

English

For the next four weeks we will be focusing our English work on the book called Lost and Found. If you don't have this book you will be able to find it on YouTube. Be careful not to read to far into the book as the plans guide you on what to read/watch each day.

<https://www.youtube.com/watch?v=xNgh3Q58QoI>

Monday

Session 8:

Build vocabulary

Make inferences on the basis of what is being said and done

Compose a sentence orally before writing it

Spell some common exception words

Combine words to make sentences

Leave spaces between words

Begin to punctuate sentences using a capital letter and a full stop

Read up to... '*Until they came to the South Pole*'.

Go back to the image of the waves. *What was the journey like?* Look at the image of the storm. Discuss. *What would it have been like to be on a boat in this fierce weather? How would the characters be feeling?*

Watch videos of the ocean in a storm

<https://www.youtube.com/watch?v=TDntJT1CU4>

Focus on what the waves do. Share some ideas and begin to create a class list.

Give the pupils a stormy wave image and a list of words (see resources) *e.g. swirl, splash, curl, crash, thrash*. Some of the words will be relevant to the waves and some won't. Words that describe the waves should be placed on the image of the waves like a Zone of Relevance and those that are not suitable should be placed at the side of the image. Discuss choices and consider which words on the image are the most powerful. Explain why.

Add some of the words from the ZOR activity to the list already started.

Model how to orally compose some descriptive sentences about waves *e.g. The waves crash on the rocks. The waves curl high in the air.*

Choose one of the sentences to model write. Focus on capital letters, finger spaces, segmenting words for spelling and a full stop. Together write a sentence on whiteboards and check all key elements have been included.

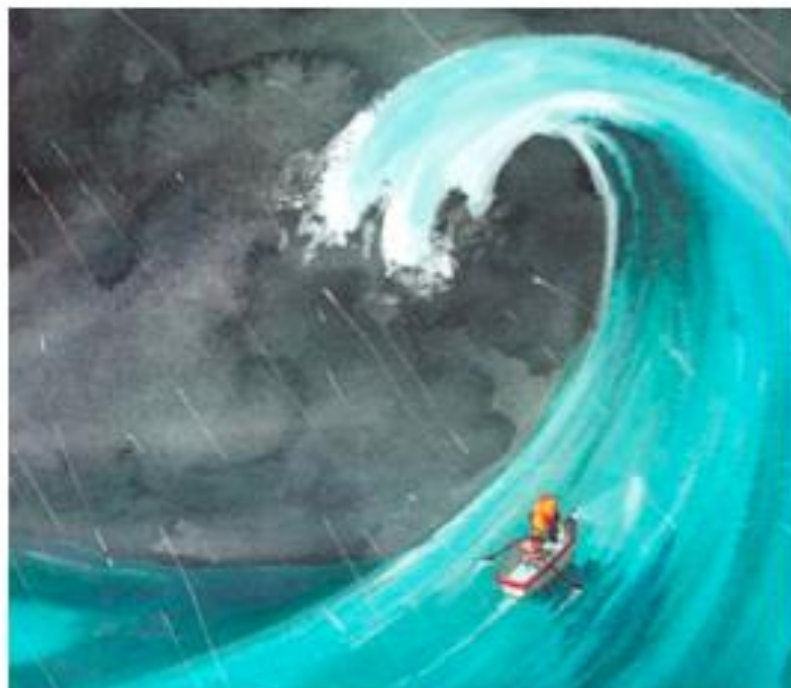
Pupils write their own sentences over an image of the stormy waves in the book.
Greater depth: Write a sentence from the boy's point of view explaining how he felt.

Watch the film clip of the storm scene and discuss the characters' feelings.

Monday 12th September

LO: I can descriptive sentence.

- Combine words to make sentences
- Leave spaces between words
- Begin to punctuate sentences using a capital letter and a full stop



Tuesday

Session 9:

Participate in discussions

Discuss the significance of the title and events

Make inferences on the basis of what is being said and done

Predict what might happen on the basis of what has been learned so far

Read up to... *'Penguin looked sadder than ever'*. Discuss why the penguin might feel sad.

Read up to... *'as fast as he could'*. Look at the image and discuss what is happening. What are the characters doing?

Read up to *'Sadly the boy set off for home'*. *How is he feeling?* Create an emotion graph for the boy in the story to show how he was feeling in different parts of the story. See below for example.

Sequence the images of each part of the story, discuss what's happening and then discuss the boy's feelings. Remember to replace *'the boy'* and *'he'* with the name that you have been using.

Compose a sentence orally before writing it

Combine words to make sentences

Leave spaces between words

Begin to punctuate sentences using a capital letter and a full stop

Using a capital letter for a person's name

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|-----------------------------------|--|--|-----------------------------|---------------------------------|-----------------------------|
| 5 | | | | | |
| 4 | | | | | |
| 3 | | | | | |
| 2 | | | | | |
| 1 | | | | | |
| The penguin arrived at his house. | <u>He</u> took the penguin to the lost and found office. | <u>He</u> tested the boat and packed the suitcase. | They sailed across the sea. | They arrived at the South Pole. | <u>He</u> set off for home. |

Pupils write their own simple sentences showing how the boy was feeling, using a capital letter for the name of the boy. *Freddie was excited. Freddie was surprised.*
Greater depth: Write sentences to describe how the penguin felt at different points in the story.

Predict what might happen next and read to the end of the story.

LO: I can describe the boy's feelings.

- Combine words to make sentences
- Leave spaces between words
- Begin to punctuate sentences using a capital letter and a full stop
- Using a capital letter for a person's name

Show how the boy's feelings change throughout the story.

| | | | | | | |
|---|-----------------------------------|--|--|-----------------------------|---------------------------------|-----------------------------|
| 5 | | | | | | |
| 4 | | | | | | |
| 3 | | | | | | |
| 2 | | | | | | |
| 1 | | | | | | |
| | The penguin arrived at his house. | <u>He</u> took the penguin to the lost and found office. | <u>He</u> tested the boat and packed the suitcase. | They sailed across the sea. | They arrived at the South Pole. | <u>He</u> set off for home. |

Wednesday

Session 10:

Participate in role play

Retell stories and consider their particular characteristics

Compose a sentence orally before writing it

Combine words to make sentences

Leave spaces between words

Begin to punctuate sentences using a capital letter and a full stop

Use the shortened version of *Lost and Found* (see resources) to support in creating images to represent the story (story pathway).

Pupils to use the images of the story to support retelling with a partner or in groups.

Look at the image of the boy and penguin together hugging. Discuss their feelings. *What might they say to each other?* Share ideas.

Pupils create hats to get in role as the penguin or the boy. In pairs, freeze frame this part of the story. *What would they say to each other?* Teacher and teaching assistant to model.

Use a magic microphone to share what pupils are thinking during their role-play.

Choose some of the orally created sentences to co-construct with the pupils in speech bubbles e.g. *I am happy to see the penguin. I will never be alone again.*

Pupils to write their own speech bubbles and check they have used finger spaces, capital letters and full stops for each of their sentences.

Greater depth: Write the penguins' thoughts and give details about what he likes about the boy.

e.g. I am happy to be with my friend Freddie. He is a kind boy. He likes to tell stories. I love stories.

Wednesday 14th September

LO: I can write speech.



Thursday – Friday

Session 11:

Listen and respond

Retell stories and consider their particular characteristics

Sequence 3 - 5 images of the story and discuss what is happening in each part (see resources). Use these images to section up the story.

| Beginning | Middle | Ending |
|---|---|--|
| An animal turned up at the boy's house. | They went on a journey to take the animal back to where it lived. | The animal and the boy returned home together. |

Build *Feature keys* through discussion. What makes this story so good?

- Some story language (one day, finally, happily ever after)
- Character description
- Setting description
- Sentences in sequence
- A beginning, middle and an end

Have a variety of non-fiction books about different settings/places for pupils to look at and think about an animal they could choose to replace the penguin for their own story in a similar setting. Greater depth pupils look at alternative settings and animals.

e.g.

Similar setting:

Ocean – octopus, shark, jellyfish, whale, polar bear, seal, dolphin

New setting for greater depth:

Jungle – tiger, chimp, snake, panther, gorilla

Desert – camel, dung beetle



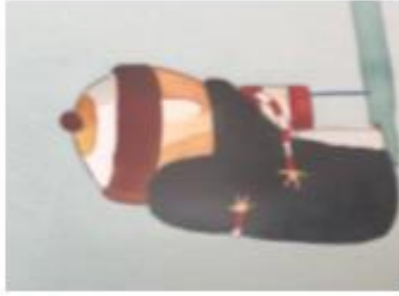
Pupils to share with a partner the animal that they have chosen and where they live and write/ draw this on a post-it note.

Greater depth: pupils choose a different setting and animal.

Thursday 15th - Friday 16th October

LO: I can order the story.

| First | Then | Next | After | Finally |
|-------|------|------|-------|---------|
| | | | | |
| | | | | |



The boy finds a penguin at his door.

They couldn't help at the lost and found office.

He decides to take him home.

He waves goodbye to the penguin.

The boy and the penguin are together again.