**School name: ENGLISH PLANNING YEAR A**



**SILVER**

**Teacher: Class: Year: Term: Summer 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** | **L.O. Plurals** | What is a plural?  What are the rules for plurals?  [How to spell plural nouns - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zbmv2sg/articles/zfqh92p)  Put examples on the board for children to turn into plurals. | **L.O. To understand how to write in role.**  Success Criteria:   1. I must think about what I know. 2. I should consider what has changed. 3. I could think about the attitude of the character. | **Main teaching:**  Read on from ‘The Carpet came to rest’ to ‘She was never called back’ What do the children think about the text on this page? What have they found out about the boy? Do they think his situation is fair?  Now look at the language used to describe the rabbit and her situation. How does the author evoke empathy in the language choices? Explore the words and phrases used: ‘felt something soft wriggling behind him’, ‘climbed gently’, ‘nestled in his arms’, ‘stroked her ears’, and the way the boy describes her situation; ‘“She is always here,” he said sadly. “She was never called back.”’ Ask the children what they think will happen to the rabbit now.  Read on to the end of the book. Allow children time to reflect on the ending. Have any of the characters’ attitudes changed? How do you know? Compare the front wordless double page spread with the mirrored night time spread at the back of the book. Do you think anything has changed in the relationship of the group?  Return to the piece of writing in role that the children completed earlier in the sequence, as Leon got up to step into the box. | **Independent work:**  Now complete a second piece of writing in role as the same character, reflecting on the impact the magic show had on them at the end.  Model how to show the character’s attitudes, whether they have been reinforced or changed.  Allow time and space for the children to re-read their first piece of writing then time and space to draft out ideas for their final reflection.  Give time for them to read these aloud to a response partner to see if they have captured the character’s personality in their writing, before writing up and displaying around a copy of the final illustration. | Go on to reveal the front cover of the text – does the cover image or title surprise you? Why do you think we didn’t look at this until the end? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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| **Tues** | **L.O. To identify simple, compound and complex sentences.** | Put up three sentences on the board. Children work out which is simple, compound or complex.  Go over the three different types.  [To revise our understanding of simple, compound and complex sentences (thenational.academy)](https://classroom.thenational.academy/lessons/to-revise-our-understanding-of-simple-compound-and-complex-sentences-74t64d)  Children write one of each in their books. | **L.O. To understand how to create a story map.**  Success Criteria:   1. I must remember what happened in the story. 2. I should be able to identify the key points in the plot. 3. I could add detail to Leon’s journey. | **Main teaching:** Read the whole book through from start to finish.  Invite the children to reflect upon their views of the text using Aidan Chambers’ basic booktalk questions. Record their thoughts in a large scale copy of the grid below:  Now, use some of Aidan Chambers’ ‘special questions’ to explore the children’s responses to the book e.g. Think of yourself as a spectator. With whose eyes did you see the story?  When you were reading the story, did you feel it was happening now? Or did you feel it was happening in the past and being remembered?  Can you tell me anything in the writing that made you feel like that?  Did any of the characters remind you of people you know? Or remind you of characters in other books? | **Independent work:**  *Allow time and space for the children to work in pairs to draw a story map in any way they want to show Leon’s journey from the start to the end of the story.* | Then, working with their partner, ask them to retell the story as a whole. Was their storymap effective? Does anything need to be changed or added to help you tell the story more effectively? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Wed** | **L.O. To use subordinating conjunctions.** | Write down as many conjunctions as you can think of?  Some of these can be used to join 2 main clauses or to start the sentence off.  Which ones are they?  Explore how the sentence order can be moved around.  What punctuation is needed?  [What are subordinating conjunctions? - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3) | **L.O. To understand the skills required to write the story of the Lonely Rabbit.**  Success Criteria:   1. I must write a story that has a clear beginning, middle and end. 2. I must think about the original story of Leon. 3. I should be able to use interesting vocabulary to keep the reader interested. 4. I could use a range of punctuation correctly, including speech marks. | **Main teaching:** Now think back to the character of the lonely rabbit – where did her story end? Where do you think her story began before she met Leon? How did she get to the ‘world of the unexpected.’  Go back to the original story map and chart the rabbit’s journey alongside Leon’s, intersecting at where they met.  Model how to write the rabbit’s story – entitled ‘The Rabbit’s Tail’ telling the lonely rabbit’s story. They could either do this in first person from the rabbit’s point of view or in third person, mirroring the original. | **Independent work:**  Children write their own versions of the story. | Children give their stories to a partner to peer assess. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Thurs** | **L.O. To revise speech punctuation.** | [To revise speech punctuation (thenational.academy)](https://classroom.thenational.academy/lessons/to-revise-speech-punctuation-cngp8t) | **L.O. To understand the skills required to write my own story.**  Success Criteria:   1. I must write a story that has a clear beginning, middle and end. 2. I must think about the original story of Leon. 3. I should be able to use interesting vocabulary to keep the reader interested. 4. I could use a range of punctuation correctly, including speech marks. | **Main teaching:** Encourage the children to think back to what was effective about the original book; how the words and pictures worked together, how the font styles and sizes made impact and added depth of meaning.  Model to the children how to sketch out ideas in words and/or illustrations for some of the settings, plans and the journey scenes that take place as part of the story. Make sure the children know that, at this stage, the pictures should be rough sketches just to give an idea of what the finished drawings will look like. They will do more detailed drawings when they make their finished book. How will they change the feeling from the pictures? How will the words be written on the page so that the reader understands how it should be read? | **Independent work:**  Give plenty of time and space for the children to plan out their own ideas in a way in which they are most comfortable; some children, like some authors, may think of the words in writing first and then the images that will accompany them. Others may think of the pictures first before composing accompanying text and others will work with a combination of the two.  Continue to sketch out your own ideas alongside the children or work as a response partner to those who may be struggling with ideas. | Encourage the children to share their ideas in turn to the class for them to comment on what they liked about each other’s ideas. Use prompts to support articulation of evaluations: I liked... because... Model this for the class. | **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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