



School name: _____ ENGLISH PLANNING YEAR A



Teacher: _____

Class: _____

Year: _____

Term: Autumn 2

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>LO: To write a persuasive sentence.</p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must use capital letters appropriately. 2. I should use adjectives. 3. I could use alliteration. 	<p>Explain to the children that Hobgoblin Supplies have come to them to create more products for their enchanting range for one of the other characters that the Jolly Postman can deliver.</p> <p>Look in more detail at the products for the Witch. What knowledge about witches have they used to create them? (habits, common props etc). What do each of the products have? (Name, picture, one sentence description) Have a picture of the other characters to display on the whiteboard (Three Bears, Giant, Cinderella, Big Bad Wolf and Goldilocks).</p> <p>Ask the children to think of products those characters might need (brainstorm) and share writing a name and a one sentence description. You could look at alliteration, word play or writing clear titles that help the customer.</p> <p>Ask the children to collaborate to create an advert to persuade a customer to buy their product.</p>	<p>BARE: Mixed ability pairs – adult to hover if more support needed. ARE: Mixed ability pairs AARE: Mixed ability pairs</p>	<p>Hold a trade fair with the children pitching their products to Hobgoblin Supplies and the representatives from their giving advice.</p> <p>You could prepare the children for this by giving them the opportunity to discuss with a response partner.</p> <p>What do the children feel works about their partner's advert? Could the name be</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

						clearer or more eye-catching? etc	
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Tues	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To speak in role.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must pretend I am one of the characters. 2. I should think about what their opinion might be. 3. I could think about the voice of that character. 	<p>Remind the chn of our conscience alley activity from last week and explain to the chn that we are going to be thinking in role again today – we are going to become the characters in the story.</p> <p>Discuss with them why you send postcards, what type of news do you usually share? Are there any phrases you might use when you're writing a postcard?</p> <p>Read aloud from the beginning and share the illustration of the Postman arriving at the Giant's house. Where do they think he is now? Who might live here? Who would want to write to the Giant? Again, if it seems that the children do not know the story of Jack and the Beanstalk.</p> <p>Show the children the envelope; invite them to share what they notice. Why do you send post by airmail? What do they need to add to their Discuss the difference between Goldilocks' letter and Jack's. Why might this be? Who are the heroes of their stories? Should this make a difference?</p> <p>Explain to the chn that we are going to create a storymap. Draw the path from the woods to Beanstalk Gardens. Mark the Giant's house with an envelope. Read aloud Jack's postcard with the</p>	<p>Mixed ability pairs.</p> <p>Invite the children in pairs to role-play as the Giant and the Postman – what will the Giant tell the Postman about Jack? How do they think he feels? You could provide teacups for this activity.</p> <p>Rehearse some possible replies to Jack on considering whether the Giant has forgiven Jack or not. Model language choice and useful sentence starters.</p> <p>Give the children time in pairs/groups to continue exploring reasons for and against.</p>	Chn to perform to the class.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				class, making explicit the intended tone. Provide the text of the postcard either on the whiteboard or as copies for the children so they can see the text and tune into the print. Re-read and discuss the letter's intentions – what response is the character looking for? How do the children feel about the author of the letter?			
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Wed	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To write a letter in role.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must pretend to be Jack 2. I should use Dear ___ and Love ___ 3. I could use capital letters for names.' 	<p>Remind the chn what we did yesterday during the role play and refer back to the opinions we discussed. Explain to the chn that we will be using this to help us write a letter in character today.</p> <p>What is a letter? Remind the chn what this is and share some different examples of the letter lay out on the board. Remember, when we write a letter we write in first person.</p> <p>Once they have experienced both sides of the argument, and you have revisited them during this session, invite the children to write a letter of advice to the Giant, modelling first through Shared Writing to consider how the writing will fit the purpose, audience and form.</p> <p>Invite the children to write and illustrate their own letters to the Giant. Once the letters are finished put them in envelopes – give the children the Giant’s address from the last letter and post the children’s letters in the class letter box. and compelling arguments.</p>	<p>BARE: Chn orally rehearse their letters and then complete as shared writing with adult (photocopy so each child will have a piece for their book) Chn to practice choosing one short sentence from the letter to write independently.</p> <p>ARE: Chn to write their letter using a writing frame (focus on checking their own spelling)</p> <p>AARE: Chn to write their letter independently straight onto lined paper in the correct format.</p> <p>Make sure you photo copy all the chn’s work for their books.</p>	Chn to post their 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>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To retell a story.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to tell a story in the correct order. 2. I should speak clearly and confidently. 3. I could use expression for emphasis 	<p>This session exploits the possibility for retelling traditional tales within the book. Goldilocks’ birthday provides a strong purpose for the writing involved in this activity.</p> <p>Share the illustration of the palace with the children. Who do they think lives here? What is happening? Who might be writing to the people who live here?</p> <p>Share the envelope and address with the children, who do they think are on the stamp? What makes them think that? Where will this be on their map? Add to the working wall and mark with a copy of the envelope.</p> <p>Read aloud the picture book for Cinderella</p> <p>Using copies of the pictures to create a story map, ask the children to retell the tale in small groups. Model using the story map on the board to help you retell it, using narrative language and expression in your voice to make it really interesting to the listener.</p> <p>Share Goldilocks and the Three Bears with the class – either by reading a book or telling the story orally</p>	<p>BARE: Mixed ability groups to retell the story of Cinderella.</p> <p>ARE: Mixed ability groups to retell the story of Cinderella.</p> <p>AARE: Mixed ability groups to retell the story of Cinderella.</p>	<p>Chn to share their retelling in groups to the class using their story maps.</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 retell a story</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to tell a story in the correct order. 2. I use capital letters and full stops. 3. I could use adjectives. 	<p>Recap what you completed with the children in the last session. Remind the chn of the maps and their story structure that they used to re-tell their stories earlier. Explain to the children that they are going to be using this work to create their own book for Goldilocks for her birthday.</p> <p>Model writing an example story into a example zig zag book and then have the children write it in a simple zig-zag book of their own. The children may benefit from drawing the illustrations before writing to help them sustain the narrative before then writing the text. This could have a positive impact on the ability to employ more precise language choices and appropriate grammatical structures as well as demonstrating the value of illustration in enhancing the reader experience.</p> <p>Display the published books in the reading area for the children to read and revisit and even borrow for home reading.</p>	<p>BARE: Chn draw the story of Goldilocks and attempt short sentences underneath – adult to scribe.</p> <p>ARE: Chn draw the story of Goldilocks in a zig zag book with sentences to accompany the story.</p> <p>AARE: – Chn draw the story of Goldilocks in a zig zag book with sentences to accompany the story. Extend to include adjectives and expanded noun phrases.</p>	<p>Chn to read their story to a partner.</p> <p>Put these books on display for Goldilocks to have a look at (you could get one of the older chn to pretend to be Goldilocks or another staff member who can come and have a look at all their presents.)</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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