



**SILVER**

School name: \_\_\_\_\_ **ENGLISH PLANNING YEAR A**



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Year: \_\_\_\_\_

Term: Autumn 1

Week Commencing: Week 3

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><b><u>L.O: To ask and answer questions.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must ask a question.</li> <li>2. I should write a question with a question mark.</li> <li>3. I could answer questions in role.</li> </ol>	<p>Tell the children that they will be taking part in a police press conference about the attempted robbery at the museum and Claude catching the robber. You could assign a police commissioner, the two security guards, the museum manager, the robber, the mayor and Claude.</p> <p>Think of questions you would like to ask these people about the event that took place in the museum. You may need to scaffold these by asking some questions yourself, e.g. (To the museum manger) 'How did you feel when you were told the robbery was taking place?' (To the robber) 'Why did you want to steal the sculptures?</p> <p>Have the children write out their best questions on sentence strips to take to the police conference and ask the people.</p> <p>Have children working in role as the identified people, using props or simple costumes to assign roles and the others asking their questions that they have composed.</p>	<p>BARE: Children to say their questions verbally to a adult who scribes as a group.</p> <p>ARE: Children to write their questions.</p> <p>AARE: Children to write their questions for the conference in character.</p>	<p>Display the information gleaned in as a spider diagram on large paper of quotes around each person. Demonstrate using quote marks with the punctuation inside the marks. Practise this.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

**Notes/ feedback following lesson:**

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Tues	<u>See separate planning</u>	<p><b><u>L.O. To draft a newspaper report.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>I must use the past tense.</li> <li>I should tell everyone who/what/where/when.</li> <li>I could include quotes from key witnesses.</li> </ol>	<p><b>Prior to these sessions, you will need to prepare a range of resources to support the children in formatting and presenting their front page newspaper articles.</b></p> <p>This might include large paper on which to stick large strips of paper for newspaper names and headlines, rectangles for illustrations/photographs with captions, a range of writing and drawing materials. Ensure the children are able to access the information from yesterday's press conference.</p> <p>Look at a simple newspaper story, e.g. from First News and look at the basic features; headline, story, photograph, caption.</p> <p>Discuss what the news story is about – Claude stopping the robber. Ask the children to work in pairs to orally compose their own headline that might summarise this on whiteboards. <b>All write their heading and date onto their newspaper article.</b></p> <p>Through shared writing, write a headline for your prepared front page report then discuss how the story will be reported to tell people: What happened, When it happened, Where it happened, Who was involved.</p> <p>Support the children in sequencing the events and recounting them in a newspaper report.  <a href="https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt">https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt</a></p>	<p>Children then draft their own versions of the story in the past tense using the prompts.</p> <p>BARE: Shared writing onto MS Word report format. Print leaving space to add a caption to a photo.</p> <p>ARE: Sequence with images and then write a sentence to match pictures</p> <p>AARE: Children to draft their report using headings and sequencing the events – chn to be encouraged to use quotes from previous lesson.</p>	Children to re-read through their drafts and pick out anywhere that might need improving/editing.	<u>See separate planning</u>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

			<b>Using success criteria</b> - Through shared or group writing, go on to model the piece, possibly including a quotation from the Mayor expressing his thanks or the robber expressing remorse.				
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Wed	<u>See separate planning</u>	<u>See separate planning</u>	<p><b><u>L.O. To edit a draft</u></b>  <b><u>Success Criteria:</u></b></p> <ol style="list-style-type: none"> <li>1. I must check my work against the success criteria.</li> <li>2. I should make changes in a different colour.</li> <li>3. I could extend my writing and add more detail.</li> </ol>	<p>Recap what the children did yesterday using their plan//draft. Give the children ten minutes to finish anything they might not have in their drafts during the session yesterday.</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>Help the children to revisit the writing with response partners and use success criteria to check that it makes sense, the meaning is clear, it is punctuated and it answers all the key questions. Children can offer peer support in evaluating the compositions and suggesting simple revisions. Children to edit in a different colour. Can you include any more detail?</p> <p>Allow the children to have the whole lesson to edit/improve their drafts/</p>	<p>BARE:  Children to work in a group to re-read what they have written on the document yesterday and add improvements in a different colour.</p> <p>ARE:  Children to edit and improve their work.</p> <p>AARE: Children to edit and improve their work.</p>	<p>Children to re-read their work to ensure it makes sense.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Thurs	<u>See separate planning</u>	<u>See separate planning</u>	<p><b>L.O. To write a newspaper report</b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must use the past tense.</li> <li>2. I should tell everyone who/what/where/when.</li> <li>3. I could include quotes from key witnesses.</li> </ol>	<p>Remind the children what we were doing yesterday and explain to them that we will be creating our newspaper reports today.</p> <p>Model using the plan and the headings/drafts that the children were using to pull these sentences out and place them into our final report.</p> <p>Remind the children that it needs to be in chronological order and the report must flow from the beginning to the end.</p> <p>Model using the headings from the plan to let the reader know what they will be reading.</p> <p>Model leaving a space in the report for an image and a caption and explain what this is.</p> <p>The chn will have two days to complete this.</p>	<p>BARE: Children to use the word document draft/plan to write simple sentences under the headings on a template.</p> <p>ARE: Children to use their plan to write their report using the template.</p> <p>AARE: Children to write their report using their plan and own headings. Chn to include quotes from Mondays session.</p>	Children to share what they have written so far and peers to suggest any improvements.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Fri	<u>See separate planning</u>	(See Separate Plans)	<p><b><u>L.O. To write a newspaper report</u></b>  <u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must use the past tense.</li> <li>2. I should tell everyone who/what/where/when.</li> <li>3. I could include quotes from key witnesses</li> </ol>	<p>Remind the children what we were doing yesterday and explain to them that we will be creating our newspaper reports today.</p> <p>Model using the plan and the headings/drafts that the children were using to pull these sentences out and place them into our final report – picking up where you left off yesterday.</p> <p>Remind the children that it needs to be in chronological order and the report must flow from the beginning to the end.</p> <p>Model using the headings from the plan to let the reader know what they will be reading.</p> <p>Model leaving a space in the report for an image and a caption and explain what this is.</p> <p>Children to finish their report today.</p>	<p>BARE: Children to use the word document draft/plan to write simple sentences under the headings on a template.</p> <p>ARE: Children to use their plan to write their report using the template.</p> <p>AARE: Children to write their report using their plan and own headings. Chn to include quotes from Mondays session.</p>	Children to present their newspaper report to the class – encourage the chn to read in character as a news reporter.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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