



SILVER

School name: _____ ENGLISH PLANNING YEAR B



Teacher: _____

Class: _____

Year: _____

Term: Autumn 1

Week Commencing: Week 4

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 learn how to use superlatives and comparatives.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what a superlative and comparative are. 2. I should be able to use language to describe. 3. I could decide which words are the most ambitious and effective to describe. 	<p>Remind the children what an adjective is. What does an adjective do? Why do we use adjectives?</p> <p>Explain to the chn that there are special kinds of adjectives called comparatives and superlatives. Have they heard of this before?</p> <p>Remind the chn of what a suffix is and explain to them that today we are going to be looking at the suffix -er and est.</p> <p>Go through the powerpoint with the chn, explaining that a comparative adjective is a describing word that compares one thing/person to another by adding the suffix er.</p> <p>Explain to the chn that a superlative adjective is a describing word that compares something to all other things by adding est.</p> <p>Go through the two quiz powerpoints on the board.</p>	<p>BARE: Chn to complete the two comparative/adjectives sheets. Adult support given and word mats used.</p> <p>ARE: Chn to complete the two comparative/adjectives sheets.</p> <p>AARE: Chn to complete the two comparative/adjectives sheets.</p> <p>Once they have finished this, ask the children to write a description about Egg Box Dragon including a superlative and a comparative adjective.</p>	<p>Share their writing with the class – what is similar in our writing? Is there anything that you really liked?</p>	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>
<p>Notes/ feedback following lesson:</p>							

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Tues	<u>See separate plans</u>	(See Separate Plans)	<p><u>L.O. To know how to be able to plan.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to share my ideas with a partner. 2. I should know how a tea party is run. 3. I could come up with my own category for a party. 	<p>Read aloud the next paragraph (up to "...princesses were coming from all over the world to visit.")</p> <p>Discuss what new information they discover in this paragraph and whether it reflects their predictions in the previous session.</p> <p>Ask children to work in groups to discuss their understanding of what might be meant by a 'big tea party'. Have any of them heard of or attended a tea party before? If not, what do they imagine might happen there? What other parties or celebrations have children attended? What sort of things might happen at one of these events? What do they imagine to be the best thing to do or see or eat at a celebration?</p> <p><i>Children may benefit from exploring videos or photos of tea parties or afternoon tea experiences to support their understanding of what type of luxury might be expected at the palace: china cups, tea pots, finger sandwiches, scones, fresh cream and intricately decorated cakes (e.g. https://www.youtube.com/watch?v=FxdXBLL4fKM).</i></p> <p>Explore with the class some of the categories that you might need to consider if the Queen needed your help to plan her tea party. List these on the board or flip chart. They might include: food, entertainment, games/activities, dress code, etc.</p>	<p>Independent work: In their groups, ask children to create a mind map on which they can make note of all of their ideas for each of these areas. Remind them that the guests for this tea party are coming from all over the world, can they make their list of ideas reflect the diversity of the guests?</p> <p>BARE: Mixed ability groups.</p> <p>ARE: Mixed ability groups.</p> <p>AARE: Mixed ability groups.</p>	<p>Ask the chn to share their ideas with a friend – is there anything they missed? Anything they could add to their mind-maps??</p>	<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 know how to write an invitation.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what an invitation is and who it is for. 2. I should know how to use language to persuade. 3. I could extend my writing by using superlatives and comparatives. 	<p>Re-cap previous lesson. Allow each group to feed back the ideas they have developed in their discussions, compiling these into lists on the flip chart, whiteboard or Working Wall.</p> <p>If the Queen wants “princes and princesses from all of the world” to attend her tea party, what will we need to include on the invitation? What information will they need in order to be able to attend? And, what further information might we choose to include to persuade them that they want to attend?</p> <p>Use shared writing to draft the content for your invitation. Don’t worry too much about layout yet, although you may choose to discuss line breaks and headings or subheadings that support the clarity of the most important information that you are trying to communicate. Share your thinking aloud as you write, particularly in terms of choices that you are making as a writer about when to keep your language simple to support clarity and when you might carefully choose adjectives or verbs that make the event enticing for the reader. Discuss the use of comparatives and superlatives in convincing the invitation’s recipient of</p>	<p>BARE: Children to start writing their invitations using the template and cloze procedure.</p> <p>ARE: Children to start writing their invitations using persuasive language and adjectives to describe.</p> <p>AARE: Children to start writing their invitations using persuasive language and adjectives to describe.</p>	Chn to share the beginning of their invitation with their peers. Their peers are to feed back on any points/improvements etc.	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

