Teacher: Miss Standish Topic: The Place Where I Live

Text: The Pirates Next Door by Jonny Duddle Genre: Stories with familiar settings

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| Intent | Implementation | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| 1. To make predictions about the text to be read.

**Creating interest** | * Use a box of surprises. Pull out items linked to the text and encourage the children to think about whom they belong to.
* Play a sound clip or show an image which links to the place where the story is set. Predict who the text will be about and where it is set.
 | * Children to predict what they think the text will be about.
 | * Children will be able to identify what they can see and hear, and make predictions about the text to be read.
 |
| 1. To identify characters, settings and plots.

**Reading- reading and responding** | * Warm up- focus on subordination using the time word ‘when’.
* Read the text, stopping at certain points for the children to make predictions orally. Record predictions on sticky notes.
* Use mini question hands to generate orally who, what, where, when and how questions. Use talk partners to answer. Model how to write a good question. Children write their own.
 | * Children to listen to the text and make predictions at certain points in the story- record on sticky notes.
* Children to generate questions using the 5 w’s- use a hand to record questions and use talk partners to answer.
 | * Children will be able to identify characters, settings and plots.
* Children will be able to make predictions.
 |
| 1. To use drama techniques to explore character actions and feelings.

(2 part lesson?)**Reading- reading and responding** | * Warm up- focus on subordination using the time word ‘when’.
* Use drama techniques to explore characters in more detail. e.g. hot seating, magic mirror, magic microphone- using the 5 w’s from last lesson.
 | * Children to use drama techniques to explore what characters might be thinking, saying and feeling; record.
* Children to develop character circles (write around each character all they have learnt about them so far) and add to them as they learn more about them using information from the story.
 | * Children will be able to infer character thoughts and feelings.
* Children will be able to draw on their knowledge of the story and use inference to respond in role as a character.

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| 1. To write a postcard.

**Reading- reading and responding** | * Warm up- focus on subordination using the time word ‘when’.
* Based on last lessons hot seating activity- Link to a short writing opportunity e.g. postcard from the main character to another.
* Identify new, unfamiliar or exciting words/phrases from the text. Check meanings using dictionaries. Create a word bank.
* Read other stories with the similar settings independently at their own level.
 | * Children to write a postcard from the main character to another character.
 | * Children will be able to infer character thoughts and feelings.
* Children will be able to draw on their knowledge of the story.
 |
| 1. To sequence the story.

**Reading- reading and responding** | * Warm up- focus on subordination using the time word ‘when’.
* Sequence parts of the story using a storyboard with images from the text. Write under each image what is happening.
 | * Children to sequence the story using images and sentences.
 | * Children will be able to sequence the story.
 |
| 1. To re-tell a story orally.

**Reading- reading and analysing** | * Warm up- focus on subordination using the time word ‘when’.
* Teach children the story via oral storytelling. Modify the text, if necessary, so it is suitable for learning.
* Use story maps, images, props and key vocabulary to support re-telling orally e.g. in the beginning, after that, a bit later.
* Create a checklist of features e.g. two characters, setting, events, time connectives.
 | * Children to re-tell the story in groups- create a story map in groups to retell and then show the rest of the class.
 | * Children will be able to re-tell a story orally.
* Children will know and understand the features of a simple narrative text.
 |
| 1. To create my own story map.

**Gathering content** | * Warm up-– focus on subordination using the time word ‘when’.
* Create a whole class story map, innovate by changing the setting to the place where they live. Some children may innovate the characters or ending also.
* Prepare new story maps in groups or individually with new setting/ending/characters.
* Orally rehearse new stories several times to embed the pattern of narrative.
 | * Children to create their own story map with new setting/ ending or characters.
 | * Children will be able to create own story maps/plans with events in order.
* Children will be able to orally re-tell their story.
 |
| 1. To orally retell my story.

PART 2**Gathering content** | * Warm up-– focus on subordination using the time word ‘when’.
* Using the whole class story map, innovate by changing the setting to the place where they live. Some children may innovate the characters or ending also.
* Prepare new story maps in groups or individually with new setting/ending/characters.
* Orally rehearse new stories several times to embed the pattern of narrative.
 | * Children to create their own story map with new setting/ ending or characters.
* Children to orally re-tell their own story.
 | * Children will be able to create own story maps/plans with events in order.
* Children will be able to orally re-tell their story.
 |
| 1. To write a story.

