

Learning objectives:		Text/ Genre: Fiction	
		C/C links: History - apartheid	
	Introduction	Guided/Independent Tasks	Plenary
Session 1 9th – 12th	<p>Read first pages of book with info about author and introduction and discuss. Show a map of Africa.</p> <p>Read chapter 1 and discuss the plan that two of the chn have made to go and get mum who is in Johannesburg. Discuss the dangers and the chn's worries about the journey. T write down chn's ideas on IWB.</p>	<p>LO: to empathise with a character</p> <ol style="list-style-type: none"> 1) Chn to have a pic of Naledi. Around the pic, chn to write all of her fears and worries at this moment in the book. Choose a child to be Naledi and they will be hot-seated by the others. 2) Go over the good example of a journal entry and pick out where it meets the MSC. Chn to draft the first paragraph (setting the scene and explaining the dilemma) of their entry in role as Naledi. The entry is written on the evening before they are due to set off on the journey. 3) Chn to draft the second and third paragraphs (worries and fears, your final decision and POA) of their entry in role as Naledi. 4) Write final version of journal entry in English books. <p>Must: include thoughts and feelings. Write complex sentences. Variety of different openers and sentence structures. Should: ambitious vocabulary to describe thoughts and feelings. Could: include more ambitious punctuation such as semi-colon, dash, brackets. Express a good understanding of the character's personal situation.</p>	

Session 2 13th	Read chapters 2-3. Discuss events of chapters 1-3.	LO: to read for understanding Must: Answer questions in full sentences Should: Include references to the story. Could: Add own opinions and experiences Discuss how to answer comprehension questions using full sentences and referring to text by asking: <ol style="list-style-type: none">1. Why did the tar burn their feet? (page 21) (They were not wearing any shoes)2. Why did the boy tell Tiro and Naledi to hide the peels? (page 27)3. What might happen to them if they were found out? (page 28) Model how to write the answers Short comprehension relating to Chapters 2 -3. <ol style="list-style-type: none">1. How are the road and the grass described in chapter 2?2. What does this tell you about the weather? (page 17)3. Why did they feel afraid when they passed through the small town? (page 19)4. After they have passed through the town, they came to an Orange Plantation. Here they met a young boy who helped them. Describe the boy.5. How did he help them? (pgs 21-23)	Discuss answers together.
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Weekly Literacy Plan Year 5

Journey to Jo'burg

Autumn 1

<p>Session 3</p>	<p>Recap story so far: who are the main characters? What are they trying to do? Why? Show LO and MSC and discuss with chn. Give chn two examples of a narrative text (one very basic with poor voc and grammar and one up-levelled version) Chn to identify differences between these and try to identify examples of MSC.</p> <p>Go through on IWB, pick out the voc changes, voc additions (adj/adv) and variety of openers used. Refer to LO and MSC</p> <p>Show chn sentence to improve on WBs. Use chn's work to proof-read and edit under the viewer.</p>	<p>L.O: to make changes to vocabulary and grammar to enhance effect and clarify meaning. Must: use complex sentences (As, When), use ambitious adjectives and adverbs to enhance descriptions Should: to use a variety of openers to engage the reader (verbs, adjectives, adverbs, preposition, subordinating conjunctions) Could: use SNT and a range of figurative language (metaphor, simile)</p> <p>Main Activity: Chn to write a paragraph of narrative writing describing the start of the children's walk to Jo'burg. Support: images, things to include, word bank</p> <p>LA and MA (focus on Must and Should) MA (focus on Should and touch on Could) Challenge for HA: to achieve all areas of MSC and include examples of higher level punctuation for effect.</p>	<p>Use one of the HA chn's work and look at under the viewer. Discuss how it has/has not achieved the MSC.</p> <p>How could figurative language have made this better? Can you think of a metaphor to describe either the sun/road?</p>
<p>Session 4</p>	<p>Chn to share some of the sentences that they wrote yesterday. Discuss as a class.</p>	<p>LO/MSC as yesterday. Chn to first proofread and edit their paragraph and then write up final version in their English books.</p>	

<p>Session 6</p>	<p>Recap chapters 4 and 5. Read chapter 6 – A New Friend.</p> <p>How likely is it that a stranger would be so helpful? What would your reactions be? (Stranger/danger - refer to Good Samaritan) Segregation brings those of similar culture together. Why has the author written 'Lucky again'? page 37. Do you consider the children to be lucky? (The situation is not lucky, the people they have met have been fortunate meetings) What emotions are being expressed in this chapter?</p>	<p>LO: to write in role and express reasoned opinions about another character</p> <p>Chn to write their second journal entry in role as Naledi. Naledi will describe their meeting with Grace and discuss Grace's personality and her first impression of her. Give chn copy of chap 6 and highlight description of Grace. Discuss not just her appearance but also her personality and personal situation.</p> <ol style="list-style-type: none"> 1. Go through chap 6 and chn to pick out where Grace is mentioned, her personality etc and make notes on sugar paper in a 'thought shower' as shown on the board. Read the teacher example of the diary entry. Then on reverse of sugar paper, chn start to draft sentences in role as Naledi writing about Grace in her diary. 2. Chn to draft a diary entry in role as Naledi. 3. Proofread and edit the draft diary entry. 4. Write final version of diary entry in English books. 5. Read to the end of the book. <p>Must: use the text to find evidence to support writing Should: to clearly express opinions about Grace Could: to develop opinions and thoughts about Grace and her personal situation</p>	

<p>Session 5</p>	<p>Read to the end of the book before this lesson.</p> <p>Discuss thoughts and reactions to the book and what the message was.</p> <p>Show chn presentation and PPT and discuss how to write a book review. Show some examples of book reviews other chn have written. Explain what is needed in each paragraph. Remind the chn of the kind of persuasive language needed. Go over M/S/C.</p>	<p><u>ASSESSMENT WRITING</u></p> <p>LO: to use the language of persuasion effectively in a book review</p> <p>Must: use a suitable tense and person throughout. A variety of sentence structures. Use language of persuasion to convince someone else to read the book (In my opinion, I strongly believe, In addition, Furthermore, It goes without saying that).</p> <p>Should: use a wide range of ambitious punctuation (dash, colon, brackets, semi-colon). Summarise plot and opinions but do not reveal too much to spoil it for the reader.</p> <p>Could: ambitious vocabulary to describe (plot/characters/own thoughts and feelings about book). Convey personal opinions and give reasons backed up with evidence.</p> <ol style="list-style-type: none"> 1) Fill out a planning sheet for book review. 2) Draft book review in books 3) Proofread and edit. Write final book review in books. 	<p>Choose chn to share sentences from their reviews and look for M/S/C under the visualiser.</p>
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Weekly Literacy Plan Year 5

Journey to Jo'burg

Autumn 1

<p>Session 6</p>	<p>Read Chapter 8. Discuss, how was the train journey described? How are the police described? Use British Council questions for the railway scene, discuss answers in small groups – feed back to class.</p>	<p>Read Chapters 9 and 10. Children to create drama to flesh out some of the reactions around the dinner table and Grace's story. Less able to do Chapter 9 only. Lower middles Chapter 10 only. The rest to act out both chapters. Remind children of how they will be judged.</p>	
<p>Session 7</p>	<p>Discuss the features of a newspaper report – what, where, when, why and who as part of the first introductory paragraph. Model this opener. Discuss the dramas and how these might be used to write the report. Re-read chapter 10, what events is this describing? Explain that we will be writing a newspaper report on the events up to and during the protest. Who would be writing the newspapers? How would each side see the events?</p>	<p>L/O To write in report style Must: Use paragraphs, use report language, past tense Should: Include information from the text Could: Use inference Newspaper report MAL from white perspective rest from black perspective based on dramas Write in pairs on lap tops</p>	
<p>Session 8</p>	<p>Discuss the story so far. What new words have we found that would only relate to a different cultural than our own? What customs and attitudes have we learned about? What have we learned about the characters in the story from the way in which they behave?</p>	<p>Write a letter to Nono from Naledi explaining what has happened so far. Look at the template and consider how this might be used to write the letter home. Most able should add to the template (stick first section into books and add, continuing in that way). Rest should stick in first section, add to this and then write out the other given sentences. Writing Assessment?</p>	<p>Read Chapter 11</p>
<p>Session 9</p>	<p>Read the rest of book</p>	<p>Discuss what we have learned about apartheid and life in South Africa.</p>	