

Ongoing

- Plan writing by identifying audience for and purpose for the writing, selecting the appropriate form and using other similar models
- Plan efficiently, using a range of planning & note making formats, drawing on reading and research where necessary
- Consider how authors have developed characters and settings
- In narratives, describe settings, characters and atmosphere and intriguing dialogue to convey character and advance the action
- Assess the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register
- Proof-read for spelling and punctuation errors
- Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Use Standard English consistently
- Use a range of cohesive devices, including adverbials, to build cohesion within and across sentences and paragraphs
- Use passive and modal verbs mostly appropriately
- Use modal verbs or adverbs to indicate degrees of possibility
- Use a wide range of clause structures, sometimes varying their position within the sentence
- Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision
- Select the appropriate grammar and vocabulary to reflect the level of formality required, and understanding how choices can change and enhance meaning
- Précis longer passages
- Use organisational and presentational devices to structure text and guide the reader (e.g. headings, underlining)
- Use the perfect form of verbs to mark relationships of time and cause
- Use relative clauses with an implied relative pronoun
- Recognise vocabulary and structures that are appropriate to formal speech and writing, including subjunctive forms
- Mostly use well-chosen phrases e.g. adverbials & adventurous vocabulary to contribute to effectiveness of writing
- Use figurative language effectively
- Spell words correctly from the year 5/6 word list
- Use prefixes and suffixes and understand rules for adding them
- Spell words with silent letters
- Distinguish between homophones and other words which are often confused
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus
- Proof-read for spelling and punctuation errors
- Use inverted commas, commas for clarity and punctuation correctly, and make correct use of semi-colons, dashes, colons and hyphens
- Use brackets, dashes or commas to indicate parenthesis
- Punctuate bullet points consistently
- Maintain legible, fluent handwriting at speed
- Use different styles of handwriting for different purposes with a range of media, developing a consistent & personal legible style
- Know & use less common prefixes & suffixes such as cial, tial, ance, able

| | Introduction | Guided/ Independent Tasks. | Plenary |
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| Day 1 | <p>Introduce the name William Shakespeare. Who is he? What is he known for? Ensure they know he was a play write and poet.</p> <p>Watch the clip on William Shakespeare – children to listen out for new information. https://www.youtube.com/watch?v=rv5eHxSSISo</p> <p>Discuss the clip. Explain that we will be reading one of his most famous tragedies, Macbeth</p> | <p>LO: To use research skills to find information Easiteach- Macbeth comprehension</p> <p>Explain that they will be split into different groups. Their role will be as researches to find information on a given topic area of his life: childhood, education, family, London, plays and later life.</p> <p>Each group will need to identify which of the questions is relevant to their section and seek to find an answer. What type of VIPERS questions are these?</p> <p>Resources: Information sheets</p> | <p>As a class we will look at the questions and the group with the answer will feedback.</p> <p>Homework: Create a Shakespeare Fact file</p> |

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| Day 2 | <p>Look at the portrait gallery of characters from Macbeth. Predict what they think the story is going to be about? What clues are therein the pictures? Who will be the good/bad characters? How do they know?</p> <p>Masters- read to page 12/ Garfield read to page 274 and discuss how the witches prophecies have impacted his thinking.</p> | <p>LO: To create poetry in a similar style and structure Easiteach – Witches’ spell</p> <p>Read together the original poem of the Witches’ chant. What do they notice about it? Discuss style and structure. Look at rhyming couplets and verses- explain why it was organised in this way. Look at the detail included in the poem of the ingredients etc.</p> <p>Explain that they will be creating their own witches’ spell using the same style and structure as the original. In order to be successful the first thing they will need to create is a list of ingredients to go in their cauldron- share some ideas and then children to create their own lists. As the poem is in rhyming couplets they will also need words that rhyme- look at which words are best to rhyme and why- identify phonemes. Children to start to plan out their poem and choose whether to write in pairs/individually.</p> <p>Must: rhyme, style and structure, suitable ingredients Should: figurative language, vocabulary selection, repetition, rhyming pattern Could: correct structure of the rhythm, engage the reader</p> <p>G&T: To match the rhythm of the original poem SEN: Focus on the rhyming couplets</p> <p>Resources: Witches spell plan, The Witches spell, Wordbank- ingredients and rhyme, portrait pictureshttps://www.rhymedesk.com/</p> | <p>Discuss their plan with a partner- can they add any ideas?</p> |
| Day 3 | <p>Re-read the original poem together- discuss how intonation and expression is needed. How does the punctuation help us with this?</p> | <p>LO: To create poetry in a similar style and structure Easiteach – Witches’ spell</p> <p>Children to go through their plans and consider how they create their poem. Write their poem.</p> <p>Must: rhyme, style and structure, suitable ingredients Should: figurative language, vocabulary selection, repetition, rhyming pattern Could: correct structure of the rhythm, engage the reader</p> <p>G&T: To match the rhythm of the original poem SEN: Focus on the rhyming couplets</p> <p>Resources: Witches spell plan, The Witches spell, Wordbank- ingredients and rhyme</p> | <p>Share their poem with a partner- does it have rhyme, rhythm and impact? Do they have any suggestions for improvement?</p> |
| Day 4 | <p>Re-read the original poem together- how would they want their poem to be performed?</p> | <p>LO: To Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear(ES)</p> <p>Children will have time to rehearse their poem for performance. How will they ensure that their poem/performance impacts their audience? Look at and discuss the criteria.</p> <p>Must: clarity, appropriate volume, expression Should: intonation, timing/pace appropriate Could: performance- body language, facial expressions, movement</p> <p>Resources: Wordbank- critique language</p> | <p>Discuss the language of critique and share the wordbank. Explain that as the audience they will be critiquing the performances based on the criteria.</p> |

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| Day 5 | <p>Masters- read to the end of page 21/ Garfield read to page 278 'and fled' and discuss how the killing of Duncan has impacted the Macbeths.</p> <p>What emotions/feelings/thoughts does Lady Macbeth have about what has happened? Her husband's actions/reactions? Her future? – on whiteboards find as many words to describe as possible</p> <p>What is figurative language? Can they turn some of her thoughts and feelings into examples?</p> | <p>LO: To convey character in writing Easiteach- Diary-Lady Macbeth</p> <p>What is a diary? What is its purpose? What are the features? Explain that they will be writing as Lady Macbeth and will need to convey her character, thoughts and feelings in their writing. The diary will be written on that night after the death of Duncan.</p> <p>What are the key events she would write about? What might you want to include? What thoughts would she have? Do you think these would be her only thoughts? What else might she be thinking/feeling? How would those feelings affect her? What might she say if she was feeling this way? What are her hopes? Fears? Why?</p> <p>Discuss structure of the diary: 1) Initial thoughts of the day, but keep reader guessing as to what has actually happened 2) Receiving the letter from Macbeth and planning 3) Duncan arriving and his murder 4) Annoyance at Macbeth – linkage to paragraph 1 5) What will be doing in future- use future perfect</p> <p>Children to create a plan for a diary entry focusing on areas discussed in criteria and structure</p> <p>Must: thoughts, feelings, emotive language, character conveyed Should: Cohesive devices, passive and modal verbs, perfect form, relative clause, figurative language Could: impact on reader, clarity, succinct but with appropriate detail to engage, appropriate tone to show character</p> <p>G&T: Focus on impact on reader and developing characterisation SEN: Focus on one main events</p> <p>Resources: Wordbank- Lady Macbeth letter</p> | <p>Have they got examples of the criteria in their plan?</p> <p>Share plan with partner- discuss and incorporate any good ideas/vocabulary</p> |
| Day 6 | <p>Recap the story so far- what do we know? Discuss the character of Lady Macbeth- which phrases etc on their plan show this?</p> | <p>LO: To convey character in writing Easiteach- Diary-Lady Macbeth 2</p> <p>Read through the model- which of the criteria does it meet/not meet? Does she have any conflicted thoughts or emotions? Can these be added in?</p> <p>Today they will write the first half of the letter up to the murder.</p> <p>Must: thoughts, feelings, emotive language, character conveyed Should: Cohesive devices, passive and modal verbs, perfect form, relative clause, figurative language Could: impact on reader, clarity, succinct but with appropriate detail to engage, appropriate tone to show character</p> <p>G&T: Focus on impact on reader and developing characterisation SEN: Focus on one main events</p> <p>Resources: Wordbank- Lady Macbeth letter</p> | <p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given and check off</p> <p>Uplevel language using thesaurus</p> <p>Partner to identify 1 point they like and 1 suggested improvement</p> |