**Writing** | * Using the innovated story map, use shared writing techniques to model a section at a time with the children. Focus on skills – subordination using the word ‘when’.
* Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
* Use AFL, marking and feedback to adjust shared writing focus daily.
 | * Children to write the first section of their story using the story map.
 | * Children will be able to construct their own short narrative, based on a model, which includes:
* subordination using the word ‘when’.
* effective use of nouns.
 |
| 1. To write a story.

**Writing** | * Model writing the next part of the story using the story map.
 | * Children to write the next section of their story using their story map.
 | * Children will be able to construct their own short narrative, based on a model, which includes:
* subordination using the word ‘when’.
* effective use of nouns.
 |
| 1. To write a story.

**Writing** | * Model writing the next part of the story using the story map.
 | * Children to write the next section of their story using their story map.
 | * Children will be able to construct their own short narrative, based on a model, which includes:
* subordination using the word ‘when’.
* effective use of nouns.
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| 1. To write a story.

**Writing** | * Model writing the next part of the story using the story map.
 | * Children to write the next section of their story using their story map.
 | * Children will be able to construct their own short narrative, based on a model, which includes:
* subordination using the word ‘when’.
* effective use of nouns.
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Teacher: Miss Standish Topic: The Place Where I Live

Text: Genre: Non- chronological reports

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| Intent | Implementation | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| 1. To identify details from an information film text.

**Creating interest** | * View a short clip about Roman lifestyle e.g. A day in the life of a 10-year-old in Roman Britain on the BBC Hands on History website.
* Model identifying aspects of Roman life from the clip e.g. living in a villa rather than a house.
* View further clips and challenge them to identify Roman ways of life. The BBC Bitesize website has some useful clips, including:
* How did the Romans keep clean?
* How did the Romans go to the toilet?
* What did the Romans invent?
* Introduce a QUAD grid – see below following viewing to collect notes about what we know so far, and raise questions for research.
* Model creating quality questions prior to children raising own questions and add to grid for working wall:
 | * Children to raise questions and add to QUAD grid.
 | * Children will be able to identify details from an information film text.
* Children will be able to raise questions for research.
 |
| 1. To record key facts from reading.

**Reading- reading and responding** | * Warm up- focus on exploring and identifying main and subordinate clauses in complex sentences in non-fiction texts.
* When exploring the text through shared reading, model how suffixes are used to understand meanings e.g.  *–ous: adventurous, famous, generous, numerous.*
* Through shared reading, explore and discuss a variety of texts e.g**.** *KS2 Discover & Learn: History - Romans in Britain* by [CGP Books](http://www.amazon.co.uk/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=CGP+Books&search-alias=books-uk&text=CGP+Books&sort=relevancerank).
* Model ‘close reading’ to examine a few sentences at a time. Reveal the text sentence by sentence and discuss what has been found out e.g*. using the screen shade tool on the interactive whiteboard.*
* After modelling, children continue this approach with further texts, differentiated according to reading ability.
* Model noting ideas read via a ‘fast facts’ approach. This involves jotting each fact reported to a partner on a sticky note or on a fact finders notes page.
 | * Provide ‘ping pong talk’ time for children to share facts with a partner after each section of reading, e.g. Romans built roads.
* Children to write fast facts on a fact finders notes page.
 | * Children will be able explore main and subordinate clauses in complex sentences.
* Children will be able to explore the suffix –ous to understand meanings of words.
* Children will be able to listen to and discuss information.
* Children will be able to identify key facts and say orally.
* Children will be able to record key facts from reading.
 |
| 1. To identify which texts are relevant for research, and which are not.

**Reading- reading and responding** | * Warm up- focus on exploring and identifying main and subordinate clauses in complex sentences in non-fiction texts.
* Refer back to the QUAD grid and collate any answers to questions raised so far.
* Provide each group with their own QUAD grid with questions on a specific aspect e.g. roads, sanitation, theatre.
* Use a selection of texts, including reference books, during the reading phase, e.g. what the Romans did for us by Alison Hawes; 100 Facts Roman Britain by Phillip Steele; The Usborne Time Traveller – Rome and Romans by Heather Amery; Who Were the Romans? by Phil Roxbee Cox plus other texts from a library loan.
* Model using a key question and hunting for details in different reference books or extracts displayed on IWB – ensure that not all are relevant for the question to be answered. Find the answer to the question and model reading the section for full details – add to whole class QUAD grid.
 | * Children to work as a group using a QUAD grid with questions on specific to topic e.g. roads, sanitation, theatre etc and use a selection of texts to identify which texts are relevant for research and which are not.
 | * Children will be able explore main and subordinate clauses in complex sentences.
* Children will be able to explore the suffix –ous to understand meanings of words.
* Children will be able to listen to and discuss information.
* Children will be able to identify key facts and say orally.
* Children will be able to record key facts from reading.
* Children will be able to read and find information from specific questions asked.
* Children will be able to identify which texts are relevant for research, and which are not.
 |
| 1. To identify key ideas in a paragraph

