

## Medium Term Plan - First Draft

**Comment [GC1]:** Clear Title

<b>Year Group</b> Yr 6	<b>Fiction Yr 6 N 1 Fiction Genres No. of Weeks 4-5</b>	<b>CORE TEXT: The Princess's Blankets by Carol Ann Duffy</b> published by Templar publishing 9-781840-113396
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**Comment [GC2]:** Details, and lists of text and links to other resources

**Key learning Outcome**

**Key Outcome** To plan, draft, and improve an engaging short story in a particular genre using appropriate language and organisational features

**Comment [GC3]:** links to standardised assessment, with 1-4 rubrics with criteria

**Comment [GC4]:** AFs should be introduced here.

All children must...	Most children should...	Some children could...
Imitate the structure of the traditional story the Princess' Blankets to write own version, introducing a new blanket and describing its natural features using adjectival phrases, adverbials and similes. Make it clear how the problem caused in the world by this blanket is resolved.	Innovate upon the Princess' Blankets traditional story, including a dilemma, 4 natural blankets, 4 disasters and 4 resolutions, an unsuccessful suitor and a successful stranger. Build the story in paragraphs using adjectival phrases, adverbials and similes to suit the subject matter.	Invent your own traditional story based upon the Princess' Blankets, keeping the pattern of 4. Build the story in paragraphs using adjectival phrases, adverbials and similes to suit the subject matter. Change the character of the stranger so that there is a different ending.

**Comment [GC5]:** criteria here based from the rubrics above. This should/could even either be the learning diary sheet, and/or just levelled summaries of the rubrics.

Teaching	Guided Work linked to sequence (speaking & listening; reading, planning, writing) Indicate group and focus for session and link to pupil targets)	Differentiation and scaffolding ( include deployment of support staff )
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<p style="text-align: center;"><b>Familiarisation/ Immersion in text/Analysis</b></p> <p>Share with the children several traditional stories where the hand of the princess is won by a suitor and those where the princess is strong minded or difficult to please. Invite children to bring stories they have read with similarities and differences. Raise the key features of traditional tales including 3, 7, repetition, stock characters, problems and resolutions etc. Construct a comparison chart/Venn diagram of the features sorting the features of traditional stories together and display on the working wall, inviting children to add to it as they read additional books Use the cover of "The Princess' Blankets", to hypothesise about the story content. What type of text do they think that it is? What sort of knowledge do you already have of this type of text?</p> <ul style="list-style-type: none"> <li>Read the Princess' Blankets several times so that children become familiar with it.</li> </ul> <p><b>Model book talk</b> - Likes and dislikes, patterns and puzzles.</p>	<p>Book Talk guided group to extend ideas about likes, dislikes, patterns and puzzles</p> <p>Writer Talk guided group to analyse personal responses – give evidence and draw upon past experiences</p> <p>Guided group to collect words and phrases about a setting for the working wall, refining choices and responding to each other's opinions</p> <p>Guided group to collect adverbials and similes from text and develop extended similes of their</p>	<p><i>Map in here the activities the children will do with support or independently</i></p> <p><i>All activities need to be leading towards the outcome and children need to be aware of this.</i></p>
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**Comment [GC9]:** This part should be differentiated in relation to the class/particular students.

**Comment [GC8]:** This column should relate to collaborative/group work that may not lead to specific rubrics. Activities that perhaps relate to SEAL objectives.

**Comment [GC6]:** A well of teaching activities, relating, perhaps to each rubric/AF in turn where apt. Especially with novel reading, needs to balance content and criteria.

