**School name: ENGLISH PLANNING YEAR B**

**SILVER**

**Teacher: Class: Year: 1/2 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** | See separate plans | See separate plans | **L.O. To understand how to plan a story well.** Success Criteria1. I must be able to think of a beginning, middle and end.
2. I should be able to think about the characters and setting of my story.
3. I should be able to think about the order of my story.
4. I could write detailed notes in the form of a mind map.
 | Reread the story. Invite children to join in with parts of the story. Give the children time to retell the story in their pairs. Support children as necessary. Introduce the writing task: the children will create their own story in the same style about another child who wanders away from home and meets a fierce creature. Children talk to their partner and select a suitably wild animal, e.g. fox, bear, tiger. Explain to the chn that they are now going to become authors themselves – but every good author needs a plan.Explain that the chn are going to be starting their plans today using a mind-map – remember this will include all the important information that we are going to be putting into our story. We need to to think about the characters, the setting, the adventure, the object the characters are looking for,  where they are going to find it  and any other information that the children think are important to the story. Model completing a mind-map on the board using these prompts – ensuring the ideas are written clearly and well thought out so that the children are able to come back to it next week when creating their stories. | BARE: Children will work on their own to create a mind map of their story. Provide the children with a template with headings.ARE: Children will work on their own to create a mind map of their story.AARE: Children will work on their own to create a mind map of their story. Chn will need to tell you how the character felt at different times.  | Chn to share their story ideas with a partner. | **Exceeding are:****At are:****Below are:****SEND****EAL** |
| **Notes/ feedback following lesson:** |

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| **Tues** | See separate plans | (See Separate Plans) | **L.O. To understand how to plan a story well.** Success Criteria1. I must be able to think of a beginning, middle and end.
2. I should be able to think about the characters and setting of my story.
3. I should be able to think about the order of my story.
4. I could write detailed notes in the form of a mind map.
 | Recap previous session with the children.Take ideas and through shared writing, model the opening lines, rehearsing orally before writing. e.g. *‘Once upon a time Little Son was finding sticks. Once upon a time Little Son was picking up sticks on the far side of the fence.’*Select one and create a storyboard. Expect children to select an animal and create their own storyboards (expect them to tell their story in a suitable number of parts using repeated refrain provided or from their storymaps of the original story). Using the mind-maps they created, children work in pairs or independently to now produce a new storymap for their own devised adventure story. They could use their own ideas or borrow ideas from the class shared plan.  Model using the mind-map to fill in the boxes on their story maps – emphasise the need for the beginning, middle parts and the end to be in order. Model drawing the picture and writing a short sentence to explain what is happening at that part of the story – remind the children that this doesn’t need to have lots and lots of detail – just enough for them to use it as a prompt for their story writing later in the week.Once storyboards have been completed the children should sit in pairs to retell their story. Support by helping children to think of ideas and put them into oral sentences.  | **Independent work:** BARE: Chn to create a story board/map of their story.Word mats and adult support.ARE: Chn to create a story board/map of their story.AARE: Chn to create a story board/map of their story. Children to choose some areas of their story board where they can add speech. | *Chn to verbally tell their story to the class.* | **Exceeding are:****At are:****Below are:****SEND****EAL** |
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| **Wed** | See separate plans |  (See Separate Plans) | **L.O. To understand how to write a short adventure story.** Success Criteria:1. I must be able to write a story with a clear beginning, middle and end.
2. I should be using finger spaces A . ? and !
3. I should be able to include an Alan Peat sentence.
4. I could extend my writing by using adjectives, conjunctions and expanded noun phrases.
 | Recap everything you have done previous this week. Why have we made a story map? What is the story map for? How do they think we are going to use the story map today?Explain to the children that they are now going to write their own adventure story. Model using a story board to help start the story off. What can we start the story with? How can I make the story and the writing interesting for the reader to read? What can I do to make sure my writing is successful and the best I can do? Work through the first box on the story map, sounding out words and making deliberate mistakes to highlight the importance of going back and checking your writing.Send the chn off to start their work. Supported through modelled, shared and guided writing the children write their narrative using their storyboards. At regular intervals, encourage children to reread sections of their text to check it makes sense and make simple revisions. Support them in doing this and ask children to work in pairs to read their finished draft to a partner. They can then revise and edit these drafts, before going on to write and illustrate a final version in individual hand-made books (see tutorials on the Bookmaking tab in the Power of Reading website). | BARE: Children to start writing their stories using cloze procedure.ARE: Children to start writing their stories, including expanded noun phrases and varying sentence openers.AARE: Children to start writing their stories, including expanded noun phrases and varying sentence openers. Children encouraged to add speech to their writing. | Chn to share their story with a partner. | **Exceeding are:****At are:****Below are:****SEND****EAL** |
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| **Thurs** | See separate plans | (See Separate Plans) | **L.O. To understand how to write a short adventure story.** Success Criteria:1. I must be able to write a story with a clear beginning, middle and end.
2. I should be using finger spaces A . ? and !
3. I should be able to include an Alan Peat sentence.
4. I could extend my writing by using adjectives, conjunctions and expanded noun phrases.
 | Recap everything you have done previous this week. Why have we made a story map? What is the story map for? How do they think we are going to use the story map today? Explain to the children that they are now going to carry on writing their story.Model using a story board to help start the story off. What can we start the story with? How can I make the story and the writing interesting for the reader to read? What can I do to make sure my writing is successful and the best I can do? Work through the next box on the story map, sounding out words and making deliberate mistakes to highlight the importance of going back and checking your writing.Send the chn off to start their work. | BARE: Children to continue writing their stories using cloze procedure.ARE: Children to continue writing their stories, including expanded noun phrases and varying sentence openers.AARE: Children to continue writing their stories, including expanded noun phrases and varying sentence openers. Children encouraged to add speech to their writing.. | Chn to re-read their recount and edit/check if any spellings or grammar needs improving. | **Exceeding are:****At are:****Below are:****SEND****EAL** |
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| **Fri** | See separate plans |  (See Separate Plans) | **L.O. To understand how to write a short adventure story.** Success Criteria:1. I must be able to write a story with a clear beginning, middle and end.
2. I should be using finger spaces A . ? and !
3. I should be able to include an Alan Peat sentence.
4. I could extend my writing by using adjectives, conjunctions and expanded noun phrases.
 | Recap everything you have done previous this week. Why have we made a story map? What is the story map for? How do they think we are going to use the story map today?Explain to the children that they are now going toFinish writing their flood stories. Model using a story board to help start the story off. What can we start the story with? How can I make the story and the writing interesting for the reader to read? What can I do to make sure my writing is successful and the best I can do? Work through the last box on the story map, sounding out words and making deliberate mistakes to highlight the importance of going back and checking your writing. How do we finish a story? What goes at the end? How can we check we have included everything we need to?Send the chn off to start their work. | BARE: Children to finish writing their stories using cloze procedure.ARE: Children to finish writing their stories, including expanded noun phrases and varying sentence openers.AARE: Children to finish writing their stories, including expanded noun phrases and varying sentence openers. Children encouraged to add speech to their writing.. | Children to complete a self-assessment grid.  | **Exceeding are:****At are:****Below are:****SEND****EAL** |
| **Notes/ feedback following lesson:** |