



SILVER

School name: _____ ENGLISH PLANNING YEAR A



Teacher: _____

Class: _____

Year: _____

Term: Autumn 1

Week Commencing: Week 2

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>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To evaluate our work</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must check it makes sense and has full stops. 2. I should add an adjective. 3. I could expand a sentence to add more detail. 	<p>Remind the children of Fridays work. Who were we pretending we were? Who were we writing to?</p> <p>Look at my draft postcard. Model how to re-read writing aloud after finishing and see if there is anything that does not make sense, e.g. missing words or incomplete sentences or anything we can do to make the writing more informative or descriptive for the reader, e.g. adding adjectives for description or expanding sentences to give extra information.</p> <p>Explain and demonstrate how to revise work – this is not a complete re-write but may be adding words or changing sentences in a different colour on or around the work.</p> <p>Check: it makes sense it is punctuated. Then can they add an adjective</p>	<p>BARE: Children to edit and improve their postcard with class teacher support. Table to create one new and improved shared write postcard.</p> <p>ARE: Children to edit and improve their postcards.</p> <p>AARE: Children to re-read and edit their postcards to improve them, adding creative adjectives and extending sentences. Chn can help the ARE read back their work too.</p>	<p>Pretend to be Mrs Shinyshoes reading the postcards.</p> <p>Demosntrate how to self-evaluate against success criteria – do as a class for the shared postcard.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

Notes/ feedback following lesson:

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Tues	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To draft orally using sentences</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must describe the gallery. 2. I should write from the view of the gallery. 3. I could use persuasive sentences. 	<p>Read to the end of page 39. Discuss what Claude has seen and done in the gallery. Ask the children about their experiences of visiting a gallery or special place. What can you do there? What do you need to know? Take a virtual tour:</p> <p>https://www.google.com/maps/place/Eden+Fine+Art+Gallery/@37.416245,25.3369823,3a,75y,262.56h,80.09t/data=!3m8!1e1!3m6!1sAF1QipMevWUC7SLNq72rTQk8bkwN44U4ngig3d-gy1OB!2e10!3e11!6shhttps:%2F%2Fh5.googleusercontent.com%2Fp%2FAF1QipMevWUC7SLNq72rTQk8bkwN44U4ngig3d-gy1OB%3Dw203-h100-k-no-pi-0-ya42.799976-ro-0-fo100!7i7776!8i3888!4m5!3m4!1s0x14a2bfa863a0ef31:0x532caef7b5901053!8m2!3d37.4163874!4d25.3376632</p> <p>Talk about the guide book that was given to Claude by the helpful person at the reception desk. What might the guidebook tell him? Think about headings that could be in the guidebook to sort information for Claude, such as: Our Sculptures. Our Paintings. Map. Our Café Facilities</p>	<p>Draft/plan guidebooks.</p> <p>BARE: Children to write simple sentences for the guide book using cloze procedures. “We have a ____ foot and ____ vase. The paintings are _____. In the café we have...”</p> <p>ARE: Children to write sentences to persuade using pictures instead of headings.</p> <p>AARE: Children to write persuasive sentences for the guidebook using headings and persuasive language.</p>	<p>Children to share their profile with the person sitting next to them and feed back on any particular description words they liked and why.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				Talk about what each of the headings mean. What could you write to share information about the gallery to visitors. Model how to write persuasively to entice visitors to see the collections of art and use the facilities, such as: Our café serves a wonderful range of delicious treats for you to enjoy. Come and sip on a cool glass of homemade lemonade and try our freshly baked cupcakes for a teatime treat!			
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Wed	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To write for purpose</u> <u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must check it makes sense and has full stops. 2. I should make sure my writing in persuasive. 3. I could add a question. 	<p>Recap what the children did yesterday using their plan//draft.</p> <p>Demonstrate how to edit and improve their work, they can use a different colour. Check: it makes sense it is punctuated. Then can they add an adjective or making a sentence more persuasive?</p> <p>10-15 mins for editing.</p> <p>Demonstrate how to fold paper to create a leaflet. Children to practise this.</p> <p>Explain to the children that they are now going to us their improved plan to create their guidebooks – they will have two days to complete this. Model taking the improved sentence from the plan and putting it into your guidebook.</p>	<p>BARE: Children to create their guidebook using provided templates and cloze procedure.</p> <p>ARE: Children to create their guidebook using the template provided.</p> <p>AARE: Children to create their guidebook using their plans. Children to use persuasive language and adjectives.</p>	<p>Children to re-read their work to ensure it makes sense.</p>	<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>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To write for purpose</u> <u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must check it makes sense and has full stops. 2. I should make sure my writing in persuasive. 3. I could add a question. 	<p>Remind the children what we were doing yesterday and explain to them that we will be finishing our guidebooks today.</p> <p>Re-model how we were using our plans from Tuesday to create our guidebook and demonstrate this again. Emphasise how we are going to be re-reading our sentences to make sure they make sense and ask the children if the sentences you have written make them want to visit. How are they persuading you to want to go?</p> <p>Remind the children that they will need to make sure that their guidebooks are persuasive for visitors.</p> <p>Allow the children to spend the rest of the lesson finishing their guidebooks.</p>	<p>BARE: Children to create their guidebook using provided templates and cloze procedure.</p> <p>ARE: Children to create their guidebook using the template provided.</p> <p>AARE: Children to create their guidebook using their plans. Children to use persuasive language and adjectives.</p>	<p>Children to share their guidebook with their table and children to feedback on if they feel persuaded to visit.</p>	<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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Fri	<u>See separate planning</u>	(See Separate Plans)	<p><u>L.O. To create a poster for purpose</u></p> <p><u>Success criteria:</u></p> <ol style="list-style-type: none"> 1. I must describe the robber using adjectives. 2. I should explain the crime in the past tense. 3. I could add further details 	<p>Explore the illustration on pages 40 and 41.</p> <p>What do the children think is happening here? Who are these new characters? How could we describe the lady in the mask if we wanted to tell others about her?</p> <p>Freeze frame the scene in groups of 4 with children on the role of Claude, the masked lady and the two guards (Delilah, Frankie, Jimmy, Harrison).</p> <p>Use thought tracking to elicit from the children what they think their character is thinking or saying at this moment and discuss the reasons around this. What could we do to help these people? How could we stop the crime from happening again and help these people feel better?</p> <p>What is a Wanted Poster? Demonstrate the format of a wanted poster and discuss the purpose of a wanted poster. Why do we need them? What are they for? What kind of words would we need to put on the poster? What else needs to go on the poster? How will we encourage people to respond to the poster?</p> <p>Explain to the chn that they will be making wanted posters for the masked lady to describe her and tell the public</p>	<p>BARE: Children to create their wanted poster using cloze procedure to write about her appearance. “She is __. She has __ hair. She has a _____ jumper. She has ____ and ____ shoes. She has a __ skirt”</p> <p>ARE: Children to complete their wanted poster using the template provided.</p> <p>AARE: Children to complete their wanted poster using their own headings.</p>	<p>Children to present their wanted poster to the class – are there any descriptions we really enjoyed? Why?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				what to do if they find her or the missing sculptures.			
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