



SILVER

School name: \_\_\_\_\_ ENGLISH PLANNING YEAR A



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Year: \_\_\_\_\_

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>See separate plans</u>	<u>See separate plans</u>	<p><b><u>L.O. To use persuasive writing</u></b></p> <p><b><u>(Two sessions)</u></b></p> <p><u>Success criteria:</u></p> <ol style="list-style-type: none"> <li>I must use appropriate language to persuade.</li> <li>I should listen to and respond to others ideas.</li> <li>I could use ambitious adjectives and expanded noun phrases to add emphasis to my writing.</li> </ol>	<p>Share the illustration from the next spread where the animals and the crows are debating. Read the first sentence: "A meeting was called to decide what to do about this strange situation." <i>How would Leaf feel if he knew they were all gathering behind his back to talk about him? What should the other animals have done?</i></p> <p>Look at the differences between what the crows are saying and what the other animals are responding with. <i>Why do they have such a difference of opinion? Why might the crows be more likely to see Leaf's vulnerability?</i></p> <p>Give each group a copy of the illustration and a set of post-it notes. <i>What else might the animals say to one another as part of their debate?</i> Ask the children to work collaboratively, writing their ideas for what the animals might say onto a post-it note and then adding it to the illustration.</p> <p>In coming up with their reasons, encourage the children to draw on their knowledge of polar bears from earlier in</p>	<p><b>Independent work:</b></p> <p>BARE: Whole class conscious alley</p> <p>ARE: Whole class conscious alley</p> <p>AARE: Whole class conscious alley</p>	<p>Afterwards, discuss with the class what they would do if they were there in this debate. What might they say to convince everyone to their point of view.</p> <p>Use the whiteboard, flip chart or working wall to display some of these ideas.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

