



SILVER

School name: _____ ENGLISH PLANNING YEAR A



Teacher: _____

Class: _____

Year: 1/2

Term: Summer 2

Week Commencing: Week 6

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><u>L.O. To understand how to write a book review.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 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. 	<p>Read the whole book from beginning to end. Allow sufficient time for children to talk in groups and as a whole class reflecting on their personal response to the whole book using Aidan Chambers’ book talk grid again to structure their initial conversation. You might also talk about how they feel about the ending? Were they satisfied by it or were they expecting a different ending? Did they want to know more? Did they feel that there was a message in the story or a lesson that the author wanted the reader to take away from it?</p> <p>Work through the book reflecting on the illustrations and the language used on each page and how this influenced their understanding of the story.</p> <p>Model using the book talk grid as a prompt to complete a book review.</p>	<p>BARE: Children to complete a book review using adult support and the template provided.</p> <p>ARE: Children to complete a book review using the template and the prompts provided.</p> <p>AARE: Children to complete a book review using the template and the prompts provided. Children to think about the cause and effects etc.</p>	<p>Children to share their opinions and their book reviews with their table. Discuss anything that was similar or different to another’s opinion.</p> <p>Remind the children that having different views and opinions on the same story is what make English and literature so wonderful – no one has to agree on everything.</p>	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

Notes/ feedback following lesson:

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Tues	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To explain our understanding through a digital book trailer (four sessions)</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand what I have read. 2. I should form my work with a purpose on advertising in mind. 3. I could use descriptive language in order to persuade my audience. 	<p>The following sessions culminate in children creating a digital book trailer. In order to do this, they need to feel clear about what the author intended us to take from the story and consider the impact of both illustration and text. The medium of graphic novel provides ample opportunity for children to develop visual literacy skills, linking the way an illustrator can play with perspective and viewpoint to affect a specific reader response.</p> <p>Ask the children to consider again what they think the main theme is in <i>The Secret of Black Rock</i>. What do they think Joe Todd-Stanton want us to go away thinking about as readers? Why has he chosen this story to tell us? What could we learn from it? What do we want to share with other people?</p> <p>You could find an opportunity for children to share their responses to the book with the author/illustrator, either in writing or through video or audio recordings. <i>What would you ask him? How has he been effective in making us think about the health of the ocean or the lives of fishing communities?</i></p>	<p>BARE: Children to work in pairs to write a detail summary of the story and the message that the author intended.</p> <p>ARE: Children to work in pairs to write a detail summary of the story and the message that the author intended.</p> <p>AARE: Children to work in pairs to write a detail summary of the story and the message that the author intended.</p>	<p>Ask them to share their ideas with each other throughout the process and once their ideas are fully formed, encourage them to read them aloud to the wider group. What do they have in common? What is different? Explain that we can take common messages intended by the author but that we all have a valid</p>	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

				<p>Ask children to choose their favourite moments from the illustration or text and to talk about why they feel this way about them. Look again at the illustrations. Which illustrations did they find particularly memorable or vivid? Why? What about the text? Did any parts of it have a particular effect on you as a reader? Did they make you feel strongly in any way? How did the author/illustrator achieve this? Encourage children to refer back to their learning right across the curriculum as well as in literacy to deepen this discussion and add strength to their ideas and assertions.</p> <p>If you were to summarise the book in three sentences what would you say? Ask the children to work in small groups or with partners to attempt to provide a succinct summary of the book and its message.</p>		<p>response that is personal to us.</p>	
<p>Notes/ feedback following lesson:</p>							

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Wed	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To explain our understanding through a digital book trailer (four sessions)</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand what I have read. 2. I should form my work with a purpose on advertising in mind. 3. I could use descriptive language in order to persuade my audience. 	<p>Recap the previous lessons and then show the children examples of book trailers created by the publishers to promote their book. Use books the children have worked with in this sequence or with which they are familiar, such as: The Shark Lady by Jess Keating: https://www.youtube.com/watch?v=enpBVnm3CvY</p> <p>Ask the children to respond to what they find most effective in the trailers and how they convey the important themes in a given book to an audience that may not know it already. How does the trailer entice you to read it? What makes it seem exciting or interesting? How are book trailers the same or different from written book reviews? Which do children prefer? Why?</p> <p>Show the children how we can use Apps such as i-Movie (Apple) or Movie Maker (Windows) to create our own book trailer for <i>The Secret of Black Rock</i>. Model how to choose the images, close-ups or text from the book that will have greatest impact on our intended audience and how to refine these choices once we see them played out.</p> <p>Provide the children with access to tablets that have the functionality to enable them to create their trailers as you have modelled. Ensure the children are clear about who they would like to show their trailers to and how they shape the content to have a specific impact on their intended audience.</p>	<p><i>BARE: Children to work in small groups to use the ipad to create their digital trailer.</i></p> <p><i>ARE: Children to work in small groups to use the ipad to create their digital trailer.</i></p> <p><i>AARE: Children to work in small groups to use the ipad to create their digital trailer.</i></p>	Children to share their trailer so far and peers to feedback on what they like so far/what they would like to improve on tomorrow.	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

Notes/ feedback following lesson:

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Thurs	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To explain our understanding through a digital book trailer (four sessions)</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand what I have read. 2. I should form my work with a purpose on advertising in mind. 3. I could use descriptive language in order to persuade my audience. 	<p>Recap learning and activity from yesterday. Re-model how to add images to the app etc. so that the children are reminded on how to use the app.</p> <p>Explain to the children that they will have today and one more session tomorrow in order to complete their digital trailers.</p>	<p><i>ARE: Children to work in small groups to use the ipad to create their digital trailer.</i></p> <p><i>ARE: Children to work in small groups to use the ipad to create their digital trailer.</i></p> <p><i>AARE: Children to work in small groups to use the ipad to create their digital trailer.</i></p>	<p><i>Children to share their trailer so far and peers to feedback on what they like so far/what they would like to improve on tomorrow.</i></p>	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>
Notes/ feedback following lesson							

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Fri	<u>See separate planning</u>	(See Separate Plans)	<p><u>L.O. To explain our understanding through a digital book trailer (four sessions)</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand what I have read. 2. I should form my work with a purpose on advertising in mind. 3. I could use descriptive language in order to persuade my audience. 	<p>Explain to the children that they will have one last half an hour to finish their digital trailers ready to be shared with the class.</p> <p>Provide a platform for them to showcase and publish their trailers, perhaps on a secure part of the school website or in a school assembly as the launch for a conservation project they may wish to drive forward.</p>	<p><i>ARE: Children to work in small groups to use the ipad to create their digital trailer.</i></p> <p><i>ARE: Children to work in small groups to use the ipad to create their digital trailer.</i></p> <p><i>AARE: Children to work in small groups to use the ipad to create their digital trailer..</i></p>	<p><i>Children to share their final digital trailer with the class (take pictures for evidence in their books).</i></p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>
<p>Notes/ feedback following lesson:</p>							