**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-Headings  Photographs  Captions  Glossary  Index Page  Labels  Contents Page  **Fiction**  Plot  Characters  Problem  Resolution  Third Person  Theme  Vocabulary. |
| **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.html  MA – Children to use non-fiction books about owls to find answer to the questions we asked.. Use contents page and index.  In pairs  LA - 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) | | | |