**Reading- reading and responding** | * Warm up- focus on exploring and identifying main and subordinate clauses in complex sentences in non-fiction texts.
* Discuss how to evaluate which texts are useful for specific research, and which are not.
* Show the children how to identify the key idea in a paragraph to aid understanding.
* Prepare sub headings and sections of text which match, and distribute to the children. Use ‘stand up, pair up’ for children to find a partner to match a sub heading with a relevant section of text. When completed, give the relevant information with sub headings to the group who are focusing on that aspect.
 | * Children to use ‘stand up, pair up’ to find a partner to match a sub heading with a relevant section of text. When completed, give the relevant information with sub headings to the group who are focusing on that aspect.
 | * Children will be able explore main and subordinate clauses in complex sentences.
* Children will be able to explore the suffix –ous to understand meanings of words.
* Children will be able to listen to and discuss information.
* Children will be able to identify key facts and say orally.
* Children will be able to record key facts from reading.
* Children will be able to identify key ideas in a paragraph.
 |
| 1. To participate in a group presentation.

**Reading- reading and responding**This will need a couple of lessons.  | * Warm up- focus on exploring and identifying main and subordinate clauses in complex sentences in non-fiction texts.
* Introduce a fictitious group presentation format e.g. *Fact Finders television or radio broadcast* or a *Did You Know? programme*.
* Explain that the children will work as a group to present their information on their specific aspect as a mini broadcast.
* Emphasise the use of appropriate intonation, expression and clear presentation of facts. Develop success criteria for effective presentation of information with the children.
* Support groups as appropriate in developing their broadcast before performance to the class.
* Evaluate the broadcasts and provide feedback for each group.
 | * Children to prepare a group presentation on their specific aspect to summarise their findings. They should use notes collected from a range of sources. Provide a range of choices for how the presentation will be organised for broadcast e.g. poster with fact boxes; mind map; facts read by each member of the group; images on IWB with facts spoken etc.
 | * Children will be able explore main and subordinate clauses in complex sentences.
* Children will be able to explore the suffix –ous to understand meanings of words.
* Children will be able to listen to and discuss information.
* Children will be able to identify key facts and say orally.
* Children will be able to record key facts from reading.
* Children will be able to participate in a group presentation.
* Children will be able to identify the structure and layout of information texts.
* Children will be able to express preferences with justifications linked to text layout.
 |
| 1. To identify the main idea within a paragraph.

**Reading- reading and analysing** | * Warm up- focus on exploring and identifying main and subordinate clauses in complex sentences in non-fiction texts.
* Model evaluating how specific information is organised within a non-fiction text by boxing up (drawing rectangles or ‘boxes’ around sections of text) and labelling the sections e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Provide further information texts for children to analyse against the checklists of features.
* Discuss the purpose of paragraphs and model creating paragraph labels.
 | * Children to be provided with a range of paragraphs without headings for children to read in pairs and identify the main idea.
 | * Children will be able explore main and subordinate clauses in complex sentences.
* Children will be able to identify key facts and say orally.
* Children will be able to record key facts from reading.
 |
| 1. To express preferences with justifications linked to text layout.

**Reading- reading and analysing** | * Warm up- focus on exploring and identifying main and subordinate clauses in complex sentences in non-fiction texts.
* Set up the class as a publisher’s design studio where children have to examine a range of layouts in different non-fiction texts. Discuss likes and dislikes, giving justifications and complete a critique as a short writing opportunity. Display some on the working wall.
 | * Children to examine a range of layouts in different non-fiction texts. Discuss likes and dislikes, giving justifications.
* Children to complete a critique as a short writing opportunity.
 | * Children will be able explore main and subordinate clauses in complex sentences.
* Children will be able to identify the structure and layout of information texts.
* Children will be able to express preferences with justifications linked to text layout.
 |
| 1. To identify key ideas and facts from reading.

