

English Non- Narrative Unit Map	Year group: 5/6	Date: 24.2.20	Text Type: Discussion
<p>Quality Outcome (Purpose & audience): To produce a discussion text linked to deforestation in the Amazon</p>			
<p>Topic link: Geography/Rainforests</p>			
<p>Quality text/visual literacy link: Ride of Passage – visual literacy clip about choices linked to culture Talk for Writing, Discussion Text, <i>Should Daleks be allowed to live on Earth?</i></p> <p>T – Persuasive writing A – Government, companies, parents P – To persuade people to save the rainforest S – persuasive features, fact and opinion, formal, layout devices</p>			
<p>Generic Text Structure: Opening paragraph which introduces the reader to the issue Followed by series of paragraphs in logical order</p> <ul style="list-style-type: none"> - either beginning with arguments for followed by arguments against - or as series of contrasting points <p>A reasoned conclusion stating the writer’s point of view Paragraphs begin with topic sentence</p>	<p>Language Features: Sentence signposts to guide the reader through the argument that help to:</p> <ul style="list-style-type: none"> - add on and order ideas and views <i>e.g. The first reason, also, furthermore, moreover</i> - introduce other viewpoints <i>e.g. however, on the other hand, many other people believe that, it might be thought that,</i> - Conclude <i>e.g. in conclusion, having considered all the arguments, looking at this from both sides</i> 		
<p>Grammar Focuses/Alan Peat Sentence types: Semi-colons Tell: show3; Cohesive devices Synonyms/antonyms.</p> <p>(Year 5) Modal verbs Linking across paragraphs Adverbials Getting worse, getting better sentences</p> <p>(Year 6) Semi-colons Tell: show3; Cohesive devices Synonms/antonyms.</p>			

Cold Write Task: *Should school uniform be optional?*

Cold Write Targets:

Text Targets:

- An introduction which states what is under discussion as well as why it is important/relevant to the reader.
- Vary the way evidence is presented through using quotes, tables or graphs, photos or scientific evidence.
- Incorporating both fact and a range of opinions in the discussion text.
- A reasoned conclusion which is empathetic and clearly states the writer's viewpoint.

Sentence Targets:

- Use sentence signposts to add on more information (*moreover, additionally*)
- Use sentence signposts to signal a different viewpoint (*on the other hand, alternatively*)
- Use sentence signposts to introduce opinions (*I believe, it is suggested that*)
- Use a Tell: show 3; sentence
- Use an if, if, if, then sentence
- Getting worse, getting better sentences

Phase 1: Read
Responding to a text

Book talk – Explore both written text and illustrations, consider likes, dislikes, questions and reminders, explore characters, settings, plot.
Writer Talk – consider how text is structured; look at sentences the writer has used, What is the effect? How has the writer created impact?
Drama, Speaking and listening activities.

Days **Main Lesson Learning objectives (Pitched at ARE)**

Mon
24th
Feb

LI:
To understand the language features which make a successful discussion text.

SC:
I can explain which discussion text is most effective, justifying my viewpoint with references from the text.
I can explain which discussion text is weakest, justifying my viewpoint with references from the text.
I can identify the language features you need to make a discussion text interesting.

HOOK:
Pair tennis. Provide a viewpoint and children have challenge of rapidly creating sentences to support. Teacher and TA model with:
I believe children should have homework because...
In fours, pair in each team, children play with:
I believe children should not have homework because...
I believe girls and boys should be taught separately because...
(Add sentence starters to working wall)

What = 'good' for this sort of writing? (P.223)
Provide three different discussion paragraphs about same subject ask chn which one works best. What makes it effective? Which is the weakest? Why? What advice would you give to the weaker writer? Provide annotations and advice in books based on discussion.

Task:
Create posters, *What you need to do to make discussion writing interesting*

Today's vocabulary session:
Page 222, 'Never heard the word grid' activity to familiarise children with vocabulary linked to topic. Complete work in English book.

Tue
25th
Feb

LI: To use a text map to internalise a discussion text

SC:
I can use a text map to orally learn a discussion text, identifying the key language patterns.

HOOK:
Pair tennis. Provide a viewpoint and children have challenge of rapidly creating sentences to support. In fours, pair in each team, children play with:
I believe aliens exist because...
I know dragons are ferocious because...
(Add sentence starters to working wall)

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Days	Main Lesson Learning objectives (Pitched at ARE)
	<p>Show children Dalek clip so they are familiar with what they are. Split text map into 4 pages – one to reflect each paragraph. Focus on one section at a time until children are familiar with it –allow them own copy to add additional annotations to. (Children have four mini text maps stuck in book with added personal annotations on.) What actions could we use to help us internalise the text? Practise retelling together as a class, then in pairs together, remembering actions. When children familiar with one section, move onto next.</p> <p>(Add copy of text map – 4 sections – to working wall)</p>
Wed 26 th Feb	<p>SUGAR PAPER</p> <p>LI: To internalise a discussion text becoming increasingly familiar with the structure and language patterns</p> <p>SC: I can read the text as a reader and identify the key points being raised. I can summarise the key points for and against I can express my own opinion justifying my viewpoint with reference to the text</p> <p>HOOK: Together, read first part of text map – can they remember the actions from yesterday? Now add challenge, going to continue remainder of text but this time in role of Dalek!</p> <p>Present children with copy of text and read it as a reader. Stick copy in books so they have as reference through the unit. Construct comprehension questions for the children to discuss initially in pairs, to open up discussion of text and ensure children have understood what they are reading.</p> <ul style="list-style-type: none">- Explain in your own words, the arguments in favour of the Daleks being allowed to stay.- Explain in your own words, the arguments against the Daleks being allowed to stay.- Explain which of these arguments (for or against) you think is the most convincing and why you have chosen it.- Explain why you think the writer has concluded that the Daleks should not be allowed to stay and if you agree with the conclusion. <p>(Add good examples of sugar paper work to working wall and copy of the written text alongside text map)</p> <p>Today's vocabulary session: Page 226, Alternative words game, finding alternative words for tricky words. Complete work in English book.</p>
Thur 27 th Feb	<p>LI: To internalise a discussion text becoming increasingly familiar with the structure and language patterns</p> <p>SC: I can read the text as a writer and identify the main structure I can box-up the text to show the underlying structure and the focus for each paragraph</p> <p>HOOK: Sequencing the text activity (p.219-220)</p>

**Phase 1: Read
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Days **Main Lesson Learning objectives (Pitched at ARE)**

Explain the text has been jumbled up. Can they re-sequence it, explaining their decisions, identifying the clues and links?

Read the discussion text again. Discuss the basic structure of the text:

- Introduce (what is being discussed and why this matters)
- Key arguments for
- Key arguments against
- End (round the text off)

Children box-up text, identifying main points for each section.

SUGAR PAPER

LI: To internalise a discussion text becoming increasingly familiar with the structure and language patterns

SC:

I can **read the text as a writer** and identify the language patterns

I can identify discursive sentence signposts within the text

HOOK:

Facts versus opinion. In pairs, children sort the statements into which are indisputable facts and which are based on someone's opinion. Reinforce in a discussion text you should find a mixture of both. Can they read through the discussion text example and identify fact and opinion statements?

Fri
28th
Feb

Use four colours:

- Introducing a point
- Adding on more information
- Introducing a different viewpoint
- The conclusion
- Useful words for introducing opinions
- Generalisers for referring to groups of people

Annotate the text to find examples of each, highlight in designated colour. Create class posters of useful discursive signposts which can be used in writing phase (link to cold write targets) **(Display on working wall)**

Imitate examples of sentence patterns and innovate them to produce new sentences using the same underlying pattern. (P.228) Work in pairs on sugar paper, share some examples. **(Display strong examples on working wall)**

Read Phase Outcome:

To internalise the discussion text and become increasingly familiar with the structure and language patterns.



Phase 2: Talk

Capturing ideas - Develop ideas for written outcome – vocabulary, exploration and development. Develop changes to character, setting, plot. Role play activities, research information, planning.

Contextualised Grammar teaching – Developing a repertoire of skills, identify the grammar needed for the outcome, build in language play, focus on using grammar to create effects to impact on the reader. Building a writers toolkit. Oral rehearsal of sentences.

