



SILVER

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



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

Year: 3/4

Term: Autumn 1

Week Commencing: Week 6

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 identify the main clause in a sentence.</u>	<a href="https://www.bbc.co.uk/bitesize/guides/z9bdqty/revision/3">https://www.bbc.co.uk/bitesize/guides/z9bdqty/revision/3</a> Identify the main clause in sentences. Discuss the main clause and subordinate clause.	<u>L.O. To understand how to prepare the first draft of a story.</u>  <u>Success Criteria</u>  Story writing SC grid on display.  To be stuck in books for 2nd draft.	<b>Main teaching</b>  Explain that today we are going to be preparing a first draft of our story based around 'The Great Kapok Tree'. Our rainforest story to stop deforestation or the discovery of a new animal or plant.  Using someone's story planner model how we can turn this into a detailed story.  Extending the ideas from the planner into descriptive sentences. Show a balance between narrative and dialogue.  Make sure the stories follow the plan! Explain that they have a form to use as this is just a first draft we want it finished today. We will spend the time extending it when we do our final draft after our edit and improve session.	<b>Independent Work:</b>  Word of the week: meandering  Chn to use prompts on tables to extend their plans.  Story writing prompts/rainforest language/synonyms and Alan Peat sentences.  Stop the chn regularly to share their stories and make sure they stick to their plans.  Keep the ideas short and snappy.	Share the stories with the class. Choose amazing sentences to be displayed on our wall for others to magpie. Discuss what/why we like them.	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>
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Tues	<u>L.O. To understand how to use a variety of sentence types.</u>	Discuss the rule. What, an adjective followed by a noun. Should show string emotion.	<u>L.O. To understand the skills required to edit and improve my work.</u>  <u>Success Criteria</u>  Create SC as a class – what will our focus be to edit and improve our work. Work together to focus on certain parts.	<u>Main teaching</u>  Explain today we are going to be up-levelling our writing. Improving it to make it the best it can be. Show work on IWB and model how to proof-read for any errors. Model how to edit punctuation errors and how to improve the sentence construction and language used. Ensure descriptive language is used and there is evidence of 2A, similes and senses. Chn are to proof-read their writing and follow example on the board to check for spelling, punctuation errors. Chn are to make any final adjustments to their story before peer assessing to check again for any errors.	<u>Independent Work:</u>  Children to discuss in pairs what/how they have assessed their writing. Share in pairs what they have changed/improved and why.  Teacher to support LA group. Work though together focusing on full stops and capital letters.  Include 2A sentences and senses to describe throughout their writing.	Read or tell the finished stories to another class or each other. Make sure there is time to practise speaking/reading clearly.	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>
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Wed	<u>L.O. To use question marks correctly</u>	<p>Go through the use of a question mark, why would we need one, what does it show?</p> <p>What words show a question is being asked?</p> <p>Chn to look at some sentences and decide if they need a question mark.</p>	<p><u>L.O. To understand the skills required to write a short story.</u></p> <p><u>Success criteria</u></p> <p>SC grids stuck in books</p>	<p><b>Main teaching</b></p> <p>Explain that today we will be putting everything together for an assessed piece of writing.</p> <p>Make sure the children are clear in that they are not creating a whole new story, they are using their first draft to write an even better story today.</p> <p>Assessed writing – rules, work in silence, can use any resources to help with their writing that they want to, when they have finished they read a book in silence. Take your time! A finished story in 10 minutes is not detailed enough.</p>	<p><b>Independent Work:</b></p> <p>Independent writing task</p>	<p>If there is time we could share some finished stories.</p> <p>Choose our star writers.</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 use capital letters and full stops correctly</u>	Explain that the use of capital letters and full stops is important to apply independently. We are still forgetting the basics. Go through some sentences to correct.	<p><b><u>L.O. To successfully identify the features of instructions.</u></b></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. I must Use clear, short sentences.</li> <li>2. I must use chronological order.</li> <li>3. I should Use 'bossy' imperative verbs.</li> <li>4. I could use time adverbials</li> </ol>	<p><b><u>Main teaching</u></b></p> <p>Children walk into class with 2 sheets of large paper on their desks. Ask the chn to make a paper hat like in the picture using their first sheet of paper. After the chn have had a quick go and (hopefully) been unsuccessful, ask them what would help us with this task? Give the chn an instructions sheet that is jumbled and confusing to read. Ask them to read each step for me to carry out. What is the first thing that is wrong with these? Talk partners to discuss other improvements needed.</p> <p><b>Make notes on Wbs to list the features that instructions need</b>, what would have made these easier to follow?</p> <p>Discuss collectively that we need imperative verbs, chronological order, clear, short sentences and time adverbials. Give a verbal example of stand, sit, jump. What do we call the words that tell us the action – fold? Imperative verbs, they are bossy!</p> <p>Time adverbials - first, next, after that, then and finally.</p> <p>Give the chn the correct instructions along with pictures to follow.</p> <p>Ask the chn to look at the instructions carefully, do they follow the list that we've created?</p> <p>Where would we find instructions and in what form can they come?</p> <p>Preparation for rainforest café!</p> <p>Watch final video and ask the chn what the easiest instructions were to follow and why.</p>	<p><b><u>Independent Work:</u></b></p> <p>Task 1 - following the mixed instructions to make a hat.</p> <p>Task 2 – Make note on WBs what instructions need.</p> <p>Task 3 – discuss features of instructions and make note.</p> <p>HA to change numbered steps to time adverbials to sequence our sentences.</p> <p>Task 4 – follow the correct instructions along with pictures – does it follow our list?</p> <p>Task 5 – follow the instructional video to make the hat. Which do we prefer and why?</p>	Discuss where we might find instructions in everyday life and in what format these might come.	<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>

<https://www.bing.com/videos/search?q=How+to+Make+a+Newspaper+Hat&&view=detail&mid=820CF8CCABFCAD498745820CF8CCABFCAD498745&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DHow%2Bto%2BMake%2Ba%2BNewspaper%2BHat%26FORM%3DVRMHRS>

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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

							<b>EAL</b>
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