**English Weekly Teaching Sequence**

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| **Year 4** | **Start Day Monday Date 28/09/2020** |

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| Activity Teaching Assistant Support | | | |
| Day one  Learning Focus:  Spelling Lesson-use of suffixes beginning with a vowel and more than one syllable. Using er and or | Group 1  Apply suffixes to the correct words and within the correct context, by using them within sentences and paragraphs.  Group 2  Apply suffixes to the correct words and within the correct context, by using them within sentences.  Group 3  Apply suffixes to the correct words and within the correct context, by using them within sentences. | Input  Group 1 | Activity  Group 1 |
| Day two  Learning Focus  Grammar-to understand what determiners are and how they are used. | Group 1  To identify possessive determiners within a paragraph and fill in the correct missing determiners. Describe part of the Escape From Pompeii story, using specific possessive determiners.  Group 2  To identify possessive determiners within a paragraph and fill in the correct missing determiners.  Group 3  To identify possessive determiners within sentences and fill in the correct missing determiners. | Input  Group 1 | Activity  Group 1 |
| Day three  Learning Focus  Recognise and use the 5 Ws within introductory paragraphs of Newspaper reports. | Group 1  Read through a range of introductory paragraphs from newspapers and identify the who, what, where, when and why. Children to then produce their own introductory paragraph for a Newspaper Report, based on what happened in Pompeii.  Group 2  Read through a range of introductory paragraphs from newspapers and identify the who, what, where, when and why. Children to then produce their own introductory paragraph for a Newspaper Report, based on what happened in Pompeii.  Group 3  Read through a range of introductory paragraphs from newspapers and identify the who, what, where, when and why. Children to then produce their own introductory paragraph for a Newspaper Report, based on what happened in Pompeii.  (Differentiated Newspaper Reports) | Input  Group 1 | Activity  Group 1 |
| Day four  Learning Focus  To understand inverted commas and how they are used to show direct and reported speech. Apply this to quotes within Newspaper reports. | Group 1  Identify missing punctuation within Newspaper reports, which include both direct and reported speech. Children to then write 2 paragraphs for a Newspaper report on Pompeii, including both direct and reported speech.  Group 2  Identify missing punctuation within Newspaper reports, which include both direct speech. Children to then write 1 paragraph for a Newspaper report on Pompeii, including direct speech.  Group 3  Identify missing punctuation within Newspaper reports, which include both direct speech. Children to then write 1 paragraph for a Newspaper report on Pompeii, including direct speech. | Input  Group 1 | Activity  Group 1 |
| Day 5  Learning Focus  Recognise and understand how to use rhetorical questions within Newspaper reports. | Group 1  Children to order given events in order. Children to write their own order of events for Escape From Pompeii, ready to write a Newspaper Report the following week.  Group 2  Children to order given events in order. Children to order identified events for Escape From Pompeii, ready to write a Newspaper Report the following week.  Group 3  Children to order given events in order. Children to order identified events for Escape From Pompeii, ready to write a Newspaper Report the following week. | Input  Group 1 | Activity  Group 1 |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | | |