Week 9

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| **Date** | **Discussion**  | **Activities** |
| Monday22.6.20 | Example text – should the Vikings have stayed in Britain | I can analyse a discussion text. Read the example text. Use colour coding to try to find the key features of this type of text. Use the discussion text checklists to help you identify the features. What vocabulary will you magpie for your own discussion text?Can you identify technical vocabulary?Which tense is used – first, second or third person? Try to identity the pronouns to help work this out – you, we, I, they, it - Why does this change throughout the piece? Write yourself a Success Criteria for your own writing of a discussion text for later in the week. You will be able to use this to self-assess when marking your final piece against. |
| Tuesday23.6.20 |  | I can create a mind map of ideas for my writing.Use today’s English lesson to reflect on everything you have found out about the Vikings. Spilt your page in 2 with an over-arching title: **Were the Viking invasions a good or bad thing?**On the left hand side of the page, list bullet points against the invasions –e.g. they injured and killed innocent people.On the right hand side, list all the positives – they were peaceful farmers.Try to have at least one side of A4 with ideas to use in tomorrow’s writing. You might be able to think of even more ideas. The more ideas you come up with today, the more you can include in your balanced argument. |
| Wednesday24.6.20 |  | I can plan a balanced argument.Use all the ideas you generate yesterday to plan out your argument. Follow the structure from Monday’s example text. Start with an introduction that summarises the arguments you are about to present from both sides.Follow with a paragraph firstly taking one side then hearing the other side to the argument. You may have a lot of ideas, so will need a few paragraphs to include them all. Think about the cohesion of your piece – which ideas would work well in which paragraph together? How will you structure the writing so that counter arguments follow on from each other? What will you include in your concluding paragraph – what do you personally think? Should the Vikings have invaded or not? |
| Thursday25.6.20 |  | I can write a balance argument. Refer back to the success criteria you made on Monday. This is what you will be marking your work against. Then spend this lesson writing from your plan. Use a formal tone throughout as this is a serious piece of writing. **No exclamation marks are allowed.** Use technical vocabulary and check your tenses. When are you allowed to write in the first, second and third person? Make sure this is a balanced piece of writing – so both viewpoints are covered. |
| Friday 26.6.20 |  | I can edit and improve my writing. Imagine you are in school, using the editing stations. **Read your writing through to make sure it makes sense** – e.g. no missing words, correct tense throughout – you don’t suddenly switch from past tense to present tense.**Read it through again to check the punctuation**: capital letters, full stops, commas, semi-colons, colons, brackets, hyphens and speech marks (if you have used them) are all in the correct place. **Thirdly read your writing through again to check for spelling errors –** use a dictionary to check anything that looks wrong. Finally **read it though looking at word choices** – could you improve any of the vocabulary you have used. Use a thesaurus – this can be done online – to improve any simple vocabulary that you feel could be improved. Now your masterpiece is ready to be written up in neat. I can’t wait to read these as I am really interested to find out if you think it was a good or a bad thing that the Vikings invaded Britain. You have now become a historical expert on the Vikings! Well done. |