**School name: ENGLISH PLANNING YEAR B**

**SILVER**

**Teacher: Class: Year: Term: Spring 2 Week Commencing: Week 4**

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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 explore features of non-fiction.**Success Criteria:1. I must know what non-fiction is.
2. I must have an understanding of the story we have read so far.
3. I should be able to explain the difference between fiction and non-fiction.
4. I should know how to conduct some research.
 | Introduce the chn to the idea of non-fiction, do the chn know what it is? Can they explain it? What is the difference between fiction and non-fiction?Share different examples of non-fiction text with the chn. Is there anything they notice about the texts?What do they all have in common? Talk about the difference between fact and fiction. What do information and non-fiction texts tell us about? How can we use them to learn from?As a class pull out all the common features of the texts and model writing this down as a list (recapping what a list should look like)Chn to write a list of the features of non-fiction e.g.FactsResearchContents pagesInformation Glossary. | BARE: Children to make a list of non-fiction features. Adult support and word mats.ARE: Children to make a list of non-fiction features.AARE: Children to make a list of non-fiction features. | Chn to share their lists with other chn to compare and fill in anything they have missed. | **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 features of non-fiction.**Success Criteria:1. I must know what non-fiction is.
2. I must have an understanding of the story we have read so far.
3. I should be able to explain the difference between fiction and non-fiction.
4. I should know how to conduct some research.
 | Introduce to the children the idea of finding out more about some of the animals from the text that are the girl’s friends. Focus first on the bear, who tucks her up on the first page. Use a mind map to collect information about what the children already think they know about bears and what they would like to find out. Using a suitable non-fiction text such as *Usborne Beginners: Bears*; recap the features of a non-fiction text. Use the contents page and index to see if you can find out the answer to something a child wants to find out, for example, ‘What do bears eat?’Read the accompanying text to clarify the answer to the question. Think about the sorts of information that might be good to include in a non-chronological report about bears. Categorise this into headings, e.g. - Different types of bears - Where bears live - What bears eat - What they look like Use the text to find information and model how to make notes under the different headings in a planning frame. | **Independent work:** BARE: Chn to answer the questions in their heading planning frame, discussed in their books as a group using adult to support.ARE: Chn to answer the questions in their heading planning frame.AARE: Chn to answer the questions in their heading planning frame. | Chn to share their research – fill in any information they might have missed.  | **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 research in my plan.** Success Criteria:1. I must be able to pick out the important information.
2. I should be able to write notes.
3. I could use diagrams and pictures with captions.
 | Using appropriate non-fiction text and other sources of information e.g. online at: http://www.bbc.co.uk/nature or National Geographic or the World Wildlife Fund’s Kids website, continue to collect information about the girl’s forest friends to produce your own non-fiction text. You may wish to explore foxes, wolves, crows, deer. Ensure children know the appropriate features for the text they are writing, for example that it has a contents page, glossary and index and that the text is organised into sections of information demarcated by headings and may use sub-headings to break down information, explanations, diagrams, captions and pictures (most likely photographs). Supported by shared and guided writing, the children go on to plan/draft their non-chronological report or non-fiction text about their chosen animal. Encourage children to re-read sections of their text with a response partner to check it makes sense and make simple revisions.  | BARE: Children to complete their plans using the template provided. Adult support and word mats provided for support.ARE: Children to complete their plans using the template provided.AARE: Children to complete their plans using the template provided. | Teacher to share some examples with the whole class. | **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 write an information text.** Success Criteria:1. I must use research in my work.
2. I should be able to write in the third person and the correct tense.
3. I should be able to use subheadings.
4. I could use detail to write about my animal.
 | Recap yesterday’s lesson – look at the plans as a whole class – what works well and what doesn’t? What could we do differently? What order should the information go in.Model using the plans to create your information booklet about Bears.Model using your phonics and demonstrating what the information booklet should look like.Make sure the chn are happy and confident with their tasks. | BARE: Children to create their information booklet using cloze procedure.ARE: Children to create their information booklet. Encourage the children to use headings to break up their text.AARE: Children to create their information booklet. Encourage the children to use headings to break up their text. | Chn to share with their partners.  | **Exceeding are:****At are:****Below are:****SEND****EAL** |
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| **Fri** | See separate plans |  (See Separate Plans) | **L.O. To understand how to write an information text.** Success Criteria:1. I must use research in my work.
2. I should be able to write in the third person and the correct tense.
3. I should be able to use subheadings.
4. I could use detail to write about my animal.
 | Recap learning from yesterday and model going through all the different information booklets they have created. Model going through and picking out different parts that we could improve on. How can we change this word to make it better? How can we make our writing look it’s best? What pictures could we add to the information to make it even clearer.Encourage the children to revisit the drafts of their writing and to make simple revisions as appropriate, suggested by editing partners or teacher marking. The children work individually, publishing their writing in the form they would most like. This could be a PowerPoint book, a handmade book or a text made on a desktop publisher. Talk with the children about the importance of the finished product; best handwriting, spelling revisions made and accurate punctuation. Explain that these will be on a prominent display to be read by others.  | BARE: Chn to create their final information text using the template provided. ARE: Chn to create their finished product of their information text.AARE: Chn to create their finished product of their information text. | *Chn to share their books with a friend/other class.* | **Exceeding are:****At are:****Below are:****SEND****EAL** |
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