



School name: _____ ENGLISH PLANNING YEAR A



Teacher: _____

Class: _____

Year: 5-6

Term: Spring 2

Week Commencing: Week 4

| 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 how to use a variety of sentence types.</u> | Alan Peat Sentences | <p><u>L.O. To understand how to create an effective plan for my story.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to recall the features of a story. 2. I should understand the concept of a story mountain. 3. I could make detailed jottings. | <p><u>Main teaching</u></p> <p>Re read the poem to the children.</p> <p>What happened in the poem? What are the main events?</p> <p>Tell the children that we are going to be re-writing the poem as a story.</p> <p>What do we need to include? What language could we use? What sentences? Could we include speech?</p> | <p><u>Independent work:</u></p> <p>Children produce a detailed plan of their story.</p> | Swap your plan with a partner. Is it detailed enough? Why/why not? | <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:

Blank space for notes and feedback following the lesson.

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|-----------------------------------|---|-----------------------|--|---|--|--|--|
| Tues | <u>L.O. To understand how to use a variety of sentence types.</u> | Alan Peat Sentences | <p><u>L.O. To understand the skills required to write a short story.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must have a clear structure to my short story: beginning, build up, problem, resolution and ending. 2. I should use a full range of punctuation, including dialogue to advance the action. 3. I could use precise and detailed vocabulary, including adverbials, noun phrases and similes, metaphors and personification. 4. I could manipulate grammar and vocabulary to show the difference between the written and spoken language. | <p><u>Main teaching</u> Recap what we did yesterday? What is going to happen in the story? How are you going to achieve your targets?</p> <p>Recap what the children will write in each section and recap.</p> | <p><u>Independent work:</u> Children complete an independent assessment writing the story of the Lady of Shalott.</p> | Children read through their work and fill in their SC grids. | <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 a variety of sentence types.</u> | Alan Peat Sentences | <u>L.O. To understand the skills required to edit and improve a story.</u> <u>Success Criteria:</u> 1. I must have a clear structure to my short story: beginning, build up, problem, resolution and ending. 2. I should use a full range of punctuation, including dialogue to advance the action. 3. I could use precise and detailed vocabulary, including adverbials, noun phrases and similes, metaphors and personification. 4. I could manipulate grammar and vocabulary to show the difference between the written and spoken language. | <u>Introduction</u> Recap what we have read so far and allow the children time to respond to feedback. <u>Main teaching</u> Children are given a low ability piece of writing and need to up-level it on the line below. They need to include all of the features of a poem. Teacher to read out a couple of the examples. | <u>Independent work:</u> Children look over their own work and edit and improve. | Children level their own work. | Exceeding ARE: At ARE: Below ARE: SEND PPG EAL |
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|-----------------------------------|---|--------------------------|--|---|---------------------------------|---------|---|
| Thurs | L.O. | | L.O. To understand skills required to write a poem. Success Criteria: | Main teaching: | Independent work: | | Exceeding ARE: At ARE: Below ARE: SEND PPG EAL |
| Notes/ feedback following lesson: | | | | | | | |

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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 |
| Notes/ feedback following lesson: | | | | | | | |

