**School name: ENGLISH PLANNING YEAR A**

**SILVER**

**Teacher: Class: Year: Term: Autumn 1 Week Commencing: Week 5**

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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 planning | See separate planning | **L.O To understand how to plan a story.**  Success Criteria:   1. I must know what a mind map is. 2. I must put the story map in chronological order. 3. I could think of more ambitious words to describe. | Recap the story so far with the children, allowing time for discussion about the bits they have really enjoyed and the bits that they haven’t enjoyed as much. Make sure to ask the children to explain their reasoning using the word ‘because.’  Explain to the children that this week we are going to become authors of our very own story! Tell the children that before anyone writes a story always plan their story first so that they know exactly what is going to happen.  Refer back to the daydream illustration on page 11 and to the ideas they had for Claude’s photo album. Take a shared setting such as ‘in Space’ or ‘at the seaside’ and share ideas for what disaster could happen in the setting and how Claude could save the day. Put these into a mind map on the board, modelling what the chn are going to be doing.  Children will go on to create a mind map in their books with their characters, setting, dilemma, resolution and any other details they want to add. | BARE: Children to create a mind map as a group with adult support and a template to fill in.  ARE: Children to work independently to create their mind map using headings provided.  AARE: Children to create their mind map and must include a speech bubble and adjectives to describe. | Share our stories. Check chn are clear – who are the new character/s. What might the dilemma be? How will it be resolved? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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| **Tues** | See separate planning | See separate planning | **L.O To understand how to plan a story.**  Success Criteria:   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. | Remind the children what we were looking at yesterday and recap their mind – maps. Explain to the children that we are going to be creating a story map of our mind maps now to add more detail to them.  Refer back to the daydream illustration on page 11 and to the ideas they had for Claude’s photo album. Take a shared setting such as ‘in Space’ or ‘at the seaside’ and share ideas for what disaster could happen in the setting and how Claude could save the day. Put these into a story map on the board, modelling what the chn are going to be doing.  Children will go on to story map their own Claude story in this setting, adding words and phrases to their maps to record ideas such as character names, setting descriptions, key events and speech bubbles. | BARE: Children to create a story map as a group with adult support and a template to fill in.  ARE: Children to work independently to create their story map using headings provided.  AARE: Children to create their story map and must include a speech bubble and adjectives to describe. | Children to verbally tell their story to the class. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Wed** | See separate planning | See separate planning | **L.O. To understand how to write a short 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. | Remind the children what we did yesterday, going through the story map and telling your story to the children. Model using narrative language, adjectives and exciting tone of voice to demonstrate how the story should be enticing the reader to carry on reading.  Explain to the children that we are going to start writing our stories today.  Through shared writing, model writing a sequel adventure using the storymap from the previous session. Think about good ways to begin the story, and develop the action by introducing the dilemma. Think carefully about how to end the story by Claude saving the day and getting home to Mr and Mrs Shinyshoes.  Talk about the writing process and explain that the children will be having a first go at their writing – a draft. Explain that this will not be the finished piece and they will be able to come back to it to change and improve parts.  Explain to the children that they will have two sessions to complete their first draft so not to worry if they don’t get it all done today. | Children begin writing their story draft..  BARE: Chn to begin their draft using cloze procedure – “Once upon a time Claude \_\_\_\_\_\_\_\_\_\_. He was very excited to be\_\_\_\_\_\_\_\_\_\_”  ARE: Children to write their draft of the their story using adjectives to add descriptive language.  AARE: Children to independently write their story draft adding expanded noun phrases and adjectives to describe. The chn could be extended to add speech. | Chn to read their drafts so far to a peer on their table, feedback on any words that they really liked or anything they think could be improved on. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Thurs** | See separate planning | See separate planning | **L.O. To understand how to write a short 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. | Remind the children what we did yesterday, going through the story map and telling your story to the children. Model using narrative language, adjectives and exciting tone of voice to demonstrate how the story should be enticing the reader to carry on reading.  Remodel using the story map to help you write the draft. Remind the children how important it is to re-read what you have already written in order for the story to flow and make sense.  Model using phonics to sound out, adding finger spaces, capital letters and full stops.  Explain to the children that they will need to finish their draft stories today. | Children to continue their drafts.  BARE: Chn to begin their draft using cloze procedure – “Once upon a time Claude \_\_\_\_\_\_\_\_\_\_. He was very excited to be\_\_\_\_\_\_\_\_\_\_”  ARE: Children to write their draft of the their story using adjectives to add descriptive language.  AARE: Children to independently write their story draft adding expanded noun phrases and adjectives to describe. The chn could be extended to add speech. | Children to read their draft story to class and peers and adults to give positive feedback in order for editing tomorrow | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Fri** | See separate planning | (See Separate Plans) | **L.O. To understand how to improve my writing.**  Success Criteria:   1. I must check punctuation. 2. I should check it makes sense and no words are missing. 3. I could add more information and description. | Remind the children what we have been working on this week – explain to the children that we are going to be editing and improving our stories today before we publish them!  Model how to re-read writing aloud after finishing and see if there is anything that does not make sense, e.g. missing words or incomplete sentences or anything we can do to make the writing more informative or descriptive for the reader, e.g. adding adjectives for description or expanding sentences to give extra information. You could either go back to the original piece of Shared Writing for this or, use a child’s work with their agreement – it is good if you have access to a visualise or a large copy for this so everyone can see the writing. Explain and demonstrate how to revise work – this is not a complete re-write but may be adding words or changing sentences in a different colour on or around the work.  Encourage the children to return to their own work to check that it makes sense, the meaning is clear and it is punctuated. Get them to follow the modelled session and see if there is anything they would like to revise, such as adding an adjective or making a sentence more detailed. | BARE:  Chn to edit their stories using adult support and a different coloured pen. Adult can scribe the chns verbal improvements if needed.  ARE:  Children to re-read and edit their stories using a different coloured pencil.  AARE: Children to re-read and edit their stories using a different coloured pencil. Children must included speech if they haven’t already. | Read stories aloud to our partner and give each other feedback. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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