**School name: ENGLISH PLANNING YEAR A**

**GOLD**

**Teacher: Class: Year: 5-6 Term: Spring 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. To understand how to use a variety of sentence types. | Alan Peat Sentences | **L.O. To understand how to create an effective plan for my story.**  Success Criteria:  1. I must be able to recall the features of a story.  2. I should understand the concept of a story mountain.  3. I could make detailed jottings. | **Main teaching**  Re read the poem to the children.  What happened in the poem? What are the main events?  Tell the children that we are going to be re-writing the poem as a story.  What do we need to include? What language could we use? What sentences? Could we include speech? | **Independent work:**  Children produce a detailed plan of their story. | Swap your plan with a partner. Is it detailed enough? Why/why not? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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| **Tues** | L.O. To understand how to use a variety of sentence types. | Alan Peat Sentences | **L.O. To understand the skills required to write a short story.**  Success Criteria:   1. I must have a clear structure to my short story: beginning, build up, problem, resolution and ending. 2. I should use a full range of punctuation, including dialogue to advance the action. 3. I could use precise and detailed vocabulary, including adverbials, noun phrases and similes, metaphors and personification. 4. I could manipulate grammar and vocabulary to show the difference between the written and spoken language. | **Main teaching**  Recap what we did yesterday? What is going to happen in the story? How are you going to achieve your targets?  Recap what the children will write in each section and recap. | **Independent work:**  Children complete an independent assessment writing the story of the Lady of Shalott. | Children read through their work and fill in their SC grids. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Wed** | L.O. To understand how to use a variety of sentence types. | Alan Peat Sentences | **L.O. To understand the skills required to edit and improve a story.**  Success Criteria:   1. I must have a clear structure to my short story: beginning, build up, problem, resolution and ending. 2. I should use a full range of punctuation, including dialogue to advance the action. 3. I could use precise and detailed vocabulary, including adverbials, noun phrases and similes, metaphors and personification. 4. I could manipulate grammar and vocabulary to show the difference between the written and spoken language. | **Introduction**  Recap what we have read so far and allow the children time to respond to feedback.  **Main teaching**  Children are given a low ability piece of writing and need to up-level it on the line below. They need to include all of the features of a poem.  Teacher to read out a couple of the examples. | **Independent work:**  Children look over their own work and edit and improve. | Children level their own work. | **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:** | **Main teaching:** | **Independent work:** |  | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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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** |
| **Notes/ feedback following lesson:** | | | | | | | |