

Lesson Sequences 2021/22

This plan for a sequence of lessons should ensure clear progression in **composite knowledge** *through* **component knowledge**.

Date: September 21	Class: Y5	Subject/topic: English/ Writing/ Report
<p>Prior knowledge: <i>how does this lesson fit in with a sequence of lessons-what components have previously been taught?</i> The children will have met reports previously and will be familiar with some of the more basic features of a newspaper report e.g. layout and past tense use, headline.</p>		
<p>Composite learning: By the end of this sequence of lessons, pupils will know:</p> <ul style="list-style-type: none"> • The features of a report • The features of formal language – no contractions, colloquialisms, idioms or clichés avoids first person, uses passive voice, precise language, includes statistics, uses standard English and is often made up of complex sentences <p>By the end of this sequence of lessons, pupils will understand:</p> <ul style="list-style-type: none"> • How formal and informal language is used in a report and how to shift between it • The need for a report to be a factual representation of events <p>By the end of this sequence of lessons, pupils will be able to:</p> <ul style="list-style-type: none"> • Write a report which includes the key features 		

	Learning objective(s) [components]:	Outline of Learning Sequence: <i>Consider the role of the teacher, children's steps in learning and adaptive teaching</i>	Resources	Evaluation:
Lesson 1	<ul style="list-style-type: none"> • To understand the features of a report • To write an orientation and suitable headline 	<ul style="list-style-type: none"> • Order the screenshots from the animation 'Lighthouse'. • Working in pairs to sort the information into the 5 Ws – who, what, where, when, why and feed back • Talk partners, match the headline to the glossary definition and devise examples of their own. • Identify, which of the 5Ws are present within the example texts. 	<ul style="list-style-type: none"> • Animation clip • Example reports • Example headlines • Headline wordplay glossary 	<p>Overall, the group's prior knowledge of newspapers was strong with most children being able to identify some key features. RB/ SH / JH needed more adult support and more access to examples, to help them understand and be able to identify the key features and translate this knowledge into independent writing) Some good examples of the orientation were produced, and some had used word play to create catchy</p>

		<ul style="list-style-type: none"> • Write orientation for the lighthouse story, to include the text and language features. • Peer-assess their work in comparison to the examples. • Produce a headline for their story using one of the example types • Read their work aloud to the class on a voluntary basis 		<p>headlines. Good engagement from using the clip.</p> <p>Peer support worked well. Children with good transcriptional skills paired with children who had good compositional skills working to support each other's needs for development.</p> <p>Identify a reason to write reports about events in the community or news.</p> <p>Model further sections of its format, considering the language features.</p>
Lesson 2	<ul style="list-style-type: none"> • To use dramatic techniques to explore events • To use direct speech 	<ul style="list-style-type: none"> • Teacher to lead the discussion evaluating the quotes from newspapers • Children will collate information about the characters to write eye witness quotes, to be included in their report • Inference and deduction skills will be the focus. • In groups the children will interview the main characters – modelled by the teacher to develop the idea that closed questioning will limit responses and therefore the information gained • The teacher to model writing direct quoted, using accurate punctuation (quotation marks) <p>Adaptations</p> <ul style="list-style-type: none"> • Scaffold prompts will be provided to guide children through the rules of applying speech punctuation • More able group will use success criteria to self assess use of speech punctuation 	<ul style="list-style-type: none"> • Quote examples from newspapers • Direct speech punctuation scaffold 	
Lesson 3	<ul style="list-style-type: none"> • To understand and use formal language appropriately 	<ul style="list-style-type: none"> • Teacher to provide sentence examples for the children to categorise into formal/informal, and use questioning to identify their reasoning for their choices <p>Key Question - What is formal language? Ascertain that it is the language we use in professional, impersonal and official situations – when we need to be serious – we don't know the audience personally</p> <p>Identify ideas for when formal language would be appropriate</p>	<ul style="list-style-type: none"> • Examples of formal and informal sentences which can be changed to formal. 	

		<ul style="list-style-type: none"> Children will convert examples of formal language into informal <p>Adaptations</p> <ul style="list-style-type: none"> Some sentence examples in teacher introduction to contain contractions to raise the level of difficulty More able group will work in pairs to write informal/ formal sentences, which will be converted to informal/formal by their partner More able to focus on the punctuation used in formal examples and draw conclusions 	<ul style="list-style-type: none"> Articles which have examples of formal language 	
Lesson 4	<ul style="list-style-type: none"> To develop initial ideas for report 	<ul style="list-style-type: none"> Discuss responsible journalism and what this means – facts not the detail we may use in narrative writing Deconstruct the finished example Not all the info was gained from the clip, some had to be added by the writer, professional journalism would not invent information. The paragraphs should develop the 5ws Teacher to model the construction of the next paragraph – contextual information important - Concentrate on verb forms chosen for effect, especially when moving from the reported events to contextual information Children will work in pairs to record the facts of the evening, ensuring no misconceptions Children will plan their writing and construct their first paragraph <p>Adaptations</p> <ul style="list-style-type: none"> Scaffold – additional adult support/ peer support Extension – focus on the shift in verb tenses 	<ul style="list-style-type: none"> A completed example for the children to deconstruct 	
Lesson 5	<ul style="list-style-type: none"> Write a report with a suitable ending 	<ul style="list-style-type: none"> Children to identify preposition phrases in the clip e.g. on the clifftop How can these be made different by using factual adjectives and not descriptive adjectives e.g. along the dangerous stretch of coastline Discuss how these sentences can be used in their report 	<ul style="list-style-type: none"> Animation clip 	

		<p>Share examples that would be useful in narrative writing</p> <ul style="list-style-type: none">• Discuss the purpose of the reorientation at the end (often moves from the past to the present and brings the story up to date)• Children write their reorientation to add to their piece <p>Adaptations</p> <ul style="list-style-type: none">• Scaffolding - Sentence starters/ formal language prompts/word banks• Challenge – focus on management of shifts in formality between two witnesses and the rest of the text		
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