Days	Main Lesson Learning objectives (Pitched at ARE)
Mon 2 nd March	<p>Innovation LI: To work with a partner to create a boxed-up plan for a discussion text</p> <p>Success Criteria:</p> <ul style="list-style-type: none">• I can include a hook which outlines the topic being discussed and why it is relevant to the reader.• I can plan the key arguments in favour of (minimum of 3)• I can provide the key arguments against (minimum of 3)• I can plan an ending which states the writer’s view and explains why <p>HOOK: Provide mixed up discussion writing toolkit (P.230) Give children statement cards to sort next to each heading. Discuss correct order and encourage children to stick them into books so every pupil has copy of toolkit. This will help to reinforce the process for writing a discussion text.</p> <p><i>Should the Doctor give up being a Time Lord?</i> Read a letter from the Doctor outlining his reasons for wanting to pack in his endless years rescuing life in the known universe. In table groups, children split sugar paper in half and outline reasons in favour of and reasons against the Doctor giving up his job. Share with class to create list on board. Provide children with 4 headings for structure of discussion text and encourage them to plan their discussion, noting down the reasons in favour and against. (P.232 modelled example)</p>
Tue 3 rd March	<p>Innovation LI: To contribute ideas to a shared write</p> <p>Success Criteria:</p> <ul style="list-style-type: none">• I can include an introduction which states what is under discussion as well as why it is important/relevant to the reader.• I can vary the way evidence is presented through using quotes, tables or graphs, photos or scientific evidence.• I can incorporate both fact and a range of opinions in the discussion text.• I can include a reasoned conclusion which is empathetic and clearly states the writer’s viewpoint.• I can use sentence signposts to add on more information, signal a different viewpoint or introduce opinions.• I can use a Tell: show 3; sentence• I can use an if, if, if, then sentence <p>Will need to pick a good example of a boxed-up plan from yesterday’s session and photocopy for children to refer to in lesson</p> <p>Hook: Show two examples of teacher-written introduction. Which one is best and why? Could you edit and improve the strongest introduction to make it even better? Feedback and make edits straight onto laptop – this will form introduction for shared write. Model ticking it off SC and reminding what is left to be included.</p> <p>Main: Identify the points in favour of the Doctor giving up his job as the Time Lord. Reinforce the toolkit and model text in books which they can refer to. In pairs, children have a go at writing the in favour of paragraph on paper. Feedback ideas and try to include many aspects of SC –</p>

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Days	Main Lesson Learning objectives (Pitched at ARE)
	highlight off as completed. Type up under the introduction to form next part of text.
Wed 4 th	<p>Geography Lesson LC5: An introduction to rainforests</p> <p>SC: I can explain what a rainforest is and where they are located in the world I can label and explain the different layers of the rainforest I can identify the animals which are adapted to live in the different rainforest layers I can explain the importance of the Amazon Rainforest</p> <p>Resources: 25 facts about the Amazon Rainforest video Rainforest Introduction PowerPoint ActionAid resource pack</p> <p>Watch video and PP and encourage children to make notes. Use the SC to consider the information they need to collect.</p> <p>Challenge 1: I can explain what a rainforest is and where they are located in the world. I can produce an annotated diagram to show the animals that live in the different layers of the rainforest. (Use ActionAid task matching the animals to the different layers of the rainforest.)</p> <p>Challenge 2: I can produce a fact-file to explain the importance of the Amazon rainforest to Brazil. I can organise my information into four headings: ecosystems, physical features, climate and natural resources. (Use ActionAid task grouping fact cards and identifying main features of each as additional resource)</p> <p>Challenge 3: I can include all elements of the success criteria in my work and present my learning in a format of my choice.</p>
Thur 5 th March	<p>Innovation LI: To contribute ideas to a shared write</p> <p>Success Criteria:</p> <ul style="list-style-type: none">• I can include an introduction which states what is under discussion as well as why it is important/relevant to the reader.• I can vary the way evidence is presented through using quotes, tables or graphs, photos or scientific evidence.• I can incorporate both fact and a range of opinions in the discussion text.• I can include a reasoned conclusion which is empathetic and clearly states the writer’s viewpoint.• I can use sentence signposts to add on more information, signal a different viewpoint or introduce opinions.• I can use a Tell: show 3; sentence

Phase 2: Talk

Capturing ideas - Develop ideas for written outcome – vocabulary, exploration and development. Develop changes to character, setting, plot. Role play activities, research information, planning.

Contextualised Grammar teaching – Developing a repertoire of skills, identify the grammar needed for the outcome, build in language play, focus on using grammar to create effects to impact on the reader. Building a writers toolkit. Oral rehearsal of sentences.

Days	Main Lesson Learning objectives (Pitched at ARE)
	<ul style="list-style-type: none">I can use an if, if, if, then sentence <p>Hook: Show two examples of teacher-written conclusion. Which one is best and why? Could you edit and improve the strongest conclusion to make it even better? Feedback and make edits straight onto laptop – this will form conclusion for shared write. Model ticking it off SC and reminding what is left to be included.</p> <p>Main: Identify the points against the Doctor giving up his job as the Time Lord. Reinforce the toolkit and model text in books which they can refer to. In pairs, children have a go at writing the against paragraph on paper. Feedback ideas and try to include many aspects of SC – highlight off as completed. Type up to form the missing part of the text.</p>
Fri 6 th March	<p>Innovation – Mini write LI: To write an introduction and paragraph ‘in favour of’ linked to a discussion topic of my choice</p> <p>Success Criteria:</p> <ul style="list-style-type: none">I can include an introduction which states what is under discussion as well as why it is important/relevant to the reader.I can vary the way evidence is presented through using quotes, tables or graphs, photos or scientific evidence.I can incorporate both fact and a range of opinions in the discussion text.I can use sentence signposts to add on more information.I can use a Tell: show 3; sentence <p>HOOK: Show children the ‘Discussion Menu’ and model picking a topic and quickly generating ideas in favour of. Display teacher modelled example. Use SC to highlight/identify all the elements in the modelled example. Explain this is what their writing should look like at the end of the session!</p>
Mon 9 th March	<p>Innovation – Mini write LI: To write a paragraph ‘against’ and reflective conclusion which states my view as the writer.</p> <p>Success Criteria:</p> <ul style="list-style-type: none">I can vary the way evidence is presented through using quotes, tables or graphs, photos or scientific evidence.I can incorporate both fact and a range of opinions in the discussion text.I can use sentence signposts to signal a different viewpoint.I can use an if, if, if, then sentenceI can include a reasoned conclusion which is empathetic and clearly states the writer’s viewpoint. <p>HOOK: Using the same topic from yesterday, model how to quickly generate ideas against. Display teacher modelled example. Use SC to highlight/identify all the elements in the modelled example. Explain this is what their writing should look like at the end of the session!</p>
<p>Talk Phase Outcome: To innovate a discussion text and embed the language and text features</p>	

Phase 3: Write

Writing Process - Modelled writing, Shared writing, Guided writing, Independent writing, Proof reading and editing - 7 *steps to progress heaven*

Days	Main Lesson Learning objectives (Pitched at ARE)
Tue 10 th March	<p>**Complete research in Geography Book**</p> <p>INDEPENDENT APPLICATION - Deforestation LI: To understand the water cycle in the rainforest and the importance of trees for our climate</p> <p>SC: I can explain the water cycle in the rainforest I can explain how trees help our climate I can understand some of the climate issues from cutting down trees</p> <p>Resources: https://youtu.be/Y3oWgbOBv-A - Which came first – The rain or the rainforest? MinuteEarth, 2:47 https://youtu.be/Nc7f5563azs - Deforestation effects on climate, Christie Todd, 5:04 ActionAid – Rainmakers – explaining the water cycle</p> <p>Watch videos and encourage chn to take notes. Provide rainforest picture and encourage chn to add labels to show the process of the water cycle. Underneath children summarise the climate issues caused from deforestation.</p>
Wed 11 th March	<p>INDEPENDENT APPLICATION - Deforestation LI: To use photographs as a source to learn more about the issue of deforestation</p> <p>SC: I can study the photographs carefully considering what I can learn about the rainforest I can organise my notes into sections: general information about the rainforest; issues facing the rainforest; solutions to the problem</p> <p>Resources: ActionAid Photo Pack</p> <p>One photo pack per table group. What can they learn from studying the photos/notes on back? Record in table in geography books under the three headings</p>
Wed 11 th March	<p>Geography Lesson LC6: Facing the consequences!</p> <p>SC: I can understand some of the consequences of deforestation I can prioritise the issues and justify my choices</p> <p>Resources: Play <i>videoplayback</i> clip outlining some of issues from deforestation ActionAid, Rainforest in trouble – p.18 – diamond nine – consequences Children work in small groups to sort – record in books. Debate, discuss and justify their choices in whole class discussion.</p>

Phase 3: Write**Writing Process** - Modelled writing, Shared writing, Guided writing, Independent writing, Proof reading and editing - *7 steps to progress heaven*

Days	Main Lesson Learning objectives (Pitched at ARE)
Thur 12 th March	<p>LI: To understand how indigenous tribes use the rainforest</p> <p>SC: I can understand cultural differences in the way people live their lives I can compare how different indigenous tribes use the Amazon rainforest I can express my viewpoint on their way of life</p> <p>Resources: Play 'Ride of Passage' – visual literacy clip about choices linked to culture Amazon Tribes resource PP</p> <p>Play clip and explain how within a culture, people might do things which we disagree with. E.G. hunting animals to become chief. Need to understand these cultural issues if truly going to understand a problem. Discuss the different tribes in Amazon rainforest and how they use the rainforest. Do you agree with their way of life? Explain. Children complete activity on four different tribes.</p>
Fri 13 th March	<p>LI: To understand how indigenous people use the rainforest</p> <p>SC: I can understand cultural differences in the way people live their lives I can compare how different indigenous people use the Amazon rainforest I can express my viewpoint on their way of life</p> <p>Resources: Schoolsonline.britishcouncil.org – Ecuador: Rainforest living, being a young person in the Amazon - video clip 6 mins</p> <p>Play clip and make notes on how the people in the Amazon use the forest. Do they all use it in a positive way? If not, can you understand why they do what they do? Children make notes on forest use of indigenous people.</p>
Mon 16 th March	<p>LI: To understand some of the possible solutions to the problem of deforestation</p> <p>SC: I can understand some of the solutions to deforestation I can prioritise the solutions and justify my choices</p> <p>Resources: Deforestation in the Amazon Rainforest – p.26 – summary of problems – from photo pack Rainforest solutions – p.21 - ActionAid</p> <p>Show p.26 and briefly discuss the consequences of deforestation which we have highlighted this week. Explain there are solutions – hand out p.21 Which solutions would be most effective and why? Prioritise choices, justify and record in books. (This could be used to form part of conclusion of discussion text)</p>
Tue	INDEPENDENT APPLICATION - Deforestation

Phase 3: Write

Writing Process - Modelled writing, Shared writing, Guided writing, Independent writing, Proof reading and editing - *7 steps to progress heaven*

Days	Main Lesson Learning objectives (Pitched at ARE)
17 th & Wed 18 th March	<p>LI: To plan my discussion text linked to deforestation</p> <p>Success Criteria:</p> <ul style="list-style-type: none">• I can include a hook which outlines the topic being discussed and why it is relevant to the reader.• I can plan the key arguments in favour of (minimum of 3)• I can provide the key arguments against (minimum of 3)• I can plan an ending which states the writer's view and explains why <p>Hook: Deforestation video clip</p>
Thur 19 th March	<p>LI: To write an introduction and paragraph 'against' linked to deforestation</p> <p>Success Criteria:</p> <ul style="list-style-type: none">• I can include an introduction which states what is under discussion as well as why it is important/relevant to the reader.• I can vary the way evidence is presented through using quotes, tables or graphs, photos or scientific evidence.• I can incorporate both fact and a range of opinions in the discussion text.• I can use sentence signposts to add on more information.• I can use a Tell: show 3; sentence <p>(Greater depth might have different structure, aim to get half way through)</p>
Fri 20 th March	<p>LI: To write a paragraph 'in favour of' and reflective conclusion which states my view as the writer.</p> <p>Success Criteria:</p> <ul style="list-style-type: none">• I can vary the way evidence is presented through using quotes, tables or graphs, photos or scientific evidence.• I can incorporate both fact and a range of opinions in the discussion text.• I can use sentence signposts to signal a different viewpoint.• I can use an if, if, if, then sentence• I can include a reasoned conclusion which is empathetic and clearly states the writer's viewpoint. <p>(Greater depth might have different structure, aim to finish)</p>
Mon 23 rd March	<p>LI: To peer edit my writing to make improvements</p> <p>Success Criteria:</p> <ul style="list-style-type: none">• I can include an introduction which states what is under discussion as well as why it is important/relevant to the reader.• I can vary the way evidence is presented through using quotes, tables or graphs, photos or scientific evidence.• I can incorporate both fact and a range of opinions in the discussion text.• I can include a reasoned conclusion which is empathetic and clearly states the writer's viewpoint.• I can use sentence signposts to add on more information, signal a different viewpoint or introduce opinions.• I can use a Tell: show 3; sentence• I can use an if, if, if, then sentence

Phase 3: Write

Writing Process - Modelled writing, Shared writing, Guided writing, Independent writing, Proof reading and editing - *7 steps to progress heaven*

Days

Main Lesson Learning objectives (Pitched at ARE)

Tue
24th
March

****Use Guided Reading session to respond to feedback****

LI: To respond to feedback and produce a final version for display

Success Criteria:

I can respond to teacher input and improve an aspect of my discussion text

I can use my editing to help me write a neat copy.

I can ensure I use neat, fluent, joined handwriting and present my writing to a high standard.

Phase Outcome:

To apply my writing skills to a geographical context, producing a discussion text on deforestation