**English Weekly Teaching Sequence**

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| **Year 4** | **Start Day Tuesday Date 21/09/2020** |

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|  Activity Teaching Assistant Support |
| Day oneLearning Focus:Writing a diary entry | HAUse all of the features looked at to write a diary entry, as the character Tranio. This is to include all the features looked at in prior lessons. This should include 2 entries from different dates. One from the day of the eruption and the other from their visit back to Pompeii, years later.MAUse all of the features looked at to write a diary entry, as the character Tranio. This is to include all the features looked at in prior lessons. Written for the day of the eruption, including the whole day.LAUse all of the features looked at to write a diary entry, as the character Tranio. This is to include all the features looked at in prior lessons. Written for part of the day of the eruption.Escape From Pompeii | InputLA | ActivityLA |
| Day twoLearning FocusEdit and Improve a diary entry | HAChildren are to rad through their own diary entries with a purple pen, underlining spellings, grammar and features which can be improved. Children should then redraft their diary entries.MAChildren are to rad through their own diary entries with a purple pen, underlining spellings, grammar and features which can be improved. Children should then redraft their diary entries.LAChildren are to rad through their own diary entries with a purple pen, underlining spellings, grammar and features which can be improved. Children should then redraft their diary entries. | InputLA | ActivityLA |
| Day threeLearning FocusGuided Reading-Retrieving information from newspaper reports | HARead through a range of newspaper articles, discussing the range of common features, in preparation for looking it at the featured more closely in following lessons. Then focus on what information the reports are telling us and where we might find specific information, eg who, what, where and when. Children to then answer factual based questions, using the information within the newspaper reports.MARead through a range of newspaper articles, discussing the range of common features, in preparation for looking it at the featured more closely in following lessons. Then focus on what information the reports are telling us and where we might find specific information, eg who, what, where and when. Children to then answer factual based questions, using the information within the newspaper reports.LARead through a range of newspaper articles, discussing the range of common features, in preparation for looking it at the featured more closely in following lessons. Then focus on what information the reports are telling us and where we might find specific information, eg who, what, where and when. Children to then answer factual based questions, using the information within the newspaper reports.Each set shall use different newspaper articles in the lesson. | InputLA | ActivityLA |
| Day fourLearning FocusHeadlines | HAChildren to look at a range of headlines and discuss their purpose and which is their favourite and why. Look at how catchy they are, is it a pun, does it use alliteration, do we know what the article is about straight away. Children to be given stories which they then need to come up with their own headlines about. They should try and include, at least one which uses alliteration and one which uses a pun. Then they should come up with a headline for a newspaper report about Mount Vesuvius erupting. This group shall then also look at how captions are used within newspaper reports.MAChildren to look at a range of headlines and discuss their purpose and which is their favourite and why. Look at how catchy they are, is it a pun, does it use alliteration, do we know what the article is about straight away. Children to be given stories which they then need to come up with their own headlines about. They should try and include, at least one which uses alliteration and one which uses a pun. Then they should come up with a headline for a newspaper report about Mount Vesuvius erupting.LAChildren to look at a range of headlines and discuss their purpose and which is their favourite and why. Look at how catchy they are, is it a pun, does it use alliteration, do we know what the article is about straight away. Children to be given stories which they then need to come up with their own headlines about. They should try and include, at least one which uses alliteration. Then they should come up with a headline for a newspaper report about Mount Vesuvius erupting. | InputLA | ActivityLA |
| Day 5Learning FocusSpelling Lesson-use of suffixes beginning with a vowel and more than one syllable. Using er and or | HAApply suffixes to the correct words and within the correct context, by using them within sentences and paragraphs.MAApply suffixes to the correct words and within the correct context, by using them within sentences.LAApply suffixes to the correct words and within the correct context, by using them within sentences. | InputLA | ActivityLA |
| Evaluation/Reflection/Intervention (To be completed in PPA) |