**English Weekly Teaching Sequence**

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| **Year \_\_\_\_5\_\_\_\_\_** | **Start Day \_Monday Date 28/09/20** |

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| Activity Teaching Assistant Support | | | |
| Day one  Learning Focus: Grammar – Expanded noun phrases | Discuss expanded noun phrase with children, explain the tell us more information about the noun.  What is a noun?  Model on board with children  Noun - ice  Noun phrase – the ice  Expanded noun phrase – the bitter ice  Using image as a class, children will create expanded noun phrases describing living in an extreme region.  Group 1 - Children identify expanded noun phrases. They will then create their own.  Group 2 - Children identify expanded noun phrases.  Group 3 – Children will identify and highlight nouns within the text. | Input  TD – CM  AS – Group 1  DB- Group 3 | Activity  Checking understanding of nouns/nouns phrases through work and conversation. |
| Day two:  Learning Focus:  The various uses of an information text, is it fact or opinion? | Begin with the children having a range of information texts. What do they notice? What do they tell us? What is the layout? Are there any drawings or images?  Discuss with children information text provide a factual account of the specific topic. As a class We will sort fact and opinions on the board  In books children will write a sentence defining what a fact is and what an opinion is.  Groups 1 – Create their own facts and opinions using the different texts.  Group 2 - Should correctly classify the sentences in to fact or opinion.  Group 3 sort the some different facts and opinions in to the correct column. | Input  TA’s- Group 3 | Supporting |
| Day three:  Learning focus:  Research facts about Antarctica | Using text and iPads children will research key areas of Antarctica.  Group 1 – Research their given areas about Antarctica. Children must bullet point in full sentences key information independently.  Group 2 – Research Given area about Antarctica independently, with some support from TA.  Group 3 – Research given area with bank support and scaffolded recording sheet/ questions/ some support from the teacher | Input  AS/DB Support Group 2 | Guided research with questions |
| Day four:  Learning focus:  Research Antarctica and write | Using previous lessons research and information text, Children in mixed ability pairs will create an information text about Antarctica.  Children must use each area research to create a subheading within their text. Children must also include a glossary. | Input  AS/DB Support Group 2 | Supporting of recording information as an information text |
| Day five:  Learning focus:  Guided Reading  Shackleton information text/ Artic Animals | \*Spelling test \*  Begin lesson with spelling test.  Group 1 – children to develop and justify their opinions using the text to support  Group 2 – identify comprehension strategies – skimming and scanning  Group 3 – to have text on Arctic Animals and answer questions, provided with word bank. | Input  DB/ AS – group 2 | Activity  Move around hearing children read. Supporting reading/ asking questions to deepen understanding. |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | | |