**English Weekly Teaching Sequence**

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| **Year \_\_\_\_5\_\_\_\_\_** | **Start Day \_Monday Date14/09/19** |

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| Activity Teaching Assistant Support | | | |
| Day one  Learning Focus:  Figurative language linked to ‘speed’ | All - In pairs children will have a range of images they must think about the different ways the animals move. Can they create a mind map and then convey the meaning using movement?  Children to create sentences to describe either the animal, sleigh or humans in the race. | Input  AS/DB –Group 2 | Activity  Check  understanding and progress using new vocabulary |
| Day two  Learning Focus:  Descriptive language – synonyms using thesaurus | Group 1 – to identify synonyms for the picture using a thesaurus to support and begin to write descriptive sentences including synonyms /simile.  Group 2 – to identify synonyms for the picture using a thesaurus to support and put these into a sentence.  Group 3 – to identify adjectives and create a sentence using these. | Input  DB – Group 2 | Activity  Checking understanding of thesaurus use/ relevant synonyms. |
| Day three  Learning focus:  Plan a setting description of Antarctica and the race to the South Pole. | Group 1 Children to plan their setting description using sense sheet. Description to include similes and metaphors.  Group 2- Children to plan their setting description using sense sheet. Description to include synonyms.  Group 3 - Children to plan their setting description using sense sheet. Chn must use each box. | Input  AS – Group 3 | Activity  To ensure children are using a wider vocabulary / guidance on how to structure their description. |
| Day four  Learning Focus:  Write setting description of Antarctica. | Group 1 – to write setting description using synonyms and sentences to include subordinate clauses.  Group 2 – to write setting description using synonyms from previous lesson.  Group 3 – To write simple sentences using the adjectives from the previous lesson. | Input  AS – support Group 1 | Activity  Extending their sentences using subordinate clauses/ editing their work. |
| Day five  Learning Focus:  Edit and Improve setting description of Antarctica. | All - Get children to look at the marking from the previous lesson and use a features checklist, to identify where they could improve their setting description.  Group 3– continue to use word bank and sentence starters to help edit and improve | Input  DB/AS – support Group 3 | Activity  Support children to edit text from previous day. Support children writing the next sections of text. |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | | |