



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 understand what an adverb is</u>	Explain to the children that an adverb 'adds to the verb.' Tell them that the trick to looking for an adverb is to spot the verb first. Tell them that adverbs can tell you how the verb is happening. Give examples. Ask them to write their own sentence that contains a 'how' adverb.	<p><u>L.O. To understand the story from a different point of view.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must understand the events in the story 2. I should consider how Dooby may see things differently. 3. I could convincingly write in role, as Dooby. 	<p><u>Main teaching</u> What more have we found out about Dooby? In pairs discuss what you might want to ask him and how he might respond. Children record ideas on MWB.</p> <p>Have a whole class hot seating session with one or more child in role as Dooby.</p>	<p><u>Independent work:</u> Ask children to write as Dooby telling his story.</p>	<p>Up level an example.</p> <p>Read chapter 13 and 'After' ch 1.</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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Tues	<u>L.O. To understand how to use adverbs of time.</u>	Re-cap what an adverb is. What is a 'how' adverb? Go through adverbs of time ('when') and give the children a passage where they can identify the 'how' and 'when' adverbs.	<p><u>L.O. To understand how to successfully perform a news bulletin.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to understand the story and act in role. 2. I should be able to use my voice and facial expressions to convey how the character is feeling. 3. I could use my body language to convey the terror and remember my lines successfully. 	<p><u>Introduction</u> Recap what we have read so far and allow the children time to respond to feedback.</p> <p><u>Main teaching</u> Read to the end of the book. Ask children what they thought of the book. Do a whole class discussion from the 'Tell Me' sheet.</p>	<p><u>Independent work:</u> Ask children to work in groups to prepare reports for a pirate radio documentary on Zoe's story and conditions in Newhome.</p> <p>Focuses for group work could include:</p> <ul style="list-style-type: none"> • Interviews with Zoe, Munchkin and Zoe's parents • An interview with an older member of the community who can remember life before the flooding. • Reports on the weather, flooding, predictions for the future. Emergency advice, 	<p>Listen to each group's report.</p> <p>Video them.</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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Wed	<u>L.O. To understand how to use adverbs of place.</u>	Recap 'how' and 'when' adverbs. Introduce the children to adverbs of place. Read out a passage and children use actions to indicate when adverbs of place, time and manner are used.	<p><u>L.O. To understand how to produce an effective plan for my story.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must recall the features of a story. 2. I should understand the concept of a story mountain. 3. I could produce a detailed plan. 	<p>Remind the children of when William says in Chapter 10: <i>'I thought you might understand how important stories are'</i></p> <p>What does he mean? How can stories help you? How did William's stories help Zoe? What has this story taught you?</p> <p><i>'How do you think people have survived? How do people remember who they are and where they are from? And how do they know what it means to be human, what makes us more than animals? How do they pass these things onto their children? Stories that's how.'</i></p> <p>Tell children that they are going to be writing their own sequel to Floodland.</p> <p>Ask children what sequel means. What happened to Zoe and Munchkin?</p>	<p><u>Independent work:</u> Children plan their prequel.</p>	Children swap plans to check the level of detail.	<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 understand how to use adverbs of degree and adverbs of frequency.</u>	Recap what an adverb is with the children. Explain that adverbs can explain how much or how often something happens. Show some examples and then children write their own.	<p><u>L.O. To understand how to select language and grammatical structures appropriately.</u></p> <p><u>Success criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand how to use a range of punctuation. 2. I should be able to select precise and exciting vocabulary. 3. I should be able to select a variety of sentence structures. 4. I could select a variety of grammatical structures, including using passive and modal verbs, a variety of adverbials and contracted forms in dialogue. 	<p><u>Main teaching</u></p> <p>Allow the children time to recap their plans. Tell them that today we are going to have time to plan in even more detail to ensure their success.</p> <p>Firstly ask the children to recap all of the punctuation that we have covered this year. What could they include in their stories?</p> <p>Then focus their attention on Alan Peat. What sentences have we studied so far? Which ones could they include in their work?</p> <p>Ask the children how they could use different verbs and adverbs to aid cohesion?</p> <p>Then allow the children time to think of precise vocabulary for the beginning, middle and end of their stories.</p>	<p><u>Independent work:</u></p> <p>Children select ideas for their own stories and make notes accordingly.</p>	Children decide on a title.	<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	L.O.		L.O. To understand how to write a poem. Success Criteria:	Main teaching:	Independent work:		Exceeding ARE: At ARE: Below ARE: SEND PPG EAL
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