

Rowan Literacy Spring A Short term Plan

	Learning Intent	Main Teaching	Activity	Key vocabulary	Resources
L1	To know how to use inference and deduction	As an introduction to Macbeth, the children will learn about the life of William Shakespeare: His early childhood Interests at school His marriage Early career leading to becoming a writer. Discuss the different types of plays he wrote- tragedies, comedies and romance.	Using a given text, the children will be given a series of questions where they will have to make deductions, inferences and predictions. Full sentences with correct punctuation to be observed.	Infer Deduct Predict	Biography of William Shakespeare
L2	To know the features of an autobiography	Following on from previous lesson, recap on the key events of Shakespeare's life. Discuss the difference between biography and autobiography. When do we need to use the first person?	Using their knowledge of the life of Shakespeare, children will write an autobiography from their perspective. They must write in the first person and include details from early life, his visions and successes.	Biography Autobiography	Template of Shakespeare to write on.
L3	To know the different forms of poetic techniques.	This is the first lesson on Macbeth and we will start on the chant the witches recite. Discuss rhyming couplets ,repetition, stanzas, punctuation that might be associated with a poem.	Children have an envelope with the witches chant cut up into strips. Using their knowledge of poetic techniques, they will piece the	Couplets Stanzas colons	Copies of the chant

			poem together in the correct order. Also looking at the punctuation to decipher what comes next. Perform the chant when complete in the style it would be said.		
L4	To know the language of Shakespeare	Using a copy of the chant, we will recap on the words that are used and in particular the ones that are not in our English vocabulary. Discuss why this type of language is being used. Why don't we use this language today?	Children to answer questions from the text and decipher what the more unusual words might mean by deciphering the words within the sentence. Check the meaning of these words using a dictionary.e.g swelter'd, entrails	List of unusual words in the text. Text of the chant	Dictionaries
L5	To know how to use a range of grammatical vocabulary	Recap on the different types of features a poem may have; sibilance, alliteration, onomatopoeia, assonance. Give examples of each and the effect they have when reading aloud.	Children to write their own spell based on what they have learnt in previous lessons.	Assonance Alliteration Sibilance onomatopoeia	Template of a cauldron for them to write their poem onto.
L6 and 7	To know how to use a range of descriptive words to	Show a picture of the witches and discuss adjectives, adverbs, similes and metaphors.	Children to be given a picture and worksheet to describe a range of	Similes metaphors	Blank worksheet giving areas to describe the witches.

	describe the witches in a wanted poster	How do we distinguish between simile and metaphor? How could we describe the witches using these type of words. What are th features of a wanted poster. What information will be required. Show examples of a poster.	features of the witches covering the areas that have been mentioned.e.g nails like razors Following on from previous lesson,the children will use their list of descriptive language to make a wanted poster for the arrest of the witches.		Blank wanted poster format
L8	To know how use informal language in a letter	Discuss the outline of the opening part of Macbeth and read the extract. This is where the witches meet Macbeth and Banquo. Discuss the implications of their predictions- why at this point could they not be true? Discuss the feelings of Macbeth as he hears these predictions and when he hears that he has been made Thane of Cawdor and Thane of Glamis after Glamis has been killed in battle.	Children to write a letter from Macbeth to Lady Macbeth about meeting the witches and their prophecy. Use the correct format for letter writing and think of the language he might use.	Phrophecy Thane	Modelled letter to read to the children
L9	To know how to recognise synonyms and extend vocabulary to find alternatives.	Discuss purpose of synonyms and how we can use a thesaurus to help us to find alternatives. Read an extract from Macbeth and discuss the words that have been underlined.	Children to use thesauruses and complete their own extract choosing challenging vocabulary.	synonyms	Extract Thesaurus

L10	To use prediction to imagine the conversation following the prophecies	Discuss what the two predictions might mean to Macbeth and Lady Macbeth. What is in his way of achieving the final prediction? Explain that the king is still alive. What is in the mind of Macbeth?	Children to write a conversation between Macbeth and Lady Macbeth about what they could do next. Use of accurate punctuation for inverted commas.	Inverted commas Commas Direct speech Indirect speech	Modelled writing of how the conversation might go.
L 11	To know the features of an argument and creating one	Recap the events so far. The hunger that both Macbeth has for being King and his wife for wanting to be Queen. This leads to Macbeth and Lady Macbeth. Discuss with the children the format for writing an argument. What is the language involved? Reasons for- why should Macbeth kill Duncan Reasons against- why he shouldn't kill him Opinion- what they think they should happen and why	Working with a partner, gather their ideas for their argument and complete a table for Evidence For Evidence Against. Working independently they will write down the arguments. Share ideas at the end.		Example for each side of the argument.
L12	To know how to use evidence to decide where the real dagger has come from.	Open the lesson with the quote "Is this a dagger I see before me." Where has the dagger come from? Is it real? Read the story up until Macbeth has killed Duncan and Lady Macbeth has disposed of the daggers.	Children to make comparisons about the part they both take in the murder, their actions. Write down the feelings of the two before and after they kill Duncan.	Character change Personality evidence	Series of quotes and images

			Sequence a series of quotes in the order they appear in the play.		
L13	To know how to write in the role of a character	Recap the events leading up to Duncan's murder, the murder and afterwards. Discuss the different reactions of the characters and display quotations from the text to support these arguments. Discuss the emotions at set parts of the murder. Recap on the key features of a diary entry.	Children to complete diary entries in the role of Lady Macbeth on the night of Duncan's murder. Include the emotions she is feeling and towards her husband.	Emotions	Word map of key features of a diary entry.
L14	To know the features of a newspaper report	Discuss what language is required in a newspaper report. How is it organised? What information is given? What type of headline would be appropriate? Who might you interview and include?	Children to write a newspaper report following the death of Duncan. They will need to include a suitable headline, the facts, an interview and the circumstances in which he was found.		Show an example of a newspaper report on the death of Duncan.
L15	To know how to interpret events	Recap the story so far up to where Macbeth is crowned. Do you think Macbeth is happy now? Discuss the fact that he does not feel safe in his position because he has taken the crown and fears someone may take it from him and also	Children to produce thought bubbles for Macbeth of the events that have been discussed. Include his fears and predict what		Model an example of a thought bubble.

		Banquo's prophecy. What do you think he can do to feel safe? Read the part where Macbeth decides to pay to have Banquo murdered and the banquet scene.	he feels he has to do next.		
L16	To know how to write in the form of a play script	Continue with the play from the death of Macduff's family and the news reaching him. Tell of the English army marching towards Scotland. How might Macbeth be feeling at this point? Continue with the news of Lady Macbeth's death and the reaction of Macbeth. Emphasise that this is one of the most famous speeches. Recap on the features of a play script.	Children to choose a scene from the ones discussed and write their own play script for that scene. The writing has to include stage directions, asides and a narrator. Remind the children that this is indirect speech and therefore does not need speech marks.	Direct and indirect speech. narrator	Example of a playscript
L17 and 18	To know how to write an effective descriptive account	Discuss all the key events of the story of Macbeth through to the final scene. Recap the work on: similes and metaphors to describe the witches in the opening scene. The descriptive language used to describe different scenes, The tragedies that continued as the play unfolded.	This lesson will be part of two lessons. The children will write a plan of all these events and create a word bank. They will then write their own story of Macbeth. They will	Similes Metaphors Descriptive language	Model the opening paragraph for them by describing the moor using good descriptive language about the bleakness and damp caused by the fog.

		The feelings and emotions of the characters.	need to think about how to vary their sentence starters and use different sentence structures.		
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