



SILVER

School name: _____ ENGLISH PLANNING YEAR B



Teacher: _____

Class: _____

Year: _____

Term: Spring 2

Week Commencing: Week 2

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>See separate plans</u>	<u>See separate plans</u>	<p><u>L.O To explore features of poetry</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what a poem is. 2. I should be able to explain the differences between a poem and a story. 3. I could think of ambitious adjectives to describe. 	<p>Explain to the chn that you are going to be looking at Free Verse poetry today.</p> <p><i>Free Verse poems have no rhyming structure and often don't have a particular rhythm or syllable patterns; like their name suggests, they are simply 'free'.</i></p> <p>Come back to the work done last week on the woodland setting, discussing some of the words, phrases and sentences that best describe the poem.</p> <p>Read the poem 'The Grass House' by Shirley Hughes, from her collection <i>Out and About: A First Book of Poems</i> (Walker 2014) as part of this session to stimulate thinking. You could ask the children to respond to the poem comparing and contrasting the feelings of the girl in the poem with the feelings of the girl in <i>Wild</i> about her natural surroundings. Share writing a free verse poem about how the girl in <i>Wild</i> feels about the forest, drawing on what it is she loves about the setting. For example:</p> <p><i>The forest is my home, My private place. In the forest, Leafy green trees hide me, Protect me,</i></p>	<p>BARE: Shared writing of a class poem following this structure.</p> <p>ARE: Shared writing of a class poem following this structure.</p> <p>AARE: Shared writing of a class poem following this structure.</p>	How could we perform this poem?	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

				<p><i>Shelter me. Up here, In the green, live my friends: Bear, Bird, Fox, And I am surrounded by a bed of flowers. Only the animals know I am here.</i></p>			
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Notes/ feedback following lesson:

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Tues	<u>See separate plans</u>	(See Separate Plans)	<p><u>L.O. To use elements of poetry in writing</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what a poem is. 2. I should be able to explain the differences between a poem and a story. 3. I could think of ambitious adjectives to describe. 	<p>Recap learning from yesterday and read through the shared write poem that you came up with as a class. What were the features? Can the chn remember what a free poem was? How is different to other poems they have read?</p> <p>Talk through the process that we went through as a class to write the shared poem – what words did we use? Why? Make sure the chn know to use words that are appropriate for the poem they are writing – for example – they aren’t going to start using words to describe the beach when they are writing about Wild and the woods.</p> <p>Send the chn off the write their own poems – this can be in pairs or on their own.</p> <p>The children could then go on to write their own lines for a poem collaboratively in groups or as individuals. These could sit alongside their illustrations in a class anthology.</p>	<p>Independent work:</p> <p>BARE: Mixed ability pairs to write their own free verse poem.</p> <p>ARE: Mixed ability pairs to write their own free verse poem.</p> <p>AARE: Mixed ability pairs to write their own free verse poem.</p>	Chn to read their poems to the class.	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

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Wed	<u>See separate plans</u>	(See Separate Plans)	<p><u>L.O. To explore characters through drama</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what role play is. 2. I must know how to perform and act in character as someone else. 3. I should know how to thought tract appropriately 4. I could extend my knowledge by improvising during my drama sessions. 	<p><i>Freeze-frames are still images or a tableau. They can be used to enable groups of children to examine a key event or situation from a story and decide in detail how it could be represented. When presenting the freeze-frame, one of the group could act as a commentator to talk through what is happening in their version of the scene, or individual characters could be asked to speak their thoughts out loud.</i></p> <p>Re-read the story so far up to the page 'One day she met some new animals in the forest...'</p> <p>Explore the illustration; who are these 'new animals? Why are they there? What do they think when they see her? What does she think when she sees them? Who is missing from this picture? Why? Use the facial expressions in the illustration to track her feelings in a new colour on the role on the wall as the story progresses.</p> <p>Have the children work in groups of four to re-enact the scene in a freeze-frame. Have each child take the role of one of the characters pictured – the two men, the dog and the girl. What do you think your character might be thinking or saying at this point in the story?</p> <p>Why are they saying that? Encourage the children to justify their responses with evidence from the text – including the illustrations.</p>	<p>BARE: Mixed ability groups to create a freeze frame and write thought bubbles for their characters.</p> <p>ARE: Mixed ability groups to create a freeze frame and write thought bubbles for their characters.</p> <p>AARE: Mixed ability groups to create a freeze frame and write thought bubbles for their characters.</p>	Chn to act out their freeze frames using their written thought bubbles.	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>
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Thurs	<u>See separate plans</u>	(See Separate Plans)	<p><u>L.O. To write using first person</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what a letter is 2. I must know how to format a letter 3. I must write in first person 4. I could extend my writing by using conjunctions to back up my reasons. 	<p><i>Shared writing is possibly the most important way a teacher can help all the children to experience what it's like to be a writer. Acting as a scribe, the teacher works with a group of children to create a text together. Teacher and children work as active partners, talking together to share ideas while the teacher guides the children through all the descriptions that writers need to make and helps them shape their thoughts on paper.</i></p> <p>Re-read the story up to the point explored yesterday. Discuss with the children what they think the men should do next? Why do they think they should do that?</p> <p>Through shared writing, scribing and extending the children's ideas, write a letter of advice to the two men, telling them what they think they should do upon finding the girl and why.</p> <p>Recap the format of a letter, what person and tense will they need to write in. How is a letter set out etc.</p> <p>Encourage children to write their own letters to the men. This can be made more authentic by using proper notepaper and envelopes to write up their letters once they have been drafted and then the children could post these in a postbox set up in the classroom.</p>	<p>BARE: Chn to write a letter to the men in the story giving them advice. Cloze procedure and word mats for support.</p> <p>ARE: Chn to write a letter to the men in the story giving them advice.</p> <p>AARE: Chn to write a letter to the men in the story giving them advice. Encouraged to use a range of conjunctions to explain reasoning and extend their sentences.</p>	Chn to share their letters and 'post them'	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>
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Fri	<u>See separate plans</u>	(See Separate Plans)	<p><u>L.O. To write using first person</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what a letter is 2. I must know how to format a letter 3. I must write in first person 4. I could extend my writing by using conjunctions to back up my reasons. 	<p>Recap previous session – what did we do? What is a letter? How do we write a letter? What letter did we write yesterday? In preparation for this session, make a large letter of response back from the two men. This could read something like:</p> <p><i>Dear Year 1/2, Thank you for your letter. We really appreciate you sending us your advice on what you thought we should do. We were very surprised to find the girl in the trap in the forest. The trap had been set to catch a wild bear that people in the town had seen and were scared of. We really weren't sure what to do when we found her! After reading your letter and talking together, we really don't think we should leave a small girl in a forest by herself because it's not safe. What if the wild bear found her? So, we have decided to take her back to the town to someone who will be able to take care of her properly. Thank you again for writing to us. Best wishes, Frank and Ed</i></p> <p>Ask the children whether they agree or disagree with the men's decision and why? What do they think will happen when she is taken to the town? How will it make her feel? Do you think she will settle in?</p>	<p>Have the children write a letter back to the men to give them their opinion about what they have done, modelling first through shared writing. Encourage them to extend sentences to justify or expand responses, using conjunctions such as <i>and, but, so</i> and <i>because</i>.</p> <p>BARE: Chn to write a letter to the men in the story giving them advice. Cloze procedure and word mats for support.</p> <p>ARE: Chn to write a letter to the men in the story giving them advice.</p>	<p>Chn to check their writing and make any improvements they need to.</p>	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

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