

The Promise - UKS2 Planning

<p><u>Learning Journey – Y5/6</u></p> <p><u>Fiction:</u> Narrative</p> <p><u>Purpose:</u> To provoke thought through a story</p> <p><u>Audience:</u> The community</p> <p><u>Outcome:</u> To produce a sequel to the story</p>	<p><u>Driver</u></p> <p>The Promise by Nicola Davies</p>	<p><u>Key Writing Statements:</u></p> <ul style="list-style-type: none"> ● Varying sentence types: simple, compound, complex- Use a wide range of clause structures, sometimes varying their position within the sentence (Year 5 & 6) Make deliberate choices of sentence length and structure for impact on the reader (Year 5) ● Varying sentence starts- fronted prepositional phrases for greater effect (Year 5) ● Inverted commas for speech, commas for fronted adverbials Content is balanced e.g. between action/ description/ dialogue (Year 5) ● Select synonyms accurately for effect rather than as an alternative for an original word (Year 6) Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Year 5) ● Use figurative language such as similes, alliteration, metaphors and personification in poetry(Year 5 & 6) ● Ensure the consistent and correct use of tense throughout a piece of writing(Year 5 &6)
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<p>Lesson 1:</p>	<p>L.O: To explore a character</p> <p>Starter: Have you ever made a promise? Can you write it down on a piece of paper? Distinguish here between promises and secrets and tell children to write down a promise that they don't mind sharing. Ask children to pass it on to the next person and maybe even the next and ask them to open it. Tell them that they are now responsible for that promise. How hard would that be? Discuss using talk partners.</p> <p>Main: Tell the children that all the talk of promises has reminded you of a book. Role on the wall- Use the image of the girl looking up at the buildings from the first page of the text and discuss in small groups what this image tells us about this character. Ask questions to draw out the thinking and response – who is she? What is she doing there? Who is she with? Might she be alone? Where is she going? Record responses and ideas onto the role on the wall to begin to build up an understanding of the character.</p> <p>Plenary: Predict what will happen next in the story.</p>
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Lesson 2:	<p>L.O: To use figurative language</p> <p>Starter: Share the story up until page 4.</p> <p>Main: Look back at the figurative language . How has the author described the city? What similes have been used . Why are the words 'like' and 'as' important? What personification has she deployed? 'Mean and hard and ugly'. Children to work in pairs. Partner A to show card with human attribute.Partner B to have pieces of nature. Can they match? Can they use 'as' or 'like' to create a phrase?</p> <p>Use the image of the city from the page 'Nothing grew. Everything was broken. No one ever smiled,' Build vocabulary around the image by recording what you can see. Consider what you might hear if you were there and how it might feel, and ask the children to add their ideas to the vocabulary around the image. Encourage them to use words, phrases and sentences, and extend this to consider similes and metaphors (or personification).</p>
Lesson 3:	<p>L.O: To explore a characters feelings</p> <p>Starter: Read the next two pages up until money in her bag. Go back to the role on the wall from previous lesson - what do we now know about the girl, has your opinion changed .</p> <p>Main: In this session, it would be useful to provide the prop of a bag of acorns. You could collect these prior to the session, Read aloud from 'To and fro'... to ...'thinking of the food and money in the bag'. In the role of the girl, think about what might be in the bag. Ask questions to explore their thoughts - what do you hope to find? Why? Show the bag that was taken and ask the child to peer inside (not letting on what is inside the bag) and pass the bag on to the next child. should she keep the promise she has made? Form a conscience alley – where the children who think she should keep her promise form one side of the alley, while those that think she shouldn't keep the promise form the other side. Ask a child to walk the conscience alley in role as the girl</p> <p>Plenary: In role as the girl children to write their thought bubble down.</p>

