



Writing: Year 6 – Summer 1 Week 4

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Writing	<p>1. Watch teacher recap of what has happened in the story so far.</p> <p>2. Listen and read along with Chapter Twelve. Summarise: what is the most important thing you learn about Max in this chapter?</p> <p>3. Listen and read along with Chapter Thirteen up to '...to stick to their current theory.' Add information to your evidence wall based on what Lori tells Mr Wilson.</p> <p>4. <i>Cleaners! Bad detectives always blame the easy suspect first...</i> (p87) Answer the following question: <i>Whom do you think is the easy suspect in this case and why?</i></p> <p><i>I think the easy suspect is ...because he/she (give evidence from the text).</i></p> <p>5. Listen and read along to the rest of Chapter Thirteen. Add information to your evidence wall – including theories and questions Lori has about the discovery made in Max's desk. Remember to record any information about Lori and Max's other classmates (potential suspects).</p>	<p>1. Listen and read along with Chapter Fourteen up to the words ...he says and goes. (p97). Answer the following question: <i>What evidence is there that Max's dad is nervous? Give two examples from this section of the text.</i></p> <p><i>One example is that he was / his... (evidence from the text) which shows that Another example is that he was / his ... (evidence from the text) which proves/ explains that ...</i></p> <p>2. Listen and read along with the rest of Chapter Fourteen. Summarise the main development (change) in this chapter.</p> <p>3. Re-read the final paragraph of the chapter: <i>She suddenly remembers her dad looking through the coats the previous day. She reaches in her jacket pocket for her snake charm. It's gone. (p102).</i> Explain how you think Max feels at this point of the novel.</p> <p>4. Listen and read along to Chapter Fifteen. Add information to your evidence wall – including theories and questions Lori has about the case.</p>	<p>1. Listen and read along with Chapter Sixteen.</p> <p>2. Watch teacher introduction to persuasive letter writing task. Audience and Purpose</p> <p>3. Watch these videos to help you to organise and write your plan: Content and Structure.</p> <p>4. Plan a persuasive letter from Lori to Mr Wilson to persuade him of Max's innocence and to reverse her suspension. Include some/ all of the following in your plan: Persuasive Techniques. Use Resource 3A to help you plan.</p> <p>5. Listen and read along for Lori's views about why Max could not have been responsible for the disappearance of the money:</p> <ul style="list-style-type: none"> Reasons why Lori believes Max could not have carried out the crime – see Chapter Thirteen Lori suggests Max was framed in Chapter Fifteen 	<p>1. Watch teacher videos to help you with writing your persuasive letter. Some of you may wish to watch one clip and then write the relevant section; others may wish to watch all the videos before writing. Choose what you think will work best for you:</p> <p>Expectations</p> <p>First Paragraph</p> <p>Second Paragraph</p> <p>Third Paragraph</p> <p>Final Paragraph</p> <p>Model Letter Reading</p> <p>2. Write a persuasive letter from Lori to Mr Wilson to persuade her of Max's innocence and to reverse her suspension. Read the Remember to in Resource 4A. Find a model letter in Resource 4B. Find a word bank for your letter in Resource 4C.</p>	<p>1. Listen and read along with Chapter Seventeen. Add information to your evidence wall based on Lori's latest thoughts.</p> <p>2. Listen and read along with Chapter Eighteen. Summarise the main development (change) in this chapter.</p> <p>3. Listen and read along with Chapter Nineteen Part 1. Why do you think Lori underlines the last item on the list several times?</p> <p>4. Listen and read along with Chapter Nineteen Part 2. Complete Lori's Case Notes in Resource 5A for Case Number Five by filling out the Investigation section (this is also Resource 4B from Summer 1, Week 3).</p> <p>5. Predict what you think will happen next in the novel.</p>
Resources			Resource 3A - plan	Resource 4A – remember to Resource 4B – model letter Resource 4C – word bank	Resource 5A – case notes





Reading: Year 6 – Summer 1 Week 4

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
Reading	Whole Class	Can You See Me? Chapter 6 Can You See Me? Chapter 7	Can You See Me? Chapter 8 Can You See Me? Chapter 9	Can You See Me? Chapter 10 Can You See Me? Chapter 11	Can You See Me? Chapter 12	Can You See Me? Chapter 13 Can You See Me? Chapter 14	
	Independent	*	The Crook Who Crossed the Golden Gate Bridge Chapters 1-2	The Crook Who Crossed the Golden Gate Bridge Chapters 3-4	The Crook Who Crossed the Golden Gate Bridge Chapters 5-6	The Crook Who Crossed the Golden Gate Bridge Chapters 7-8	The Crook Who Crossed the Golden Gate Bridge Chapters 9-10
	**	The Painting that Wasn't There Chapters 1-2	The Painting that Wasn't There Chapter 3	The Painting that Wasn't There Chapters 4-5	The Painting that Wasn't There Chapters 6-7	The Painting that Wasn't There Chapter 8	
	***	The Zombie who Visited New Orleans Chapters 1-2	The Zombie who Visited New Orleans Chapters 3-4	The Zombie who Visited New Orleans Chapters 5-6	The Zombie who Visited New Orleans Chapters 7-8	The Zombie who Visited New Orleans Chapter 9	
Spelling		Signature Soldier Secretary Sacrifice Rhythm					

See below for: Resource 3A, Resource 4A, Resource 4B, Resource 4C and Resource 5A



Resource 3A: Plan

Imagine that a good friend of yours is being suspended from school for something you strongly believe he/she did not do.

