



**GOLD**

School name: \_\_\_\_\_ **ENGLISH PLANNING YEAR B**



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_ Year: 5/6

Term: Autumn 2

Week Commencing: Week 3

| 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 what a conjunction is</u> | Think, pair, share: what is a conjunction? Why do we use conjunctions? Is there a rule for where they have to appear in a sentence? Define 'conjunction' Think about what conjunction works best within different sentences. Differentiated task. | <p><u>L.O. To understand how to write a dialogue between two characters.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must use a new line for a new speaker.</li> <li>2. I should use colons correctly to separate the speaker from the speech.</li> <li>3. I could use precise, detailed language to describe how each character feels.</li> </ol> | <p><u>Main teaching</u></p> <p>Recap work from last week and the story so far. Ask the children: What did you think the family should do now? Read chapter 3 and discuss events- how do you think the girls feel? How do you think Jim and the mum feel? Discuss with children the reasons why Jim's mother left his sisters at the big house.</p> <p>Ask the children to imagine that they are Emily and Lizzie, left behind at the big house, and role-play an imaginary conversation between the two girls. How would they feel about being left there? What might they be thinking about their mother and brother?</p> | <p><u>Independent work:</u></p> <p>Children to write the conversation between the 2 characters showing how they feel about not being able to look after the mum when she is ill, and their fears for the future.</p> | Children up-level their conversations in purple pen and are introduced to play scripts. | <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> |
| Notes/ feedback following lesson: |   |   |  |  |  |   |  |

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| Tues | <u>L.O. To understand what a co-ordinating conjunction is</u> | What is a coordinating conjunction? Define co-ordinating conjunction. Show children how it works with clauses. Teacher to show children FANBOYS. Differentiated starter: children to choose their level of difficulty. | <p><b><u>L.O. To understand the skills required to write a successful description.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must use interesting and precise adjectives.</li> <li>2. I should use precise and detailed vocabulary, including adverbials, noun phrases and similes and metaphors.</li> <li>3. I could use a range of punctuation and consider my targets.</li> </ol> | <p><b><u>Main teaching</u></b></p> <p>Recap the story so far. Read Chapter 4 'The Workhouse.' Ask the children what the two different settings are in this chapter (the street and the Workhouse). Ask them to highlight the key words and phrases to describe each setting. Display a picture of a Victorian Street. Ask the children to pair share different phrases to describe the Street. Display a picture of the Workhouse. Children write phrases to describe the workhouse and their partner then up-levels it. Children complete a sensory walk of the workhouse, with their learning partner after children have written what they can see, hear, taste, smell and touch.</p> | <p><b><u>Independent work:</u></b></p> <p>Children write a description of the workhouse.</p> | Children up-level their work in purple pen and discuss the features of a playscript for a class checklist. | <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> |

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| Wed | L.O. To understand how to what a subordinating conjunction is. | What is a subordinating conjunction? Discuss what a subordinating conjunction is. Difference between the two conjunctions. Can you name any subordinating conjunctions? Children to try writing their own sentences. | <p><b><u>L. O. To understand the features of a playcript.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must know the features of a playscript.</li> <li>2. I should be able to identify speech and actions in the text extract.</li> </ol> <p>I could perform a script using body language and correct intonation/expression.</p> | <p><b><u>Main teaching</u></b></p> <p>Read chapter 4 up to p40 Explain that we are going to convert the chapter into a playscript.</p> <p>-What are the features of a playscript? With the help of the children write a playscript checklist.</p> <p>-During shared reading, use an enlarged version of the text displayed on a flipchart or IWB to demonstrate how to mark this up as a script. Giving individual children sections of dialogue or narration to read.</p> | <p><b><u>Group work:</u></b></p> <p>In groups, children write a play script and rehearse it.</p> | <p><i>Children perform their scripts.</i></p> <p>Discuss with children what they know about how Jim was feeling at this point in the story.</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> |

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|-------|--|---|--|--|------------------------------|--|---|
| Thurs | <u>L.O. To understand how to use co-ordinating and subordinating conjunctions in my writing.</u> | What is a coordinating conjunction?<br>What is a subordinating conjunction?<br>How do we use them in sentences?<br>As a class write an extended sentence using a conjunction to do with Street Child. The children are all to give this a go in their whiteboards and to use this for their big writes. | <u>L.O. To understand the skills required to write a play script.</u><br><br><u>Success Criteria:</u><br>1. I must know how to use colons correctly.<br>2. I should use a range of punctuation, including brackets for extra information.<br>3. I should be able to write detailed stage directions, in the correct format.<br>4. I could distinguish between written and spoken language. | <u>Main Teaching</u><br>Recap the story so far. Recap Chapter 4. Explain that we are going to convert the chapter into a playscript.<br>Ask the children: What are the features of a playscript? Refer to the checklist from yesterday's lesson.<br>-During shared reading, use an enlarged version of the text displayed on a flipchart or IWB to demonstrate how to mark this up as a script. Children then highlight the dialogue in this section. Teacher to show the children an example script and demonstrate turning the first part into a script. | Children write a playscript. | Children fill in the SC and read each other's scripts, giving a verbal two stars and a wish.<br><br><u>Read Chapter 5.</u> | <b>Exceeding ARE:</b><br><br><b>At ARE:</b><br><br><b>Below ARE:</b><br><br><b>SEND</b><br><br><b>PPG</b><br><br><b>EAL</b> |

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|---|---|--------------------------|--|--|--|---------------------------------------|--|
| Fri   | L.O.                                      |                          | <p><b><u>L.O. To understand the skills required to write a play script.</u></b></p> <p><b><u>Success Criteria:</u></b></p> <ol style="list-style-type: none"> <li>1. I must know how to use colons correctly.</li> <li>2. I should use a range of punctuation, including brackets for extra information.</li> <li>3. I should be able to write detailed stage directions, in the correct format.</li> <li>4. I could distinguish between written and spoken language.</li> </ol> | <p><b><u>Introduction</u></b><br/>Recap what we have read so far and allow the children time to respond to feedback.</p> <p><b><u>Main teaching</u></b><br/>Children are given a low ability piece of writing and need to up-level it on the line below. They need to include all punctuation, adventurous vocabulary, connectives and different sentence openers</p> <p>Teacher to read out a couple of the examples.</p> | <p><b><u>Independent work:</u></b><br/>Children look over their own work and edit and improve.</p> | <p>Children level their own work.</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> |
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