



<b>Title / Subject</b>	English: Me, myself and I	<b>Length</b>	4 Sessions <ul style="list-style-type: none"> <li>1 x compulsory session taught in Year 6</li> <li>2 x optional sessions taught in Year 6</li> <li>1 x session reserved for Induction Day at Thornleigh</li> </ul>
<b>Year</b>	6	<b>Term</b>	Summer

<b>Unit context and overview</b>	<p>The first unit of KS3 focuses on introducing pupils to autobiographical writing.</p> <p>Skills developed in this unit will be:</p> <ul style="list-style-type: none"> <li>Planning ideas in different formats</li> <li>Experimenting with descriptive writing techniques</li> <li>Read and analyse poetry</li> <li>Create poems in different forms</li> <li>Adapt writing style for a formal register</li> </ul>
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<b>Compulsory session to be taught in Year 6 class</b>
<b>Objective:</b> To use the conventions of a formal letter
<b>Outcome:</b> Letter to a Y7 student
<b>SMART Quality (s) in focus:</b> Motivation, self-belief.
<p><b>Session Plan</b></p> <p>Plan for Step 1: Formal/informal language choices. Match up activity- pupils are given formal/informal language choices and discuss which belong to the formal/informal category.</p> <p>Plan for Step 2: Structure of a letter. Re-structuring activity. Pupils re-create the structure of a letter and annotate to justify their choices.</p> <p>Plan for Step 3: Creation of own letter.</p>
<p><b>Success Criteria – How will you know if a student is making progress and is <u>ready for the next step</u>?</b></p> <p>SC for Step 1: Pupils self-assess how confident they feel with formal/informal language choices.</p> <p>SC for Step 2: Class sharing of letters. Correct any misunderstandings.</p> <p>SC for Step 3: Peer-assess letters.</p>
<p><b>Differentiation – How to ensure the session is challenging for all.</b></p> <p><b>How could you make each step more accessible?</b></p> <p>Step 1: Lower ability pupils provide with informal/formal vocabulary choices to match up.</p> <p>Step 2: Some elements of the structure of a letter provided to pupils.</p> <p>Step 3: Sentence starts and content ideas provided. Encourage pupils to refer back to earlier match-up activity.</p> <p><b>How could you make each step more challenging?</b></p> <p>Step 1: Pupils stretched to provide their own examples of formal/informal vocabulary choices and to justify when they feel the vocabulary choices would be appropriate.</p> <p>Step 2: Group students by ability.</p> <p>Step 3: Pupils challenged to maintain a formal style throughout the letter.</p>
<b>Key questions that you might ask students during the lesson:</b>
<p><b>Method of assessment</b></p> <p>Pupils to self assess (RAG) how confident they feel for each step in the lesson, level criteria shared with students for pupils to self-mark own letter.</p>
<p><b>Could students do any independent study to stretch and challenge themselves?</b></p> <p>Opportunity for teachers to use pupils as 'experts' or 'peer teachers' and work with less confident writers.</p>

**Optional session to be taught in Year 6 class**

**Objective:** To prioritise information in different planning formats, to use a range of descriptive writing techniques effectively

**Outcome:** Timeline of the best moments in primary school, piece of descriptive writing focusing on one of these moments

**SMART Quality (s) in focus:** Motivation, resilience.

**Session Plan**

Plan for Step 1: Teacher-led modelling of timeline/mindmap of best moments from their own life/teaching career, modelled timeline/mindmap to include events in chronological order and a range of emotive words/phrases to capture the thoughts/feelings of each event. Pupils to consider their best moments in primary school and present information in the same format (timeline/mind-map).

Plan for Step 2: Recap activity on descriptive writing techniques.

Plan for Step 3: Pupils to select one of the best moments from their timeline/mind-map and produce a short piece of descriptive writing to capture this moment.

**Success Criteria – How will you know if a student is making progress and is ready for the next step?**

SC for Step 1: Completed timeline/mindmap with sufficient information on the event and a range of emotive words/phrases.

SC for Step 2: Self-assessment of knowledge of descriptive writing techniques. Pupils to rate how confident they feel with the different techniques.

SC for Step 3: Range of descriptive writing techniques used effectively throughout the piece of writing.

**Differentiation – How to ensure the session is challenging for all.**

**How could you make each step more accessible?**

Step 1: Specify number of events to include on timeline/mindmap dependent on ability. Present lower ability with an ideas bank of events they could include e.g. sporting achievements, school trips.

Step 2: Could present this as a match up activity of technique to example with definitions of techniques provided for lower ability pupils.

Step 3: Sentence starters provided for description. Questions included to help pupils generate further ideas for description.

**How could you make each step more challenging?**

Step 1: Stretch higher ability pupils to focus on selecting ambitious vocabulary choices for emotive words/phrases. Encourage pupils to use a thesaurus.

Step 2: Higher ability pupils encouraged to create own examples for each descriptive writing technique and comment on the effect of such techniques.

Step 3: Pupils encouraged to include a range of descriptive writing techniques.

**Key questions that you might ask students during the lesson:**

**Method of assessment**

Pupils to self assess (RAG) how confident they feel for each step in the lesson, final written piece of description can be assessed against level success criteria. Opportunity for peer assessment here.

**Could students do any independent study to stretch and challenge themselves?**

Pupils to highlight completed description to illustrate where the different descriptive writing techniques have been used. Further challenge for pupils to select the three most effective descriptive words/phrases and comment on the effect.

<b>Optional session to be taught in Year 6 class</b>
<b>Objective:</b> To explore the different emotions connected with starting Thornleigh
<b>Outcome:</b> Choice of activities as decided by the Y6 teacher
<b>SMART Quality (s) in focus:</b> Self-belief, awareness of others
<p><b>Session Plan</b></p> <p>Plan for Step 1: Focus on the range of positive emotions connected with starting Thornleigh e.g. excitement, challenge, anticipation...</p> <p>Plan for Step 2: Y6 teacher to decide from the range of activities <u>or</u> to provide pupils with the list of activities and allow them to choose from the list: <i>dance, drama, art, speaking and listening activity e.g. speech on the theme of 'excitement'</i> The activity should capture positive emotions towards starting at Thornleigh.</p> <p>Plan for Step 3: Show case work from today's lesson. Photographic evidence will be needed if the activity is not of a writing focus.</p>
<p><b>Success Criteria – How will you know if a student is making progress and is <u>ready for the next step</u>?</b> <i>Based on the activity chosen by the Y6 teacher, this will need to be added in.</i></p> <p>SC for Step 1:</p> <p>SC for Step 2:</p> <p>SC for Step 3:</p>
<p><b>Differentiation – How to ensure the session is challenging for all.</b></p> <p><b>How could you make each step more accessible?</b> <i>Based on the activity chosen by the Y6 teacher, this will need to be added in.</i></p> <p>Step 1:</p> <p>Step 2:</p> <p>Step 3:</p> <p><b>How could you make each step more challenging?</b> <i>Based on the activity chosen by the Y6 teacher, this will need to be added in.</i></p> <p>Step 1:</p> <p>Step 2:</p> <p>Step 3:</p>
<b>Key questions that you might ask students during the lesson:</b>
<p><b>Method of assessment</b></p> <p>Show case activities at the end of the lesson. Pupils to peer-assess against given success criteria.</p>
<p><b>Could students do any independent study to stretch and challenge themselves?</b></p> <p>Opportunity for extended learning homework- pupils could create an additional activity.</p>

**Optional session to be taught in Year 6 class**

**Objective:** To adapt register according to audience

**Outcome:** A magazine interview focusing on 'An interview with...'

**SMART Quality (s) in focus:** Motivation, resilience

**Session Plan**

Plan for Step 1: Consolidation of worries/fears/questions pupils have about starting High School. Pupils to collate these worries into questions directed at Thornleigh students considering register.

Plan for Step 2: Pupils to imagine they are journalists and pose questions to Thornleigh students, Y6 pupils to record ideas from the interview.

Plan for Step 3: Pupils to create a magazine interview using responses from today's lesson.

**Success Criteria – How will you know if a student is making progress and is ready for the next step?**

SC for Step 1: Pair-share questions to decide if level of formality is suitable. Teacher to circulate to check progress.

SC for Step 2: Completion of notetaking grid.

SC for Step 3: A well written magazine interview aimed at Y5 students.

**Differentiation – How to ensure the session is challenging for all.****How could you make each step more accessible?**

Step 1: Ideas/prompts provided.

Step 2: Scaffolded grid for notetaking provided.

Step 3: Specify the level of detail required to pupils according to ability.

**How could you make each step more challenging?**

Step 1: Higher ability pupils to comment on the effects of informal/formal language choices.

Step 2: Encourage students to pose questions that are more open-ended such as 'how?' or 'why?'

Step 3: Pupils to experiment with confidently using a mixture of formal/informal language throughout their magazine article.

**Key questions that you might ask students during the lesson:****Method of assessment**

Peer-assess letters against given level success criteria.

**Could students do any independent study to stretch and challenge themselves?**

<b>Session reserved for Induction Day at Thornleigh</b>
<b>Objective:</b> To develop perspectives through emotive responses
<b>Outcome:</b> Analysis of poetry connected with first day at school, creation of own poem which reflects their worries/anxieties of starting High School
<b>SMART Quality (s) in focus:</b> Awareness of others, self-belief.
<p><b>Session Plan</b></p> <p>Plan for Step 1: Discussion on worries/ fears of starting High School. Pupils to use drama techniques such as freeze frame to experiment with ways of capturing these different emotions.</p> <p>Plan for Step 2: Reading responses based on school themed poetry. In groups pupils could explore the same poem with differentiated questions dependent on ability. Suggested examples are 'In Mrs Tilscher's Class' by Carol Ann Duffy (parts may need to be edited) or 'First Day at school' by Roger McGough.</p> <p>Plan for Step 3: Creation of own poem exploring worries/fears of starting High School.</p>
<p><b>Success Criteria – How will you know if a student is making progress and is <u>ready for the next step</u>?</b></p> <p>SC for Step 1: Showcase drama freeze frames to the rest of the class.</p> <p>SC for Step 2: Completion of questions which document understanding of the given poem.</p> <p>SC for Step 3: Creation of poem which accurately conveys emotions through varied vocabulary choices.</p>
<p><b>Differentiation – How to ensure the session is challenging for all.</b></p> <p><b>How could you make each step more accessible?</b></p> <p>Step 1: Differentiation by groups and specified drama technique.</p> <p>Step 2: Prompts provided to pupils to support ideas.</p> <p>Step 3: Sentence starters provided and line length specified according to ability. Modelled example of poetry (examples based on Kensuke's Kingdom).</p> <p><b>How could you make each step more challenging?</b></p> <p>Step 1: Challenge included to encourage pupils to consider alternative emotions.</p> <p>Step 2: Pupils to consider how they could combat these worries/anxieties.</p> <p>Step 3: Element of choice provided to pupils.</p>
<b>Key questions that you might ask students during the lesson:</b>
<p><b>Method of assessment</b></p> <p>Pupils to self assess (RAG) how confident they feel for each step in the lesson. Peer-assessment of completed poetry against success criteria.</p>
<p><b>Could students do any independent study to stretch and challenge themselves?</b></p> <p>Dependent on time, pupils could create an additional poem which they create based on their imagined first week at Thornleigh.</p>