Purpose: To convince and prove to the headteacher, Mr Wilson, that your friend is not guilty.

Audience: Mr Wilson, the headteacher.

To whom are you writing?		Mr Wilson
Introduction	General	One of the main duties of schools:
	Specific	A fact about Maxine:
	Viewpoint	Your view about her suspension and what you want done:
Problem 1	Fronted adverbial and topic sentence	Maxine's treatment in MHP (school) – victim:
	More detail and what the consequences are	Decision made on reputation – no evidence:
	What you want to happen	Find evidence:
Problem 2	Fronted adverbial and topic sentence	No real evidence – police wrong:
	More detail and what the mistakes are	M. being framed/evidence planted. List some mistakes:
	What you want to happen	Protect M:
Conclusion	Viewpoint	M's suspension unfair – innocent:
	Specific	Suspension reversed:
	General	How children must be treated at school:

Resource 4A: Remember to

Remember to:

Write in a formal style (e.g. avoid contractions/ use passive voice.

Write [a GSV] introduction which makes the purpose of your letter clear.

Write 2/3 paragraphs with well-argued points supported by reasons.

Use emotive language to make your points.

Appeal to reader's self-interest.

Use modal verbs (*will/ should/ ought*) to show confidence in viewpoint.

Use a range of sentence structures and a range of punctuation.

Use effective topic sentences to show clarity and confidence.

Resource 4B: Model letter

[Address]

Friday 15th May, 2020

Dear Mr Wilson,

Schools **should be** welcoming places, demonstrating fairness to all. Maxine Ellington, **as you are aware**, recently joined us at New Heath Primary School. **Unfortunately, she has been suspended** from school on the basis of **the flimsiest evidence** and **should**, therefore, **be reinstated** immediately.

Maxine Ellington is **a victim, not a criminal**. When she first arrived at our school, **she was greeted** by her classmates with silence. Later, **she was aggressively treated** by some of them. Although she has been to several schools before, this is not a reason to blame her when money goes missing in the classroom; however, Maxine's reputation seems to be the reason why **she has been punished**. **I am sure that you will agree that** a bad detective always blames the easy suspect first; **as an excellent headteacher, I know you will want** decisions as serious as this one to be based on strong evidence. If Maxine is not the thief and the school has made a terrible decision, what **damage will be done** to its reputation?

There is no real evidence against Maxine Ellington; the police's version of events is wrong. Although the police believe **the money was stolen** on Monday, I saw it in the classroom on Tuesday morning. **The stolen money has still not been found**. After Miss Casey received some information anonymously, **Maxine's desk was searched** and **a key to the collection box was found**. If Maxine had stolen the money, **why would she** have left the key in her desk? She knew that **desks had already been searched**. **Further, the key was found** in a book that I lent to her after **the crime was committed**. **For these reasons, I believe** the **evidence was planted** on Maxine by someone who wanted to incriminate her. Without this evidence, all that is left is that Maxine has 'trouble at home' – this should be a reason for the school to protect Maxine, not to punish her.

Maxine Ellington's suspension is a miscarriage of justice. It is essential that this unjust punishment be reversed. Vulnerable children, such as her, should be protected by New Heath Primary School, not punished.

Yours sincerely,

Lori [SURNAME]

KEY:

- Some persuasive techniques
- Passive voice

Resource 4C: Word bank

Rhetorical questions	Phrases using 'that'	Persuasive phrases/ clauses
<ul style="list-style-type: none"> • Does anyone really believe that ...? • Wouldn't you think ...? • How can this be believed to be true? • Is it any wonder that ...? • Isn't it clear that ...? • Isn't it the case that ...? 	<ul style="list-style-type: none"> • I am convinced that • I believe that • It can be clearly stated that • It is obvious that • It seems to me that • It is clear that • There is no doubt that (There can be no doubt that) • This shows that • This view is supported by the fact that 	<ul style="list-style-type: none"> • As everyone knows • As evidence proves / shows • Clearly, • Inevitably, • When we look at the facts/ when the facts are looked at • My own view is • Obviously, • As you are aware, • I am sure we both want

Initial phrases often followed by a comma	Phrases to use when giving evidence	Emotive language
<ul style="list-style-type: none"> • Firstly/Secondly/Thirdly • For example, • Furthermore, • In addition, • In fact, • Moreover, • Surely, 	<ul style="list-style-type: none"> • For example • I would draw your attention to • I would refer to • My evidence to support this is • The evidence presented supports / the evidence clearly supports 	<ul style="list-style-type: none"> • Weak, weakest /flimsiest, strong/ strongest evidence • Mistreated / aggressively treated • Vulnerable • Great unfairness / injustice • Victim • Miscarriage of justice • Fairness / unfairness • Excellent / outstanding • Protect • Punish

Resource 5A: Case notes

Case five: Disappearance/ possible theft	
Client:	
Details:	
Investigation	