**School name: ENGLISH PLANNING YEAR B**

**SILVER**

**Teacher: Year: 3/4 Term: Summer 1 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** |  |  |  | BANK HOLIDAY |  | . | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson** | | | | | | | |

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| **Tues** | L.O. To recap word classes. | Ask the chn to name the word classes that we have covered so far.  Chn to give examples to a partner and share with the class.  Write examples. | **L.O.** **To understand how to plan an information text.**  Success Criteria:   1. I must understand why background information is needed. 2. I should be able to collect background information on the Romans. 3. I could make detailed notes. | **Main Teaching**  Explain to the chn that this week we are going to put together all the research we have gathered to create an explanation text on the Romans.  Remind the chn of the questions that we researched and answered in a previous lesson – what do the chn think they will be for? Sub-headings.  Ask chn to identify the features and create SC for the main body of an explanation text.  Demonstrate how to plan using notes, short sentences, bullet points, lists of vocab etc. Work through IWB. | **Independent Work:**  Word of the week: furthermore  Chn are to plan, using the guidelines provided, if desired, their explanation texts.  LA group – supported by adult. | Chn must have a completed plan by the end of this phase.  Ensure plans are complete and meet the child generated SC from main teaching. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Wed** | L.O. AP Sentences | The question is:  A short description of an action or statement.  Followed by ‘The question is’  Jack disappeared. The question is: where did he go? | **L.O.** **To understand how to organise an information text.**  Success criteria:   1. I must be able to think of subheadings. 2. I should be able to think of what information will go under which heading. 3. I could think of the layout of my information text, including pictures. | **Main Teaching**  Chn to discuss with a partner what the features of an explanation text will look like in their work. EG. Sub-headings, images ect.  How do we extend our short sentences and key words? Go through examples.  Share write with the chn how to expand our notes into an extended piece of writing. | **Independent Work:**  Explain that chn will write their explanation texts based on their plans, and that they are to keep referring to their SC.  Chn can look at any previous examples of explanation texts for ideas. | Discuss and up-level a volunteered piece of work so far. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Thurs** | L.O. To understand and use bullet points correctly. | Ask the chn to tell you what bullet points are used for.  Explain that they can be important for non-fiction text like instructions/explanations.  Go through the link.  <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z2yydxs> | **L.O. To use my knowledge to write an information text.**  **Context : The Romans**  Success Criteria  1. I must use questions as my sub-headings.  2. I should answer the questions in the third person and include facts.  3. I could write in a formal tone and use conjunctions to extend my explanations. | **Main Teaching**  Explain that today the chn will be completing their explanation writing task.  Chn are to combine the previous weeks work to write their final draft today.  Share write with the chn the beginnings to a couple of paragraphs. Using the children’s work.  Remind the chn about using paragraphs and putting detail into each section.  1 or 2 sentences is not enough to explain the answers to the questions for each section. | **Independent Work:**  Independent task to write up their explanation text using the SC ladder in the books.  Remind the chn to structure it interestingly.  Support LA in their organisation. | Chn to present one of their sections to the class.  Class to feedback if it answered the question/ was informative. | | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Fri** | **L.O.** |  | **L.O. To understand how to write a poem.**  **Success Criteria:** | **Main teaching:** | **Independent work:** |  | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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