**School name: ENGLISH PLANNING YEAR B**

**GOLD**

**Teacher: Class: Year: 5-6 Term: Summer 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** |  | 3 Mark Questions | **L.O. To understand how to successfully complete a SATs reading paper.**  Success Criteria:   1. I understand what I have read. 2. I can skim and scan for information. 3. I can read between the lines and analyse the author’s intent. | First part of the session: Children complete the reading paper.  Second part: Children pair share the reading test they have completed. They read some of the booklet to their partner.  Teacher then goes through the reading paper and clarifies misconceptions. | Children make corrections to their work in purple polishing pen.  Teacher to work through HA grammar questions with G&T. | Teacher to clarify misconceptions. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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| **Tues** |  | Tenses | **L.O. To understand different tenses.**  Success Criteria:   1. I must know what is meant by past and present tense. 2. I should be able to explain modal verbs and active and passive. 3. I could identify and write in all of the tenses, including the subjunctive. | Ask the children how we can identify the tense of a word. Ask them to recap the three main tenses with their learning partner.  The teacher will then go through the revision slides with the class, covering all aspects from the 2014 National Curriculum and 2024 Test Framework, including: the simple past and present, verbs in their perfect form, modal verbs, present and past progressive, tense consistency, the subjunctive and active and passive. | Children work on a carousel to complete different mixed practice work sheet activities.  Teacher to work with EAL children. | Teacher to clarify misconceptions. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Wed** |  | Word Classes | **L.O. To understand what different word classes mean and to identify examples.**  Success Criteria:   1. I must understand what a word class is. 2. I should be able to define all of the different word classes at KS2, 3. I could identify word classes and write examples. | Teacher to show children different definitions of word classes and to discuss what they mean and examples clarifying misconceptions. The full range of word classes from the 2014 curriculum and from the 2024 test framework that will be covered are: nouns, verbs, adjectives, conjunctions, pronouns (possessive and relative), adverbs, adverbials, prepositions, determiners, subject and objects. | **Independent work:**  Children work on a carousel to complete different work sheet activities on word classes.  Teacher to work with borderline 6S children. | Teacher to clarify misconceptions. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Thurs** | **L.O.** |  | **L.O. To understand skills required to write a poem.**  **Success Criteria:** | Children to work through grammar paper for the first 45 minutes.  Teacher to mark paper with the children and clarify misconceptions. | **Independent work:** |  | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Fri** |  | Antonyms/synonyms | **L.O. To understand the concepts of standard English and formality.**  Success Criteria:   1. I must know what standard English is and how it is used. 2. I should be able to correct mistakes in Standard English. 3. I could write formally, using the subjunctive. | Ask children if there is anything that they are not sure of.  Play physical punctuation game. | Children work on a carousel to complete different mixed practice work sheet activities.  Teacher to work with LA/SEN children. | Teacher to clarify misconceptions. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |