Floodland : Newspaper Reports : English : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To research the causes and effects of rising sea levels.	In this lesson the children will conduct research into the causes, consequences and solutions to rising sea levels as they prepare a report on the events in the story of 'Floodland'. Children will be encouraged to evaluate the importance of the information they research and ask comprehension questions in order to gain a strong background knowledge of the subject for their report.	• Can children organise research into relevant categories? • Are children able to effectively research information on a given topic? • Can children take effective notes of key information?	• Slides • Worksheet 1A/1B/1C • Laptops and internet access • Information Sheet 1A (FSD? activity only) • Question Cards 1A (FSD? activity only)
Lesson 2	To plan a newspaper report.	Children are challenged to think about the linguistic and structural features of a newspaper report and think about which features of writing they might focus on more in this genre of writing. They must then plan out a newspaper report on the rising sea levels in Norwich and include where they think these features would be used most effectively in their writing.	• Can children identify effective features in a newspaper report? • Can children identify the purpose and audience of their report, amending their ideas and writing to suit these? • Can children include features of a newspaper report, identifying where they will be most effective?	• Slides • Model Text 2A • Planning Pieces 2A/2B • Challenge Card 2A • Feature Card 2A (FSD? activity only)
Lesson 3	To write a report to meet a brief.	Children are introduced to a newspaper editor who would like them to write the report for his newspaper. The children are given a brief for their report which requires them to think carefully about the content and language they must use in order for their report to match what the editor wants.	• Can children make language choices to meet a brief for their intended purpose and audience? • Are children able to make structural choices to meet a brief for their intended purpose and audience? • Can children edit and improve their work?	• Slides • Teacher Notes 3A • Newspaper Brief 3A • Information Sheet 3A • Writing Frame 3A • Editing Checklist 3A • Laptops (FSD? activity only)
Lesson 4	To write a report to meet a brief.	After writing to meet a specific brief in the previous lesson, the children are now challenged to re-write their report in order to meet a very different type of brief. They will have to make reasoned choices for their vocabulary and layout as they write to meet these new criteria.	• Can children make language changes to meet the needs of a new brief and audience? • Are children able to amend an existing piece of writing to fit with a new brief? • Can children discuss reasons behind the choices and changes they have made?	• Slides • Children's reports from the previous lesson • Challenge Card 4A/4B • Laptops (FSD? activity only)

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

PlanBee

Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing - transcription HANDWRITING

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing - transcription SPELLING

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Writing - composition

- plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Writing - spelling, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

English Appendix 2

WORD
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- How words are related by meaning as synonyms and antonyms [for example, big, large, little].

SENTENCE
- Use of the **passive** to affect the presentation of information in a **sentence** [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of **subjunctive** forms such as If I were or Were they to come in some very formal writing and speech]

TEXT
- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as on the other hand, in contrast, or as a consequence], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

PUNCTUATION
- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, It's raining; I'm fed up]
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover

TERMINOLOGY FOR PUPILS
- subject, object
- active, passive synonym, antonym
- ellipsis, hyphen, colon, semi-colon, bullet points

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