



Early Learning Goals (and Development Matters)

Pupils should be taught: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
 Make comments about what they have heard and ask questions to clarify their understanding
 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
 Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
 Write recognisable letters, most of which are correctly formed
 Write simple phrases and sentences that can be read by others

Day	SPAG/Phonics Learning Objective	SPAG/Phonics Activity	Main Learning Objectives and Success Criteria (must/should/could)	Main Teaching/ Development of knowledge including modelled and shared reading/writing	Activity and Differentiation	Plenary	Assessment
Mon	<u>L.O. To read the 'air' trigraph.</u>	Notebook slides (Phase 3, week 13) - Tricky word song - Jolly phonics. -Geraldine Giraffe -Reading 'air' words.	<u>L.O. To generate a list of describing words.</u> <u>L.O. To write a poem.</u> <u>Success Criteria:</u> 1. I must look, listen, and respond. 2. I should describe worms. 3. I could change a poem to create my own.	Play some footage of worms in action. As the children watch, ask them to tell each other words or phrases that come to mind to describe the worms. Earthworms: Soil Engineers - YouTube Worms At Work - 20 Days Time Lapse Of Vermicomposting - YouTube Worms For Kids - YouTube Jot down the children's oral descriptions on strips of paper and share with the class. Elicit and model descriptive language and scribe on further strips. Display all the strips together as a list and read aloud to the class, talking about how all	Children to write their own poem based on 'Today I saw a little worm'. Children can also illustrate their new poems.	Provide ribbon (or strips of fabric in varying widths). Ask the children to co-ordinate themselves in small groups to move themselves and the ribbons around the floor and each other as if they were worms. Play appropriate music and support the	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

			<p>these words and phrases sound together, i.e. the poetic quality.</p> <p>Read the poem 'Today I saw a little worm' by Spike Milligan... Today I saw a little worm, wriggling on its belly, perhaps he'd like to come inside, and see what's on the telly?</p> <p>Encourage responses to the poem: What did you like about it? What didn't you like about it? Why? How did the worm move?</p> <p>Re-read the poem. Can you 'wriggle on your belly? How else could the worm move? e.g. squirm, slither.</p> <p>Shared read the printed poem, encouraging the children to spot the word 'wriggle' if they can. Hide the word and ask the children to suggest alternatives, such as replacing 'wriggling' with 'slithering'. Shared read the new poem together. Support the children in making various substitutions and extend with ideas about what the worm might do when it comes inside instead of watching the telly.</p>		<p>children in choreographing their worm dances. Wiggly Woo - YouTube</p>	
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Notes/ feedback following lesson:

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Tues	<u>L.O. To write the 'air' trigraph.</u>	Follow notebook slides (Phase 3, week 13) - Tricky word song - Phoneme frames.	<u>L.O. To write a poem.</u> <u>Success Criteria:</u> 1. I must retell a poem as a class. 2. I should describe worms. 3. I could change a poem to create my own.	Reread the poem 'Today I saw a little worm' by Spike Milligan... Today I saw a little worm, wriggling on its belly, perhaps he'd like to come inside, and see what's on the telly. Look at the poem we wrote as a class. Shared read the new poem together, encouraging the children to join in as they begin to learn the poem by heart.	Children to write their own poem based on 'Today I saw a little worm'. Children can also illustrate their new poems.	Children's poems can be published in a class poetry book. This can be placed in the reading corner for the children to enjoy.	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

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Wed	<u>L.O. To read the 'ure' trigraph</u>	Follow notebook slides (Phase 3, week 13) - Tricky word song -Geraldine Giraffe -Reading 'ure' words.	<u>L.O. To write a letter.</u> <u>Success Criteria:</u> 1. I must give an opinion. 2. I should be able to tell my peers facts I have learnt. 3. I could write two or three simple sentences.	Re-read the letter and messages from the unappreciated worm. How do we feel about worms now? Discuss how the class 'Scale of Yuckiness' compares to last week. Refer to the working wall display. Have we answered our questions? How did we find out about earthworms? What did we have to do? Congratulate the children on becoming wonderful wormologists! Shared write a letter to our worm reassuring him how much we have found out and how we feel about earthworms now.	Children can write their own letters to the worm or to people they know that need convincing about Earthworms.	An outdoor post-box could be prepared in which to post the letters.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

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Thurs	<u>L.O. To write the 'ure' trigraph.</u>	Follow notebook slides (Phase 3, week 13) - Tricky word song - Jolly phonics song - Phoneme frames	<u>L.O. To write a letter.</u> <u>Success Criteria:</u> 1. I must understand what instructions are. 2. I should order instructions. 3. I could write two or three simple sentences.	Show the children the finished wormery made yesterday and explain that there are children in another class who would like to learn how to make a wormery. How can we help them? If they didn't have internet access what would we do? Elicit ideas about how we could instruct them? What if we weren't there to teach them? Once the need to record in writing has been established, discuss what we would need to tell the other children. Talk about and recount what we did, recasting sentences orally to include useful time markers and other adverbial phrases. Through shared writing, model writing a set of instructions – 'How to make a wormery' – using the photographs taken as a stimulus for oral rehearsal and writing each step. Demonstrating the difference between 'bossy' (but helpful!) instructions, telling the children what to do for themselves rather than telling them what we did, how it felt, etc. Ensure that the instructions are presented clearly and ask a group of children to take them to that class as a present. Read a thank you card from the unappreciated worm for passing	Children can write their own letters to the worm or to people they know that need convincing about Earthworms.	Tell me one fact you have found out about worms?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

				information on to others who might not understand him.			
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