**School name: ENGLISH PLANNING YEAR B**

**SILVER**

**Teacher: Class: Year: Term: Autumn 2 Week Commencing: Week 5**

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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** | See separate plans | See separate plans | **L.O. To understand a text**  Success Criteria:   1. I must know how to find information in a text. 2. I should know what information fits with the question. 3. I could think of any other information I could infer from the text. | Explain to the children that they are going to be focusing on their comprehension skills today. Discuss what this means with the class and how they can use their comprehension skills to help them find information in a text.  Read the information text with the class. Model how you can focus in to find information. Talk about the headings with the children and how we can use them to help us.  Read the first question on the page – model finding the answer to the question in the text.  Explain to the chn that they are now going to read the questions and find the answers in the text. | BARE: Chn to complete the comprehension activity with adult support.  ARE: Chn to complete the comprehension activity.  AARE: Chn to complete the comprehension activity. | Chn to share their answers with the class.  *What did you find tricky about finding the information? What did you find easy?* | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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| **Tues** | See separate plans | **(See Separate Plans)** | **L.O To respond to a text**  Success Criteria:   1. I must know how to respond to a text. 2. I must write appropriate answers to a question. 3. I should be able to give my own opinion. 4. I could give detailed reasons for my opinions. | Read aloud the book from the beginning and read on until the ending of the story. Discuss the children’s responses to the ending of the book. What they liked or disliked, anything that puzzled them or any connections they can make. You may also want to make opportunity for the children to re-read and re-visit the text independently or in small groups.  Through modelling, identify your favourite part of the story or the most exciting or memorable part of the story. Provide the children with an oral scaffold for example: *my favourite part of the story is... because... The most exciting part of the story is... because...* and in pairs ask them to identify their favourite part. Encourage the children to give the reasons for their choices and invite them to share their opinions with the class and to share their reasoning.  Use some of Aidan Chambers’ ‘special questions’ to explore the children’s responses to the book e.g.  Chn to answer the following questions about the story in their books  - *Think of yourself as a spectator. With whose eyes did you see the story? Did you only see what one character in the story saw, or did you see things sometimes as one character saw them and sometimes as another and so on?*  - *When you were reading the story, did you feel it was happening now? Or did you feel it was happening in the past and being remembered? Can you tell me anything in the writing that made you feel like that?*  - Which character interested you the most?  - Is that character the most important in the story/ or is it really about someone else?  - Which character(s) didn’t you like?  - Did any of the characters remind you of people you know?  - Or remind you of characters in other books? | **Independent work:**  BARE: Children to work in a group with an adult to answer the questions.  ARE: Children to answer the questions in their books independently.  AARE: Children to answer the questions in their books independently and use ‘because’ to explain their reasoning. | Chn to share their responses with a partner | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Wed** | See separate plans | (See Separate Plans) | **L.O To know how to use chronological order**  Success Criteria:   1. I must know how to sequence a story. 2. I must sequence in chronological order. 3. I should use my story map to retell the story.   I could use drama, expression and speech to retell the story. | Read the whole story again on several occasions to the children, enabling the children to become familiar with the sequence of events as they unfold in the story. Ask the children to work with a partner or in a small group to think again about their favourite adventure Traction Man went on and why this is their favourite. For example, they may have enjoyed the animals being saved from the Evil Pillows or they may have preferred the defeat of the Mysterious Toes.  Once the children have decided on their favourite adventures, cast different groups of children into each of these adventures and sitting in a large circle read the story again, with each group of children coming into the centre of the circle to act out the different part of the book.  Once you have enjoyed these re-enactments, ask the children help you summarise the structure of the adventures and model how to represent these graphically by creating a storymap, a sequence of events in words and/or pictures.  For example, the Mysterious Toes incident begins with Traction Man and Scrubbing Brush exploring a setting together, then a dramatic and dangerous incident occurs, Traction Man and Scrubbing Brush work together to defeat their enemy and solve the problem and finally they relax safe in the knowledge they have saved the day.  Give the children large pieces of paper that they can work on individually, in pairs or in groups to create their own storymaps for their favourite adventure they have acted out.  Read the story for the children again. *Are there any words or phrases from the text that they want to add on to their storyboard?* Give the children time to do this. | BARE: Children to work in mixed ability pairs to create a story map.  ARE: Children to work in mixed ability pairs to create a story map.  AARE: Children to work in mixed ability pairs to create a story map. | Once the children have completed their storymaps, allow time for the children to retell the adventure orally in their own ways, in groups, pairs or individually. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Thurs** | See separate plans | (See Separate Plans) | **L.O. To use drama to create a narrative**  Success Criteria:   1. I must know how to use drama to create a story. 2. I should know how to act in character. 3. I could think of adventurous language to use in my performance. | Read the last page of the book to the children again, giving them time to look carefully at the illustration. *What do they notice about the illustration? What could happen next?*  Allow the children to talk about the events they think will unfold as the scissor shark approaches Traction Man and Scrubbing Brush. You may want to allow the children to name this character in the style of Mini Grey, such as the ‘Scissor Shark of Death’.  Explain to the class that they are going to write a sequel to *Traction Man is Here*. They will compose the next mini-adventure for the characters explaining what happens to Traction Man in the face of this encounter with the scissors!  Put children into small groups or pairs to improvise what happens next, building on the discussion and using the last picture in the book as the starting point for their drama: *they know they are ready for anything.* These improvised role-plays will form the narrative adventure for the children's writing.  Encourage the children to share their work in turn to the class for them to comment on what they liked about each other’s’ ideas. Use prompts to support articulation of evaluations: *I liked it when... because* | BARE: Mixed ability groups to use drama to improvise what happens next in the story.  ARE: Mixed ability groups to use drama to improvise what happens next in the story.  AARE: Mixed ability groups to use drama to improvise what happens next in the story. | Children to perform to the class. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Fri** | See separate plans | (See Separate Plans) | **L.O. PRACTISE SPAG PAPER** | **PRACTISE SPAG PAPER** | **PRACTISE SPAG PAPER** | **PRACTISE SPAG PAPER** | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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