**School name: Roxwell ENGLISH PLANNING YEAR A**

**SILVER**

**Teacher: Miss Purcell Class: 2 Year: 1/2 Term: Summer 1 Week Commencing: Week 1**

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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** | See separate planning | See separate planning | **LO: To make a prediction**  Success Criteria:  1. I must talk about my predications.  2. I should make links to the text to support my predicitons.  3. I could use my imagination to develop my ideas further | Show the class an enlarged picture of the cover image on an interactive whiteboard (IWB) or alternatively give colour photocopies to groups of children. Ask them to look at the picture and talk about what they see, then encourage them to predict with questions such as: *What do you think will happen in this story? If the characters/animals were speaking what might they be saying? Does this remind you of any other stories you know?*  Read the story stopping at the following points: when the whale says, ‘Come sail with me’ and when the whale is beached. Ask the children to predict what will happen next, focusing on the snail’s decisions and choices: *Should he have gone with the whale? What would the other snails have said to him would you go if you were him? What could the snail do to help the whale? Why was he so determined to help? What would you do if you were the snail? How will the story end?* | BARE: Children to draw a picture of their prediction in their books and write a sentence to go with it.  ARE: Children to draw a picture of their prediction in their books and write a sentence to go with it. Children to explain why they think this using ‘because.’  AARE: Children to draw a picture of their prediction in their books and write a sentence to go with it. Children to explain why they think this using ‘because’ and detailed explanations. | Children to share their predictions with the class. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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| **Tues** | See separate planning | See separate planning | **LO: To write a thought bubble.**  Success Criteria:   1. I must think in character. 2. I should use ‘because’ to explain why. 3. I could use descriptive language to explain my reasoning. | Read the story to the point where the snail says ‘I feel so small.’  Consider with the class what has happened to the snail up to this point in the text and quickly map the story and snail's journey.  Discuss what the snail means - he has always been small, so what makes him feel extra small now? Encourage the children to articulate their answers in sentences. You may wish to use sentence prompts to support this: *I think the snail feels small because...*  ‘I’m too big,’ said the whale. What does the whale mean? Is he always too big or just now? Encourage the children to give reasons for their ideas and articulate their responses in sentences: *the whale feels big because...*  Develop this idea with a circle time activity giving the children the oral sentences to complete: *I feel small when…* or *I feel big when…* | BARE: Children to write a thought bubble to detail how the whale is feeling using the discussion and an image provided.  ARE: Children to write a thought bubble to detail how the whale is feeling using the discussion and an image provided. Must explain using ‘because’  AARE: Children to write a thought bubble to detail how the whale is feeling using the discussion and an image provided. Must explain using ‘because’ and detailed explanations. | Children to act out their thought bubbles in character. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Wed** | See separate planning | See separate planning | **L.O. To discuss a story**  Success Criteria:   1. I must speak clearly to explain my reasoning. 2. I should use explain using ‘because.’ 3. I could make connections between this story and another story I have read. | Finish reading the story and ask children to work in groups and pairs to respond to it using the ‘Tell me’ framework. In particular, encourage them to identify which parts they liked/ disliked and the connections they noticed. Use sentence prompts to support the children in orally forming their answers into sentences: *I liked it when... because...*  To support children in asking questions use a set of Where? What? When? Why? How? Who? question cards hidden in a bag. Pairs of children read the word and use it to formulate a question. Model this first.  Explain the task in to the Class. Give pairs an appropriate number of simple statements about the story, some of which are true or appropriate and some are not. For example: this story is about friendship. This story is about a journey. The snail is clever. Ask the children to sort the statements into those that are true and false. Ask the children explain their reasons for this. Model how to do this. | BARE: Mixed ability pairs to sort the statements.  ARE: Mixed ability pairs to sort the statements.  AARE: Mixed ability pairs to sort the statements.  Take pictures/photo copies of the sorting for the childrens books. | Children to share their tell me sorting with the whole class and discuss responses. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Thurs** | See separate planning | See separate planning | **L.O. Retell a story**  Success Criteria:   1. I must be able to tell a story in the correct order. 2. I should speak clearly and confidently. 3. I could use expression for emphasis | Reread the story to the children focusing on the rhythm and encouraging them to join in**.** Go back to the first few pages and using enlarged sections of text prepare a performance reading with the class. For example the class could be split into two groups: one group performing the first page, *This is the snail…* And the other group the 6th page, *This is the whale…*with individuals taking the part of the snail and the whale. Use this to model retelling.  Explain to the children that they will be working in groups to retell the story.  Using copies of the pictures to create a story map, ask the children to retell the tale in small groups. Model using the story map on the board to help you re-tell it, using narrative language and expression in your voice to make it really interesting to the listener. | BARE: Mixed ability groups to retell the story.  ARE: Mixed ability groups to retell the story.  AARE: Mixed ability groups to retell the story. | Children to perform to the class. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Fri** | See separate planning | (See Separate Plans) | **L.O. To express an opinion.**  Success Criteria:   1. I must be able to share my opinion clearly. 2. I should use the word ‘because’ to explain my opinion. 3. I could use capital letters and full stops. | Re-read the story with the children, encourage the children to pause and discuss certain parts of the story and what they think about this and why.  Discuss with the children what makes different parts of the story the most memorable. Ask the children to draw their favourite moments from the tale.  Invite the children to draw and describe their favourite part of the story. Model how to do this, orally rehearsing before writing, considering spelling and punctuation.  Encourage children to revisit writing to check that it makes sense, the meaning is clear and it is grammatically correct | BARE: Children to draw their favourite part of the story and write a sentence with the picture.  ARE: Children to draw their favourite part of the story, write a sentence to describe it and explain why using ‘because.’  AARE: Children to draw their favourite part of the story, write a detailed sentence using descriptive language and adjectives to describe it and explain why using ‘because.’ | Children to re-read their work and edit/correct any mistakes. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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