**English Weekly Teaching Sequence**

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| **Year \_\_\_\_2\_\_\_\_\_** | **Start Day \_\_\_\_\_Monday\_\_\_\_\_\_\_\_\_\_\_\_ Date\_28st Sept 2020\_\_\_\_\_\_\_\_\_** |

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|  **Activity**  |
| **Day one**Learning Focus:Features of a Non-Fiction Text | Starter: Recap features of Non-Fiction Text through a fact-file. Work through features throughout the lesson – At each feature, give children time to write their information into their book. Highers: Write features in to their books – Contents - What will the children include in their books?Pictures with Captions – children to capture images from non-fiction text.MA: Children to write 2 features for their owl non-fiction text. Contents - What will the children include in their books?Glossary – What words will they define?LA: Children to match examples of information with relevant features.e.g. do cats eat meat? How do owls catch their prey? | **Input**Discuss features of non- fiction books. Children to write information needed for each page of their book.  | **Key Points:****Non- Fiction**Sub-HeadingsPhotographsCaptionsGlossaryIndex PageLabelsContents Page**Fiction**PlotCharactersProblemResolutionThird PersonThemeVocabulary.  |
| **Day two**Learning Focus:Grammar -Expanded Sentences. | Starter: Re-cap extended sentences. HA – Children to write sub-headings for information written in their books: Children to write extended sentences under each picture taken from a non-fiction book about owls- link to research conducted. Have connectives word bank to support.MA – Children to write subheadings for various owl pictures. Children to complete sentences by writing two non-fiction sentences, with one extended sentence, underneath each picture of an owl. Can you use ‘and’ or ‘because’ to join two ideas?LA – Children complete subheadings for various pictures taken from Informative Owl text. Children to caption pictures with simple sentences.  | **Input**Re-cap using conjunctions to extend sentences and add information.  | **Key Points:****‘**and’ is used to join 2 clauses together. ‘because’ is used to extend sentences and add more information.  |
| **Day three**Learning Focus:To retrieve information from a simple non-fiction text.  | **Group 1** HA – Children to use an age-appropriate website to find the answers to the questions we asked about owls. https://www.ictgames.com/mobilePage/nocturnal/index.htmlMA – Children to use non-fiction books about owls to find answer to the questions we asked.. Use contents page and index.In pairsLA - As a group, use a simple non-fiction book about owls to find the answers to the questions we asked | **Input**As a group – discuss and create a list of questions that could help us create a non-fiction text. Model finding information and writing it in an informative way.  | **Key Points:**Online Safety. Making notes.  |
| **Day four**Learning Focus:Writing suitable sentences for a non-fiction text.  | **Starter:**Work through features throughout the lesson – At each feature, give children time to write their information into their book. Highers: Write features into their books. Glossary – What words will they define?Main text – Diet, characteristics, Habitat. MA: Children to write 2 features for their owl non-fiction text. Glossary – What words will they define?What words will they define?Main text – Diet, characteristics, Habitat. LA: Children to match examples of information with relevant features.Children to find words associated with owls. e.g. beak, mice, night. Children to then place these words under relevant subheadings.  | **Input**Introduce using conjunctions to extend sentences and add information.  | **Key Points:****‘**and’ is used to join 2 clauses together. ‘because’ is used to extend sentences and add more information.  |
| **Day five**Learning Focus:To up level sentences that are suitable for non-fiction text. | Starter: Show 2 non-fiction texts – children are to decide which is better. Explain why. Children are to up-level their extended sentences from the previous day, responding to written/verbal feedback. Children to complete a non-fiction style booklet about owls. ALL MORNING – UPLEVEL AND WRITE OUT.  | **Input**Model how to up-level work and share feedback with the rest of the class on 2 texts.  | **Key Points:****‘**and’ is used to join 2 clauses together. ‘because’ is used to extend sentences and add more information.  |
| Evaluation/Reflection/Intervention (To be completed in PPA) |