the three marks for question 2.</p>	<p>Independent/guided work (20 minutes) Children answer questions 4–7 and 1 and 2 on page 14 independently.</p>	<p>Plenary (20 minutes) Discussion of children's answers. Consider the nature of the questions and how they compare with questions asked about narrative texts and poetry.</p>
<p>Wed</p>	<p>Shared reading and writing (60 minutes) Remind children of the strategies for accessing non-fiction texts (Resource sheet 1). Ask children to read text individually using appropriate strategies (e.g. <i>Great Walls of the World</i>, pages 11–13, <i>2000 KS2 test</i>). Discuss the strategies they used and the different ways the information is presented. Convert the information from the <i>Concise Guide to Washington</i> into a three-bullet 'fact box' and ask which fact is missing. With reference to yesterday's discussion about the sorts of questions which can be asked about non-fiction texts and the different levels of answers that merit one, two or three marks, ask the children, in pairs, to devise a question which would require a one-mark answer. Take some of their suggestions and discuss. Repeat with questions requiring two and three marks. If they don't suggest it, ask whether the information on the page could, in any way, be presented in a chart, as in 'The truth about Miss Muffet' answer booklet. Read questions 17 and 18 in the answer booklet and ask the children what sort of mistakes people might make when answering these questions. Ask half the class to discuss question 23 in pairs and the other half to discuss question 14 in pairs. Pair up the pairs to exchange thoughts on each question. Take some feedback centrally. Using information in the mark scheme, discuss the nature of the answers expected to question 27 to gain maximum marks.</p>		
<p>Thur</p>	<p>Independent/guided work (30 minutes) Children answer all the questions on section 2 of the test paper <i>Built to last?</i></p>	<p>Plenary (30 minutes) Review the children's answers.</p>	
<p>Fri</p>	<p>Independent/guided work (45 minutes) Under 'test conditions', children read the reading booklet <i>Ocean Voices (2001 KS2 test)</i> and answer all the questions in the answer booklet.</p>		<p>Plenary (15 minutes) Review the children's answers.</p>

Non-narrative writing revision: unit plan

<p>Day 1</p>	<p>Shared reading and writing (20 minutes) Remind the children that in the test they will be asked to do two pieces of writing – a longer and a shorter piece. One of them may be non-narrative so this week they will be practising both longer and shorter non-narrative tasks. Demonstration-planning: using two different non-narrative questions from past papers, demonstrate creation of own writing frames in response to a particular writing stimulus, e.g. <i>Tried and Tested (2002 KS2 test)</i> (Resource sheets 3 and 10). Emphasise need to adapt/combine familiar elements from known text types according to particular audience and purpose. Demonstrate note-form planning using one of own frames (Resource sheet 10).</p>	<p>Independent/guided work (25 minutes) Working independently, children draw up two planning frames and complete note-form plans for one frame.</p>	<p>Plenary (15 minutes) Children present their plans orally, respond and improve.</p>
<p>Day 2</p>	<p>Shared reading and writing (30 minutes) Demonstration-writing: using planning notes (Resource sheet 10), demonstrate composing clear opening paragraph, with definition, statement of purpose, etc. as appropriate.</p>	<p>Independent/guided work (30 minutes) Working independently, children follow the plan and write remaining paragraphs, using sub-headings, bullet points as appropriate and leaving space for future revisions.</p>	
<p>Day 3</p>	<p>Shared reading and writing (15 minutes) By agreement with the children, choose a good example (perhaps not the best) of their reports, enlarge and discuss its effectiveness in terms of style and punctuation. Then look closely at the ending. Ask other children to read out their endings. Consider the sorts of ending sentences suitable for an evaluative report such as this one. Ask the children in pairs to decide an even better final sentence to this report than they have heard.</p>	<p>Independent/guided work (15 minutes) Children read their reports to their response partners, looking in particular at the final sentence. Together pick out the most successful parts of the two reports and some parts which could be improved. Each child revise their own report by deleting and adding in the space provided.</p>	<p>Plenary (30 minutes) Enlarge and display a marked script, e.g. the non-narrative 'longer task' <i>The healthy snack shop</i> in the QCA sample material www.qca.org.uk/ca/tests/2003sample Discuss with the children how the piece of writing was marked and go through the procedure for the writing test using guidance from QCA and Resource sheet 3.</p>
<p>Day 4</p>	<p>Independent/guided work (45 minutes) Test practice: timed writing of a non-narrative longer task (45 minutes) under test conditions. Use 2003 sample material from QCA or adapt a non-narrative title from a past paper, e.g. <i>Community Park (2002 KS2 Test)</i>.</p>	<p>Plenary (15 minutes) Display the assessment focuses under the headings of the three strands for the longer task. In pairs, ask the children to mark their work against the focuses. You may wish to emphasise some focuses more than others depending on the needs of the class. Discuss any issues that arise.</p>	
<p>Day 5</p>	<p>Shared reading and writing (20 minutes) Enlarge and display a marked script, e.g. the non-narrative 'shorter task' <i>Safety in the kitchen</i> in the QCA sample material www.qca.org.uk/ca/tests/2003sample. Discuss with the children how the piece of writing was marked and go through the procedure for the writing test using guidance from QCA and Resource sheet 3.</p>	<p>Independent/guided work (20 minutes) Test practice: timed writing of a non-narrative shorter task (20 minutes) under test conditions. You could adapt a title from a past paper.</p>	<p>Plenary (20 minutes) Display the assessment focuses under the headings of the two strands for the shorter task. In pairs, ask the children to mark their work against the focuses. You may wish to emphasise some focuses more than others depending on the needs of the class. Discuss any issues that arise.</p>

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