<p>Lesson 4:</p>	<p>L.O: To create rhythm using commas in lists.</p> <p>Starter: Read up to page when she begins to plant seeds. Continue to read where she plants the seeds. What features can you identify? Alliteration, personification, power of 3 - class discussion, what effect does this create for the reader?</p> <p>WAGOLL/WABOLL?: I planted besides roads, on roundabouts, among rubble, ruins and rusty railings, by train tracks, tramlines and traffic lights, in abandoned parks and gardens laced with broken glass, behind factories and shopping malls, up bus stops, cafes, blocks of flats. Children to work in pairs to edit/breakup writing into phrases - power of 3.</p> <p>Main: Children to look at pictures of derelict cities/abandoned cities - children to annotate with examples of alliteration, personification, power of 3- encourage use of thesaurus to uplevel.</p> <p>Children to record subjects on cut up strips to play around with the order on their tables. Children to read aloud to the class - what went well, EBI.</p> <p>Plenary: Children recording chosen order in books.</p>
<p>Lesson 5</p> <p>CLASS BOOK</p>	<p>L.O: To consider and show the thoughts and emotions of different characters.</p> <p>Starter: Think back to where the girl planted the seeds. Would everyone in the town be happy about this? Would people be angry about this? How might they feel? Who would be looking forward to it? Think about different members of society - show picture of the 'grey' community picture from the beginning of the book to facilitate discussions.</p> <p>Main: Drama - freeze frames/thought tapping to convey the emotions/thoughts of the community members. Discuss how we could use show me don't tell me techniques to support our acting.</p> <p>Plenary: Record some examples of show me don't tell me descriptions and speech on post its.</p>

Lesson 6	<p>L.O: To punctuate speech.</p> <p>Starter: Recapping past lesson - what characters did we think in the perspective of - summarising thoughts and feelings discussed.</p> <p>Main: Look at features and explain how quality sentences don't have to have a specific pattern, positions of phrases and words can be changed to add to the effect of the writing. Model write as a class, discussing how we could move specific parts - play around.</p> <p>Children drafting sentences on bits of paper. Allow time for children to play around with the order of their sentences. Children then recording sentences in books.</p> <p><i>Grammar to include:</i> Punctuation - red Speech - yellow Predicate (verb section) - orange The subject - green Verbs - underlined</p>
Lesson 7:	<p>L.O. To create an adverbial phrase using a simile</p> <p>Starter: Read to page ending 'green spread through the city'</p> <p>Main: Show children the page 'Green spread through the city like a song, breathing to the sky, drawing down the rain like a blessing.' Tell the children that this could have a different effect according to the order of the phrases and clauses. Have on card these parts of the sentence: green spread though the city/ like a song / breathing to the sky /drawing down the rain /like a blessing, e.g. Like a song green spread through the city. Children to play with the order – can they put the simile first? How would it sound? Would you need to change any verbs? Or word order? E.g. Like a blessing rain drew down. Where would a comma go? Like a song, green spread through the city. Like a blessing, rain drew down. What would we call this? An adverbial phrase</p> <p>Create and write similes that can be used as fronted adverbials for their sequels later on. Tell children to draw upon nature for the action part of their sentence. Think of nouns where emotions are depicted, e.g. kiss.</p>

Lesson 8:	<p>Finish book</p> <p>Generate ideas for sequel - character description/setting description?</p> <p>L.O: To explore plot ideas for a sequel.</p> <p>Read to the end of the story.</p> <p>Present the idea that the next 'thief' takes the bag of acorns. This time, something negative is going to happen with the acorns. What might happen? Explore in partners. Develop ideas in pairs.</p> <p>In small groups, children create role plays to depict ideas. Share and present. Evaluate new plot ideas - what ideas were our favourite?</p>
Lesson 9:	<p>Planning story - storyboard/story S</p>
Lesson 10/12	<p>LO: To describe a setting using figurative language.</p> <p>Read the WAGOLL and highlight the figurative language used. Write the opening paragraph (steal the acorns, take them to city, describe setting) Edit and improve vocabulary, reorder sentences with figurative language to check which way is most effective. Could rewrite the paragraph once edited.</p> <ul style="list-style-type: none"> - Personification - Simile - Speech correctly punctuated - Alliteration - Commas for lists - Varied order of sentences - Show don't tell - Power of three
Lesson 13:	<p>Editing</p>
Lesson 14:	<p>Publishing</p>