				the splendour and importance of the event (e.g. the best, the tallest, the biggest, the grandest, the tastiest, the finest, etc.). Emphasise the formality required in an invitation such as this (e.g. Her Royal Highness, her Majesty, the Queen requests your attendance at her royal tea party, etc.)			
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Thurs	<u>See separate plans</u>	(See Separate Plans)	<p><u>L.O. To know how to write an invitation.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what an invitation is and who it is for. 2. I should know how to use language to persuade. 3. I could extend my writing by using superlatives and comparatives. 	<p>Re-cap previous lesson and ask chn to re-read their invitations.</p> <p>As children work independently to write their own invitation for the Queen’s party, encourage them to keep reading there work aloud and consider how they would feel on receiving it – would they be persuaded? Would they be well informed? You may have established the practice of children regularly reading their own work aloud as well as seeking response from partners both during and after the writing process.</p> <p><i>After children have had the opportunity to respond to any feedback received from their peers or from adults in the class, they can then move on to the final design and layout of the invitation. Children might be given special card and gold pens to decorate and design their invitations or you may decide to use publishing or design software to support the final layout of the redrafted invitation.</i></p>	<p>BARE: Children to finish writing their invitations using the template and cloze procedure.</p> <p>ARE: Children to finish writing their invitations using persuasive language and adjectives to describe.</p> <p>AARE: Children to finish writing their invitations using persuasive language and adjectives to describe.</p>	Chn to check their writing for spelling/grammar/punctuation and make sure that it is ready to send.	<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 know how to write a formal letter.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to reply appropriately to what I have read. 2. I must write in the correct tense and in the first person. 3. I should be able to write like the character would speak. 4. I could use formal language. 	<p>Read aloud up to the end of this page (“...to ask for Egg Box Dragon’s help.”)</p> <p>Explain that the driver of the royal car will have carried with them a formal request for help from the Queen. Discuss what it might contain and how it might sound: What might she write that would convince Egg Box Dragon to help her? Will she command or will she request? Will she offer rewards? Refer back to the work undertaken in Sessions 8 and 9, role playing people who have received or wanted to receive his help. Will she explain why it is so important that the diamond is found? Have all the people who work in the palace already tried to find it?</p> <p>Discuss how the class imagines the Queen might sound: How might her language choices and voice sound different to the notes that we wrote in Session 9? What type of words and phrases or sentence structures might be adopted by royalty? In discussion with each other and in drawing together that conversation as a class, children may note some specific words or phrases (“I very much hope...” “It is inevitable...” “a special kind of courage...”), and the way in which her speech sounds like written language – full and complete sentences rather than incomplete utterances.</p>	<p>BARE: Chn to write a formal letter in character as the queen using word mats and cloze procedure.</p> <p>ARE: Chn to write a formal letter in character as the queen.</p> <p>AARE: Chn to write a formal letter in character as the queen. Encouraged to use subordinations to extend their sentences.</p>	Chn to share their letters as the queen to their friends.	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

Using some of the phrases discussed as a class and transcribed on the working wall, ask children to work in pairs to write one sentence in role as the Queen in which she asks Egg Box Dragon for help. Children could write these sentences on large sentence strips so that they can be displayed on the Working Wall and read and re-read as a class. Then, ask them to practise reading their sentence aloud, mimicking the tone and voice from the videos. Children might benefit from moving as they speak, thinking about posture and exaggerating their movements to capture the character.

Model writing the start of a letter in role as the Queen using some of the ideas discussed at the start of the session and incorporating certain phrases that had been noted after children watched the video. When reading your work aloud, mimic and exaggerate the tone of voice to see how well it tracks. Ask the children to work collectively as your response partners, giving you feedback on both the authenticity of your in-role voice and word choice as well as how effective your plea for help might be.

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