**School name: ENGLISH PLANNING YEAR B**

**SILVER**

**Teacher: Class: Year: Term: Spring 1 Week Commencing: Week 2**

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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 visualise from a text.**  Success Criteria:   1. I must know how to respond appropriately to a prompt. 2. I should know how to imagine an image from a piece of text. 3. I could explain my visualisation to a peer and explain my reasoning. | Read aloud the next double page spread of the book (From “One day, Pattan found...” to “A pumpkin has started to grow.”) without showing the children the accompanying illustration. Read it aloud twice to allow the children to absorb some of the language, then ask the children if there are any words or phrases that they particularly liked or found memorable. Scribe these so that children can refer to them later. Ask them to listen again and close their eyes as they listen to the words. What did they picture when they were listening? Provide children with cartridge paper and art materials (coloured pencils, crayons or pastels) and ask them to draw what they were picturing in their mind while they listened to the language.  When children have completed their drawing, ask them to share the image with a partner describing what they drew and why. Refer children back to the memorable language from the text if they need support in describing their image. When they have rehearsed their sentence orally, ask them to write a caption for their illustration. Return to the working wall and ask children if there is anything that they want to add to the ‘role on the wall’ poster for Pattan? | *BARE: Children to paint a picture in response to what they have read.*  *ARE: Children to paint a picture in response to what they have read.*  *AARE: Children to paint a picture in response to what they have read.* | *Complete a gallery walk of the classroom and discuss how the painting made the class feel and what they liked about the pieces of work.* | **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 explore comparative language (Two sessions).**  Success Criteria:   1. I must know how to compare. 2. I should know what a suffix is 3. I could use comparative adjectives in a sentence. | Read the next double page spread (“The pumpkin grew a little every day...” to ““Soon it will be as tall as the mountain,” said Pattan.”). Use book talk question to allow children to share their responses to the giant pumpkin, including what they might do if they were Pattan and making links with any other stories they know in which a giant plant grows (they may have read – or been read - variations on The Enormous Turnip or seen the film version of James and the Giant Peach).  Help the children envisage the size of the pumpkin at each stage by asking them to compare it in size to something in the school environment.  Revisit the two sentences: “The pumpkin had grown taller than the fence. It was fatter than the pigs.” Underline the two adjectives ‘taller’ and ‘fatter’. What do the two words have in common? Why do they both have the same ending? Draw out from the children that these words are making comparisons between the pumpkin and the fence, and between the pumpkin and the pigs. Do words which compare two things always have the same ending. Choose two objects in the classroom and compose a sentence orally comparing them, e.g. ‘This pencil is longer than my scissors.”  “This cushion is softer than the desk.” Ask children to work in pairs to choose two objects and orally create their own sentence comparing them. Alternatively, children could use one of the illustrations from the text so far to create their own example sentences. Working with the class, use this bank of oral sentences to make a list of comparative adjectives. | **Independent work:** Ask children to create and share sentences orally about some plants (for example, ‘*An apple is juicier than a banana, but the melon is the juiciest fruit in the bowl.*’)  BARE: Orally compose sentences.  ARE: Orally compose sentences.  AARE: Orally compose sentences. | Children to share their responses with the class and add anything they missed to their grids. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Wed** | See separate plans | (See Separate Plans) | **L O. To explore comparative language (Two sessions)**  Success Criteria:   1. I must know how to compare. 2. I should know what a suffix is 3. I could use comparative adjectives in a sentence. | Remind the children of their previous lesson and recap the sentences they came up with.  This will provide an ideal opportunity to explore spelling patterns in context – depending on the ending of the root word, how do I need to adapt the spelling when adding –er? In reading back the words, either from the original text or from children’s own ideas, you could draw out the difference between taler and taller, fater and fatter.  Ask the children to investigate: Are there some adjectives that don’t work with an –er suffix? Is there a pattern as to which adjectives ‘don’t work’? *What would we do if we wanted to say that one flower was ‘beautifuller’ than another?*  Use the illustration of the growing pumpkin to draw out the superlative – e.g. the first pumpkin is big, the second one is much bigger, but the third one is the.... biggest!  Add a third column to your list of root adjectives and comparatives. After working with the children to create your lists, use an illustration from earlier in the text (for example, the opening double page spread) to place the words in context, e.g. ‘The pigs are smaller than the bulls, but the tiny ants are the smallest.’ | *Explain that as a class you are going to make a book for the children in EYFS to help them make comparisons between different fruits and vegetables. Each child is going to produce a page for the book with an illustration in the style of Frané Lessac and an accompanying sentence.*  *BARE: Children to draw three fruits/vegetables and write comparative sentences to describe them using cloze procedure.*  *ARE: Children to* *draw three fruits/vegetables and write comparative sentences to describe them.*  *AARE: Children to draw three fruits/vegetables and write comparative sentences to describe them.* | Children to share their pictures with EYFS. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Thurs** | See separate plans | (See Separate Plans) | **L.O. To understand the features of a poem.**  Success Criteria:   1. I must know what a poem is. 2. I should know format my ideas. 3. I should be able to create short phrases using descriptive language. 4. I could use comparative and superlative adjectives in my writing. | Return to the page on which the largest pumpkin is illustrated. Hand out copies of the illustration and ask children to work in pairs to annotate it – encourage them to use some of the comparative adjectives from the previous session. When collecting words, phrases and sentences from the children, support them in drawing comparisons and creating similes to describe the giant pumpkin. What could Pattan do with this giant pumpkin? Allow children to share ideas. Ask the children if any of them have tasted pumpkin before. If they have, how would they describe it? If they haven’t, what do they think it might taste like? If possible, taste some pumpkin. Collect vocabulary related to the children’s tasting experience as well as to the look and feel of the pumpkin. Ask the children who enjoyed the taste of the pumpkin? Who didn’t like it? Why?  Explain to the children that we’re going to share our positive and negative experience by writing a poem about a pumpkin. We could write about what it looks like, how it feels on the outside, how the inside is completely different or about how it tastes, or a mixture of all of those things.  Read the poem ‘Spaghetti! Spaghetti!’ by Jack Prelutsky. Display the poem where the children can reread it. Did they like the poem? Why? Why not? Were there any words or phrases that they particularly enjoyed? Do they think the poet likes spaghetti? How might it be different if the poet really hated spaghetti – can they suggest some words or lines that they could alter to show how much he detests it instead?  Hand out paper strips to the children and ask them to write one phrase or sentence about the pumpkin’s appearance, taste or feel on to it.  After children have written on their paper strips, borrow 5 or 6 of them and pin them up at the front of the class. Discuss with the children which of the strips might be an effective opening line for our poem. What line might work following that? Are there any words or phrases that might need adapting slightly to help the flow of the poem when we read it aloud? Do we need to add or remove any words? Keep reading it aloud and checking that the rhythm of the poem is effective and reflects the impact that the class wants. | BARE: Children to write phrases on strips of paper to help compose a whole class poem. Adult support.  ARE: Children to write phrases on strips of paper to help compose a whole class poem.  AARE: Children to write phrases on strips of paper to help compose a whole class poem. | Organise the strips of paper to create a whole class poem. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Fri** | See separate plans | (See Separate Plans) | **L.O. To understand the features of a poem.**  Success Criteria:   1. I must know what a poem is. 2. I should know format my ideas. 3. I should be able to create short phrases using descriptive language. 4. I could use comparative and superlative adjectives in my writing. | Remind the chn about what you did yesterday, recapping the modelled process to create a class poem using the strips of paper.After, you have modelled the process, ask each table to repeat the task using their own strips – reading them aloud to each other, deciding on the best order and editing as necessary. When they are happy that their group poem is edited to everyone’s satisfaction ask them to prepare to  Afterwards, children could write up these poems as a group, or they could write their own individual poems inspired by the same words or phrases. Some children would appreciate the opportunity to include ideas or images that they weren’t able to incorporate during the group writing task.  Children would benefit from the opportunity to publish their finished poem. They may wish to present their final poem in the shape of the giant pumpkin or to illustrate it.  Some children may be inspired by the poems that have been read aloud and want to create a poem following those formats or structured. If they do, ensure that they don’t feel limited in their choice of language/vocabulary by the requirements to rhyme. They could always retain the repetition of the original without holding on to the rhyme. | BARE: Chn to write their own poems about the pumpkin using sentence starters and adult support.  ARE: Chn to write their own poems about the pumpkin.  AARE: Chn to write their own poems about the pumpkin. | Chn to share their poems with each other. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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