**English Weekly Teaching Sequence**

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| **Year \_\_\_\_5\_\_\_\_\_** | **Start Day \_Monday Date 12/10/20** |

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| Activity Teaching Assistant Support | | | |
| Day one  Learning Focus:  Vocabulary | Vocabulary based session.  \*Rising Stars Vocabulary Activity- Page 10- Can we talk about Hope? \*  Children to learn the star words, their definitions, enter them into the correct sentences within the slide on the PP and then children to use some of the key words to describe situations or feelings an explorer may have in the middle on their expedition. | Input:  DB/ AS – Group 3  JD - CM | Activity:  Supporting understanding of different vocabulary. |
| Day two:  Learning Focus:  Modal Verbs | Discuss with children what modal verbs are, and how they impact on their writing.  Children to identify the modal verb in sentences. Then children will decide which modal verb fits in to the sentences. Followed by children creating their own sentences based on how it would feel to be in the Antarctica and survive the cold. (from the explorer point of view) | Input:  DB/ AS –support Group 2  JD- CM | Activity:  Work with a small group to ensure understanding and differences in modal verbs. |
| Day three:  Learning focus:  Features of a free verse poem | Begin the lesson by introducing the poem.  Children to stick poem into books.  Discuss key features of a poem.  Highlight and annotate whilst reading and discussing.  Find the definitions of any unfamiliar vocabulary.  Children to respond to the poem in their own way….  What do you like about the poem?  Do you find any of it difficult to understand? Which part and why?  What language features has the poet used?  Group 3 to complete this orally and record together. | Input:  DB/ AS – Group 2  JD - CM | Activity:  To support children, identify their feeling and opinions towards the poem. |
| Day four:  Learning focus:  Figurative language to create imagery for the reader | Children will recap learning from previous day.  Children will match each figurative device such as similes, assonance to an example.  Children will then create their own examples on each device based on Antarctica. Can the children identify what effect each will have on the reader? The examples will help with the write in the next lesson. | Input:  AS/ DB– support group 2 children  JD - CM | Activity:  To support children in their understanding of each figurative device. |
| Day five:  Learning focus:  Shared write | Focusing on using the five senses.  Group 1 – Write their own free verse poem in pairs, give children a poem with a focus. Use thesaurus to look at synonyms/ rhyming words.  Group 2 - Write their own free verse poem in pairs, give children a poem with a focus and the first line. Use thesaurus to look at synonyms/ rhyming words.  Group 3 – Complete a free verse poem orally. With support from TA to be recorded. | Input:  DB / AS – support Group 3 children  JD - CM | Activity:  To ensure children are correctly identifying how feature should be used/ guiding thinking on what the meaning of the poem is. |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | | |