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| **Lesson Plan** | **Y5/6** |
| **Literacy** | **Video:** Forever young, the gate of truth (literacy shed) |
| **LO: To write a recount**  **SC:**  I have used chronological order using time connectives where necessary  I have used past tense  I have written in the first person  I have included detail to interest the reader (including a sentence with a main and subordinate clause for HA children)  I have written an introduction saying who, where and when  I have written a conclusion linked to the rest of the recount | |
| **INTRODUCTION**  Ask children to share what they already know about writing a recount. In pairs on whiteboards they must try and come up with some success criteria for a recount. Explain that we will be watching a video and they are going to imagine they are the old man and recount what happens to him.  **HOT SEATING** (get the children to make a circle in alphabetical order by first name)  HLTA or Teacher in the centre first to demo hot seating. Then a child to be in the centre pretending to be the old man while children round the outside think of questions to ask him on a whiteboard (what,where,why,when, how). Update the success criteria as important features of a recount arise (eg ask the children is he talking in 1st or 3rd person? What tense? Etc)  **PAIR WORK**  Go round the circle and label the children 1 and 2 (if odd number, include myself or TA). Working together to help each other out children are to fill in the rest of the flow chart to help remind themselves of what happened to the old man (started by teacher)  **INDEPENDENT WORK**  Children to go and write the rest of the recount  LA- With still pictures and key vocabulary sheet to help remind them of what happened (one to one support on table from SEN child)  MA- with success criteria and flow charts on table to remind them (Lower middle group to have HLTA to support through questioning to help children achieve)  HA- focus group – to work with class teacher and have an extra challenge to write with a subordinate clause | |
| **Plenary:** Reveal the SC again and ask children to check and self assess their own work against them. Ask self assessment questions and get children to review success criteria to show how much progress they have made and what they have learnt. | |
| **Key Questions:**  Why do you think the old man wanted to go through the gate?  How do you think he felt at each stage? | **Assessment opportunities:**  Through questioning from teacher  Through self assessment of work by child against SC |