**English Weekly Teaching Sequence**

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| **Year \_6** | **Start Day \_\_\_\_\_\_Monday 5th Oct\_\_\_\_\_\_\_\_\_\_ Date\_\_\_05.10.20\_\_\_\_\_\_** |

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| Activity Teaching Assistant Support | | | |
| Day one  Learning Focus:  Comprehension | Children to independently read a differentiated comprehension on wild animals linked to Wolf Wilder Setting  (HA)Answer questions onto SAT style question paper- mark and keep in English Files  LA children are to work in Year 6 area- Share PP- discuss language and questions in the style of a guided reading session- children to answer questions from the PP into Books. | Input and Activity  S.Hayes and D.W to take LA children and read as a group- discuss answers before recording into books. | Activity  M.Rylance deployed elsewhere) |
| Day two  Learning Focus  Vocabulary Lesson | Vocabulary based session.  Using dictionaries and thesaurus’ children are to develop a breath of vocabulary linked to wolves.  Children are to create vocabulary webs thinking about the following characteristics….  Physical features….lean, muscular bodies…  Movement….how they move  Characteristics….strong, powerful etc..  Once children have come up with their own vocabulary, children to up-level this by investigating new/unfamiliar vocabulary.  Children to put the new vocabulary into sentences.  LA- to complete vocab webs that have already been started…(guided)  Children to then sort vocabulary given….discuss the meaning and verbally put into context. Children to then write these sentences into books. | Input  S.Hayes, D.W and M.R. to work with small groups in the year 6 area. | Activity  S.Hayes, D.W and M.R. to work with small groups in the year 6 area. |
| Day three  Learning Focus  Exploring poetry | Begin the lesson by introducing the poem.  Children to stick poem into books.  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?  LA to complete this orally and record together. | Input  All staff to stay in and support within class during the input | Activity  . S.Hayes, D.W and M.R. to work with small groups in the year 6 area. |
| Day four  Learning Focus  Similes | Today children will work on developing a range of language to use within their own poem about wolves.  Today’s focus will be on similes.  Can the children find any similes from the poem shared yesterday? ‘The Cry of the Wolves’.  What effect does the simile have on the reader?  Children to sort sentences….’simile’ or ‘not a simile’  Stick into books.  Using the vocabulary webs from Tuesday’s lesson, children are to write their own detailed sentences using examples of similes. | Input  S.Hayes, D.W and M.R. to work with small groups in the year 6 area. | Activity  S.Hayes, D.W and M.R. to work with small groups in the year 6 area. |
| Day five  Learning Focus  Metaphors and personification | \*Spelling Test\*  Recap both metaphors and personification. Explain to children that these can be very similar and so they must think carefully about each.  Sorting activity….metaphor or personification?  Children to stick the correct sentence under the correct title.  Children to then be given a range of images of wolves in the wild. Children to write sentences containing metaphors and personification  LA to be given sentence starts and the end of the sentence- match up and write up in book- ext- can the children write their own? | Input  S.Hayes, D.W and M.R. to work with small groups in the year 6 area. | Activity  S.Hayes, D.W and M.R. to work with small groups in the year 6 area. (LA children to be given a template) |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | | |