



School name:

ENGLISH PLANNING YEAR A



Teacher:

Class:

Year:

Term: Autumn 2

Week Commencing: Week 7

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>L.O. Common spelling mistakes.</u>	<p>Look at given passage and spot the mistakes.</p> <p>What has gone wrong and why?</p> <p>How can we remember these words?</p> <p>Write into books.</p>	<p><u>L.O. To identify the features of a newspaper article.</u></p> <p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>1. I must identify the features of a newspaper article.</li> <li>2. I should be able to compare different articles.</li> <li>3. I could think of questions to ask in an interview.</li> </ol>	<p><b>Main teaching:</b> Tell children that, to finish our work on Pug of the Frozen North, we shall be planning and writing a newspaper article.</p> <p>Look together at a range of newspaper articles.</p> <p>What features can we spot?</p> <p>Look together at the style of writing and appropriate voice. How is this different from writing a story? How is it the same?</p> <p>Support the children in identifying features and making comparisons between tabloid and broadsheet newspapers that are both well-known and unfamiliar to the children, for example, Daily Mail, The Express, The Times, The Daily Telegraph, The Independent or The Guardian. This could be a focus of the group reading</p>	<p><b>Independent work:</b></p> <p>Children have a copy of an article which they annotate in their books with the features found.</p>	<p>Model an interview with one of the characters that might be used in the article.</p> <p>Use hot seating technique from previous lesson.</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>

				sessions leading up to this session.		
<b>Notes/ feedback following lesson:</b>						

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Tues	<b><u>L.O. Revision of speech punctuation.</u></b>	<a href="#">How to use inverted commas - BBC Bitesize</a>	<b><u>L.O. To plan a newspaper article.</u></b>  <b>Success Criteria:</b> <ol style="list-style-type: none"> <li>1. I must include the key events.</li> <li>2. I should write in the correct tense.</li> <li>3. I could include an interview.</li> </ol>	<b>Main teaching:</b> Explain to the children that, in response to the amazing events of True Winter and the exciting Great Northern Race, the local newspaper is determined to make it a front-page story. We, the journalists for that newspaper, need to produce the article for our editors.  Discuss with the children the purpose of the story, we need to inform our readers of exactly what happened (so we'll need some eyewitness accounts to add authenticity to our report). - How would we find out? Who would we need to speak to?	<b>Independent work:</b> Ask children to spend some time summarising the information that we have at our disposal, the timeline of events and what we still want to find out. - Who do you want to interview? What would you ask?  Revisit the storymap on the Working Wall, and ask the children to pick out the main events from the story. Tell them that they will use this to write a newspaper	Look at how we would write reported speech in an article to show where an interview has taken place.	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

					<p>report on the Great Northern Race giving eyewitness accounts from the participants.</p> <p>Children could create a plan for their report to help them sequence events and use their race diaries to research quotes from participants about the incidents en route.</p>		
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Notes/ feedback following lesson:

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Wed	<u>L.O. To learn about structure in a news report.</u>	<u>Point of view: newspaper report</u> ( <a href="http://scootle.edu.au">scootle.edu.au</a> )	<p><u>L.O. To write a newspaper article.</u></p> <p><b>Success Criteria:</b></p> <p>1. I must include</p>	<p><b>Main teaching:</b> Once children have collected the quotes and information required, model writing the article, making explicit your thought process as a writer and exploring impact on reader: - What type of sentences do we want to use at the opening? Why? -</p>	<p><b>Independent work:</b></p> <p>Children start to write their articles.</p> <p>You can either model the whole thing or</p>	<p>Children to share their writing so far.</p> <p>What is going well?</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p>

			<p>the features of a newspaper article.</p> <p>2. I should recount the events of the story in detail.</p> <p>3. I could use speech punctuation where necessary.</p>	<p>How do we summarise the article but also hook the reader in? How is this achieved in published news reports?</p> <p>As you work through the article summarising what has happened, bring in other voices using quotes from the children's role-play notes and diary entries. Encourage children to experiment with grammatical sentence structure in their drafts: - What will you quote directly and what will you summarise as indirect speech? Why? What impact will it have on the reader? Is this what you intended? - How will you close the article? Why? Does it sum up the purpose you had in mind?</p> <p>Ensure the children are continually reading aloud their drafts so that they can hear the language said aloud for themselves.</p>	<p>work through it paragraph by paragraph as you have two lessons to complete the writing of the article.</p>	<p>What are they finding tricky?</p> <p>Are they meeting the SC?</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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	Learning Objective		Criteria (must/should/could)	shared reading/writing			
Thurs	<b><u>L.O. To know how to use paragraphs.</u></b>	<a href="#">What are paragraphs? - BBC Bitesize</a>	<b><u>L.O. To write a newspaper article.</u></b>  <b>Success Criteria:</b>  1.I must include the features of a newspaper article. 2.I should recount the events of the story in detail. 3.I could use speech punctuation where necessary.	<b>Main teaching:</b> Go over any common mistakes after yesterday's lesson and remind children of their task to write a newspaper article.  Look at SC and see what they still need to include.  Can they magpie anything from the example?	<b>Independent work:</b>  Children continue with their articles.  Teacher to support where necessary.	Children fill in their SC.	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

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Fri	L.O.		L.O. To understand how to write a poem.  Success Criteria:	Main teaching:	Independent work:		<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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