**Gathering content** | * Warm up- focus on conjunctions e.g. *although, while, if, so*.
* Select content as a focus for research e.g. Roman children: how do we know? Schools: what did they learn about? Leisure time: what did they play with? Fascinating Roman facts.
* Develop research by viewing information, such as the ‘Children in Roman Britain’ clip on the BBC Bitesize website and provide differentiated texts for children to read.
* Repeat ‘ping pong talk’ and ‘fast facts finder’ from the reading phase and collect sticky notes.
* Place all sticky notes on the carpet for children to read and share information with a partner using ‘You are a child in Roman times. You go to school and learn …; You play with …; You like …’ The Teachers TV clip ‘Wordscape’ (5:13 - 9:54) on YouTube has an idea for this sharing of information with a partner.
 | * Children to read texts about the chosen focus.
* Children to record on post it notes fast facts from what they have read.
* Children to share information with a partner- see YouTube clip in planning.
 | * Children will be able to identify and use conjunctions within sentences.
* Children will be able to research information from films and texts.
* Children will be able to identify key ideas and facts from reading.
* Children will be able to report information to others.
 |
| 1. To place key facts in relevant sections of a planner.

**Gathering content** | * Warm up- focus on conjunctions e.g. *although, while, if, so*.
* Model creating a planner for organising information e.g.
* Using sticky notes from yesterday model placing some sticky notes into the grid before children allocate the remainder of the sticky notes.

Review the planner as a class to ensure the notes are all suitably placed. | * Children to work in pairs to fill in grid using sticky notes from yesterday.
 | * Children will be able to identify and use conjunctions within sentences.
* Children will be able to create a planning structure.
* Children will be able to place key facts in relevant sections of a planner.
 |
| 1. To plan a non-chronological report.

**Writing** | * Model selecting appropriate language, vocabulary and phrases to help children plan their non-chronological report.
 | * Children to plan non-chronological reports using books/ clips/ films etc.
 | * Children will be able to plan a non-chronological report.
 |
| 1. To write a non-chronological report.

(double-page spread)**Writing** | * Referring to the planner, use shared writing techniques to model a section at a time to show the development of a paragraph with sub headings. Focus on skills – use of complex sentences, conjunctions and text type features.
* Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
* Use AFL, marking and feedback to adjust shared writing focus daily.
 | * Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
 | * Children will be able to create entries which include:

- complex sentences. - use of conjunctions.- text type features. |
| 1. To write a non- chronological report.

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* complex sentences.
* use of conjunctions.
* text type features.
 |
| 1. To write a non-chronological report.

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| 1. To write a non-chronological report.

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 | * Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
 | * Children will be able to create entries which include:
* complex sentences.
* use of conjunctions.
* text type features.
 |
| 1. To edit and evaluate a non-chronological report.

**Editing and evaluating** | * Model editing and evaluating a non-chronological report.
 | * In pairs, evaluate and suggest changes to non-chronological reports. Improve in the light of evaluation.
 | * Children will be able to edit and evaluate a non-chronological report.
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Teacher: Miss Standish Topic: The Place Where I Live

Text: Genre: Poems on a theme

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| Intent | Implementation | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| 1. To provide opinions orally and in writing.

**Creating interest** | * View a live or recorded performance e.g. travelling theatre group; stories told via movement and dance, such as these clips with no narration on the BBC Bitesize website; or short films without any dialogue such as Dum Spiro on Vimeo.
* Invite oral responses from the children using a focus grid with simple speaking frames such as:

* Model giving oral responses with reasons e.g. I liked the way the characters used their voices loudly and quietly; I enjoyed the way the … entered and made me jump!
* Provide a short writing opportunity for children to complete, e.g. a performance review including likes, dislikes, star ratings on characters and recommendations.
 | * Oral responses from children using speaking frame.
* Children to complete performance review write up into books.
 | * Children will be able to listen and view a performance, and provide opinions with reasons.
* Children will be able to provide responses in writing.
 |
| 1. To identify effective use of intonation and expression when reading aloud.

**Reading- reading and responding** | * Warm up- explore and identify main and subordinate clauses in complex sentences.
* Read a class novel alongside the unit which can be used during the gathering content phase e.g. Romans on the Rampage by Jeremy Strong.
* Through shared reading, explore a section of a playscript, modelling the use of expression and intonation, and taking account of stage directions e.g. Playtime by Julia Donaldson.
* Discuss understanding of the script by using a focus box to structure thinking e.g.
* Explore the way in which play scripts are read aloud and how this is different from reading aloud stories. To do this, read a further section including the stage directions in a ‘boring’ voice, asking children to evaluate your performance. Ensure that they understand that stage directions should not be read aloud and that different people read the words of different characters.
 | * Children to discuss understanding of the script by using a focus box to structure thinking- record in books.
 | * Children will be able to identify main and subordinate clauses in a sentence.
* Children will be able to discuss the characters and events in a script.
* Children will be able to identify effective use of intonation and expression when reading aloud.
* Children will be able to give and receive feedback.
* Children will be able to identify key features of play scripts.

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