

## English Weekly Plan

Day	Learning Objectives	Main teaching	Differentiation/SEN provision	Plenary
<i>Mon &amp; Tues</i>	<p><b>WALT:</b> increase my familiarity with persuasive writing.</p>	<p><b>Reactivate/grammar starter (focus: brackets)</b></p> <p><b>Hook:</b> persuasive game – provide the children with a range of useless objects (preferably one between two) <b>or</b> display the images on the board. Ask the children to work in pairs to convince their partner to buy their object (teacher may need to demonstrate this first).</p> <p><b>MONDAY: Learn the text ('Crete' – part 1 (red only):</b> Using flipchart paper, model drawing the story map using images and symbols to represent the text. Learn each sentence, one at a time (teacher to introduce key actions to aid the retelling of the text at each point). Once each sentence is learnt, ask the children to work on the formats provided to create their own story map images for that sentence. PING PONG LESSON: repeat this process until all the sentences in the red section are learnt and the story map is complete for that section. Class to retell the whole section with the teacher using their individual story maps.</p> <p><b>TUESDAY: Learn the text ('Crete' – part 2 (blue only):</b> same as Monday but with blue section! Children to stick story maps in books.</p> <p>Provide SEN children with copies of the text to aid their ability to familiarise themselves with the imitation text.</p>		
<i>Wed</i>	<p><b>WALT:</b> increase my familiarity with persuasive writing.</p> <p><b>WALT:</b> visualise using evidence from the text.</p>	<p><b>Reactivate (focus: retell parts 1 and 2 of the imitation text with their partner)</b></p> <p><b>Learn the text ('Crete' – part 3 (purple only):</b> Using flipchart paper, model drawing the story map using images and symbols to represent the text. Learn each sentence, one at a time (teacher to introduce key actions to aid the retelling of the text at each point). Once each sentence is learnt, ask the children to work on the formats provided to create their own story map images for that sentence. Repeat this process until all the sentences in the purple section are learnt.</p> <p>Introduce the WALT and discuss the meaning of the word visualise. 'I do' – explain that persuasive adverts will often be accompanied with images to help persuade the reader. Using the powerpoint slides, model drawing an inappropriate image (it doesn't picture what is referred to in the text) to accompany</p>	<p>'You do' – provide the children with formats displaying different sections of the persuasive advert for Crete. Ask them to underline the key words which help them to visualise and draw the accompanying pictures.</p> <p>SEN/LA: provide children with a highlighted version of the text with the parts that they need to draw and label.</p>	<p>Reflect - Children to talk through their pictures with their partner, referring to the text to evidence why they added certain features to their drawings.</p>

		<p>the introduce paragraph. Discuss why it's important to refer to evidence from the text to help is create an accurate picture for the reader. Model underlining key words in the text and then drawing what can be seen.</p> <p>'We do' – display the imitation text for 'The Great Outdoors' (blue paragraph). Ask the children to work in pairs to identify details from the text that it would be appropriate to draw.</p>		
<i>Thurs</i>	<p><b>WALT:</b> explore new and unfamiliar vocabulary.</p>	<p><b>Reactivate (focus: retell part 3 of the imitation text with their partner)</b></p> <p><b>Learn the text ('Crete' – part 4 (green only):</b> Using flipchart paper, model drawing the story map using images and symbols to represent the text. Learn each sentence, one at a time (teacher to introduce key actions to aid the retelling of the text at each point). Once each sentence is learnt, ask the children to work on the formats provided to create their own story map images for that sentence. Repeat this process until all the sentences in the green section are learnt.</p>	<p>Using powerpoint, talk through definitions and synonyms of tier 2 words for imitation text.</p> <p>Play 'teach me' to develop and embed their understanding of these words.</p> <p>'You do' - Ask the children to complete comprehension style vocabulary focused questions.</p> <p>'We do' – work in pairs to alter any answers through discussion, encouraging them to challenge one another.</p>	<p>Reflect: Go through the answer to each question, modelling it on the powerpoint. Children to self-assess and consider what they have learnt.</p>
<i>Fri</i>	<p><b>WALT:</b> suggest and justify using evidence from the text.</p>	<p><b>Reactivate (focus: retell part 4 of the imitation text with their partner)</b></p> <p>Explain that today, we're going to take a closer look the persuasive advert for Crete.</p> <p>Teacher modelled read of imitation text followed by a shared read in pairs.</p> <p>Introduce the WALT and I can statements. 'I do' - Model example reading questions, showcasing good answers to questions (using PEE) on the powerpoint. Discuss the text as a whole class (e.g. where would you find the answer to a question about ...?)</p> <p>'We do' – children to work through a question in pairs, discussing how they would approach it using PEE.</p>	<p>Provide the children with a copy of the imitation text (Crete). Children to answer reading questions, based on the imitation.</p> <p>Bronze challenge: make their point.</p> <p>Silver challenge: back it up with evidence from the text.</p> <p>Gold challenge: make their point, back it up with evidence from the text and explain their point/evidence where appropriate.</p>	<p>Reflect: Children to self-assess against the answers (displayed on the powerpoint).</p>

