



SILVER

School name: \_\_\_\_\_ ENGLISH PLANNING YEAR A



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Year: \_\_\_\_\_

Term: Autumn 2

Week Commencing: Week 4

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><b><u>L.O. To understand how to perform a rhyme.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>I must learn some of the rhyme off by heart.</li> <li>I should add actions to my performance.</li> <li>I could consider the rhythm of the rhyme in my performance.</li> </ol>	<p>Read up to Goldilocks house and add to the large story map on the wall any places we have missed. Share the illustration of the Postman arriving at Goldilocks' house – what do the children notice? Did Goldilocks' letter work; how do you know? Who are the other guests? Can the children work out the nursery rhymes represented by the characters? Look at the envelope and add the final destination on your storymap, marking with the envelope. Who is on the stamp this time? <i>Share the birthday card with the children. Investigate the party table to see who is there. Explain that they are going to make a card as one of the characters. Divide the children into mixed ability and age groups as the characters from each nursery rhyme that is represented. Give the children their rhyme in groups. Have them read the rhyme out loud. How would they illustrate it – what words stand out? Are there any they don't know, give the children a chance to share questions about meaning with each other.</i></p> <p><i>Once they are happy with their rhyme,</i></p>	<p><i>The children can then choose how they would like to perform it to the rest of the class. The children could deepen their knowledge of the rhyme and their understanding of it by adding actions or exploring the use of facial expressions to convey the mood of each line.</i></p> <p><i>BARE: Mixed ability groups.</i>  <i>ARE: Mixed ability groups</i>  <i>AARE: Mixed ability groups</i></p>	<p><i>Chn to perform their rhymes to the class.</i></p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

				<i>invite them to each make Goldilocks a birthday card including their rhyme from their character.</i>			
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**Notes/ feedback following lesson:**

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Tues	<u>See separate planning</u>	<u>See separate planning</u>	<p><b><u>L.O. To visualise a setting from a text.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must understand what I have read.</li> <li>2. I should know how to imagine a setting from a piece of text.</li> <li>3. I could use the text to make my setting realistic.</li> </ol>	<p>Re-read the story to the children to remind them of the journey that the postman goes on.</p> <p>Using the working wall, ask the children to share this sequence with each other in pairs.</p> <p>Explain that they will be making the houses of their characters in groups. Revisit the addresses of each of the houses and discuss what the outside of the house might be like to support the children with their initial ideas.</p> <p><i>Give each group the envelope with the address on and a cardboard box (shoe boxes are a good size or if you want to create a large display a small cardboard box will give them more room to create their houses.</i></p> <p><i>You might want to ask the group to plan their ideas first using an annotated drawing or move straight into making.</i></p> <p><i>Provide the children with collage, art and construction materials to encourage them to add texture to their houses and remind them to reflect the environment that the house is set in.</i></p>	<p><i>BARE: Mixed ability groups.</i></p> <p><i>ARE: Mixed ability groups</i></p> <p><i>AARE: Mixed ability groups.</i></p>	Chn to make a plan for tomorrow as to what needs to be finished	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>
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Wed	<u>See separate planning</u>	<u>See separate planning</u>	<p><b><u>L.O. To visualise a setting from a text.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must understand what I have read.</li> <li>2. I should know how to imagine a setting from a piece of text.</li> <li>3. I could use the text to make my setting realistic.</li> </ol>	<p>Re-read the story to the children to remind them of the journey that the postman goes on.</p> <p>Using the working wall, ask the children to share this sequence with each other in pairs.</p> <p><i>The children will focus on the interior of their houses in this session.</i></p> <p><i>Revisit the fact files and illustrations.</i></p> <p><i>Explain that today the class are going to create a reception room in the interior of the houses, including as many clues as they can about the characters and their stories. These will be smaller details like the pattern on the wallpaper, pictures on the walls and other props in the room.</i></p> <p><i>Show the children how they can make characters for their boxes using pegs/wooden chess pawns and fabric or paint.</i></p>	<p>BARE: Mixed ability groups.</p> <p>ARE: Mixed ability groups</p> <p>AARE: Mixed ability groups.</p>	<p>Once the houses are finished lay them out along the Postman's route on the working wall story map. You might want to add signposts with the narration text on to support retelling. The peg puppets also provide opportunities to retell the traditional tales.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Thurs	<u>See separate planning</u>	<u>See separate planning</u>	<p><b><u>L.O. To know how write a character fact-file.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must write information about my given character only</li> <li>2. I should write in sentences with capital letters and full stops</li> <li>3. I could make interesting language choices</li> </ol>	<p>In this session the children will use the illustrations to discover more about the characters that live in each house. Explain to the expert groups that they are going to research each of their households and share their findings with the Postman. It might help him prepare for his deliveries. Ask the children to respond to the illustration of the postman in his own house, using it to find as much information as possible about him and his lifestyle. Scribe the children's ideas around a copy of the illustration, discussing what we know of this particular postman from this illustration and the wider story. What else can we say about postal workers and the work they do? Give each group the illustration of their character's house to find clues about their character/s. Have them annotate the illustration and encourage them to consider where else they could draw information, encouraging them to make connections with the original nursery rhyme or fairy tale. Make versions of these accessible to be revisited and read aloud, giving the children time to explore the illustrations in these texts as well, gathering additional facts.</p>	<p>In the same mixed ability groups discuss their character and what they can find out about them.</p> <p>In their groups write fact files about the character for the Jolly Postman. Children to choose how to present their information.</p> <p>BARE: Mixed ability groups. ARE: Mixed ability groups AARE: Mixed ability groups</p>	<p>Chn to present their fact files.</p> <p>Stick the children's fact files onto the map to support the postman on his round. Provide an opportunity for the children to present their fact files with the wider group, commenting on successful features and interesting ways in which the children</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

						have presented their information.	
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Fri	<u>See separate planning</u>	(See Separate Plans)	<p><b><u>L.O. To explore annotations through description.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must know what an annotation is.</li> <li>2. I should know how write an appropriate annotation.</li> <li>3. I could think of adventurous adjectives and expanded noun phrases to annotate.</li> </ol>	<p>Remind the children of everything we have looked at this week, including our houses and our fact files.</p> <p>Explain to the children that you have photographed their houses and put them in their books. The children are going to work independently to create descriptive annotations of their houses and their characters.</p> <p>Explain to the chn that they are going to be using adjectives and expanded noun phrases to describe their houses/characters and explain what theses are using examples.</p> <p>Model using someone’s house pictures as a prompt to begin writing a description on the board, using the children’s ideas to help you. Make a point of reading each sentence again before you move on to the next one and editing as you go (e.g. choosing more ambitious adjectives to include.) Make deliberate mistakes for the children to correct you as well.</p> <p>Explain to the children that they will now have a go at creating their own description of their houses in their books and make it really clear that the purpose of this is to create an image in</p>	<p>BARE: Chn to think of simple describing words for their houses and use their phonics to sound them out.</p> <p>ARE: Chn to think of descriptive phrases and adjectives to describe their houses.</p> <p>AARE: Chn to think of descriptive phrases and adjectives to describe their houses. Should use expanded noun phrases. Can extend into paragraph work.</p>	Chn to read an edit their adjectives if they can think of a more ambitious word.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

				the readers head – so if there is no illustration, the reader knows exactly what they are 'looking' at.			
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