



GOLD

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



Teacher: _____

Class: _____ Year: 5/6

Term: Summer 1

Week Commencing: Week 4

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 variety of sentence types.</u>	Recap AP sentences learnt so far this year and ask children to write a sentence for each one that we have studied.	<p><u>L.O. To understand the features of autobiographies and biographies.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know the difference between a biography and an autobiography. 2. I know should know how to effectively compare. 3. I could identify key features in each text type in order to compare them. 	<p><u>Main teaching</u></p> <p>Ask the children what the difference is between a biography and an autobiography. Recap definitions of a class. Allow the children time to discuss what they think the key features of an autobiography and a biography might be.</p>	<p><u>Independent work:</u></p> <p>Children read an autobiography and a biography example and complete a table comparing how they are similar and different.</p>	As a class, write a definition of a biography and an autobiography.	<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:							

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Tues	<u>L.O. To recall and identify different word classes.</u>	Word Class Bingo!	<p><u>L.O. To know how identify key features of a piece of text.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know the key features of an autobiographical text. 2. I should be able to pick out the features in a given text. 3. I could conclude an autobiography. 	<p><u>Main teaching</u></p> <p>Recap what we learnt yesterday. What are the features of an autobiography? Create a checklist, include these features:</p> <ul style="list-style-type: none"> - opening paragraph summaries person's life - written in past/present tense and first person - recounts key incidents in the subject's life - events usually written in chronological order but with some general explanatory paragraphs - Use of facts and opinions- 	<p><u>Independent work:</u></p> <p>Read through the autobiography of Anne Frank. Children to analyse and annotate the autobiography.</p>	Children share their findings with the class.	<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 recall and identify different word classes.</u>	Word Class Bingo!	<p><u>L.O. To understand and use the features of an autobiography.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> I must know the features of an autobiography. I should be able to orally recount details from my life. I could make detailed jottings. 	<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>What is an autobiography? How is it different from a biography? Take feedback.</p> <p>Ask the children to work in pairs and to spend five minutes each telling their partner about their lives.</p> <p>Once the activity has been completed, ask: <i>How were the retellings organised? What tense did the speakers use? Did you find out anything that you didn't previously know?</i> Take feedback from class.</p> <p>Give out copies of the autobiography resource sheet. Model how to write notes about yourself, only including important information, using bullet points etc... Ask them to look carefully at the sheet and then fill it in themselves, only noting down important information about themselves within the boxes.</p>	<p><u>Independent Work:</u></p> <p>Children fill in fact sheets about their lives.</p>	<p>Ask the children to look at their sheet. Can a reader make inferences and deductions from the information you have provided? Refer back to L/I and success criteria. Choose some chi to share their notes about their life.</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 the skills required to write a variety of sentence types.</u>	Alan Peat sentences.	<p><u>L.O. To understand the skills required to write an autobiography.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must write in the first person and include facts and personal feelings. 2. I should write in chronological order, using a range of devices to build cohesion. 3. I should include a range of punctuation and sentence types. 4. I could show the difference between written and spoken language. 	<p><u>Main Teaching</u></p> <p>Ask the children to work in pairs and to spend five minutes each telling their partner about their lives.</p> <p>Once the activity has been completed, ask: <i>How were the retellings organised? What tense did the speakers use? Did you find out anything that you didn't previously know?</i> Take feedback from class.</p> <p>Give out copies of the autobiography planning sheet. Model how to write notes about yourself, only including important information, using bullet points etc...</p> <p>Read aloud Miss Bryan's autobiography. Discuss how the text is written and any good points they identify.</p> <p>Children talk to their learning partner about their life, in chronological order. Teacher asks what the children learnt about each other – how was it hearing about someone else's life?</p> <p>Ask the children what the features of an autobiography are and reinforce check list.</p>	<p><u>Independent Task</u></p> <p>Children independently write an autobiography.</p>	Children proof read their work and edit and improve with purple polishing pen.	<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 an autobiography.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must write in the first person and include facts and personal feelings. 2. I should write in chronological order, using a range of devices to build cohesion. 3. I should include a range of punctuation and sentence types. 4. I could show the difference between written and spoken language. 	<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 up-level work on the visualiser.</p>	<p><u>Independent work:</u> Children edit and improve their autobiographies.</p>	<p>Teacher reads out some excellent examples and children magpie ideas.</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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