**School name: ENGLISH PLANNING YEAR A**

**GOLD**

**Teacher: Class: Year: 5-6 Term: Summer 1 Week Commencing: Week 5**

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| **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** | L.O. To understand how to use a variety of sentence types. | Alan Peat sentences | **L.O. To understand the skills required to write and perform a poem.**  Success Criteria:   1. I must use line breaks effectively. 2. I should use italics when someone is talking. 3. I could perform a dramatic reading of my poem, using body language to convey my point. | Read ‘Hey Dog’ to the class and talk about how the class talk to their friends, how they use street language and what they talk about.  Collect some of the sayings or names children use and get them to talk to each other about ideas for their own poems like this one.  Model using line breaks and verses to the class. | The class write their own poems based on ‘Hey Dog’ and practise performing them.  Teacher to work with LA group on how to structure a poem. | Children perform them at the end of the session - as expressively as they can. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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| **Tues** | L.O. To understand how to use a variety of sentence types. | Alan Peat sentences | **L.O. To understand the skills required to write an opinionated letter.**  Success Criteria:   1. I must include the address, date, dear…, yours sincerely. 2. I should offer advice in a persuasive way. 3. I could use ambitious vocabulary to advise in a persuasive but yet sensitive way. | Read ‘Lamont’ on page 67 and discuss:  What do you think is good and bad  about this poem?  How do your views/knowledge of  poetry fit into this?  What do you think is cool and not cool?  You can refer to poetry by a range of poets, including black poets, during this debate.  Ask the children what the features of a letter are.  Allow children time to fill in planning sheet. | Children write a letter in role from Lonnie to Lamont about poetry writing. | Children up level their work in purple polishing pen and read their poems aloud.  When the letters are complete, read aloud ‘Hip hop rules the world’ which follows ‘Lamont’. This poem shows how Lamont did find a voice through one kind of poetry, and became a poet after all. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Wed** | L.O. To understand how to use a variety of sentence types. | Alan Peat sentences | **L.O. To understand the skills required to write a rap.**  Success Criteria:   1. I must use line breaks and verses correctly. 2. I should write in the style of ‘Hip Hop.’ 3. I could perform my ‘rap’ poem with a projected voice and using body language to convey my point. | Read aloud ‘Hip Hop Rules the World’ which follows ‘Lamont’. This poem shows how Lamont did find a voice through one kind of poetry, and became a poet after all.  Discuss the features of rap poetry. What is a rap?  What phrases could we use in a rap poem called ‘Guess who is a poet now?’ | The children write either a rap or a song in their books, calling it ‘Guess? who is a poet now’ (the last line of ‘Hip hop rules the world’). | Children perform their poems. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Thurs** | L.O. To understand how to use a variety of sentence types. | Alan Peat sentences | **L.O. To understand the skills required to write a poem.**  Success Criteria:   1. I must include adventurous vocabulary. 2. I should use line breaks and verses correctly. 3. I should use a range of punctuation accurately. 4. I could use poetic techniques effectively. | Prior to this session, ask the children to bring in a photograph of themselves that they like. It will need to be a photo that shows them engaged in doing something, or with other people.  Read ‘Photographs’ on page 71 and discuss what they think the last line, ‘like I see something coming that ain’t good’ refers to.  Ask the class to quickly sketch the photograph that it describes.  Then ask each child to tell their learning partner about their own photograph, where they were, what they were doing, how they felt.  Recap the features of poems with the class.  Show the children an example and ask them to discuss what they like about it and what they could use in their own work. | Children independently write a poem about their own memory/photograph. | Finish reading the book and discuss. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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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:** | | | | | | | |