

Guided Reading Planner

Class: Year 6

Week: 1st November 2004 (for two weeks)

Literacy Genre/Unit of work: Report Writing (2 weeks)

Literacy objectives matched: **T13** to secure understanding of the features of nonchronological reports:- introductions to orientate reader; use of generalisations to categorise; language to describe and differentiate; impersonal language; mostly present tense;
S2 to revise earlier work on verbs and to understand the terms *active* and *passive*; being able to transform a sentence from active to passive, and vice versa;
W4 revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 Term 3.

Group	Assessment Focus	Monday (1)	Friday (1)	Monday (2)	Friday (2)
<u>Tudors</u> (1)	INFERENCE: I will be able to 'read between the lines' and work out what a character might be thinking or feeling.	<u>Support</u> Read 8 pages and tell your partner three facts about people living in Victorian times. How do you think people felt about these things?	<u>Support</u> Read 8 pages and think of a good feelings question to ask your partner.	<u>Support</u> Comprehension - Provide 3 questions on text – one white hat, two red hat – suggest number of marks for each question.	<u>Support</u> Read model report text. Find examples of passive and active verbs. Revise what the terms passive and active verbs mean.
<u>Georgia ns</u> (2)	INFERENCE: I will be able to 'read between the lines' and work out what a character might be thinking or feeling. + EXTRA GG during Lib time wk1 – unstressed vowels	Task: Comprehension task and questions. Highlight any words you don't know and work in pairs to work out what they mean and answer the questions.	Task: Draw a sketch on a whiteboard of character. What words from the text made you think they looked/felt like that? Discuss with your partner.	CT gg. Looking at report text – difference between active and passive verbs. Why might someone use a passive verb? Who do you think did this (verb)?	Task: Look for verbs in own guided reading book. Collect in book. Are these words active or passive – how can you tell?
<u>Victoria ns</u> (3)	TEXT ORGANISATION: I will be able to talk about the way a text is laid out and structured.	Task: Can you collect any words you have never heard of before and find a definition for them in a dictionary? Write in your Guided Reading books.	Task: Imagine you are the main character in the story. Can you write a paragraph as a diary entry explaining what they have done during the day and how they feel?	Task: Make a list in your book of any powerful verbs you have found in the text you have read– give a reason why you think they are effective.	CT g.g. Talk about text org in a report text – see T13 Pick out the impersonal lang in the text and present tense. Why has author used this lang? NB. Discuss keeping same tense throughout text.
<u>Ancient Greeks</u> (4)	TEXT ORGANISATION: I will be able to talk about the way a text is laid out and structured. + EXTRA GG during Lib time wk1 – unstressed vowels	CT guided group Talk about text org in report, pick out the impersonal lang in the text and present tense. Why has author used this lang? NB. Discuss keeping same tense throughout text.	Task: What text org features are there in your guided reading book? Why do these features help the reader?	Task: Complete the active passive task after reading your guided reading book. Tell the person next to you what the difference is between active verbs and passive verbs.	Task: Draw a storyboard in your books of the story so far. Use speech and thought bubbles to show important things a character has thought or said.
<u>Ancient Egyptia ns</u> (5)	WRITER'S CHOICE OF LANG.: I will be able to talk and write about the writer's use of language, e.g. the way a sentence has been structured or particular words chosen.	Task: What text org features are there in your guided reading book? Has the author used any technical language – what are the technical words and why has the author chosen them?	CT guided group Looking at report text – how do we know this is a report text? NB diff. between active and passive verbs. Why might someone use a passive verb? (implicit and explicit) Who do you think did this (verb)?	Task: Make a list in your book of any powerful verbs you have found in the text you have read– give a reason why you think they are effective. Are they active or passive verbs – how can you tell?	Task: Comprehension task and questions (TEST BASE) – give number of marks for each question.

Guided Groups - Review text so far, Strategy check, Independent Reading, Return to text, Respond to text