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|  | | **Western Road Community Primary School Weekly English Plan**  **Class: Willow (Year 4) Teacher: Miss Sheppard Term: 4 Week Beginning: 23.03.2020 Week 5** | | | |  |
| **Topic:** | | | | | | |
|  | **SPAG Starter** | | **Main / Introduction** | **Challenge** | **Next Steps** | |
| **Monday** | Look at Monday PowerPoint on Direct Speech. Work through the PowerPoint and then complete Sheet 1 on Direct Speech. | | **WALT**  **Read as a Writer.**  Look at the sheet with the highlighted features (Monday Identifying Language).  Complete the key by adding the correct colours. Match each feature to its effect on the reader. | Can you find any more examples?  Create some of your own sentences using the features. | What would a writer’s toolkit look like for discussion writing? | |
| **Tuesday** | Look at Tuesday PowerPoint on Direct Speech. Work through the PowerPoint and then complete Sheet 2 on Direct Speech. | | **WALT**  **Consider both sides of an argument.**  Should we be allowed to cut down the rainforest?   |  |  |  | | --- | --- | --- | |  | Allowing cutting down the rainforest. | Banning cutting down the rainforest. | | Positive effect |  |  | | Negative effect |  |  |   Draw out the table above and write down positive and negative effects of cutting down the rainforest. | We can change negative effects as a positive opinion.  Cutting down the rainforest destroys the homes of animals → by banning the cutting down of trees, we protect the homes of animals.  We can also change positive effects into negative opinions.  People rely on the rainforest to feed their family → without being allowed to harvest rainforest trees, many local farmers would face starvation.  Can you turn some of the negative statements into positive opinions, and some of the positive statements into negative opinions? |  | |
| **Wednesday** | Look at Wednesday PowerPoint on Past Tense. Work through the PowerPoint and then complete Sheet 1 on Past Tense. | | Research key facts about deforestation.  What are the positive and negative effects of deforestation?  The more facts you get, the better your discussion writing will be! |  |  | |
| **Thursday** | Look at Thursday PowerPoint on Past Tense. Work through the PowerPoint and then complete Sheet 2 on Past Tense. | | **WALT**  **Box up a discussion.**  Look at the paragraphs (Thursday Comparing Discussion Paragraphs).  Which is the best example of an effective discussion? Why?  Look at the example text (Thursday WAGOLL).  Use the Boxing Up template to Box up your own argument on:  Should we be cutting down the Rainforest? |  |  | |
| **Friday** | Look at Friday PowerPoint on Present Tense. Work through the PowerPoint and then complete Sheet 1 on Present Tense. | | **WALT**  **Write the introduction to a discussion text.**  Look at the introduction paragraph (Introduction Paragraph). How can you improve it?  Watch this video:  <https://www.bbc.co.uk/bitesize/clips/zm3nvcw>  Look at the WAGOLL test from yesterday.  Use this and your Boxed up planning to write your introduction for your argument ‘Should we be cutting down the Rainforest?’ | Develop your ideas by using facts and opinions. | Read your introduction.  Decide upon targets for your next paragraph of writing. | |