



Day 1

Reading

Spelling

These are prefixes which turn the word into its opposite meaning!

LO: To recognise negative prefixes

Indefinite	Infinite	Inability	
Deformed	Degraded	Decoded	
Undone	Unfortunate	Unfinished	Uncertain

Rewrite the words and insert a slash / where a syllable appears in the word. A syllable is a unit of pronunciation having one vowel sound surrounded by consonants to form a whole or part of a word.

FOR EXAMPLE: Water has TWO syllables (WA-TER), perilous has three (PE-RI-LOUS)

Monday 13th July 2020

LO: To find examples of how the author shows how people risked their lives for others.

Success Steps:

- Identify words and phrases in the text that are examples of the danger people put themselves in.
- Explain why this vocabulary is used.
- Evaluate how this vocabulary shows danger and the effect it has on the reader.



Modelled Practice

Think -Alouds

Stand Up, Stand Out!

LO: To find examples of how the author shows how people risked their lives for others.

Success Steps:

- I can identify words and phrases in the text that are examples of the danger people put themselves in.
- I can explain why this vocabulary is used.
- I can evaluate how this vocabulary shows danger and the effect it has on the reader.

5 Mins
max.





Governess: (*noun*) a woman employed to teach children in a private household.

Fiendishly: (*adverb*) to do something in a way that is cruel or unpleasant.

Occupation: (*noun*) the action of being occupied/taken over by military force.

Suspected: (*verb; past tense*) to have an idea of the truth without certain proof.

Understatement: (*noun*) to suggest something is smaller or less important than it really is.

Horrifically: (*adverb*) to do something in a way that causes horror or shock.

Smuggling: (*verb; present tense*) illegally move goods into or out of a country.

Ingenious: (*adjective*) clever, original, inventive.



Partner Reading

Partner Notes

LO: To find examples of how the author shows how people risked their lives for others.

Success Steps:

- Jerry collect words and phrases that are examples of empowering language to show how change was inspired as Tom 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 show how the actions the people did were risky/dangerous. You will need to consider how dangerous these things when you do your writing.

JOB DONE



Guided Practice

Reading Tasks

This question is from page 53 of the text.

1: Who does the text suggest Irena Sendler was important to? (1 mark)

Sentence stem:

Irena Sendler was important to...



Guided Practice

Reading Tasks

These questions are from page 54 of the text.

2: What does it mean when the text says 'to say that the Nazis didn't like the Jews is a massive understatement'? (1 mark)

Sentence stem:

The text says 'to say that the Nazis didn't like the Jews is a massive understatement'. I think this means...



Guided Practice

Reading Tasks

3: What made living in the ghettos in Poland dangerous? Find two things. (2 marks)

Sentence stem:

Living in the ghettos in Poland is dangerous because... and...

JOB DONE



Guided Practice

Reading Tasks

4: What's the effect of saying 'and that's where Irena Sendler came in' at the beginning of the fourth paragraph?(1 mark)

Sentence stem:

The effect of saying 'and that's where Irena Sendler came in' at the beginning of the fourth paragraph is...

JOB DONE



Guided Practice

Reading Tasks

5: What do YOU think about Irena Sendler's decision to help Jewish children to escape the ghettos? (2 marks)

Sentence stem:

I think that Irena Sendler's decision to help Jewish children to escape the ghettos was... I think this because...

JOB DONE



Guided Practice

Reading Tasks

EXT: How much of an impact do you think Irena Sendler had on the Jewish children during the war? YOU JUDGE (3 marks)

Sentence stem:

I think that Irena Sendler has on the Jewish children during the war had a... impact. I think this because... I also think that...



Independent Practice

Reading Tasks

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

Warsaw

Zegota

Ghetto

Poland

**Invaded by Germany in
1939**

Group formed to help Jews

**Crowded prison-like camp
for Jews**

**Home of the biggest ghetto
in Poland**

JOB DONE



EVERYONE
ENGAGED



EXPLAIN AND
ELABORATE



ACTIVE
LISTENING



TEACH AND
SUPPORT



JOB DONE



Day 2

Reading

Spelling

These are prefixes which turn the word into its opposite meaning!

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Rewrite the words and insert a slash / where a syllable appears in the word. A syllable is a unit of pronunciation having one vowel sound surrounded by consonants to form a whole or part of a word.

FOR EXAMPLE: Water has TWO syllables (WA-TER), perilous has three (PE-RI-LOUS)

Tuesday 14th July 2020

LO: To find examples of how the author shows how people risked their lives for others.

Success Steps:

- Identify words and phrases in the text that are examples of the danger people put themselves in.
- Explain why this vocabulary is used.
- Evaluate how this vocabulary shows danger and the effect it has on the reader.



Modelled Practice

Think -Alouds

Stand Up, Stand Out!: Pages 36 to 39

LO: To find examples of how the author shows how people risked their lives for others.

Success Steps:

- I can identify words and phrases in the text that are examples of the danger people put themselves in.
- I can explain why this vocabulary is used.
- I can evaluate how this vocabulary shows danger and the effect it has on the reader.

5 Mins
max.





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Partner Reading

Partner Notes

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TEACH AND
SUPPORT



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Partner Practice

Reading Tasks

DEPTH QUESTION

Using partner notes, find examples of language that show how the actions the people did were risky/dangerous. You will need to consider how dangerous these things when you do your writing.

