**English Weekly Teaching Sequence**

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| **Year \_\_\_\_2\_\_\_\_\_** | **Start Day \_\_\_\_\_Monday\_\_\_\_\_\_\_\_\_\_\_\_ Date\_21st Sept 2020\_\_\_\_\_\_\_\_\_** |

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|  **Activity**  |
| **Day one**Learning Focus:Features of a Non-Fiction Text | Starter: In Pairs – Chn are given 2 books (1 fact, 1 fiction) – write on A3 what features they can find in each book. Similarities and differences. **Group one**HA – In books, Give chn snippets of non-fiction chn are to label features and add explanations. MA - In books, chn are to have pictures of different features of NF. – chn are to stick pictures in and write features of the NF texts. **Group two**LA- Chn are to have front covers of various books. – chn are to stick book covers into F or NF groups. Plenary – Whole Class Quiz.  | **Input**Introducing fiction and non-fiction. Discuss features of fiction and non- fiction books. As a class sort books in to piles – F or NF.  | **Key Points:****Non- Fiction**Sub-HeadingsPhotographsCaptionsGlossaryIndex PageLabelsContents Page**Fiction**PlotCharactersProblemResolutionThird PersonThemeVocabulary.  |
| **Day two**Learning Focus:Grammar – Writing Questions  | Starter: Children to decide what sentences need various punctuations – including question marks. **Group one**HA- Children to work in partners to write questions that they want to research about owls.MA- write questions linked to given picture clues.LA- Children to punctuate sentences with question marks. Simple CVC word sentences. Children to practice question mark on laminated sheets.  | **Input**PPT focussing on use of question marks. Children are to be given quiz to decide what sentences need punctuation marks.  | **Key Points:**WhoWhatWhen Where WhyHow Question marks |
| **Day three**Learning Focus:To retrieve information from a simple non-fiction text.  | **Group 1** HA – Children to use an age-appropriate website to find the answers to the questions we asked about owls. MA – Children to use non-fiction books about owls to find answer to the questions we asked.. Use contents page and index.In pairsLA - As a group, use a simple non-fiction book about owls to find the answers to the questions we asked | **Input**As a group – discuss and create a list of questions that could help us create a non-fiction text. Model finding information and writing it in an informative way.  | **Key Points:**Online Safety. Making notes.  |
| **Day four**Learning Focus:Writing suitable sentences for a non-fiction text.  | Starter: Introduce extended sentences. Children to choose ‘and’ or ‘because’ to join two clauses together. HA – Children to write extended sentences under each picture taken from a non fiction book about owls- link to research conducted yesterday. Have connectives word bank to support.MA – Children to complete sentences by writing two non fiction sentences, with one extended sentence, underneath each picture of an owl. Can you use ‘and’ or ‘because’ to join two ideas?LA – Children complete simple informative sentence underneath various pictures of owls.  | **Input**Introduce using conjunctions to extend sentences and add information.  | **Key Points:****‘**and’ is used to join 2 clauses together. ‘because’ is used to extend sentences and add more information.  |
| **Day five**Learning Focus:To up level sentences that are suitable for non-fiction text. | Starter: Show 2 non-fiction texts – children are to decide which is better. Explain why. Children are to up-level their extended sentences from the previous day, responding to written/verbal feedback. Children to complete a non-fiction style booklet about owls.  | **Input**Model how to up-level work and share feedback with the rest of the class on 2 texts.  | **Key Points:****‘**and’ is used to join 2 clauses together. ‘because’ is used to extend sentences and add more information.  |
| Evaluation/Reflection/Intervention (To be completed in PPA) |