



**SILVER**

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



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

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

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

Term: **Spring 1**

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 write a short story.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>I must be able to write a story with a clear beginning, middle and end.</li> <li>I should be using finger spaces A . and ?</li> <li>I should be able to include an Alan Peat sentence.</li> <li>I could extend my writing by using adjectives, conjunctions and expanded noun phrases.</li> </ol>	<p><b><u>Introduction</u></b> Remind the chn what they were doing last week and give them a few minutes to familiarise themselves with their story again.</p> <p><b><u>Main Teaching</u></b> Explain to the children that they will finish writing their own tales today.  Bring them to the carpet and model using the story map to continue writing their tale.  Emphasise focusing on one box at a time, the language that will be used. Past tense, third person etc. Pick out any adjectives that could be improved with more ambitious ones. Make sure to make a point of re-reading the sentences before moving on to the next one to make sure they flow on to one another.  Explain to the chn that they will need to finish their stories today.</p>	<p>BARE: Chn to finish writing their stories using cloze procedure – “Once upon a time there was _____ who _____” ARE: Chn to finish writing their stories AARE: Chn to finish writing their stories</p>	<p>Chn to be given time to re-read and check what they have written so far in order to look for capital letters, finger spaces, full stops etc.</p> <p>Chn to share their stories with the class.</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>
<p><b>Notes/ feedback following lesson:</b></p>							

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Tues	<u>See separate planning</u>	<u>See separate planning</u>	<p><b><u>L.O. To visualise 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 an image from a piece of text.</li> <li>3. I could use the text to make my setting realistic.</li> </ol>	<p><b><u>Introduction</u></b></p> <p>Read on from 'From that day Olga spent most of her waking hours on the lawn.' (p.62) taking time to pause to note the layout and organisation of the words on the page and the illustrations.</p> <p>Read on to, 'It definitely wasn't where it had been the first time she saw it.' (p.64) Pause to reflect on the text and illustrations and invite the children to guess what the ball might be without revealing the later paragraphs that reveal the ball's identity.</p> <p>Read on until 'I could go on all night but I've so much to do I really can't spare the time.' (p.69)</p> <p><b><u>Main Teaching</u></b></p> <p>Re-read the description of the Elysian Fields on p.69 and discuss the detailed descriptive language used, provide visual examples of items detailed to clarify definitions where necessary.</p> <p>Using a copy of the text, text mark words and phrases that are most memorable or vivid in helping them to visualise the setting.</p> <p><i>Provide the children with a range of natural materials, magazine photographs of items described and sugar paper in a range of shades of</i></p>	<p><i>Invite the children to create their own collage of the Elysian Fields.</i></p> <p><i>BARE: Chn to create a collage of the Elysian Fields</i></p> <p><i>ARE: Chn to create a collage of the Elysian Fields</i></p> <p><i>AARE: Chn to create a collage of the Elysian Fields</i></p>	<p>Read on to the end of the chapter and discuss how Olga might be feeling. You could add any observations to the role on the wall.</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>green and brown.</i>			
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**Notes/ feedback following lesson:**

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Wed	See separate planning	See separate planning	<p><b><u>L.O. To know how to write a letter.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must use 'To...' and 'From...'</li> <li>2. I should know my point of view.</li> <li>3. I should know how to write in first person and use the correct tense.</li> <li>4. I could use Alan Peat sentences and the correct sentence punctuation.</li> </ol>	<p><b><u>Introduction</u></b> Read chapter six up to, '...it was now or never.' (p.75)</p> <p>Think/pair/share then use conscience alley to garner views as to whether or not Olga should go. What are the pros and cons?</p> <p><b><u>Main Teaching</u></b></p> <p>Through shared writing model how you might draft a persuasive letter of advice to Olga. Discuss words choices that will be most effective for the reader.</p> <p>Explain task, work through the powerpoint on the board detailed the structure of a letter. How you write one, in first person, in character etc. What does a letter need? – see SC.</p> <p>Encourage the children to draw on the ideas and suggestions generated in the drama activity to write a letter of advice to Olga.</p> <p>Create word bank on board e.g. diary, hedgehog. Ask the chn for other suggestions for words they might want to use in their letter.</p> <p>Model starting the letter on the board using the word bank for support and the correct structure. Make sure to</p>	<p>BARE: Write a letter using simple cloze procedure and a letter template – 'Dear _____' I am writing to you because _____',</p> <p>ARE: Write a letter - Focus on yellows using <b>because</b> and <b>if</b></p> <p>AARE: Write a letter - extending their sentences and using word choices which will be persuasive e.g. you <b>absolutely</b> should not go. It would be a <b>disaster</b>.</p>	Chn to self assess against SC.	<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>

				make a point of re-reading the sentences before you move on to the next one. Remind them of the letter writing they did when we were reading 'The Jolly Postman'			
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**Notes/ feedback following lesson:**

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Thurs	<u>See separate planning</u>	<u>See separate planning</u>	<p><b><u>L.O. To use drama to explore how a character feels.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must be able to identify how a character might be feeling.</li> <li>2. I should describe those feelings clearly.</li> <li>3. I could explain why my character might be feeling that way.</li> </ol>	<p><b><u>Whole class activity (Two sessions)</u></b></p> <p>Explain that you are going to read the next part of the story and on your cue, when you pause, invite the children to freeze into different positions to capture the different emotions identified at each of the stages of the scene.</p> <p>Tap children on the shoulder to elicit thoughts in role in the form of stream of consciousness.</p> <p>Jot down the most memorable phrases/ words expressed.</p> <p>Read on from ‘As soon as she felt she was alone she eased herself gently...’ Pause and create your freeze frame.</p> <p>Read on and stop at ‘... found herself in the shrubbery.’ Pause and create your freeze frame.</p> <p>Read on and stop at ‘... so dismal!’ Pause and create your freeze frame.</p> <p><i>Read on and stop at ‘Hedgehogs! Snorted Olga bitterly.’ Pause and create your freeze frame.</i></p> <p>Read on and stop at ‘...see her run.’ Pause and create your freeze frame.</p>	<p><i>Whole class activity – take pictures for evidence.</i></p>	<p>Pull out feelings, thoughts and emotions that the children felt whilst in character and create a mindmap on the board for the children.</p> <p>Explain that they are going to use this tomorrow to create a diary entry in character.</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>

			<p>Draw on the words generated to assist you and your class in formulating a bank of words that convey the range of emotions experienced in this part of the text.</p> <p>Devise a graph; along the horizontal axis demarcate the key moments at which you paused above. Use the vertical axis to mark the range of emotions that Olga experienced during this scene. The lower half of the vertical line will denote negative emotions and the higher half more positive emotions. At each pause agree with the children where to plot Olga's feelings on the graph and what word(s) best define the emotion.</p> <p>Read on from 'As soon as she felt she was alone she eased herself gently...' Pause and discuss how she might be feeling in this moment and plot this on the graph by building on the insights from the text and the freeze frame work.</p> <p>Read on and stop at '... found herself in the shrubbery.' Pause again to discuss and plot the emotion.</p> <p>Read on and stop at '... so dismal!' Discuss and plot the emotion.</p> <p>Read on and stop at 'Hedgehogs! Snorted Olga bitterly.' Discuss and plot the emotion.</p> <p>Read on and stop at '...see her run.' Discuss and plot the emotion.</p>			
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				Read on to the end of the chapter and plot the emotion conveyed at this point.			
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Fri	<u>See separate planning</u>	(See Separate Plans)	<p><b><u>L.O. To know how to write a diary entry.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must write in first person.</li> <li>2. I should remember sentence punctuation.</li> <li>3. I must write in character.</li> <li>4. I could think of adventurous adjectives and expanded noun phrases to use in my diary.</li> </ol>	<p><b><u>Introduction</u></b></p> <p>Remind the chn what they were doing yesterday, referring back to the mind map on the board and any discussion points they raised.</p> <p><b><u>Main Teaching</u></b></p> <p>Explain to the children that they will start writing a diary in character today. This means they will be pretending to be someone else.</p> <p>Encourage the children to draw on this language to write a diary entry in role that recounts the adventure to the Elysian Fields.</p> <p>Remind the chn of the features of a diary using the powerpoint on the board and model starting the diary on the board with the chn.</p> <p>Emphasise the need for the events to be written about in order, one at a time, the language that will be used. Past tense, first person etc. Pick out any adjectives that could be improved with more ambitious ones. Make sure to make a point of re-reading the sentences before moving on to the next one to make sure they flow on to one another.</p> <p>Explain the chn that this doesn't need</p>	<p>BARE: Chn to write simple sentences about the Olga's adventure supported by an adult (Sam)</p> <p>ARE: Chn to start writing their diaries - focus on consistent past tense.</p> <p>AARE: Chn to start writing their diaries - push to use subordination and coordination and expanded noun phrases.</p>	<p>Chn to be given time to re-read and check what they have written so far in order to look for capital letters, finger spaces, full stops etc.</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>

				to be a long diary entry, but one that is focused and detailed.			
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