Teacher: Miss O’Gorman Topic: Food, Glorious Food!

Text: Alice in Wonderland Genre: Fiction – narrative

Grammar warm up – Warm ups throughout the reading phase – focus on creating and punctuating complex sentences using *-ing* openers.

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|  | Intent | Implementation | | Impact |
|  | Learning Objective | Teaching | Activity | Learning Outcomes |
| Creating Interest  (1 session) | LO: To identify and lavel details within an historical setting. | Promote interest in the theme/genre by showing an image from Lewis Caroll’s book.  Play both film trailers.  Identify nouns in both pictures and films which inform reader it is historical.  Write nouns in to expanded noun phrases. | Show images from Lewis Caroll’s book and make predictions based on images. Write a prediction.  Play both film trailers. Discuss how the images and films show that it is set in an historical period. What clues are there that the setting is historical? Identify the details from the picture. Label with nouns e.g. *waistcoats,* then expand into noun phrases, e.g. *waistcoats with shiny, golden buttons.* Collect and display on working wall.  Read Chapter 1 and chapter 2. | * Children will be able to identify and label details within an historical setting. * Children will be able to create noun phrases. |
| Reading and Responding  ( 4 sessions) | LO: To explore the meaning of words in context. | Focus on vocabulary. In tackling unfamiliar words, explore pronunciation as well as meaning. Use dictionaries to find definitions then discuss these in the context of the text. Record any useful vocabulary on the working wall to support the writing phase. | From chapter 1 and 2 – Children to go through text and highlight any words / vocabulary they are unsure of. In mixed ability pairs, children to use a dictionary to find meaning. | * Children will be able to take account of punctuation when reading aloud. * Children will be able to discuss books, building on and challenging others’ ideas. * Children will be able to explore the meaning of words in context. * Children will be able to demonstrate their understanding, interpretation and response to the novel through discussion, drama and in writing. |
| LO: To demonstrate my understanding through discussion and drama. | Read further sections/chapters (use additional time outside of English sessions) and provide a range of drama strategies to deepen understanding e.g. hot seating, freeze framing, thought tracking, conscience alley and role play. | Recap chapter 2.  Read chapter 3.  Hot seating / freeze frame activity based on chapter 1 – 3.  Take photo for book. |
| LO: To demonstrate my understanding through writing – diary entry - 2 sessions. | Read examples of diary entry including a WAGOLL and highlight the features. Use this as a recap / understanding discussion of chapters 1 – 3. | Write diary entry based on chapters read.  Peer edit. |
| Reading and Analysing (4 Sessions) | LO: To understand how setting is developed in books. | Read chapter 4.  Use the drama technique ‘tour guide’: following modelling from the teacher and teaching assistant, children guide each other around the room pointing to (imaginary) objects, as if they were in the setting from the story. | Mixed ability grouping drama sessions – Tour Guide. | * Children will be able to describe how writers develop settings in books. * Children will be able to describe how writers develop characters in books. * Children will be able to select evidence from the text to support their arguments. * Children will be able to write notes to support their presentations. * Children will be able to make a formal presentation to an audience. * Children will be able to reflect on their own performance. |
| LO: To describe how writers develop character and settings in books. | Provide a visualisation exercise where the children are asked to imagine they are entering the setting as the teacher describes what they ‘can see’. Ensure the identified words from the text form part of this description. | Descriptions of setting and characters through what they ‘can see’ approach. Modelled writing by CT.  Children to write their own. |
| LO: To select evidence to support my presentation. | Participate in a discussion related to an issue from reading, e.g. *In ‘Alice in Wonderland’ – Should Alice drink from the bottle (chapter4).*  Develop ideas generated through discussion to prepare formal presentations, drawing on evidence from the text to support their arguments.  Model the process of writing notes. Children write notes on cards to support the delivery of their presentation. https://www.teacher-of-primary.co.uk/alice-in-wonderland-teaching-resources-1445.html  Discuss tips for making effective presentations such as those contained in this YouTube clip ([here](https://www.youtube.com/watch?v=2ndrfmh82Wo)). | Discuss what a discussion is and features of discussion writing.  Show example of effective presentations on youtube.  Make notes using template – see PPT. |
| LO: To formally present to an audience. | Children rehearse then perform their presentations. If possible, these should be filmed to allow children to reflect on their own presentation, identifying strengths and steps for improvement. | Finish making notes.  Perform their presentations / film them. |
| Gathering Content  ( sessions) | LO: To make a prediction. | Look at making predictions and how using evidence from the text. | Children to make a prediction based on what they think will happen next in chapter 6. | * Children will be able to create, write and punctuate complex sentences with an -ing opener. * Children will be able to draw on reading, visual sources and drama to generate ideas for writing. * Children will be able to record their ideas in writing. |
| LO: To read aloud taking account of punctuation. | To read chapter 6. | Read aloud focusing on punctuation. |
| LO: To draw on reading and visual resources to generate ideas for writing. | Use a collaborative drawing approach (drawing on large bed sheets with washable marker pens, or on large sheets of paper) for children to record ideas. They label the items they have drawn with appropriate nouns then develop some into noun phrases, e.g. *table* becomes *long, wooden trestle tables* *with parallel benches.* Display on working wall to support the writing phase. Support with photographs, illustrations and moving images where necessary. | Show pictures from the Lewis Carroll Novel and the film – the mad tea party.  Describe the items they would find at the Mad Tea-Party. |
| Writing  (4 sessions) | LO: To write a new chapter for Alice in Wonderland. | Read WAGOLL  Model each paragraph  Model how to edit etc. | Break down writing with a WAGOLL and model each paragraph. | * Children will be able to write a new scene/chapter for an historical narrative which includes:   effective use of complex sentences with an *-ing* opener.  a historical setting created through well- chosen nouns and noun phrases.  evidence of the children having edited and improved their writing. |

Teacher: Miss O’Gorman Topic: Food, Glorious Food!

Text: Alice in Wonderland Genre: Poetry

Grammar warm up – Warm ups throughout the reading phase – focus on creating and punctuating sentences using simile starters.

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|  | Intent | Implementation | | Impact |
|  | Learning Objective | Teaching | Activity | Learning Outcomes |
| Creating Interest  (1 session) | LO: To understand and use similes. | Introduce, or remind the children about, the term *simile.*  Read some good examples.  Show an image and ask the children to create similes using *‘as’* or *‘like’* to describe it. Encourage the children to avoid clichés. Tell the children that the first idea is seldom the best and show them how to generate several ideas and then choose the best. | Children to create their own similes based on an image of choice. | * Children will be able to use the term simile. * Children will be able to create some similes. |
| Reading and Responding  (1 session) | LO: To take account of meaning when reading aloud. | Read and explore a selection of classic narrative poems through shared reading. Model how to use punctuation and the meaning of words to inform intonation and expression. Together, children reread sections of poetry aloud using appropriate intonation and expression.  Model and use *Book Talk* to deepen comprehension, using tentative language to propose, express and refine ideas, e.g. *I wonder whether…; Maybe…; At first, I thought…but now…*  Focus on vocabulary. In tackling unfamiliar words, explore pronunciation as well as meaning. Use dictionaries to find definitions then discuss these in the context of the poem. *Do you notice anything special or unusual about the words the poet has used? Are there any words that could mean two things?* | Children to read a selection of poems – to discuss meaning (so basically) / look at punctuation.   * Timothy Winters by Charles Causley. * Chip the glasses and crack the plates, JRR Tolkien YouTube clip ([here](http://www.youtube.com/watch?v=Z7HFnbYc7MM)). * King John’s Christmas by AA Milne.   A Visit from St Nicholas by Clement Clarke Moore | * Children will be able to take account of meaning when reading aloud. * Children will be able to discuss poems, building on and challenging others’ ideas. * Children will be able to explore the meaning of words in context. |
| Reading and Analysing (1 Session) | LO: To show understanding of poetry through discussion and writing. | Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.  Explore, recognise and use the terms *metaphor, simile* and *imagery*.  Provide response stems to support this, e.g. *It makes me imagine…; It’s the poet’s way of saying…; It makes it seem…*  Read and discuss as a class – Timothy Winters. | Using the poems from reading and responding – find metaphors, similes and imagery.  Evaluate and write about the poems using the sentence stems – base this on ‘Twas the night before Christmas’. | * Children will be able to demonstrate their understanding, interpretation and response to the poetry through discussion and in writing. * Children will be able to compare poems. |
| Gathering Content  (1 session) | LO: To prepare, rehearse and perform a classic poem. | Select a poem to be learnt by heart.  Ensure the children understand the meaning of words and phrases used within the poem. Explore through *Book Talk* to deepen understanding.  Prepare the poem, or section of the poem, to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. | Prepare and perform ‘Twas the night before Christmas’. | * Children will be able to create and punctuate sentences with simile starters. * Children will be able to take account of meaning when reading aloud. * Children will be able to prepare, rehearse and perform a poem. |
| Writing  (2 / 3sessions) | LO: To write and perform a poem. | Use shared writing techniques to model the writing of a verse or a new poem based on the poem learnt. Focus on skills – use of metaphor, simile and imagery.  Children follow the modelling from the whole class focus and write their own verse or a new poem based on xmas.  Children assess the effectiveness of own and others’ writing through peer editing.  New poems are learnt and performed | Write their own xmas poem which includes similes.  Perform their poem. | Children will be able to write a poem which includes:   * A structure based on the model; * Imagery created through carefully chosen words and phrases;   Appropriate use of simile/metaphor. |