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| **Monday**SPAG – subordinate clauses | **Tuesday**Writing reports | **Wednesday**Writing reports continued | **Thursday**Editing and publish | **Friday**Reading Comprehension |

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| Metacognitive strategies The learning sequence in the next column is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Image result for reading cartoonLiteracy Tasks (offline and online)Main learning objectives: 1. To understand the purpose of non-chronological reports.
2. To understand how to use subordinate clauses and conjunctions in writing.

Desired outcome: To write a non-chronological report on microorganisms. This unit of writing will be developed over two weeks. Written work to be submitted **by Friday 15th October 2021**. |
|  | **Lesson One** Work can all be found on the PowerPointWhat you will being learning about: subordinate clauses and conjunctions.**Part 1** Revision skills from last week. Can you give me an example of a relative clause? How do you use one in your writing?**Part 2- Introducing subordinate clauses.*** What is a clause? A clause is a group of words that includes a subject and a verb. There are two types of clauses,

**independent clauses** and **subordinate clauses**.* The **independent clause** makes sense on its own because it is a complete thought. For example: I went to town. It was red.
* A **subordinate clause** supports the independent clause. The opening words of subordinate clauses show that they are dependent on the independent clause. For example: after the storm cleared because he didn’t like chocolate.
* A subordinate clause can come at various points in a sentence. You might use one at the **front** of a sentence. For example, a **fronted adverbial** can be a type of subordinate clause: **Like a bullet speeding through the air**, he ran through the door.
* Sometimes they even come in the **middle** of sentences: My brother Richard, **who lives in Australia**, is coming home for Christmas.
* Commas. If the subordinate clause starts the sentence, use a comma after it. If it ends the sentence do not use a comma.

**Before we go swimming**, we have to go to school. We have to go to school **before we go swimming**.**Part 3 – Activity –** write6 sentences using subordinate clauses that can be used in the non-chronological report.* Extension – Complete the worksheets based on subordinate clauses.

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* What are the features of a non-chronological report? Title, subheadings, facts, rhetorical questions, formal tone, images, third person.
* Recap what they have included in their plans. Make sure enough information has been gathered.

**Part 2*** Referring back to the planning sheet, begin writing the report on microorganisms.
* Model how to write the title and subheadings to make the layout clear for the reader.

**Part 3*** Read work aloud to the class to share ideas and give verbal feedback.

**Lesson Four****Part 1*** Recap the week’s learning with the class – what is the purpose of a report? What should we double check that we have included?
* Share examples of children’s work by allowing them to read to the class.

**Part 2*** Children to sit with their partner and read through each other’s work where they will then edit and suggest improvements.
* Children will type up a final copy and make any final edits to it before it is printed and stuck into books.
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