



SILVER

Teacher: Miss Purcell

School name: Roxwell

ENGLISH PLANNING YEAR A

Class: 2

Year: 1/2

Term: Summer 1

Week Commencing: Week 5



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>L.O. To ask questions.</p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand what a question is. 2. I should answer my questions in role. 3. I could add more information and description to my questions in order to pull out more information. 	<p>Reread the story from the point of the whale losing his way and becoming beached. Take key images from this episode in the book and allocate characters to the children: school pupils, whale, snail, teacher, fireman. Ask the children to consider what their character is thinking. Model verbalising the sentence. Ask children to tell their partner what they are thinking and share examples. Record good examples.</p> <p>Tell the children that they are going to create a TV news report to find out more about characters think of this dramatic event. Support children in composing questions for their allocated character by modelling your thoughts and orally rehearsing your questions before writing them for the class to see. Invite children to select a question word from the mystery bag and use this to help them to compose their sentence. Invite the children to orally rehearse their question with a partner before writing on mini-whiteboards or Post Its.</p> <p>Initially, work in role as one of the characters. Invite children to ask questions</p>	<p>BARE: Whole class question and answer session.</p> <p>ARE: Whole class question and answer session.</p> <p>AARE: Whole class question and answer session.</p>	<p>Pin speech bubbles/ sentences onto images of the characters from the book during this event.</p> <p>Model writing some answers in speech bubbles or using speech punctuation.</p>	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

				and answer in role. As children's confidence grows, develop the activity with children working in role as fireman, the snail, a child, teacher or the whale. The children ask questions as reporters while you facilitate as the director of the news report. Make a note of interesting and thoughtful responses in role for use later in writing.			
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Notes/ feedback following lesson:

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Tues	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O: To think in role.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must think in character. 2. I should think carefully about how that character might be feeling. 3. I could extend my character by adding more description to my thinking. 	<p>Explain to the children that they are going to write an eye-witness account of the beaching of the whale. Discuss what eye-witness means and how we are going to format it. Ask the children to recall the main events and plot these on a timeline.</p> <p>Working in small groups or pairs, encourage the children to retell the events in order using sequential language, for example: yesterday, next, then, afterwards, finally. Model this first.</p> <p>Model jotting down the main events and language used in retellings on a timeline. This will be the plan for your recount. Organise the children into groups according to the character they focused on in the previous lesson and invite them to tell you how the character felt at different times. For example, when the whale was beached he felt frightened. When the fireman saw the whale he felt worried. Model how to use the ideas from the previous lesson adding characters' speech to the plan.</p>	<p>BARE: Mixed ability groups to rehearse answers and think in character in order to react to the event.</p> <p>ARE: Mixed ability groups to rehearse answers and think in character in order to react to the event.</p> <p>AARE: Mixed ability groups to rehearse answers and think in character in order to react to the event.</p>	Children to share their thinking and feedback to the class.	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

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Wed	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O: To plan a recount</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must write the past tense. 2. I should use a range of punctuation correctly. 3. I could expand simple sentences with detail and description. 	<p>Remind the children what we were doing yesterday and explain how we will use this to write our recount. But first we need to plan it!</p> <p>Explain to the children that they need to add interesting details to their recount to ensure that the reader understands how scary and exciting the event was.</p> <p>Create a timeline of events on the board and annotate the timeline with sentences describing the events.</p> <p>Through paired talk, ask the children to orally retell the event from their character's point of view. They construct the events using the time connectives to structure their recount.</p> <p>Explain to the children that they will now use the timeline template in order to plan their recount using their retelling. Model completing a timeline in order, annotating it with sentences to describe what happened.</p>	<p>BARE: Children to work as a group with an adult to create their timeline of events.</p> <p>ARE: Children to create their timeline of events in their books.</p> <p>AARE: Children to create their timeline of events in their books.</p>	Children to share their timelines with the class.	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

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Thurs	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O: To plan a recount</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must write the past tense. 2. I should use a range of punctuation correctly. 3. I could expand simple sentences with detail and description. 	<p>Remind the children of their work from yesterday and model using the time line to help you create your recount. Through modelled and shared writing, compose a recount using your plan and model how to orally rehearse sentences before writing.</p> <p>Use your timeline with annotations to help you orally rehearse your first-person recount. Give the children a focus while they listen for example interesting details, feelings, time connectives, a closing sentence that says what happened in the end.</p> <p>Remind the children that their writing will need to be in first person and in past tense and that they will have two days to complete this.</p> <p>At regular intervals, encourage children to re-read sections of their text to check it makes sense and make simple revisions. Support them in doing this and ask children to work in pairs to read their finished draft to a partner. They can then revise and edit these.</p>	<p>BARE: Children to write their recount using cloze procedure.</p> <p>ARE: Children to write their recount.</p> <p>AARE: Children to write their recount and use expanded noun phrases to add detail.</p>	Children to re-read and check their writing.	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>
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Fri	<u>See separate planning</u>	(See Separate Plans)	<p><u>L.O: To plan a recount</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must write the past tense. 2. I should use a range of punctuation correctly. 3. I could expand simple sentences with detail and description. 	<p>Continue from yesterday to finish their recounts. Remind the children and model re-reading what you have previously written in order to make sure the writing follows on.</p> <p>Remind the children to use their timelines to help them. Remind the children that their writing will need to be in first person and in past tense and that they will have to finish it today.</p>	<p>BARE: Children to write their recount using cloze procedure.</p> <p>ARE: Children to write their recount.</p> <p>AARE: Children to write their recount and use expanded noun phrases to add detail.</p>	Children to share their recount with the class.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>
Notes/ feedback following lesson:							