**School name: ENGLISH PLANNING YEAR A**

**SILVER**

**Teacher: Class: Year: Term: Autumn 2 Week Commencing: Week 6**

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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 know how to plan a book review.**  Success Criteria:   1. I must have an understanding of the story we have read so far. 2. I should be able to write notes under headings. 3. I could make detailed notes that express my opinion. | Recap the idea of non-fiction text. Explain to the chn that we are going to continue to look at non-fiction today but we are going to be doing it in the form of a book review. These are different to information texts though as more often than not the book review is expressing someone’s opinion – this is something that the person might think or feel but is not something everyone might think or feel and therefore it is not fact. A review is non-fiction but it is not fact.  Share different examples of book reviews. Can the children figure out what the book is from the book review? What are the common features of the book review – what does it tell you about the books?  Tell the chn they are going to plan a book review of ‘The Jolly Postman.’ Discuss the idea that everyone will have different opinions in the class and that is okay – not everyone will feel the same about it all.  Model expressing your opinion about the story and filling in the points on the book review planning template. | Chn to plan their book review using the headings:  Characters  Setting  Plot  Recommend  BARE: Chn to work in a small group to fill in the headings on one piece of share paper. Adult support.  ARE: Chn to fill in the headings independently in note form.  AARE: Chn to fill in the headings independently in note form and explain why using ‘because.’ | Chn to share their opinions with their peers.  Was there anyone who had a different opinion to them? What was it? Is it a bad thing for someone to have a different opinion? No? Why?  Discuss how different people like different parts of the story and that’s what makes reading so great – people think lots of different things! | **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 write a book review.**  Success Criteria:   1. I must have an understanding of the story. 2. I should be able to express my own opinion. 3. I could give detailed reasons for my opinions. | Recap the session from yesterday discussing what a book review is.  Read the children a book review of a well known story and see if they can figure out what book being written about.  Recap the importance of expressing your opinion safely.  Model using the plan for a book review to begin writing a book review using the template.  Stress the importance of adding detail about the story into your review. For example, the children can’t just write ‘I liked this bit because it is funny’ as the person reading the review who has not read the story won’t have any idea what they are talking about. It needs to read ‘I really enjoyed the part of the story when…..because…..’ so the reader knows what they are reading about.  Model using all the success criteria for a good sentence.  Make sure all the chn are happy using their plan to write review. | BARE: Chn to write short sentences under each heading using sound mats and sound buttons as support.  ARE: Chn to work independently to fill in their review. Extend them to include reasoning using the word ‘because’  AARE: Chn to work independently to fill in their review and to include reasoning using the word ‘because.’ | Chn to share their book review with someone from another class (EYFS) and to ask them if they would want to read that book or not. | **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 compare stories.**  Success Criteria:   1. I must have an understanding of the story we have read. 2. I must have an understanding of another story. 3. I should be able to use the langue of similar and different. 4. I could know what information to include. | Now we have finished our book reviews, we are going to start thinking about comparing our book ‘The Jolly Postman’ to another book of our choosing.  We are going to be using the language of similar and different. We are going to use the same headings we did for the book review so we will compare the plot, characters and the settings.  Model making notes about under the headings on the board – what do we know about ‘The Jolly Postman’ already.  Model picking out the same information from a story that you know well – discussing how they are different or similar to The Jolly Postman.    How do we know if it is the same? How do we know if it is different? Is it a bad thing if they are different? What are the themes of both stories? Are there parts of the stories that the children preferred and why?  Model filling out the comparing sheet – making sure it is clearly written and the children are putting the right information in the right place.  The children will be comparing ‘The Jolly Postman’ and a book of their choosing. | BARE: Chn to complete the comparing sheet as a group with adult support. Each child to have a go at writing.  ARE: Chn to complete the comparing sheet.  AARE: Chn to complete the comparing sheet and explain their reasoning. | Chn to share their comparisons with the class. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Thurs** | See separate planning | See separate planning | **L.O. Comprehension** | Comprehension assessment of your choosing. | Comprehension assessment of your choosing. | Comprehension assessment of your choosing.  . | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Fri** | See separate planning | (See Separate Plans) | **L.O. Assessment**  Success Criteria: | SPAG Assessment  Practice SATS paper of your choosing. | SPAG Assessment  Practice SATS paper of your choosing. | SPAG Assessment  Practice SATS paper of your choosing. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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