<ul style="list-style-type: none"> <li>Does it remind you of anything else you have read?</li> <li>Use drama techniques and freeze frame – each group to be given a different blanket and description to work with – group to become blanket and princess – how would they show how effective their given blanket is for the princess?</li> <li>Read the book, paying particular attention to key features of the traditional tale. What differences and similarities? e.g. a pattern of 4 rather than 3. Discuss where it fits in the genre of traditional story. What about the characters? And the wider issues for the inhabitants?</li> <li>What were the 4 problems caused by the blankets in the story...which resources were used up? What were the consequences?</li> <li>Discuss 'happily ever after....'</li> </ul> <p><b>Writer Talk</b></p> <ul style="list-style-type: none"> <li>Groups to "writer talk" each section to the remainder of the class – how did you respond as a reader? How did you feel? What went through your head as you read?</li> <li>How has the writer achieved this impact/ What has she used?</li> <li>Explore use of language for dramatic effect</li> <li>What do you think the writer feels about the characters?</li> <li>compare descriptions of the different blankets presented to the Princess (link with art – children to use a variety of media to present these blankets) – within the blankets add descriptive words / phrases which are effectively used to describe this in the text, add more words that could be used to enhance the description, presentation of words to enhance meaning.</li> </ul> <p>Hot seat the princess, the parents, the stranger and the musician and draw spidergrams to capture ideas on the working wall. Pay attention to all aspects of character e.g. inner thoughts and other's opinions to get a 360 degree view.</p> <p><b>Learning and remembering the text</b></p> <ul style="list-style-type: none"> <li><b>Learn a blueprint version</b> of it which you have prepared giving the main events and capturing the key features – use helpful actions to aid memory</li> <li>model mapping the text and then children to continue with this</li> <li>work as groups, use <b>hear it, map it, step it, say it</b> – each group to remember part of the text and then the class to tell it as a whole. Step each time there is a new section of the text</li> <li>Video the final retelling for the children to use and refer to during their own writing process.</li> <li><b>Learn a paragraph</b> describing one blanket to blu-print the sentence patterns, vocabulary and linguistic expressions</li> </ul> <p><b>Warming up the word</b></p> <ul style="list-style-type: none"> <li>Raise technical/topic vocabulary to describe natural settings e.g. forest, ocean, mountain, earth using images on the IWB of the setting</li> <li>Combine words from 3 columns of appropriate vocabulary to verbally form interesting and effective phrases and sentences</li> <li><b>Magpie</b> those expressions which had an effect upon you as the reader</li> </ul>	<p>own to use in their own version of the story</p> <p>Guided group to brainstorm characteristics about the main characters and discuss what those features lead the characters to do and say, If they were different what might they do differently?</p> <p>Guided group to map story and step it in a variety of ways to fix the sequence of important parts</p> <p>Guided group to establish what changes each time they step the story and start a new section e.g. time changes, speech, setting changes, etc.</p> <p>Guided group to discuss and clarify characters and how to portray them. Use role play to deepen understanding of inner thoughts and other's opinions.</p> <p>Guided group to generate effective sentences and phrases and to have the confidence to refine for the reader rather than taking the first choice.</p>	
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**Comment [GC7]:** key words or key terms from the students' learning diaries to be highlighted in MTPs

<ul style="list-style-type: none"> <li>Play with the learned sentence structures for the selected blanket and generate new sentences with alternative expressions describing the same setting.</li> </ul>		
<p style="text-align: center;"><b><u>Capturing Ideas</u></b></p> <p style="text-align: center;"><i>This is where the writer will be playing around with and refining their own ideas for the final version they are going to create.</i></p> <p><b>Blanket/setting</b>  Discuss ideas for a new blanket in the story  Construct display of that new blanket using natural materials, fabrics, artefacts etc and brainstorm noun phrases and similes etc. to use when describing it  Generate vocabulary for desert, sky and other settings and carry out the same 3 column activity as above with the new content  Use the learned sentence structures and change the content entirely to represent the new setting  Discuss how using the new blanket would cause a different problem for the world by using up another resource. Play 'And the consequence was....' Game to clarify what the choice of a particular blanket would do to the world.  Play Unfortunately/Fortunately to show how this problem could be resolved</p> <p><b>Character</b>  Discuss ideas for changes that could be made to the musician character  Capture ideas for describing the princess in terms of 'show not tell' i.e. rather than saying she was a stubborn character, show that she was by alluding to her body language and her expressions and reactions to certain problems etc.  Use the 'planning for the reader' sheet showing what she was like rather than telling the reader directly and work up verbal sentences to magpie for the final version  Role play the story to develop new characters  Hot seat new characters to deepen understanding of their characteristics and motives</p> <p><b>Events</b>  How would a new character change the ending of the story?  Story map own version of the story with innovation  Step own version of the story and work with a partner to refine and clarify keeping the pattern of 4</p>	<p>Guided groups challenged at this stage in their planning and characterisations etc.</p>	
<p style="text-align: center;"><b><u>Modelling Writing</u></b></p> <p>Model Book talk  Model Writer Talk  Model using the language of comparison e.g. similar to, although, however, opposite, different  Model constructing a character brainstorm – include what others think about the character and what problems might occur for the character as a result of their behaviour. Model</p>		

**Comment [GC10]:** Linked, where appropriate to extracts or pictures of previous work (or created where necessary). Ready to open in IWB or other 1-2-1 formats

unfortunately/ fortunately game to develop consequences for characters

Model warming up the word

Model 'Tell me more' to release details about the storyline

Model hot seating

Model writing descriptive passages about the blankets using the language features from the book

Model sentence manipulation/variation for impact upon the reader

Model planning events in the story e.g. story mountain, story hand etc.

Model role play between characters at key points in the story

Model writing an effective opening and a conclusion

Model writing chosen key parts of the narrative

Model the use of speech in writing

**Remember – if you are not modelling each stage of the writing process, you are not teaching writing**

**Cross Curricular Links**

Art – making blanket collages using natural materials, fabrics and artefacts

ICT – video performance of the story; use of digital images of settings to stimulate ideas about the new blanket

Geography – environmental issues about using up the world's resources – impact upon the population (pollution/lack of water/deforestation etc.)

Maths – the power of 4 ( patterns)/ Venn diagrams/sorting grids/opposites/comparisons

**AF's Reading**

AF6 Evaluate writers' purposes and viewpoints, and the overall effect of the text on the reader.

AF5 Explain and comment on writers' use of language, including vocabulary, grammatical and literary features.

AF4 Identify and comment on the structure and organisation of texts.

AF3 Deduce, infer and interpret information, events or ideas

**AF's Writing**

AF5 Vary sentences for clarity, purpose and effect

AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events

AF7 Select appropriate and effective vocabulary

**Comment [GC11]:** Much more potent then on a lesson by lesson basis.

**Comment [GC12]:** To what extent should AFs be separated? These should, I think, be part of rubrics.

**Comment [GC13]:** I don't think every single Learning Objective should be created. However, objectives should stem from the key-concepts of the unit, and the rubrics to be used from the assessment.

**Learning Objectives**

Year Group 6	Fiction Yr 6 N 1	Unit Fiction Genres	No. of Weeks 4-5	Core Text
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**Curricular Target:**

<b>Speaking and Listening (S 1 – 4)</b>	<b>Text Level – reading (S 7 / 8)</b>	<b>Text Level – writing (S 9 / 10)</b>
<ul style="list-style-type: none"> <li>• Use the techniques of dialogic talk to explore ideas, topics or issues</li> <li>• Understand and use a variety of ways to criticise constructively and respond to criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Understand underlying themes, causes and points of view</li> <li>• Understand how writers use different structures to create coherence and impact</li> <li>• Compare how writers from different times and places present experiences and use language</li> </ul>	<ul style="list-style-type: none"> <li>• Use different narrative techniques to engage and entertain the reader</li> <li>• Select words and language drawing on their knowledge of literary features and formal and informal writing</li> <li>• Use varied structures to shape and organise text coherently</li> <li>• Use paragraphs to achieve pace and emphasis</li> </ul>
<p><b>Sentence Level (S 11)</b></p> <ul style="list-style-type: none"> <li>• Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways</li> <li>• Use punctuation to clarify meaning in complex sentences</li> </ul>		
<p><b>Word Level (S 6)</b></p> <ul style="list-style-type: none"> <li>• Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen</li> </ul>		
<p><b>Presentation (S 12)</b></p> <ul style="list-style-type: none"> <li>• Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style</li> </ul>		
<p><b>Key Outcome</b> To plan, draft, and improve an engaging short story in a particular genre using appropriate language and organisational features</p>		