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:  Sentence openers | Share passage with chn- what do they notice about writing? Eg. no adjectives, all sentences begin in same way.  Work through powerpoint with chn, looking at different types of openers and exploring examples together.  Group 1:  Chn to choose a sentence opener for each sentence, using vocab bank to support or creating their own.  Group 3:  Children to choose sentence opener that works best with each sentence from selection. | Support for chn in constructing their sentence correctly. | Reading sentences with chn to help them identify which one fits best. |
| **Day two**  Learning Focus:  Planning descriptive writing using the senses | Explore senses with chn- can they recall them all? Explain to chn that we will be using our senses to describe the stone age setting.  Work through sensory activities with chn, getting them to smell, touch, listen and see. Chn to add ideas to mind map as they explore each sense.  Group 1:  Chn to use planning grid to record ideas for descriptive writing, using a range of senses and questions as stimulus.  Group 3:  Chn to use planning grid to record ideas for descriptive writing using feel, smell, hear and see as stimulus. | Working with chn to explore sensory boxes. | Support for chn in differentiating between senses. |
| **Day three**  Learning Focus:  Drafting and improving descriptive writing | Share opening sentences of descriptive dream writing with children, in the same style as ‘Stone Age Boy’. As a class, model sentences for after the boy wakes up, thinking about senses work from previous day.  Group 1:  Chn to draft descriptive story opening paragraph, using their ideas on their plan from previous day to help structure their writing.  Group 3:  Chn to draft descriptive story following on from given opening. Chn to use their ideas on their plan from previous day to help structure their writing, ticking off each section as they complete write up.  Improve:  When chn have completed draft, use prompt cards to self-assess work and make corrections/improvements with a coloured pencil. | Working with chn on whiteboards to generate sentences. | Support for chn in structuring their writing. |
| **Day four**  Learning Focus:  Final piece of descriptive writing | Chn to look over corrections made on previous day’s work and share examples of good writing with class. What do we like about the writing we have heard?  Group 1:  Chn to write up final draft of descriptive story opening.  Group 2:  Chn to write up final draft of descriptive story opening, using given opening to support writing structure. | Looking through improvements with chn to ensure understanding of what they need to change. | Supporting chn to make amendments to work as they write up final piece. |
| **Day five**  Learning Focus:  spelling ‘ou’ sound as ‘u’  eg. touch young | Work through powerpoint with chn. Identify the common spelling rule in given words eg. ‘u’ as ‘ou’. Chn to guess words from given clues. Spin the wheel to select a word- can chn complete the 2 tasks given?  Group 1:  Chn to complete independent work in books- generating sentences for each word in their word bank. Encourage chn to try and use a range of sentences eg. questions, statements, direct speech.  Group 3:  Chn to use word bank to select the appropriate word to complete the sentence. Can they create some of their own as a challenge activity? | Support for chn in segmenting words into their individual sounds. | Support for group 1 chn in varying the type of sentence they choose. |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | | |