English Weekly Teaching Sequence

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

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| 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 = fire  noun phrase = the fire  expanded 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) | | | |