**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-Headings  Photographs  Captions  Glossary  Index Page  Labels  Contents Page  **Fiction**  Plot  Characters  Problem  Resolution  Third Person  Theme  Vocabulary. |
| **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:**  Who  What  When  Where  Why  How  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 pairs  LA - 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) | | | |