English Weekly Teaching Sequence

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| **Year**: 3 | **Start Day**: Tuesday  | **Week commencing**: 12/10/20 |

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|  Activity Teaching Assistant Support |
| **Day One: Tuesday** Learning Focus: Rhyme  | Children to begin the lesson by pairing rhyming words. Discuss how we know that these words rhyme – focus on the sound and where it comes in the word (the end). Group 1Children are to choose a word from a word bank and create their own rhyming string using two additional words e.g. stone --- bone --- throne Group 3Children to create rhyming strings using given words – match the three words and underline the rhyming sound Extension: Children to create a rhyming string with the words from their books, using cards and string  | Input To support LA group using phonics to read given words  | Activity Children to write rhyming strings in to their books  |
| **Day two: Wednesday**Learning Focus:Spellings  | Children to sort the spellings in to ‘incorrect’ and ‘correct’ groups. Discuss the rules we can see within the spellings ‘ei’, ‘eigh’ and ‘ey’ Group 1Children are to select the spelling words, writing them into sentences in their book and highlighting the commons sound with a coloured pencil Group 3Children to write correct spelling next to image to define word  | Input To support LA with phonics to read given words during input | Activity HA group to write sentences using spellings  |
| **Day three: Thursday** Learning Focus:Vocab – thesauruses | Show children a list of ‘boring’ adjectives e.g. sad, happy, cold, hot – can the children think of more exciting adjectives that mean the same thing – remind the children that we have worked on synonyms before. Explain to the children that we can use a thesaurus to develop our vocabulary further. Show children how to access [www.kidsthesaurus.com](http://www.kidsthesaurus.com) and search for a given wordGroup 1Children to use the thesaurus on the iPad to find exciting adjectives to improve a series of boring sentences. Group 3Using a given word bank thesaurus, children should chose the most appropriate word to complete a sentence matched to a visual e.g. boiling water  | Input Support HA to read new vocabulary  | ActivityWork with LA group to read through words on word bank  |
| **Day four: Friday** Learning Focus:Similes | Show children a series of images (mainly Stone Age themed), discuss how we can pair the images based on similarities e.g. fire > sun river > ice Discuss why these things are similar. Model how we can turn this into a sentence e.g. The fire was as orange as the sun. The river felt like ice on the Boy’s fingers.Identify these types of sentences as similes. Group 1Children to choose an image and underneath write a series of simile sentences to describe the image… e.g. Sabre Toothed Tiger Teeth as sharp as a knife Fur as fluffy as a cloud Mouth as dribbly as a tap Group 3Children to pair given images and write key words underneath e.g. sharp teeth > picture of a knifered finger > blood Children to work as a guided group to form sentences using the above  | Input Support LA during input, ensure understanding  | Activity Support LA to form simile sentences  |
| **Day five: Monday** Learning Focus:Grammar  | Page 30 Rising Stars book – ‘Can we talk about civilisation? Look at slide 4 of the PPT – The Mayan Temple – discuss Group 1 Children to write definitions to given vocab – some key words to prompt Group 3Children to match definition to word  | Input Support LA group with reading  | Activity Support HA group to define the vocabulary |
| Evaluation/Reflection/Intervention (To be completed in PPA) |