

EVERYONE  
ENGAGED



EXPLAIN AND  
ELABORATE



ACTIVE  
LISTENING



TEACH AND  
SUPPORT



JOB DONE



Day 1  
Reading

Monday 29<sup>th</sup> June 2020

LO: To find examples as to how the author uses language to try to inspire the reader.

Success Steps:

- I can identify words and phrases in the text that are examples of inspirational/positive language.
- I can explain why this vocabulary is used.
- I can evaluate how this vocabulary is inspirational and how it can be used in different contexts.



# Spelling

*This spelling rule is not for ALL words ending in y! It's for ones that have a consonant before the y!*

LO: To recognise plural rules for words ending with 'y'

category

categories

cemetery

cemeteries

dictionary

dictionaries

identity

identities

variety

varieties

Create a spelling pyramid for each of the words. Begin with a single letter at the top and add the next letter on the next line down until you have completed the word.

## Modelled Practice

## Think -Alouds

### Stand Up, Stand Out! pages 16 to 19

LO: To find examples as to how the author uses language to try to inspire the reader.

### Success Steps:

- I can identify words and phrases in the text that are examples of inspirational/positive language.
- I can explain why this vocabulary is used.
- I can evaluate how this vocabulary is inspirational and how it can be used in different contexts.

5 Mins  
max.





**spectacularly:** (*adverb*) in an impressive, dramatic or eye-catching way.

**established:** (*verb; past tense*) to set-up permanently.

**reign:** (*noun*) the length of time someone holds a high position for.

**threat:** (*noun*) a statement of intent to do damage or harm to another.

**alliance:** (*noun*) a union formed for the benefit of both sides.

**sternly:** (*adverb*) in a serious or severe manner.

**inherit:** (*verb; present tense*) receive following the death of the previous owner.

**retaliated:** (*verb; past tense*) fought back against a similar attack.



## Partner Reading

### Partner Notes

#### Chapter 16: pages 80 to 90

LO: To find examples as to how the author uses language to try to inspire the reader.

#### Success Steps:

- Tom collect words and phrases that are examples of inspirational/positive language as Jerry reads. Record in books under partner notes.
- Tom read one page.
- Swap and repeat page by page, writing examples as you go.
- Make sure to write the quotes in inverted commas with the page number in brackets.
- e.g. “It looks like she was a seriously good queen.” (p.17)

TEACH AND  
SUPPORT



EXPLAIN AND  
ELABORATE



## Partner Practice

## Reading Tasks

### DEPTH QUESTION

Using partner notes, find examples of language that comes across as inspirational or positive to the reader. How does the author try to make it inspire others?

JOB DONE



This question is from page 16 of the text.

**1: What is the effect of this opening paragraph of text? What does the author do to achieve this effect? (2 marks)**

Sentence stem:

**The opening paragraph on page 16 makes the reader feel...  
The author achieves this by...**





## Guided Practice

## Reading Tasks

This question is from page 18 of the text.

2: What does the author mean when they say 'life had been pretty up and down for years' before Elizabeth was crowned? (2 marks)

Sentence stem:

The author says life had been 'pretty up and down' because...

JOB DONE



## Guided Practice

## Reading Tasks

This question is from page 18 of the text.

3: How can we tell that the people were excited for Elizabeth to become queen? (2 marks)

Sentence stem:

We can tell people were excited for Elizabeth to become queen because in the text it says...

JOB DONE



## Guided Practice

## Reading Tasks

This question is from page 18 of the text.

4: When Elizabeth executes Mary Queen of Scots for treason, what does the author say to make it seem like a hard decision? (1 mark)

Sentence stem:

To make it seem like a hard decision, the author says...

JOB DONE



## Independent Practice

## Reading Tasks

**Look at the statements below and decide whether they are true or false.**

	TRUE	FALSE
Elizabeth was the first queen of England.		
Before Elizabeth was queen, the country's religion was Roman Catholic.		
Elizabeth's navy defeated the Spanish Armada without any help.		
Queen Elizabeth I never married.		



EVERYONE  
ENGAGED



EXPLAIN AND  
ELABORATE



ACTIVE  
LISTENING



TEACH AND  
SUPPORT



JOB DONE



# Day 2

## Reading

Tuesday 30<sup>th</sup> June 2020

LO: To find examples as to how the author uses language to try to inspire the reader.

Success Steps:

- I can identify words and phrases in the text that are examples of inspirational/positive language.
- I can explain why this vocabulary is used.
- I can evaluate how this vocabulary is inspirational and how it can be used in different contexts.



# Spelling

*This spelling rule is not for ALL words ending in y! It's for ones that have a consonant before the y!*

LO: To recognise plural rules for words ending with 'y'

category

categories

cemetery

cemeteries

dictionary

dictionaries

identity

identities

variety

varieties

Create a spelling pyramid for each of the words. Begin with a single letter at the top and add the next letter on the next line down until you have completed the word.

## Modelled Practice

## Think -Alouds

### Stand Up, Stand Out! pages 13 to 15

LO: To find examples as to how the author uses language to try to inspire the reader.

### Success Steps:

- I can identify words and phrases in the text that are examples of inspirational/positive language.
- I can explain why this vocabulary is used.
- I can evaluate how this vocabulary is inspirational and how it can be used in different contexts.

5 Mins  
max.





## Partner Practice

## Reading Tasks

### DEPTH QUESTION

Using partner notes, find examples of language that comes across as inspirational or positive to the reader. How does the author try to make it inspire others?

JOB DONE



This question is from page 13 of the text.

**1: Why does the author explain that there were different ways of pronouncing Boudica's name? (1 mark)**

**Sentence stem:**

**The author explains that there were different ways of pronouncing Boudica's name because...**



## Guided Practice

## Reading Tasks

This question is from page 14 of the text.

2: Why does the author suggest 'you wouldn't want to pick a fight with her' when talking about Boudicca? (2 marks)

Sentence stem:

The author suggests 'you wouldn't want to pick a fight with her' when talking about Boudicca because...

JOB DONE



## Guided Practice

## Reading Tasks

**3: Why does the author use words like 'of course' and 'unsurprisingly' when talking about Boudicca attacking the Romans? (2 marks)**

### Sentence stem:

**The author use words like 'of course' and 'unsurprisingly' when talking about Boudicca attacking the Romans because...**

JOB DONE



## Guided Practice

## Reading Tasks

**4: What places were destroyed by Boudicca? Why was one of the places destroyed in particular? (2 marks)**

**Sentence stem:**

**Boudicca destroyed the following places... Boudicca destroyed... in particular because...**

JOB DONE



## Guided Practice

## Reading Tasks

This question is from page 15 of the text.

**5: Why does it suggest that Boudicca wouldn't be the best role model when you were mad? (2 marks)**

**Sentence stem:**

**It suggests that Boudicca wouldn't be the best role model when you were mad because...**

JOB DONE



Independent  
Practice

## Reading Tasks

**6: Match the information on the left to the information on the right. (2 marks)**

**Prasutagus**

**Camulodonum**

**Tacitus**

**Gaius Suetonius  
Paulinus**

**Roman historian**

**Boudicca's husband**

**Roman general**

**Roman name for Colchester**

**JOB DONE**



EVERYONE  
ENGAGED



EXPLAIN AND  
ELABORATE



ACTIVE  
LISTENING



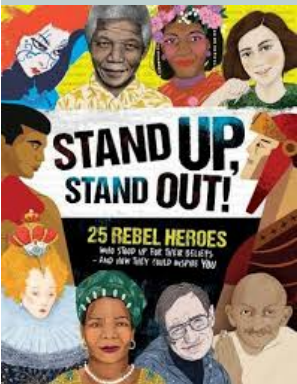
TEACH AND  
SUPPORT



JOB DONE



McKie Mastery  
**Power Literacy**™



# Day 3

## Reading Independence Day



# Spelling

## Unjumble these word.

1. ocaetgry
2. tevareiy
3. tyidenit
4. mcetyeer
5. rytdiciona
6. igeatores
7. rietievs
8. ideenttiis
9. ceeeemtris
10. dicariestion

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_



# Spelling

## Unjumble these word.

1. ocaetgry
2. tevareiy
3. tyidenit
4. mcetyeer
5. rytdiciona
6. igecatores
7. rietievsa
8. ideenttiis
9. ceeeemtris
10. dicariestion

- 1) category
- 2) variety
- 3) identity
- 4) cemetery
- 5) dictionary
- 6) categories
- 7) varieties
- 8) identities
- 9) cemeteries
- 10) dictionaries



Wednesday 1<sup>st</sup> July 2020

LO: To find examples as to how the author uses language to try to inspire the reader.

Success Steps:

- I can identify words and phrases in the text that are examples of inspirational/positive language.
- I can explain why this vocabulary is used.
- I can evaluate how this vocabulary is inspirational and how it can be used in different contexts.



# Think Aloud

3) Who did Elizabeth I replace as Queen?

---

---

2 marks



# Think Aloud

10) How does the author suggest that Boudicca was a successful ruler?

---

---

---

2 marks

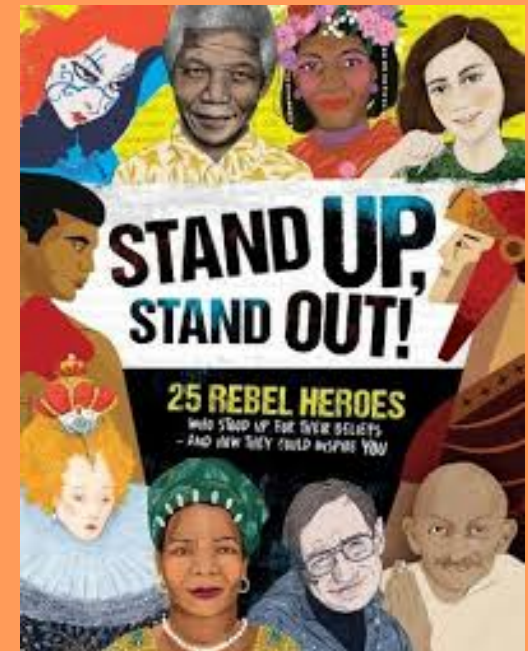


## Independent Application

## Individual Reading

Questions are from pages 44-49 of the text about Aron Ralston. Some questions have the page you need included – make sure you use this to help you with your answers.

