**School name: ENGLISH PLANNING YEAR B**

**SILVER**

**Teacher: Class: Year: Term: Summer 1 Week Commencing: Week 1**

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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 respond to an illustration**  Success Criteria:   1. I must know how to respond accurately 2. My response should be relevant to the stimulus 3. I could explain my reasoning to a peer. | Without revealing the book, explore the illustration in which Anna is pulling the boat towards Crocodile who is holding a map.  Engage the children in book talk, using the prompts from Aidan Chambers’ Tell Me (Children, Reading and Talk) with the Reading Environment (Thimble Press 2011):  o Tell me... o What do you notice in this picture? o Is there anything you like about it? Why? Why not? o Is there anything that you dislike? Why? o Does it remind you of anything? o Does anything puzzle you? o What kind of story do you think this will be? o What can you say about the characters? o What would you like to find out?  Record responses around a copy of the illustration on the working wall / reading journal.  Chn to write their responses in their books around a copy of the illustration using the class discussion time as a prompt. | BARE: Children to write their responses as a group using word mats and adult support.  ARE: Children to write their responses in their books.  AARE: Children to write their responses in their books. Encourage children to use ‘because’ to explain their reasoning. | Chn to share their responses with a partner. | **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 use adjectives to describe**  Success Criteria:   1. I must know how to infer information from a text 2. I must use adjectives to accurately describe a character 3. I must describe both how the character looks and what the character might be thinking/feeling 4. I must use capital letters, finger spaces and full stops. | On the working wall, prepare and show the children the outlined Roles on the Wall of Anna and Crocodile, still not revealing the book.  Read the first page aloud (‘“Let’s find Gold,” said Anna... “Let’s go!”’) whilst looking at the two characters on the wall.  o What does this say about each of the characters? o What do you think you know about them? How do you know this? o How do they feel about each other? What makes you think that?  Scribe the children’s ideas; outward appearance and facts on the outside; ideas about personality/characteristics, thoughts and feelings on the inside.  Encourage children to justify their ideas, relating back to facial expression and body positioning as well as what they heard read aloud. Add to these Roles on the Wall in different colour pens as you unfold the book and the children find out more. | **Independent work:**  BARE: Chn to create their own role on the wall poster in their books using the class discussion as inspiration. Sound and word mats provided.  ARE: Chn to create their own role on the wall poster in their books using the class discussion as inspiration. Encouraged to use expanded noun phrases.  AARE: Chn to create their own role on the wall poster in their books using the class discussion as inspiration. Encouraged to use expanded noun phrases. | Chn to share their thoughts about the two characters with their tables. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Wed** | See separate plans | (See Separate Plans) | **L.O. To use adjectives to describe**  Success Criteria:   1. I must know how to write a character description. 2. I must use adjectives and expanded noun phrases to describe. 3. I must use capital letters, finger spaces and full stops. | Recap what you completed with the children in the last session. Pull out the main words and phrases the children have used to compile a character profile using the role on the wall posters. Emphasise the fact that the children have managed to infer and pull out a lot of information about these two characters using a small amount of information from the text which shows excellent comprehension skills.  How can we turn these phrases into a character description?  Model pulling out phrases and turning them into full sentences.  How can we take this adjective and turn it into an expanded noun phrase to create a full picture of the character for our readers? We need to make these descriptions clear as we are going to read them to a child from another table and they are going to draw the character from our description.  Emphasise the fact that the children will need to be clear about what the character looks like – descriptive language – and the will need to emphasise what they think the character is feeling/thinking too so we have a fully formed image of the character. | BARE: Chn to write a character description using their role on the wall posters using cloze procedure.  ARE: Chn to write a character description using their role on the wall posters.  AARE: Chn to write a character description using their role on the wall posters using cloze procedure. Encourage the children to use expanded noun phrases. | Chn to read their character descriptions to a child from another table – the child then has to draw the character using that description. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Thurs** | See separate plans | (See Separate Plans) | **L.O. To understand how to plan**  Success Criteria:   1. I must know what a plan is. 2. I must know what an imperative verb is and how to use one in a set of instructions. 3. I must know what it means to write in the future tense. 4. I must use my capital letters, finger spaces and full stops | Reveal the book and the front cover, predicting what the story might hold. Re-read aloud and read on to ‘“...takes planning,” said Crocodile.’  Ask children to collaborate to make a plan to find gold. Provide large scale paper on which the children can draw their ideas and make annotations that begin to support the formation of a plan. Support the children by reading aloud and exploring pirate books as well as others that involve some form of quest or treasure hunt:  o What will you need to think about? o What preparations would you need to make? o Who or what might you meet? o What might be dangerous and difficult? How would you overcome these difficulties? Support each group’s ideas through discussion and share writing a set of sentences that will best articulate the plan they have formulated for Anna and Crocodile. These may work best in command form as instructions for the two characters (e.g. ‘Find a strong bag to hold the gold.’) or you may wish for it to be an advisory statement, like Crocodile (e.g. ‘You will need a strong bag to hold the gold). Have this discussion with the children, using metalanguage such as ‘imperative verb’ or ‘future tense’ in the context of embedding the grammar in an authentic writing task.  Model the language structure and precise vocabulary involved in either form of sentence; yourself drawing on Crocodile’s authoritative or advisory tone which will support the children to tune into his voice prior to reading. | BARE: Chn to work together in pairs to make a plan to find the gold. Mixed ability.  ARE: Chn to work together in pairs to make a plan to find the gold. Mixed ability.  AARE: Chn to work together in pairs to make a plan to find the gold. Mixed ability.  Groups can go on to write a set of sentences that clearly articulates the planning required for finding gold. | Have them read their writing aloud to response partners to check they make sense, making simple revisions where appropriate. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Fri** | See separate plans | (See Separate Plans) | **L.O. To explore features of non-fiction**  Success Criteria:   1. I must know what non-fiction means 2. I must know how to write in the style of a pamphlet 3. I must use imperative verbs and future tense accurately 4. I must use capital letters, finger spaces and full stops accurately. | Recap with the children what they were doing yesterday – what were they making? What kind of language were they using? What is an imperative verb? What does it mean to write in the future tense?  Also recap with the children what an information text is and what it means to write non-fiction. How is non-fiction different to fiction? What does non-fiction do?  Explain to the children that they are going to use the plans that they came up with yesterday to create an information pamphlet for other adventurers. Show the children an example pamphlet and model creating one folding a piece of paper.  Go through with the children what information they will need to include in this pamphlet – emphasising that they have done a lot of this thinking yesterday and model filling the pamphlet in in a clear and precise way. Give the chn the option of adding illustrations to their pamphlets and adding any extra guidance or advice that they want to.  Send the chn off to work on their pamphlets independently. | BARE: Children to make their information pamphlets using the template and cloze procedure.  ARE: Children to make their information pamphlets using the template. Ensure the children are using imperative verbs.  AARE: Children to make their information pamphlets using the template. Ensure the children are using imperative verbs. | Chn to share their pamphlet of guidance and advice with EYFS – the EYFS chn could then use this in a role play activity. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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