JOB DONE



Guided Practice

Reading Tasks

This question is from page 36 of the text.

1: What did Edith Cavell do that was considered risky? (2 marks)

Sentence stem:

The risky things Edith Cavell did were... and...



Guided Practice

Reading Tasks

This question is from page 37 of the text.

2: What does 'unremarkable' mean? (1 mark)

Unremarkable means:

Ordinary

☐

Often talked about

☐

Exciting

☐

Tedious

☐

Guided Practice

Reading Tasks

This question is from page 37 of the text.

3: What do YOU think about Edith Cavell's decision to go back to Brussels when World War One started? Choose one of the options below and back it up with evidence. (2 marks)

Edith Cavell was brave / foolish / brave and foolish.
I think this because...

JOB DONE



Guided Practice

Reading Tasks

This question is from page 37 of the text.

4: What was dangerous about sending the British soldiers to the Netherlands? (1 mark)

Sentence stem:

It was dangerous because...

JOB DONE



Guided Practice

Reading Tasks

This question is from page 37 of the text.

5: What does it say Edith Cavell would do if she was caught in the middle of a fight between two other friends? Why? (2 marks)

Sentence stem:

Edith Cavell would...

She would do this because...

JOB DONE



Independent Practice

Reading Tasks

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

	TRUE	FALSE
Edith's father died while she was caring for him.		
The nursing hospital Edith worked at was converted into a Red Cross hospital.		
Edith helped around 200 people escape from the war.		
It is certain that Edith Cavell was a British Intelligence Spy.		



EVERYONE
ENGAGED



EXPLAIN AND
ELABORATE



ACTIVE
LISTENING



TEACH AND
SUPPORT



JOB DONE



Day 4
Writing – SPaG

Thursday 16th July 2020

LO: To write an opinion-based text that conveys risk to the reader.

Success Steps:

- Success Matrix

JOB DONE



Guided Practice

SPaG Knowledge - Mini Lesson

10-15 minutes

To use punctuation accurately.

Where are we going! I don't like it? Oh no. Get out? What's the next move. Help me? This is a table!

So... this all seems a bit wrong. But you'd be surprised by how often this happens because **SOME PEOPLE CAN'T PUT THE RIGHT PUNCTUATION IN.**



Guided Practice

SPaG Knowledge - Mini Lesson

10-15 minutes

KEY ADVICE:

- Questions **NEED** a question mark.
- Statements use a full stop.
- Commands are more likely to have a full stop, but if they're delivered with **FORCE** or **VOLUME**, an exclamation mark works better.
- For a sentence like this, you need a comma for your fronted adverbial.



Introduction

Write a question that the sentence below could be the answer to.

Q: _____

A: I ride my bike every day.

JOB DONE



Introduction

Write a question that the sentence below could be the answer to.

Q: When do you ride your bike?

A: I ride my bike every day.

JOB DONE



Varied Fluency 1

1: Write a question that could give you the answer below.

Q: _____

A: Bananas, apples and peaches.

JOB DONE



Varied Fluency 2

2: Which punctuation marks work best in the gaps below?

Who stole all of my gingerbread. If I ever
find them, I'll skin them alive.

JOB DONE



Varied Fluency 3

3: Begin this sentence appropriately. Do NOT forget to include the punctuation.

it would only take us three days to get there.

JOB DONE



Varied Fluency 4

4: Tick the box that would be the most appropriate punctuation mark to complete the sentences.

	.	?	!
You haven't seen the last of me yet			
That isn't fair			
Any advice you can give before I go			

JOB DONE



Independent Practice

SPaG Knowledge - Mini Lesson

10-15 minutes

1: Write a question that could give you the answer below.

Q: _____

A: I haven't done the homework.

3: Begin this sentence appropriately. Do NOT forget to include the punctuation.

_____ you
wanted to come to the park too?

2: Which punctuation marks work best in the gaps below?

What did you just say I am furious
Get out and don't come back

4: Tick the box that would be the most appropriate punctuation mark to complete the sentences.

	.	?	!
Give me a break	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you absolutely kidding me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose your character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JOB DONE





Day 5

Writing – Final Draft

Friday 17th July 2020

LO: To write an opinion-based text that conveys risk to the reader.


Success Steps:

- Success Matrix

JOB DONE



Success Matrix

	My Judgement	Partner Judgement
<u>LO: To write an opinion-based text that conveys risk to the reader.</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 opinions that are backed up with evidence.		
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

Edith Cavell

Opinions of her – what words would you use to describe her? What evidence is there to back this up?

Irena Sendler

Opinions of her – what words would you use to describe her? What evidence is there to back this up?

Which person did you prefer learning about? Why?

Thoughts and feelings on your preferred person.

From plan to writing...

Edith Cavell can be considered to be both brave and foolish for doing what she did during the first World War. I would consider her brave for helping over 200 people during the war, particularly to escape from the battles. The plucky nurse helped many soldiers regardless of where they were from or which side they fought for. Some might think this is foolish, as she could have got herself into trouble. However, I think this shows compassion – she didn't think it mattered who she treated. When you think about it, that's probably more brave than it is foolish. It could have gotten her into trouble (and in fact it sort of did in the end) but she did what she felt was right for everyone.



Independent Practice

First Draft Writing
45-50 minutes