Make sure you are using the text to answer the questions.



EVERYONE  
ENGAGED



EXPLAIN AND  
ELABORATE



ACTIVE  
LISTENING



TEACH AND  
SUPPORT



JOB DONE



McKieMastery  
**Power Literacy** <sup>TM</sup>



**Day 4**  
**SPaG**

Thursday 2<sup>nd</sup> July 2020

LO: To create a fact file designed to inspire the reader.

Success Steps:

- Success Matrix

JOB DONE





# Guided Practice

## SPaG Knowledge - Mini Lesson

10-15 minutes

### KEY ADVICE:

- Key words: who, which, that (and to a lesser extent, when and where)
- The man, who had grey hair, was...
- The cat that scratched my sofa was...
- The new chair, which was very comfortable, was...
- WHO and WHICH come after commas like the above examples. Think of them as a person telling you the main part, then talking behind their hand for the extra info.
- The information in the relative clause isn't NECESSARY – it can be taken out and the rest of the sentence should still make sense.



### Introduction

Underline the relative clause in the sentence below.

**Tony and Max, who was a year younger than Tony, were picked for the school basketball team.**

JOB DONE



### Introduction

Underline the relative clause in the sentence below.

**Tony and Max, who was a year younger than Tony, were picked for the school basketball team.**

JOB DONE



Varied Fluency 1

**1: Circle the relative pronoun in the sentence below.**

**The weekend when I came to visit you was the best I've ever had.**

JOB DONE



Varied Fluency 2

**2: Underline the relative clause in the sentence below.**

**The old lady, whose son was in the army, came for tea.**

JOB DONE



Varied Fluency 3

3: Label the parts of the sentence with 'M' for the main clause and 'R' for the relative clause.

The boy, whose dad is a

teacher, was late for school.

JOB DONE



Varied Fluency 4

**4: Tick the most suitable relative clause for the sentence below.**

She likes to go out at dawn

that the birds are singing.	
when the birds are singing.	
where the birds are singing.	

JOB DONE



## Independent Practice

# SPaG Knowledge - Mini Lesson

## 10-15 minutes

**1: Circle the relative pronoun in the sentence below.**

In the summer, I'm going to France, where my brother lives.

**3: Label the parts of the sentence with 'M' for the main clause and 'R' for the relative clause.**

We should go to the park,

☐

Where we can feed the ducks.

☐

**2: Underline the relative clause in the sentence below.**

During the night, when everybody was asleep, I crept downstairs to watch TV.

**4: Tick the most suitable relative clause for the sentence below.**

I was kept dry by an umbrella

that had spots on.	<input type="checkbox"/>
who had spots on.	<input type="checkbox"/>
whose had spots on.	<input type="checkbox"/>

JOB DONE





EVERYONE  
ENGAGED



EXPLAIN AND  
ELABORATE



ACTIVE  
LISTENING



TEACH AND  
SUPPORT



JOB DONE



Day 5  
Writing

Friday 3<sup>rd</sup> July 2020

LO: To create a fact file designed to inspire the reader.


Success Steps:

- Success Matrix

JOB DONE



# Success Matrix

	My Judgement	Partner Judgement
<u><b>LO: To create a fact file designed to inspire the reader.</b></u>	Professional	Professional
	World Class	World Class
	Legendary	Legendary
MY CAPITAL LETTERS AND FULL STOPS ARE CONSISTENLY ACCURATE.	<div>JOB DONE</div> 	
I can select language that shows good awareness of the reader.		
I can make links between sentences and ideas using conjunctions.		
I can make links between sentences using fronted adverbials.		
I can ensure the correct tense is used consistently.		
I can include the key features of the genre.		
I can spell words from year 5/6 spelling lists correctly.		
I can write legibly, fluently and with increasing speed.		
I can use commas to clarify meaning or avoid ambiguity in writing.		
I can use a range of appropriate vocabulary to enhance my ideas.		
I can use a range of punctuation (? ! ") where appropriate.		
I can ensure my sentences make sense when I read them.		

## Guided Practice

## 20 Minute Content Plan

### **Facts about Queen Elizabeth I**

**Who was she?**

**What did she do?**

**What did she do that could be considered inspirational?**

### **Facts about Boudicca**

**Who was she?**

**What did she do?**

**What did she do that could be considered inspirational?**

### **Comparison of the two women**

**- what similarities do they share?**

**- what differences do they have?**

Independent Practice

**First Draft Writing**  
**45-50 minutes**