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| Day 7 | Read through their letter from yesterday and edit/improve | <p>LO: To convey character in writing Easiteach- Diary-Lady Macbeth 3</p> <p>What is the future perfect? (is a verb tense used for actions that will be completed before some other point in the future eg will have been, will have done, will have had etc) Today they will complete their diaries.</p> <p>Must: thoughts, feelings, emotive language, character conveyed Should: Cohesive devices, passive and modal verbs, perfect form, relative clause, figurative language Could: impact on reader, clarity, succinct but with appropriate detail to engage, appropriate tone to show character</p> <p>G&T: Focus on impact on reader and developing characterisation SEN: Focus on one main events</p> <p>Resources: Wordbank- Lady Macbeth letter</p> | <p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given and check off</p> <p>Uplevel language using thesaurus</p> <p>Partner to identify 1 point they like and 1 suggested improvement</p> |
| Day 8 | <p>Recap what has happened so far.</p> <p>Masters- read to the end of page 30 Garfield read to page 282 'means the worst' and discuss what has happened. How have the events impacted the Macbeths? How will others now judge/think of them?</p> | <p>LO: To empathise with character Powerpoint- Banquets and scenes</p> <p>Explain that we will be re-enacting the feast. Identify their roles and how they would be feeling and acting. Will everyone be the same? 1) before the feast/being invited 2) On entering the feast/meeting Macbeths 3) Being seated/food etc 4) Macbeth's behaviour 5) Being asked to leave</p> <p>Remind them that the drama allows them to empathise with character as an aid to their writing. Discuss the drama as it unfolds by stopping at key points</p> <p>Must: Appropriate body positioning Should: Appropriate facial expression Could: Eyes show are engaged/thinking as character</p> <p>TA: To write down on sugar paper good language/phrases as drama is discussed in the scenes</p> | |

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| Day 9 | Recap the drama from yesterday. Who was their character? How did they act/feel/think about the events? | <p>LO: To show character personality Easiteach- Macbeth's Feast</p> <p>Today they need to consider how they will show the type of person their character is. Discuss how this might be achieved e.g. if they are jealous what phrases might they include? Today they will create a quick plan of the sections and then write the first section where they are on the way to the banquet- this should be a short paragraph.</p> <p>Must: thoughts, feelings, emotive language, character conveyed, description Should: Cohesive devices, passive and modal verbs, perfect form, relative clause, figurative language Could: impact on reader, clarity, succinct but with appropriate detail to engage, appropriate tone to show character</p> <p>G&T: Focus on impact on reader and developing characterisation SEN: Focus on main events, feelings and description</p> <p>Resources: Wordbank- Macbeth's feast, Banquet plan</p> | <p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given and check off</p> <p>Uplevel language using thesaurus</p> <p>Partner to identify 1 point they like and 1 suggested improvement</p> |
| Day 10 | Look back through the plans from yesterday and read through the first paragraph. | <p>LO: To show character personality Easiteach- Macbeth's Feast</p> <p>Today they will write the next 2 sections- entering the castle/banqueting hall and meeting the Macbeths and then being seated and their overall impressions of what is going on.</p> <p>Must: thoughts, feelings, emotive language, character conveyed, description Should: Cohesive devices, passive and modal verbs, perfect form, relative clause, figurative language Could: impact on reader, clarity, succinct but with appropriate detail to engage, appropriate tone to show character</p> <p>G&T: Focus on impact on reader and developing characterisation SEN: Focus on main events, feelings and description</p> <p>Resources: Wordbank- Macbeth's feast, Banquet plan</p> | <p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given and check off</p> <p>Uplevel language using thesaurus</p> <p>Partner to identify 1 point they like and 1 suggested improvement</p> |

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| Day 11 | Look back through the plans from yesterday and read through their paragraphs. Is there anything they need to add? | <p>LO: To show character personality Easiteach- Macbeth's Feast Today they will complete their writing and focus on the last 2 sections- Macbeth's behaviour and being asked to leave/lasting thoughts/opinions.</p> <p>Must: thoughts, feelings, emotive language, character conveyed, description Should: Cohesive devices, passive and modal verbs, perfect form, relative clause, figurative language Could: impact on reader, clarity, succinct but with appropriate detail to engage, appropriate tone to show character</p> <p>G&T: Focus on impact on reader and developing characterisation SEN: Focus on main events, feelings and description</p> <p>Resources: Wordbank- Macbeth's feast, Banquet plan</p> | <p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given and check off</p> <p>Uplevel language using thesaurus Partner to identify 1 point they like and 1 suggested improvement</p> |
| Day 12 | <p>Recap what has happened so far.</p> <p>Masters- read to the end of page 37 'they had vanished' Garfield read to the end of page 285. How has Macbeth's actions impacted him? His mental health? The man he is? What do they predict will happen next to him?</p> | <p>LO: To use appropriate level of formality Easiteach- Banquo newspaper How would a murder of a prominent person be reported? Discuss the fact that Banquo's death today would have been a very news worthy event. What is the purpose of a newspaper? How many newspapers can they name? What type of people read particular papers? Why? How do you know that an article is from a newspaper? Recap the features and vocabulary of newspapers: Headline, By-line, Subheading, Captions, Pictures (Why not photos of this era?) Columns What do they recall about the first sentence in a newspaper? Discuss the fact that it answers the 5Ws and is very long. Why is this? Explain that we will just be focusing on the first part of the article in this piece of writing, but we will be writing a full article later on in the year.</p> <p>What do they know about headlines? Discuss the need for short, punchy headlines and discuss their impact. What are the answers to the 5ws surrounding Banquo's death- discuss as a class and then model how to turn the answers into a sentence. Children to create their own headlines and opening sentences</p> <p>Must: catchy headline, 5Ws answered, level of formality Should: Cohesive devices, passive and modal verbs, perfect form, relative clause, figurative language Could: impact on reader, clarity, succinct but with appropriate detail to engage, appropriate tone t</p> <p>G&T: Focus on inclusion of journalistic language SEN: Supported frame</p> <p>Resources: Wordbank- Banquo newspaper</p> | <p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given and check off</p> <p>Uplevel language using thesaurus</p> |

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| Day 13 | Recap the opening sentence from yesterday- share with a partner - Partner to identify 1 point they like and 1 suggested improvement | <p>LO: To use appropriate level of formality Easiteach- Banquo newspaper</p> <p>What happens in the first paragraph after the opening sentence? Discuss the fact that the details are expanded on and more detail is added. Today they will write this paragraph.</p> <p>Must: catchy headline, 5Ws answered, level of formality Should: Cohesive devices, passive and modal verbs, perfect form, relative clause, figurative language Could: impact on reader, clarity, succinct but with appropriate detail to engage, appropriate tone t</p> <p>G&T: Focus on inclusion of journalistic language SEN: Supported frame</p> <p>Resources: Wordbank- Banquo newspaper</p> | <p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given and check off</p> <p>Uplevel language using thesaurus</p> <p>Partner to identify 1 point they like and 1 suggested improvement</p> |
| Day 14 | What do they predict will happen in the end? Why? What evidence do they have to support their thinking? Read to the end of the story- what do they think about the ending? Is it as they predicted? What impact did it have on them as the reader? | <p>LO: To use appropriate language of debate Easiteach- Macduff debate</p> <p>Do they think Macduff should be put on trial for the killing of Macbeth? Split the class into 2 and give each side either that he should/shouldn't be put on trial. As a group they need to come up with all of the reasons and justifications to support their argument- discuss what argument actually means and introduce the language of debate. At the end each group will elect a spokesperson to feed back.</p> <p>Resources: Wordbank- language of debate</p> | <p>Children to ask relevant questions in order to extend reasoning/ justifications</p> <p>Have they changed their actual opinion now they have heard both sides?</p> |
| Day 15 | Recap the reasons for putting Macduff on trial or for letting him go free. What do they think? | <p>LO: To use reasoning and justification Easiteach- Letter- Macduff</p> <p>Explain that they will be writing a formal letter to the Sheriff of Scone to explain either why Macduff should/shouldn't be put on trial. What are the features of this type of letter?</p> <p>Must: reasons, justifications, explanations, appropriate level of formality, persuasion Should: Cohesive devices, passive and modal verbs, perfect form, relative clause, figurative language Could: impact on reader, clarity, succinct but with appropriate detail to engage, appropriate tone</p> <p>G&T: Include counter-arguments SEN: Select 2 main reasons and explain/justify</p> <p>Resources: Wordbank- Macduff letter</p> | <p>Proof read their writing for errors and use a dictionary to check spellings</p> <p>Edit their writing based on the criteria given and check off</p> <p>Uplevel language using thesaurus</p> <p>Partner to identify 1 point they like and 1 suggested improvement</p> |
| Watch animated tales and compare to the 2 texts read. | | | |