



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. Alan Peat sentences.</u>	Ask the chn to remind their partners what Alan Peat sentence types they feel confident using. Have a go at writing an example of 3 different AP sentence types.	<u>L.O. To answer questions from a text</u> <u>Success Criteria:</u> 1. I must read each question carefully. 2. I should skim and scan the text for my answers. 3. I could write in full sentences.	<u>Main teaching</u> Explain that today we will be looking at a comprehension text. Introduce comprehension to the chn – what is it? What questions do you answer? Read through the text as a class, discussing any unknown words and their meaning. Answer the first 2 questions as a class – chn to answer verbally in full sentences, then write in books. Find a play script text.	<u>Independent work:</u> Chn to complete differentiated reading comprehension. Go through the answers as a class and address any misconceptions.	Identify some of the key features from the text for tomorrow's lesson.	Exceeding ARE: At ARE: Below ARE: Far below: SEN * =PPG <u>EAL</u>

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Tues	<u>L.O. To spot punctuation errors.</u>	<p>Give the chn a passage of writing or some sentences.</p> <p>They must put in missing cl, fs and commas.</p> <p>Can they up-level the adjectives and verbs?</p>	<p><u>L.O. To identify the features of a play script.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must identify features of a play script. 2. I should write examples of features. 3. I could identify missing features. 	<p><u>Main teaching</u></p> <p>Read chapter 17 – Topher reaches Bubastis.</p> <p>Discuss how the author shows different emotions (fear, excitement, tension).</p> <p>Revisit rhetorical questions, and that they are used because Topher’s mind is confused and panicky.</p> <p>Explain that this week chn will write a play script between Topher and Ka when he enters Bubastis, showing some of the different emotions.</p> <p>What is a play script? Share example on IWB (Batman). What are the features of a play script? 2 mins with talk partners using example on IWB to guess the features. Feedback then share all features.</p>	<p><u>Independent work:</u></p> <p>To find multiple examples of the features.</p> <p>Write an example of any missing features from the play script</p> <p>‘North Wind and the sun’ text.</p>	<p>On whiteboards, chn are to write an example of the feature that I state.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>Far below:</p> <p>SEN</p> <p>* =PPG <u>EAL</u></p>

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Wed	<u>L.O. To revise the use of apostrophes.</u>	<p>Ask the chn to tell their partner the different times we use an apostrophe.</p> <p>Feedback.</p> <p>Chn to write their own examples on WBs to be check before writing in their books.</p>	<p><u>LO: To write a play script</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must use a new line for new speaker. 2. I should describe the scene. 3. I could use stage directions. 	<p><u>Introduction</u></p> <p>Refresh what happened in chapter 17 – Topher entered Bubastis. How would he be feeling? What might he and Ka be saying to each other? 2 mins with talk partners, write down what the characters could be talking about.</p> <p>Feedback and circle good examples of conversation. Take an example and as a class turn it into a play script.</p> <p>Shared writing – introduce the scene, 2 characters and stage directions.</p>	<p><u>Independent work:</u></p> <p>Steps to success: Introduce and describe the scene.</p> <p>New line for a new speaker.</p> <p>Stage directions for speech.</p> <p>Stage directions for actions.</p> <p>Include a max of 3 characters.</p> <p>Superstar: use punctuation! and?</p>	<p>Peer assess</p> <p>Check through another group's script and ensure the SC had been followed.</p> <p>Have they included all the features?</p> <p>Is it an exciting conversation?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>Far below:</p> <p>SEN</p> <p>* =PPG <u>EAL</u></p>

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	<p><u>L.O. To identify the main clause of a sentence.</u></p> <p>Ask the chn to remind you what the main clause is in a sentence.</p> <p>Can they spot the main clause in a range of sentences.</p> <p>Discuss the subordinate clause.</p>	<p><u>L.O. To perform a play script</u> <u>Success Criteria:</u></p> <p>1. I must read confidently.</p> <p>2. I should use my voice and facial expressions.</p> <p>3. I could follow stage directions.</p>	<p><u>Main Teaching</u></p> <p>Chn to work in groups of 3 to perform their play scripts. 2 characters and a narrator to set the scene.</p> <p>Steps to success: Use of facial expressions to make my feelings clear. Use a clear voice. Organise characters according to stage directions.</p>	<p>Perform play scripts.</p>	<p>Finish the story by reading chapter 19 & 20.</p> <p>Feedback on thoughts of the story.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>Far below:</p> <p>SEN</p> <p>* =PPG <u>EAL</u></p>	<p><u>L.O. To identify the main clause of a sentence.</u></p>

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Fri	L.O.		L.O. To understand how to write a poem. Success Criteria:	Main teaching:	Independent work:		Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

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