

Learning Wall content available from day one for the block e.g WAGOLL, visual representations, etc: Weekly spellings,								
Year group/class:	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level)				Plenary
				WBA	Support	Core	Extension	
Monday	<p>Key Stage 2 Spelling Pattern: Homophones- words that sound the same but are spelt differently <u>accept/except</u> <u>affect/effect</u> <u>ba</u> <u>ll/bawl</u> <u>break/b</u> <u>rake</u> <u>grate/grea</u> <u>t</u> <u>here/hear</u> <u>k</u> <u>not/not</u></p> <p>grammar: fronted adverbials subordinate clauses</p>	<p>New concept Y /N LO: to write a character description Write in past tense Include noun phrases Include expanded noun phrases Include fronted adverbials</p>	<p>Read chapter 12. Comprehension: Why did Hiccup prefer to go alone to meet the dragon? 2. According to the dragon, what is a singing supper? 3. Hiccup does to blackberries what the Green Death does to...? 4. Why did Hiccup nearly pass out? 5. What was, in the Dragon's opinion, the "Excellent Question?" 6. What name does the dragon give to Hiccup? 7. What became of the sheep?</p> <p>Ask children what makes a good main character. Who are some famous main characters they have come across in their reading? Make a list of characteristics, explaining that the main character might not be your conventional hero but you have to root for them and like them, just like Hiccup. Ask children to start picturing their own Viking recruit to join the tribe.</p> <ul style="list-style-type: none"> • Are they brave but a little bit hopeless like Hiccup? <ul style="list-style-type: none"> • What do they look like? • Are they confident like Snotlout or shy like Fishlegs? • Do they want to be part of the tribe or are they reluctant? <p>What is their Viking name? Remember, Viking names are designed to make people scared of how fierce they are. They often use alliteration. Hiccup Horrendous Haddock the Third, Snotface Snotlout, Dogsbreath, Wartihog</p> <p>Show the tribe member images from the film and ask children to describe each member with their talk partner. Keep these images for children who may struggle to visualise.</p>	Write in past tense Include noun phrases	Include expanded noun phrases Include fronted adverbials	Include expanded noun phrases Include fronted adverbials	Include expanded noun phrases Include fronted adverbials Challenge: include metaphors	Children introduce their characters to their table group.
Tuesday	<p>Key Stage 2 Spelling Pattern: Homophones- words that</p>	<p>New concept Y /N LO: To plan a fantasy narrative Use a range of adjectives Use subordinate clauses Use fronted adverbials</p>	<p>Explain to children that they will be writing their own version of How to Train your Dragon. They will have their own main character but can use other elements of the story to help them like the other characters, the dragons, the tribe and the setting.</p>	Children plan with a sheet to support them and the structure of beginning,	Children plan their story in the 5 part structure with question prompts on a	Children plan their story in the 5 part structure, including lots of detail with	Children plan their story in the 5 part structure, including lots of detail with	Mini plenaries throughout to check children's ideas and model good examples.

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Wednesday	<p>Key Stage 2 Spelling Pattern: Homophones- words that sound the same but are spelt differently <u>accept/except</u> <u>affect/effect</u> <u>ba</u> <u>ll/bawl</u> <u>break/b</u> <u>rake</u> <u>grate/grea</u> <u>t</u> <u>here/hear</u> <u>k</u> <u>not/not</u></p> <p>grammar: fronted adverbials subordinate clauses</p>	<p>New concept Y /N LO: To write a fantasy narrative (independent write)</p>	<p>Share some examples of story openings with the children, showing the different examples opening with speech, fronted adverbials, statements and questions. Discuss the purpose of a good opening, to draw the reader in and make them want to keep reading. Remind children of paragraph changes, changing time, speaker, subject etc with some examples. Model how fronted adverbials can be very effective paragraph openers.</p> <p>You are going to write the beginning and build up of your story, making sure you've got a powerful opening to grip your reader.</p> <p>Remember to use your plan and to make it exciting for your reader.</p> <p>Spend the first two paragraphs describing your main character and setting so your reader knows where they are and who to root for.</p>	<p>2 days of independent writing. Children should complete the beginning and build up in the first lesson and the problem, resolution and ending in the second.</p>				
Thursday	<p>Key Stage 2 Spelling Pattern: Homophones- words that sound the same but are spelt differently <u>accept/except</u> <u>affect/effect</u> <u>ba</u> <u>ll/bawl</u> <u>break/b</u> <u>rake</u> <u>grate/grea</u></p>	<p>New concept Y /N LO: To write a fantasy narrative</p>	<p>Remind children that the problem should be the most exciting part of the story. Recap the extract from week 10 with Gobber fighting the dragons. Highlight the adverbials and verbs that made it exciting for the reader. Repeat the paragraph reminder from yesterday. ensuring children know when to change.</p>					

	<u>t here/hear k</u> <u>not/not</u> grammar: fronted adverbials subordinate clauses							
Friday	Key Stage 2 Spelling Pattern: Homophones- words that sound the same but are spelt differently <u>accept/except</u> <u>affect/effect</u> <u>ball/bawl</u> <u>break/bake</u> <u>grate/great</u> <u>t here/hear k</u> <u>not/not</u> grammar: fronted adverbials subordinate clauses	New concept Y /N LO: to edit a piece of writing	Remind children of first editing for mistakes and proof reading, looking for: <ul style="list-style-type: none"> • Spelling errors • Missing punctuation • Sentences that don't make sense Children should then move onto improving their work looking for adding in: <ul style="list-style-type: none"> • Fronted adverbials • Subordinate clauses • Expanded noun phrases • More interesting adjectives and verbs Remind children that it is a fantasy story so they should transport their reader to another world with lots of powerful description.	Children edit with adult support for capital letters, full stops and HFW spellings.	Children edit with adult support for capital letters, full stops and HFW spellings. Children should add in adjectives to make noun phrases.	Children edit for missing punctuation after subordinate clauses and fronted adverbials. Children should improve adjectives and verbs.	Children edit for missing punctuation after subordinate clauses and fronted adverbials and missing apostrophes. Children should add in expanded noun phrases.	Children share their wish sentences

Subject Planning :

English

Week beginning:

30th November

Instructions for additional adults

