

Year 6 English Planning Week Commencing 27.4.20		
	Guided Reading Focus: Sabryna and the River Spirit	Writing Focus: Narrative Writing
Monday <i>Session 1</i>	<p>Learning Outcome: I can read age appropriate texts and find out the meaning of unfamiliar words.</p> <p><i>Read Chapter One of Sabryna and the River Spirit. Look up the meaning of any unfamiliar words.</i></p>	<p>Learning Outcome: I can punctuate direct speech accurately.</p> <p><i>Remind yourself of the rules of dialogue. Read the passage. Can you find all of the errors in how the direct speech is presented?</i></p>
Tuesday <i>Session 2</i>	<p>Learning Outcome: I can identify and explain how an author uses figurative language and devices in a text.</p> <p><i>Answer the questions on figurative devices.</i></p>	<p>Learning Outcome: I can choose adventurous and precise vocabulary.</p> <p><i>Watch https://www.youtube.com/watch?v=7cCqu5hArDQ Find synonyms to create a colourful word web for said.</i></p>
Wednesday <i>Session 3</i>	<p>Learning Outcome: I can explain a character's thoughts and actions and use evidence from the text to justify my opinion.</p> <p><i>Explain how Sabryna might feel when Mrs Strongarm gives her the pile of laundry.</i></p>	<p>Learning Outcome: I can use adverbs and clauses to develop characterisation and action</p> <p><i>Add adverbial phrases to the section of dialogue to include action. Make sure that you use adventurous synonyms for said to develop characterisation.</i></p>
Thursday <i>Session 4</i>	<p>Learning Outcome: I can read age appropriate texts and find out the meaning of new words.</p> <p><i>Read Chapter Two of Sabryna and the River Spirit. Look up the meaning of any unfamiliar words.</i></p>	<p>Learning Outcome: I can use dialogue to develop characterisation and advance the story in a narrative opening.</p> <p><i>Write a paragraph which might be used as an opening for this story. Make sure that you include action and dialogue to engage the reader.</i></p>
Friday <i>Session 5</i>	<p>Learning Outcome: I can infer information about a character from a text.</p> <p><i>Explain your understanding of the character of Pa.</i></p>	<p>Learning Outcome: I can identify and spell different homophones.</p> <p><i>Look at the picture example of the homophones. Create a new picture poster which will help members of your class to remember how to spell the different homophones: wait / weight heard / herd pray / prey bear / bare sell / cell hair / hare</i></p>