SILVER

School name: **ENGLISH PLANNING YEAR A**

Teacher: **Class:**   **Year:**   **Term: Autumn 2**   **Week Commencing: Week 5**

LIFE
Education
Trust

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	See separate planning .	See separate planning	<u>**LO: To plan a letter**</u> <u>Success Criteria:</u> 1. I must include important information about my character. 2. I should use a character I know about. 3. I could use capital letters for names.	Explain that the children are going to write a letter from another fairy tale character they know. Revisit the letters they have read so far. What have their purposes been? Have they been mostly from the heroes or the villains in the stories? Why do the children think that might be? Consider a traditional tale that the children know well that isn't covered in the book, for example, The Three Billy Goats Gruff. Who might need to write to whom in that story? What sort of letter might it be? Would it be formal or informal? Where does the character they are writing to live? Create the address. Discuss other characters from other fairytales that could write to another character and give children the time to choose their own and draft their letters from one character to another. Explain to the children that they are going to plan their letters using a mind map today – put the characters name in	The children are going to create a mind map plan of their letter today including information about their characters. BARE: Chn to choose a character as a group and work together to answer the questions around the mind map – adult scribed. ARE: Chn to create mind map using the headings. AARE: Chn to create mind map using the headings.	Chn to share their character mind maps with the class – can the other chn think of anything else to add?	**Exceeding ARE:** **At ARE:** **Below ARE:** **SEND** **PPG** **EAL**

				the middle and answer the questions above on the outside of the mind map.			
Notes/ feedback following lesson:							

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Tues	See separate planning	See separate planning	**L.O.To write a letter** Success Criteria: 1. I must write in first person 2. I should use Dear___ and Love___ 3. I could use capital letters for names.	Remind the children of what we were looking at in the last session. Who were we writing letters from? Who were they to? What information were we including? Explain that the children are going to write a letter from another fairy tale character they know. Revisit the letters they have read so far. What have their purposes been? Have they been mostly from the heroes or the villains in the stories? Why do the children think that might be? Through Shared Writing, model what the letter would look and sound like to fit the purpose, audience and form. Display the layout and model using the plan to help you include all in the information in a clear and sensible way. Explain to the children that they will have tomorrows lesson to re-read and edit their letters to improve them, so today is more about getting the letters done. However, make sure you model re-reading each sentence before you move on to make sure your writing makes sense as this will make things easier tomorrow!	BARE: Chn to write short, simple sentences for their letter using cloze procedure – "Dear _____. My name is _____. I am writing to you because_____' ARE: Chn to work independently to create their letter from their character. Sound mats. AARE: Chn to work independently to create their letter from their character. Sound mats. Can the children include an adjective? An expanded noun phrase?	Chn to re-read their letters and verbally express what they would like to improve on next time.	**Exceeding ARE:** **At ARE:** **Below ARE:** **SEND** **PPG** **EAL**

				Make sure the success criteria is seen by all the chn and explain any areas of it they might be unsure on – e.g. first person.			

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Wed	See separate planning	See separate planning	**L.O.To edit and improve my writing.** Success Criteria: 1. I must use the previous success criteria to edit against. 2. I should be able to pick areas of my writing to improve. 3. I could also add adjectives and expanded noun phrases to make it more descriptive.	Remind the children of what we have already been looking at this week – letter writing from who? Bring up your previous shared write (if this has been rubbed out on the board then you can write another one up before this lesson – adding deliberate mistakes for the children to pick out) and also have yesterday's success criteria up so all the children can see. Remind the chn what each part of the success criteria means and ask the chn to look at your writing on the board. Can they pick out any areas in your writing example where you have not met the success criteria. Work through this, modelling how to use the success criteria to edit and improve, re-reading your work with the children and asking them to help you think of ways to improve it, e.g. a more ambitious adjective. Explain to the children that they are now going to do this with their own writing. Allow time to respond and redraft before giving the children special writing paper and envelopes to publish their letters on. Display these around the working wall display. Add character signature.	BARE: Chn to re-read their letter with an adult and edit/improve together. ARE: Chn to re-read and edit their letters. AARE: Chn to re-read and edit their letters. Allow 15-20 minutes for this and then give the children special writing paper to write their published letters on for the display.	Chn to put their letters into an envelope ready to post them to the display.	**Exceeding ARE:** **At ARE:** **Below ARE:** **SEND** **PPG** **EAL**

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Thurs	See separate planning	See separate planning	**L.O. To act in role** Success Criteria: 1. I must know how to become a character 2. I should use voice and tone of language to become the character. 3. I could develop my character by exploring what they are thinking.	The picture on the last page of the book depicting the Jolly Postman at home reading a letter provides a number of opportunities for independent writing. Explain to the chn that we are going to become the postman today! Show the children the last page of the book and explore what he is doing. Start the lesson off with some book talk – asking the children: a. What they liked or disliked about it? b. Does anything puzzle them about what is happening or what they see? c. Does it remind them of anything in real life or in stories? Explain to the chn that the postman has received a letter from on of the people on his round asking him about his day (it would be ideal to prepare a letter for this session to share with the children.) Read the letter and tell the children that they are going to become actors. They are going to work in pairs and take it in turns pretending to be the post man – imagine you are reading the letter for the first time. What are you thinking? How are you feeling? What might you write in response to this letter? The person in the pair not being the postman will be asking the postman questions in order to develop the	Children to spend some time role playing as the postman reading the letter – what do they think? How does he feel? BARE: Mixed ability groups. ARE: Mixed ability groups AARE: Mixed ability groups	Chn to share their character discoveries and teacher to mind map ideas on a big piece of paper/the IWB.	**Exceeding ARE:** **At ARE:** **Below ARE:** **SEND** **PPG** **EAL**

				characters feelings more. This will be fed back to the class and used for letter writing tomorrow.			

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Fri	See separate planning	(See Separate Plans)	**L.O. To write a letter** Success Criteria: 1. I must know how to format a letter 2. I should write in first person 3. I could use adjectives and expanded noun phrases in my writing.	Remind the children of everything we have looked at this week, focusing mainly on what were exploring yesterday. Remind the children of the mind map and all the different emotions/thoughts/feelings/information we got about the post man from our role playing session. Explain to the children that we are now going to use this information to help us write a letter in response in character as the postman. Invite the children to write in role as the Postman in response to a letter asking about his day. How does he feel about his round? Model picking out points from the mind map to include in the letter. Re-model the correct format, reminding the children of the success criteria. What does it mean to write in first person? Past tense or present tense? Where does the address go? Is this a formal letter or informal? Model the start of the letter and send the children off to complete their own. I would suggest doing this as independently as possible to be used as	BARE: Chn to write short, simple sentences for their letter using cloze procedure – "Dear _____. My name is _____. I am writing to you because_____, ARE: Chn to work independently to create their letter from their character. Sound mats. AARE: Chn to work independently to create their letter from their character. Sound mats. Can the children include an adjective? An expanded noun phrase?.	Chn to complete the self-assessment grid on their letter in their books.	**Exceeding ARE:** **At ARE:** **Below ARE:** **SEND** **PPG** **EAL**

				a mini assessment of all the things the children have learnt so far.			
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