



SILVER

School name: _____ **ENGLISH PLANNING YEAR A**



Teacher: _____

Class: _____

Year: _____

Term: Autumn 1

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>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O: To make predictions based on what they have read.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> I must include a new setting. I should include a new character/s. I could include a dilemma. 	<p>Explain to the children that there is a second Claude adventure in the book which will take place somewhere else in the city. Invite children to predict where this might be and what might happen there.</p> <p>Read from the start of Part 2 on page 48 to the illustration on pages 48-49.</p> <p>Look carefully at the people in the waiting room; imagine you are the doctor and pick one character to say what you think is wrong with them and how you think it could be cured, you could have a stethoscope and doctor's coat ready for children to come and talk in role about the patients.</p> <p>Encourage children to write a diagnosis and treatment on the medical pad. Add these to the class book.</p> <p>Explain to the chn that they are going to predict what is going to happen next. This could be an extension of their previous predictions. What might happen? Who might they meet?</p>	<p>BARE: Children to draw their predictions and verbally explain to the CT – CT scribe and chn copy.</p> <p>ARE: Children to draw their prediction and write a simple sentence.</p> <p>AARE: Children to draw their prediction and write detailed sentences using the prompts.</p>	Share our ideas. Whose story would we like to read? Why?	<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 participate in discussions about what is read.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must use To and From. 2. I should explain why using <i>because</i> 3. I could use 'imagine what could happen if.... 	<p>Read up to page 71. Look at the illustration of Claude on this page. What is his expression telling us? Discuss what the children think of Claude's actions. What should he do now?</p> <p>Note answers in class book.</p> <p>Ask the children whether they think Claude should tell the nurse that he isn't really a doctor. What could happen if he does or doesn't tell the truth? Conduct a conscience alley with those children who think he should tell the truth on one side of the line and those who think he should keep pretending on the other side. Have a child in a white coat and stethoscope walk down the line, as Claude, listening to the reason why he should or shouldn't confess. Claude then reveals his choice, recalling which statements were the most influential and why.</p> <p>Explain to the chn that we are going to write a note to Claude using everything we have just discovered – model this with the class.</p> <p>To Claude, From</p>	<p>Children to write their own notes to Claude.</p> <p>BARE: Chn to write a note using cloze procedure – “ ____ Claude, I think you should ____. From ____”</p> <p>ARE: Children to write a note to Claude using the template.</p> <p>AARE: Children to independently write a note to Claude using conjunctions such as 'because' to explain their reasoning.</p>	Peer evaluate out writing verbally against the success criteria..	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				Write a note to Claude to say what you think he should do and why. If there is time, have the children swap notes and answer each other's in role as Claude			
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Wed	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To listen to, discuss and express ideas about books.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must show my favourite part. 2. I should use <i>because</i> to give reasons. 3. I could compare the book to other books I have read. 	<p>Read the rest of the story. Do you think Claude did the right thing in the end? Why or why not?</p> <p>Talk about the book as a whole; using the 'Tell Me' grid as a framework for discussion: - What did you like and/or dislike? - Did anything surprise you? Why? - Did you find anything particularly interesting? Why? - Did the story remind you of anything in real life or in other stories? Fill in and print for class book.</p> <p>Through modelling, describe your favourite part of the story. Provide the children with an oral scaffold for example: the most memorable part of the story was... because...; my top moment in the story was... because... and in pairs ask them to identify their favourite part of the narrative.</p> <p>Encourage children to give reasons for their choices and invite some children to share these. Come back to the role on the wall. What other words and phrases can we add to</p>	<p>BARE: Chn to draw their favourite part of the story and fill in the blank parts on the template.</p> <p>ARE: Children to draw and write a simple sentence to explain what their favourite part of the story was.</p> <p>AARE: Children to draw a write a sentence to explain what their favourite part of the story was using the conjunction 'because'</p>	<p>Publish the reviews in a class anthology and display prominently in school, alongside a display of Alex T Smith's authored and illustrated books as an author recommendation display. Invite other children and class teachers to add to the reviews and recommendations.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				<p>describe Claude now that we know more about him?</p> <p>Add to Role on the wall on display in diff colour. Invite the children to draw and describe their favourite part of the story. Model how to do this, orally rehearsing before writing, considering spelling and punctuation.</p>			
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Thurs	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To discuss the sequence of events in books</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must include all the main events. 2. I should draw them all in the correct sequence. 3. could identify the pattern in the stories.. 	<p>Talk again about the two Claude adventures that have been explored. What was similar? Different? Discuss the meaning of the words similar and different and ensure the children have a good understanding of this.</p> <p>Use storymapping to create large story map recalling events in one of the adventures. Explain to the chn that we are going to do this together and work through each part of the adventure as a group.</p>	<p>BARE: Shared write story map.</p> <p>ARE: Shared write story map.</p> <p>AARE: Shared write story map.</p>	<p>Is there a pattern to these stories? (Claude and Sir Bobblysock sneak off somewhere while Mr and Mrs Shinyshoes are out, something bad happens, Claude saves the day and gets home in time for Mr and Mrs Shinyshoes coming back). With the class, discuss where else Claude could go..</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 discuss the sequence of events in books</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must include all the main events. 2. I should draw them all in the correct sequence. 3. could identify the pattern in the stories. 	<p>Remind the children what we were doing yesterday and explain to them that we will be creating a story map on our own using another adventure from the story today.</p> <p>Remind the children how we did this, telling them that it needs to be in chronological order from the beginning to the middle to the end.</p> <p>Encourage the chn to draw their pictures and write a short sentence to go with them.</p> <p>Show the children the template they will be working with and ask them where the beginning would be, the middle, the end. Can they include all the different parts of the story or will they have to pick the most important parts? Make sure every child is really clear on what adventure from the story they are going to do before they go off and start. Get the children to tell which one they are going to do to a partner.</p>	<p>BARE: Children to create their story map as a table. Each child to have a go at writing a simple sentence or caption on the story map.</p> <p>ARE: Children to create a story map of another adventure from the story and write simple sentences.</p> <p>AARE: Children to create a story map of another adventure from the story and write extended sentences to go with the pictures.</p>	Children to retell the adventure using their story map to another child on their table..	<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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