English Weekly Teaching Sequence

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| **Year**: 3 | **Start Day**: Tuesday | **Week commencing**: 12/10/20 |

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| Activity Teaching Assistant Support | | | |
| **Day One: Tuesday**  Learning Focus:  Rhyme | Children to begin the lesson by pairing rhyming words. Discuss how we know that these words rhyme – focus on the sound and where it comes in the word (the end).  Group 1  Children are to choose a word from a word bank and create their own rhyming string using two additional words e.g. stone --- bone --- throne  Group 3  Children to create rhyming strings using given words – match the three words and underline the rhyming sound  Extension: Children to create a rhyming string with the words from their books, using cards and string | Input  To support LA group using phonics to read given words | Activity  Children to write rhyming strings in to their books |
| **Day two: Wednesday**  Learning Focus:  Spellings | Children to sort the spellings in to ‘incorrect’ and ‘correct’ groups. Discuss the rules we can see within the spellings ‘ei’, ‘eigh’ and ‘ey’  Group 1  Children are to select the spelling words, writing them into sentences in their book and highlighting the commons sound with a coloured pencil  Group 3  Children to write correct spelling next to image to define word | Input  To support LA with phonics to read given words during input | Activity  HA group to write sentences using spellings |
| **Day three: Thursday**  Learning Focus:  Vocab – thesauruses | Show children a list of ‘boring’ adjectives e.g. sad, happy, cold, hot – can the children think of more exciting adjectives that mean the same thing – remind the children that we have worked on synonyms before. Explain to the children that we can use a thesaurus to develop our vocabulary further.  Show children how to access [www.kidsthesaurus.com](http://www.kidsthesaurus.com) and search for a given word  Group 1  Children to use the thesaurus on the iPad to find exciting adjectives to improve a series of boring sentences.  Group 3  Using a given word bank thesaurus, children should chose the most appropriate word to complete a sentence matched to a visual e.g. boiling water | Input  Support HA to read new vocabulary | Activity  Work with LA group to read through words on word bank |
| **Day four: Friday**  Learning Focus:  Similes | Show children a series of images (mainly Stone Age themed), discuss how we can pair the images based on similarities e.g. fire > sun  river > ice  Discuss why these things are similar. Model how we can turn this into a sentence e.g. The fire was as orange as the sun. The river felt like ice on the Boy’s fingers.  Identify these types of sentences as similes.  Group 1  Children to choose an image and underneath write a series of simile sentences to describe the image…  e.g. Sabre Toothed Tiger  Teeth as sharp as a knife  Fur as fluffy as a cloud  Mouth as dribbly as a tap  Group 3  Children to pair given images and write key words underneath e.g.  sharp teeth > picture of a knife  red finger > blood  Children to work as a guided group to form sentences using the above | Input  Support LA during input, ensure understanding | Activity  Support LA to form simile sentences |
| **Day five: Monday**  Learning Focus:  Grammar | Page 30 Rising Stars book – ‘Can we talk about civilisation?  Look at slide 4 of the PPT – The Mayan Temple – discuss  Group 1  Children to write definitions to given vocab – some key words to prompt  Group 3  Children to match definition to word | Input  Support LA group with reading | Activity  Support HA group to define the vocabulary |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | | |