**School name: ENGLISH PLANNING YEAR B**

**GOLD**

**Teacher: Class: Year: 5/6 Term: Spring 2 Week Commencing: Week 4**

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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** | L.O. To accurately use physical punctuation. | Discuss actions that could be used for physical punctuation and children verbally show their own sentences. | **L.O. To understand how to create an effective plan for my story.**  Success Criteria:  1. I must be able to recall the features of a story.  2. I should understand the concept of a story mountain.  3. I could make detailed jottings. | **Main teaching**  Ask the children what they thought about the book? What did they like/dislike? What images stuck in their heads.  Re-read the whole book. Then ask children to imagine one of the surviving children (the boy caught by the Mayor) from the concentration camp is telling the story of the girl called Rose who tried to help them.  Tell them that this week we will be writing the story of the little boy who was thrown into the lorry. Play online activity. Discuss what his story could be and the features of a story. Recap story mountain.  Gather ideas and make notes. Ask children to pretend they are the little boy and share ideas about what may happen in their story. Model planning/show example. | **Independent work:**  Children plan their story on the story mountain template. | Children give their work to their learning partner, who then gives them 2 stars and a wish. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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| **Tues** | L.O. To understand how to use inverted commas in my writing. | Ask children what inverted commas are and recap.  Remind the children that you must use a capital letter inside the inverted commas, you must introduce the speech with a colon or comma and the punctuation at the end must go inside the inverted commas.  Children then practise. | **L. O. To understand the skills required to write an effective opening for my story.**  Success Criteria:   1. I must write an engaging first sentence. 2. I should be able to include a range of punctuation (A.?!,’():;--…) correctly. 3. I could describe the characters and set the scene using precise and interesting vocabulary. | **Main teaching**  Recap the task with the children.  Ask them for the features of an opening.  Children to write their first sentence on MWB, then give to learning partner to up-level.  Model how to write the opening, with a focus on engaging the reader and keeping the tension bubbling. | **Independent work:**  Children to write the opening to their story. | Children edit and improve their work and then peer assess each other’s, giving two stars and a wish. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Wed** | L.O. To understand how to punctuate speech correctly. | Recap what we learnt yesterday. When do we use speech marks?  Go through the PowerPoint with the children. | **L.O. To understand the skills required to write the build-up and problem to a story.**  Success Criteria:   1. I must be able to create a problem that sustains the reader’s interest. 2. I should be able to include speech that is correctly punctuated and dialogue to advance the action. 3. I should build the tension using a range of punctuation and sentence types (Alan Peat) in order to build cohesion. 4. I could show the difference between written and spoken language. | **Introduction**  Recap what we have read so far and allow the children time to respond to feedback.  **Main teaching**  Recap the work covered yesterday and look at story plans.  What are the features of the build-up and problem? Look at example. Create check list.  Discuss – what is figurative language? How is it effective? Children write on their whiteboards a piece of figurative language to describe how their character is feeling in their story build up.  Model writing the start of the build-up. | **Independent Work:**  Children to write the build-up and problem to their story. | Up-level an example using visualizer.  Children up-level their own work. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Thurs** | L.O. To understand how to use a variety of sentence types. | Alan Peat Sentences | **L.O. To understand the skills required to write the resolution and ending to a story.**  Success Criteria:   1. I must solve the problem and bring the story to end. 2. I should use a range of punctuation, a range of sentence types and finish the story in an interesting and exciting way. 3. I could manipulate grammar and punctuation effectively for the intended purpose. | **Main Teaching**  Recap the work covered yesterday and look at story plans.  What are the features of the resolution and ending to a story? Look at example. Create check list.  Remind children that the story needs to link to Rose Blanche. How could this be done? Include the mayor, the rations, talk about a girl that comes to the barbed wire fence? | **Independent Task**  Children to write the resolution and ending to their story. | Children proof read each other’s work with a partner, using the SC grid checklist to assess. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Fri** | **L.O.** |  | **L.O. To understand the skills required to edit and improve my story.**  Success Criteria:   1. I must be able to check my spellings using a dictionary. 2. I should be able to check I have used all punctuation and that it is used correctly. 3. I could up-level my vocabulary choices and check that my work makes sense. | **Introduction**  Recap what we have read so far and allow the children time to respond to feedback.  **Main teaching**  Recap why it is important to check over our work. What sorts of things should we look for? Teacher to model how to up-level work on the visualiser. | **Independent work:**  Children edit and improve their letters. | Teacher reads out some excellent examples and children magpie ideas. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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