				<p>the sequence. Maybe the potential prey will talk about their relative position in the food chain against the apex predator; maybe they will refer to the size of his teeth, paws and claws; maybe they will reference his size, weight, appetite and strength. You might be able to refer the children to the class knowledge grid if that is still displayed somewhere prominent in the classroom.</p> <p>Use conscience alley to allow children to share their reasons for and against helping Leaf. Ask all the children in one line to think of a good reason to help Leaf, while asking the other line to think of what the animals who are afraid of Leaf might say against helping him. Ask for one child to volunteer to be in role as an undecided animal. They will walk slowly down the alley between the two lines listening to all of the reasons for and against helping the bear. When they get to the end, ask them what they have decided to do and anything that they heard while walking that helped them to reach that decision.</p>			
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Tues	<u>See separate plans</u>	(See Separate Plans)	<p><b><u>L.O. To use persuasive writing</u></b></p> <p><b><u>(Two sessions)</u></b></p> <p><u>Success criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must use appropriate language to persuade.</li> <li>2. I should listen to and respond to others ideas.</li> <li>3. I could use ambitious adjectives and expanded noun phrases to add emphasis to my writing.</li> </ol>	<p>Remind the children what they have been doing in the previous session, debating and persuasive language. Before children write their own persuasive speeches, they might benefit from listening and responding to some different models. For example:</p> <p><a href="https://www.youtube.com/watch?v=DtCxiMdE5dM">https://www.youtube.com/watch?v=DtCxiMdE5dM</a> (Speech begins at 0:23)</p> <p><a href="https://www.youtube.com/watch?v=4z7gDsSKUmU">https://www.youtube.com/watch?v=4z7gDsSKUmU</a></p> <p>As well as the techniques used by both children to persuade their audience, also spend some time reflecting on what the children are actually saying in their speeches. <i>What is the message they are trying to put across? Being kind? Thinking of others as well as yourself? How successful are they at communicating that message?</i></p> <p>Using the ideas shared during conscience alley, the annotations on their illustrations and those listed on the working wall, ask children to write a persuasive speech in role as one of the clever crows that they could give to convince the other animals. Model aspects of the speeches that are particularly effective and persuasive (connectives which join ideas together (therefore, so), emotive language, rhetorical questions, facts as well as opinions, repetition, and alliteration to make the speech memorable, tone and delivery, eye contact, etc.).</p>	<p><b>Independent work:</b></p> <p>BARE: Children to work in pairs to write their own persuasive speech, using post its from previous session and adult support.</p> <p>ARE: Children to work independently to write a persuasive speech using appropriate language.</p> <p>AARE: Children to work independently to write a persuasive speech using appropriate language, encourage to use reasonings.</p>	<p>Children to perform their speeches to the class, peer feedback on which elements they thoughts were really persuasive or what they could do to improve it,</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Wed	<u>See separate plans</u>	(See Separate Plans)	<p><b><u>L.O. To visualise using a text.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>I must listen carefully to the text descriptions to visualise appropriately</li> <li>I should listen to other people's suggestions.</li> <li>I could share my ideas with the class and explain my reasoning.</li> </ol>	<p>Read the book from the beginning and on to the next page ("A few days passed..." to "He jumped off and flew...") Pause and discuss what the children predict might happen next. <i>Why are the crows shouting "Wait!"?</i></p> <p>Share the illustration from the next page and allow children to discuss what they have noticed and how they feel about Leaf's repeated attempts to fly. <i>Why do they think it's not working? Can they think of another way to help him fly home?</i> Allow children to discuss their ideas in small groups before bringing everybody back together to produce a class list of suggestions.</p> <p>Provide children with the necessary resources to draw their flying machine designs for Leaf, show the chn examples of other flying machines.</p> <p>After children have finished their drawings, ask them to add annotations which might help to explain some of the features and functions of their design. Then, ask the children to work with a partner and introduce them to their flying machine, explaining why they have made their design choices and how the machine will help Leaf to fly.</p>	<p><b>Independent work:</b></p> <p>BARE: Children to draw a picture of their flying machine and annotate it with simple words.</p> <p>ARE: Children to draw a picture of their flying machine and annotate in full sentences.</p> <p>AARE: Children to draw a picture of their flying machine and annotate with full sentences and explanations and reasoning for their choices.</p>	<p>Finally, provide the pupils with time to write their explanation, based on what they shared with their partner, so that anybody viewing their illustration would understand the design even if they weren't there to explain it in person.</p> <p>Encourage them to work regularly with a partner to check that their explanation is concise, clear and easy to understand.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Thurs	<u>See separate plans</u>	(See Separate Plans)	<p><b><u>L.O. To write in role</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must write in full sentences, with capital letters and full stops.</li> <li>2. I write in the correct tense and person.</li> <li>3. I could use expanded noun phrases, adjectives and joining words to extend my writing.</li> </ol>	<p>Return to Leaf’s attempt to fly and then read on to the next double page (from “<i>The sea spat him out just like the day he arrived...</i>” to “<i>...and at last they all listened.</i>”) Draw children’s attention to the author’s choice of language and its impact on us as readers, for example the choice of verb in “<i>The sea spat him out...</i>” and the difference between the crows speaking to him and their decision to “<i>let him speak...</i>”.</p> <p>Why might the crows be described as ‘<i>clever</i>’?</p> <p>Give children the opportunity to talk in small groups, making predictions and sharing their ideas for what Leaf might be about to say to them: <i>What is his story? Where has he come from? What is he trying to do? What does he need?</i></p> <p>After children have spent some time discussing their ideas, ask them to take it in turns, in their small groups, pretending to be Leaf talking to the clever crows and explain how he came to the island, how he feels or what he is trying to do.</p>	<p><b>Independent work:</b></p> <p>Give children a blank sheet of paper and then write on it what they think Leaf might be saying to the crows or thinking as he lies on the shore.</p> <p>BARE: Mixed ability groups to hot seat and write sentences together.</p> <p>ARE: Mixed ability groups to hot seat and write sentences together.</p> <p>AARE: Mixed ability groups to hot seat and write sentences together.</p>	<p>After they’ve finished writing, encourage them to reread their sentences and, once they are happy with them, draw a speech or thought bubble around the words, before cutting it out and adding it to a copy of the illustration.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Fri	<u>See separate plans</u>	(See Separate Plans)	<p><b><u>L.O: To compare similarities and differences</u></b></p> <p><u>Success criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must compare appropriate elements of the story.</li> <li>2. I should respond appropriately and explain my thinking.</li> <li>3. I could expand my comparisons by using the word 'because' to explain.</li> </ol>	<p>Read aloud from “<i>Leaf told them how...</i>” to “<i>...Just someone who wished that he could fly back home.</i>” and share the illustration from page 21 of the animals listening to Leaf.</p> <p><i>What are the animals thinking as they listen to his story? What does the positioning and the posture of the animals tell you about how they feel?</i></p> <p>Using a ‘double bubble’ sheet to structure and scaffold their discussion, ask small groups of children to compare the illustration from page 8 (in which the animal council first meets to discuss Leaf) with this page where they are all listening to him. <i>What similarities and differences do they notice?</i></p> <p>Allow each group to feedback on what they have noticed. <i>How have the animals’ attitudes changed? Why have they changed? Who has had to change to have this impact? Did Leaf ever do anything to endanger the other animals – and, if he hadn’t done anything wrong, why were they so scared of him? How do you think those animals feel now?</i></p>	<p><b>Independent work:</b></p> <p>BARE: Children to work in pairs to create their double bubble sheet, using a word bank and adult support.</p> <p>ARE: Children to work in pairs to create their double bubble sheet.</p> <p>AARE: Children to work in pairs to create their double bubble sheet, using the word ‘because’ to explain their reasoning.</p>	<p>Discuss:</p> <p>What is the impact of making judgements before knowing somebody’s story?</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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