



SILVER

School name: _____ ENGLISH PLANNING YEAR A



Teacher: _____

Class: _____

Year: _____

Term: Spring 1

Week Commencing: Week 6

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 write a get well card</u> <u>Success Criteria:</u></p> <ol style="list-style-type: none"> I must use dear and from. I should write in full sentences with capital letters, finger spaces and full stops. I could extend my writing by using reasons to cheer up. 	<p><u>Introduction</u> Revisit pg. 120 – 129 and pause to discuss what they think the presence was and why. Read to the end of the chapter and discuss why towards the end of the chapter after talking with Noel does Olga become subdued? ☐ Read chapter ten to ‘Save me!’ (p.129) Discuss with the children what they think the ‘bullets’ might actually be and how they know this. Read on to ‘... <i>nothing seemed to happen.</i>’ Stop with a gasp and dramatic pause. Read to ‘...<i>the voice droned on.</i>’ Discuss how Olga might be feeling and what she might be thinking in this moment. <u>Main Teaching</u> Revisit the role on the wall or give children the opportunity to create thought bubbles and add these to an enlarged copy of the illustration of Olga lying on her front. (p.134) The latter can be added to the working wall of the class journal. Read to the end of page 143. Reflect on how traumatic this would have been for Olga and how she must be feeling at this point. Discuss the ways in which we</p>	<p>BARE: Chn to write a get well soon card to Olga using the template provided. ARE: Chn to write a get well soon card to Olga. AARE: Chn to write a get well soon card to Olga, using persuasive and empathetic language to convince her to cheer up</p>	<p>Chn read their get well cards to a partner and ask them how they felt after reading it.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				can help to make people feel better when they are hurt or low. Through shared writing model writing a get well soon card to lift Olga's spirits. .			
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Notes/ feedback following lesson:

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Tues	<u>See separate planning</u>	<u>See separate planning</u>	<p>. L.O. To plan a story Success Criteria:</p> <ol style="list-style-type: none"> 1. I must create a story with a beginning, middle and end. 2. I should think about my character and their journey. 3. I could extend my skills by using descriptive language. 	<p>Introduction Read to the end of the chapter and on to chapter twelve. Pause at '<i>She held it up for Olga to see...</i>' (p.153) Discuss what it might be, drawing on examples from the text. Read on up to, '<i>Hold on to your hats everybody when this goes off, she said.</i>' (p.153) Does this confirm or change their hypothesis? Read on to, '<i>They go on things called rockets.</i>' (p.157) What is happening, how do we know? Why might the animals be confused? Read on from '<i>Noel was often rather knowledgeable.</i>' (p.158) to the end of the chapter. Main Teaching Read on from '<i>But she soon forgot...</i>' (p.167) to '<i>...flashed on and off.</i>' (p.168) Read to the end of the chapter. Explain that there are other titles in the series.</p> <p>Form a display of these titles as listed at the beginning of this sequence to encourage those have enjoyed the book to read about the adventures of Olga or give them the choice to nominate one of the titles for your next class read aloud. Invite the children to draft and develop their own story based on an imagined adventure that Olga might experience</p>	<p>BARE: Chn to work as a group to come up with one big story map with adult support. ARE: Chn to create a story map for their new story. AARE: Chn to create a story map for their new story..</p>	<p>Chn to share their story maps with the class</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>See separate planning</u>	<u>See separate planning</u>	<p><u>LO: To write a story</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must write a story with a beginning, middle and end. 2. I should use capital letters, finger spaces and full stops. 3. I could extend my skills by using descriptive language. 	<p><u>Introduction</u> Remind the children of what they were doing yesterday and explain to them that they will have today to write their new story.</p> <p><u>Main Teaching</u> Bring the example story map you made yesterday back up.</p> <p>Model focusing on one box/part of the story map at a time to start writing the story. Discuss different story openers you could use. Discuss spelling HFW words, making deliberate mistakes for the children to correct.</p> <p>Model adding adjectives and expanded noun phrases, explaining how these help to create an image in the readers mind.</p> <p>Explain to the children they are going to spend today and tomorrow writing their stories.</p>	<p>Chn to write their stories BARE: Chn to write the story using the cloze procedure "Once upon a time _____" and a sound mat with adult support. ARE: Chn to write their stories. AARE: Chn to write their stories</p>	<p>Chn to read their stories so far to the class.</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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Thurs	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>LO: To write a story</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must write a story with a beginning, middle and end. 2. I should use capital letters, finger spaces and full stops. 3. I could extend my skills by using descriptive language. 	<p><u>Cont. from yesterdays story writing session.</u></p>	<p>Chn to write their stories BARE: Chn to write the story using the cloze procedure "Once upon a time ____" and a sound mat with adult support. ARE: Chn to write their stories. AARE: Chn to write their stories</p>	<p>Chn read and edit their stories</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 publish a story</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be write neatly and clearly with capital letters, finger spaces and full stops. 2. I should add illustration to my work. 3. I could challenge myself to add extra expanded noun phrases to my published story. 	<p><u>Introduction</u></p> <p>Remind the children what they have been doing this week and the stories they have been making.</p> <p>Create a set of template books either in the shape of an outline of a guinea pig's head or body.</p> <p><u>Main Teaching</u></p> <p>Now that the chn have read and edited their work, explain that they are now going to publish their stories using the template books provided. This needs to be in their best best handwriting, but they have already done the hard work of writing the story – they just need to copy it out nice and neatly!</p> <p>Model how to use their stories and writing them up neatly in the template books.</p>	<p>BARE: Chn to create their story final story books.</p> <p>ARE: Chn to create their story final story books</p> <p>AARE: Chn to create their story final story books</p>	<p>Chn to share their stories with another class.</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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