



GOLD

School name: _____ **ENGLISH PLANNING YEAR B**



Teacher: _____

Class: _____ Year: 5/6

Term: Spring 1

Week Commencing: Week 1

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. To understand how to use a range of punctuation accurately.</u>	Spot the mistakes!	<p><u>L.O. To answer comprehension questions on a piece of text.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand the start of the story. 2. I should use my comprehension skills to pose and answer questions. 3. I could use evidence to support my views. 	<p><u>Main teaching</u></p> <p>Talk with children about the cover of the book and the newspaper cutting before the first chapter, encouraging them to share their predictions and ideas. What genre do you think the book is?</p> <p><u>Read p3-7 chapter 1 & 2</u></p> <p>Allow children to respond to opening holding a 'Tell me' discussion; sharing anything they liked or disliked, anything that puzzled them or reminded them of something. Children must record what they liked or disliked, anything that puzzled them or reminded them of something on post-it notes. Display on working wall.</p> <p>What do we know so far? Ask children to work with a partner and brainstorm what they have found out. What do you want to know?</p>	<p><u>Independent work:</u></p> <p>In their books, children answer the questions:</p> <ol style="list-style-type: none"> 1. What do you like about the story so far? Why? 2. What do you dislike about the story so far? Why? 3. Does anything puzzle you about the story? If so, what? 4. What does the book remind you of? Why? 5. What questions would you like to ask the author? 6. What do you predict will happen next? 	<p>Children share their ideas with the class.</p> <p><u>Read Chapter 3 before next lesson.</u></p>	<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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Tues	<u>L.O. To understand how to use apostrophes for omission correctly.</u>	Apostrophes	<p><u>L.O. To understand how to use drama to explore a key moment in the plot.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand the characters are feeling. 2. I should use body language to convey how characters feel. 3. I could use my voice to act successfully, in role. 	<p><u>Main teaching</u></p> <p>Read chapter 4: 'I nearly shaved myself to death', asking class to listen out for further clues about Liam's character. Children discuss what they have learned or inferred about Liam so far, including what they have learned about his relationships with his dad and his peers.</p>	<p><u>Independent work:</u></p> <p>As a mixed ability group, create a drama scene about Liam's deception at school.</p>	Children show their freeze frame performances.	<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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Wed	<u>L.O. To understand how to use apostrophes for possession correctly.</u>	Apostrophes	<p><u>L. O. To understand the skills required to create a character profile.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to recall information from a text. 2. I should include evidence from the text. 3. I could make inferences and deductions about a character. 	<p><u>Introduction</u></p> <p>Recap what we have read so far and allow the children time to respond to feedback.</p> <p><u>Main teaching</u></p> <p>Recap story so far- Read chapter 5 ‘My Visible friend’</p> <p>Discuss what we have now learned about Liam and how his father reacted to the situation. Hotseat Liam as a class and discuss why he makes the decisions.</p> <p>Model creating an outline with feelings, thoughts and what we know about him.</p>	<p><u>Independent work:</u></p> <p>Children create a character profile of Liam.</p>	<p>Children complete a gallery – are theirs the same as other children’s? Why? Why not?</p> <p>Up-level using the visualiser.</p>	<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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Thurs	<u>L.O. To understand how to use apostrophes.</u>	Revision of apostrophes.	<p><u>L.O. To understand the skills required to write an 'agony aunt' letter.</u></p> <p><u>Success criteria:</u></p> <ol style="list-style-type: none"> 1. I must include the correct features of an agony aunt letter. 2. I should be able to express my concerns using precise vocabulary. 3. I should use a range of punctuation accurately. 4. I could choose the appropriate register and formality. 	<p><u>Main Teaching</u></p> <p>-Discuss what the children think about Liam's father's view of Liam.</p> <p>-Read chapter 6: 'my planet panda pop' and further explore this issue:</p> <p>Parents are likely to be concerned about their children, What do they think Liam's dad is concerned about?</p> <p>-Now Liam's dad has spent time with him and found out more about his interests, role play him going back to the kitchen to speak to mum about his concerns.</p> <p>-How will they tell Liam?</p> <p>-Look at examples of Agony aunt letters and pick out features</p> <p>-Give children an example letter and allow them time to magpie features that they like.</p> <p>- All the children time to plan their letters.</p>	<p><u>Independent Task</u></p> <p>Children write letter to an agony aunt, in role as Liam's dad.</p>	The class edit and improve a section of one on the visualiser together and then give each other two stars and a wish.	<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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Fri	L.O.		<p><u>L.O. To understand the skills required to up-level a letter.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must include the correct features of an agony aunt letter. 2. I should be able to express my concerns using precise vocabulary. 3. I should use a range of punctuation accurately. 4. I could choose the appropriate register and formality. 	<p><u>Introduction</u> Recap what we have read so far and allow the children time to respond to feedback.</p> <p><u>Main teaching</u> Recap why it is important to check over our work. What sorts of things should we look for? Teacher to model how to uplevel work on the visualiser.</p>	<p><u>Independent work:</u> Children edit and improve their letters.</p>	Teacher reads out some excellent examples and children magpie ideas.	<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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