English Weekly Teaching Sequence

|  |  |  |
| --- | --- | --- |
| **Year**: 3 | **Start Day**: Tuesday  | **Week commencing**: 21/9/20 |

|  |
| --- |
|  Activity Teaching Assistant Support |
| **Day One** Learning Focus:Identifying adjectives  | Recap the term ‘adjectives’ with children- what do they understand this to mean? Show chn range of sentences on IWB- can they pick out the adjectives in each sentence? Chn to work in pairs to identify and highlight adjectives in a passage- can they think of any alternative adjectives?Group 1:Chn to write out sentences in book and identify and highlight adjectives. Can chn generate an alternative adjective (synonym) for each one they find?Group 3:Chn to write out sentences in book and identify and highlight simple adjectives. | Assess understanding of chn during group activity and intervene as needed to correct misconceptions. | Support for group 1 chn in generating alternative adjectives. |
| **Day two**Learning Focus:Generating adjectives  | Recap previous lesson on adjectives- can chn give examples? Give chn sentence ‘The hunters sat by the hot fire’- identify adjective together and ask chn to brainstorm adjectives that could be used to describe the fire eg. blazing, roaring, roasting etc.Group 1:Using images from story, chn to choose Stone Age objects to describe and generate a range of adjectives to describe them.Group 3:Chn to describe given items, using word bank to help them match adjectives to objects. | Phonics support for chn when sounding out unfamiliar words. | Support group 3 chn in matching adjectives to items. |
| **Day three**Learning Focus:Improving sentences by adding adjectives | Talk to children about how adjectives can be used to give a sentence more information or make them more exciting.Model on the board how to improve a simple sentence by adding adjectives eg. The hunters chased the deer with spears. Discuss how the sentence can be improved. Chn to complete additional practise examples using whiteboards.Group 1:Children to improve a variety of sentences in their books, by adding a range of adjectives.Group 3:Children to improve a variety of sentences in their books, by adding a range of adjectives from word bank. | Discuss range of adjectives with chn during group work- which one works best? | Support group 3 chn in using word bank to add appropriate adjectives. |
| **Day four** Learning Focus:Descriptive writing using a range of adjectives | Look at good examples at from yesterday’s lesson and discussing how sentences have been improved. Ask chn what they like about how some sentences have been improved.Show children a selection of objects from the stone age. Model on the board how to write a descriptive sentence about an object (The freshly caught slimy fish were cooked over the roaring fire).Group 1:Independently selecting pictures from the book as stimulus, chn to write descriptive sentences about each scenario. Underline adjectives they use in colour.Group 2:Chn to write descriptive sentences using given images and word bank to support ideas. With support, identify adjectives they have used. | Phonics support for chn when sounding out unfamiliar words. | Help chn to identify which adjectives would go best with each image. |
| **Day five**Learning Focus:Expanded noun phrases | Discuss expanded noun phrases with chn- they tell us more information about a noun.What is a noun?Model on the board: noun = firenoun phrase = the fireexpanded noun phrase = the hot fire.Use zigzag phrase to show how the noun is built upon and expanded.Work through powerpoint- chn to identify the expanded noun phrases in the sentences.Group 1:Chn to identify expanded noun phrases in a passage, then generate expanded noun phrases around a given noun.Challenge: can chn begin to add prepositions to expanded noun phrases? Eg. The hot fire under the stars. The sharp flint on the spear.Group 3:Chn to identify expanded noun phrases in a passage, then generate expanded noun phrases around a given simple noun. | Use zigzag phrases to support understanding. | Work with group 1 chn to add prepositions to expanded noun phrases. |
| Evaluation/Reflection/Intervention (To be completed in PPA) |