



SILVER

School name: _____ ENGLISH PLANNING YEAR A



Teacher: _____

Class: _____

Year: _____

Term: Summer 1

Week Commencing: Week 2

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 planning</u>	<u>See separate planning</u>	<p><u>L.O. To visualise from a text.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand what I have read. 2. I should know how to imagine an image from a piece of text. 3. I could use the text to make my setting realistic. 	<p>Reread the first few pages to the children until the point when the whale appears. Ask the children to close their eyes and visualise the scene the whale describes: 'Who sang to the whale a wonderful song. Of shimmering ice and coral caves. And shooting stars and enormous waves.'</p> <p>Ask children to describe the scene to their partner. Give children time to think and respond. You may wish to provide the children with prompts: what would the sea look like? What might you see? What might you hear? What might you smell? How would you feel? What colours would there be? Encourage use of descriptive vocabulary.</p> <p>Ask the children to draw and describe this scene. Model how to do this, orally rehearsing before writing, considering spelling and punctuation. Demonstrate how to use some of the descriptive vocabulary the children have selected in their oral descriptions.</p>	<p>BARE: Children to draw a picture of the scene in their books and write a sentence to describe it</p> <p>ARE: Children to draw a picture of the scene in their books and write a sentence to describe it using an expanded noun phrase.</p> <p>AARE: Children to draw a picture of the scene in their books and write a sentence to describe it using an expanded noun phrase and ambitious adjectives.</p>	Encourage children to revisit writing to check that it makes sense, the meaning is clear and it is grammatically correct.	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

Notes/ feedback following lesson:

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
Tues	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To know how to write a thought bubble.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must think in character. 2. I should use 'because' to explain why. 3. I could use descriptive language to explain my reasoning. 	<p>Create a wall frieze of the sea with the rock, the snail and the whale.</p> <p>Model creating thought or speech bubbles for the snail and the whale using text from the story for example: <i>I will take you to places you only dreamt of...</i> Children could make a snail to put on the rock, with a speech bubble telling him what they think he should do for example: <i>Stay here it's too dangerous...</i></p> <p>Ask the children to work in pairs to create a thought bubble that could be added to the frieze. What would the characters be thinking? Why? Expect the children to orally rehearse their sentences before writing and support as appropriate. Model this on the board with the class.</p>	<p>BARE: Children to write a thought bubble to add to the frieze in mixed ability pairs.</p> <p>ARE: Children to write a thought bubble to add to the frieze in mixed ability pairs.</p> <p>AARE: Children to write a thought bubble to add to the frieze in mixed ability pairs.</p>	Pin thought and speech bubbles onto the frieze and ask the children to read aloud what they have written.	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>
Notes/ feedback following lesson:							

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
Wed	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To understand how to sequence a story.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what a story map is. 2. I must put the story map in chronological order. 3. I could think of more ambitious words to describe. 	<p>Reread the story, expecting the children to join in with known language.</p> <p>Talk about each of the places the whale took the snail to and return to the story map started earlier in the teaching sequence. Provide the children with small images from the story and ask them to sequence the main events and the journey the characters undertake. Explain that the main events are the main things that happen and they must be told in the right order for the story to make sense.</p> <p>Model creating a story map on the board using the images that you have sequenced together as a prompt. Model how to annotate each section of the story that the snail visits. What language do they use in the story? How could we include this in our annotations?</p> <p>Invite the children to draw an annotated map of the story, showing all the places the snail visits.</p>	<p>BARE: Children to complete their story map using word mats and the template provided. Children to write short sentences to go with their map with adult support.</p> <p>ARE: Children to create their story map in their books and write sentences to go with each picture.</p> <p>AARE: Children to create their story map in their books and write sentences to go with each picture. Encourage them to add adjectives to their sentences.</p>	<p>Complete the story map and use this to support you in orally retelling the story all together.</p>	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>
Notes/ feedback following lesson:							

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
Thurs	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To understand how to orally retell a story.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand what I have read. 2. I should be able to remember the important parts of the book. 3. I could sequence the events in chronological order. 4. I could change my voice to reflect what is happening in the story. 	<p>Remind the children of what we did yesterday and remodel using the story map to retell the story.</p> <p>Encourage the children to revisit and explore the story by creating story boxes for the main settings in the book with a toy snail and whale or create a class puppet theatre with laminated illustrations of the scenes in the story to provide a changing backdrop.</p> <p>Allow the children some time to work in groups to create puppets for their story.</p> <p><i>Model using these props to retell the story. With story props for the whale and the snail, ask the children to work in groups to retell the story. The children can create their own backgrounds or they can use a background on the IWB to help them.</i></p> <p><i>Encourage children to use the language found in the text when they are retelling the story.</i></p>	<p>BARE: Mixed ability groups to retell the story with props.</p> <p>ARE: Mixed ability groups to retell the story with props.</p> <p>AARE: Mixed ability groups to retell the story with props.</p>	Children to perform to the class.	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

Notes/ feedback following lesson:

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
Fri	<u>See separate planning</u>	(See Separate Plans)	<u>L.O. SPAG Assessment</u>	Complete a SPAG assessment of your choice with the children.	Complete a SPAG assessment of your choice with the children.	Complete a SPAG assessment of your choice with the children.	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL
Notes/ feedback following lesson:							