**English Weekly Teaching Sequence**

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| **Year \_\_\_\_5\_\_\_\_\_** | **Start Day \_Monday Date 21/09/20** |

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| Activity Teaching Assistant Support | | | |
| Day one  Learning Focus:  Using Past Tense | Group 1 - Children to convert a present tense passage based on Shackleton journey in to the correct past tense.  Group 2 - Children to specifically look at sentences wrote in the present tense. They will have to re write the sentences in the past tense.  Group 3 - Children with support will identify the present tense and match with the correct past tense. | Input  DB/ AS – Group 2 | To ensure children understand and correct use the past tense. |
| Day two:  Learning Focus: To identify key features of a diary. | Children will be read a collection of diary entries.  Discuss key features of a diary.  Group 1– Children will work in pairs to discuss. Have a copy of the diary entry and must identify the features and highlight in diary. Children must write why the author has included each feature  Group 2 – With the support of the TA.  Group 3 – Teacher to work with the children to identify the key features used in the diary entry. | Input  DB/ AS –support Group 2 | To ensure children are correctly identifying how feature should be used |
| Day three:  Learning focus: Plan Diary Entry | Group 1 – Plan their diary entry ensuring to use all features from previous learning.  Group 2- Children will plan their diary entry. What key moment will be the focus of their diary entry? Whose perspective have they taken? Correct vocabulary for past tense.  Group 3 –Children will plan their diary entry. What key moment will be the focus of their diary? Use word banks and key prompts to ensure all features are included. | Input  DB/ AS – Group 2 |  |
| Day four:  Learning focus: Write Diary Entry | Group 1 – Write a diary entry as a member of Shackleton’s crew remembering to include features.  Group 2 – Write a diary entry with as a member of Shackleton’s crew, TA support to remind of features.  Group 3 – Children to write a diary entry as a member of Shackleton’s Crew aboard the ship Endurance. Word bank and sentence starter to help support writing. | Input  AS/ DB– support Group 2 | Focus on use of features to include in a diary. |
| Day five:  Learning focus: Edit and Improve Diary Entry | All Children to proofread work from previous lesson. Children will purple pen their own draft identifying missing features or language they can up level. How can the children improve their own diary entry?  Remind children and create a success criteria list on the board. The children help create the success criteria  Children will rewrite diary entry with the improvements. | Input  DB / AS – support Group 2 | 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) | | | |