

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>



Writeaway: Independent writing

Sequence, section, share with a friend. Pupils apply all Mastery keys and Feature keys within an extended context. Pupils reflect and evaluate their learning.

Session 12:

Listen and respond

Retell stories and consider their particular characteristics

Using the sequenced images from the original version of the story and the new animal they have created, pupils discuss the plan for their own story with a partner. Use post-it notes to draw images or write ideas to sequence their plan.

Model planning a class story, changing the animal and where they journey to. This can be done by creating a new story pathway or using the sectioning format (see below). The sectioning format can be completed using images in each section and some words.

Compose a sentence orally before writing it

Sequence sentences to form short narratives

	Beginning	Middle	Ending
Original story	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.
Own version	A <u>polar bear</u> turned up at Freddie's house.	They went on a journey to take the <u>polar bear</u> back to the Arctic.	The <u>polar bear</u> and Freddie returned back home together.
Own version (greater depth)	A <u>chimp</u> turned up at Freddie's house.	They went on a journey to take the <u>chimp</u> back to the <u>jungle</u> .	The <u>chimp</u> and Freddie returned back home together.

Pupils to plan their own stories using the chosen format with a new character in a similar setting.

Greater depth: choose a new character and a new setting for their story.

Monday 19th October

LO: I can plan my own story.

	Original	My Version
Beginning	A penguin arrives at a boy's house.	A _____ arrives at _____ house.
Middle	They go on a journey to take the penguin back to Antarctica.	They go on a journey to _____
End	They go home together.	They go home together.

Tuesday- Beginning

Wednesday – Middle

Thursday – End

Session 13 & 14:

Sequence sentences to form short narratives



Apply all *Mastery* and *Gateway* keys

Pupils write over several days. Teacher to model sections of the class version of the story as appropriate.

Use sections of the story pathway to support pupils who may be working on holding each sentence of the story in their heads as they write. Pupils could be given the story pathway cut up into sections to support structuring their writing into sentences.



Pupils write their own story, changing the animal.

Greater depth: Pupils write their own story, changing the animal and setting.

LO: I can write my own version of the lost and found story.

- Combine words to make sentences
- Leave spaces between words
- Begin to use capital letters and full stops
- Use capital letters for names of people and the personal pronoun 'I'

<p>Session 15:</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p><i>Check</i></p> <p>When the stories have been written, reflect on the <i>Mastery keys</i>:</p> <p>→</p> <p><i>Have they left spaces between words?</i></p> <p><i>Can they punctuate some sentences accurately with a capital letter and full stop?</i></p> <p><i>Are they beginning to use capital letters for names?</i></p> <p><i>Are they thinking about all the sounds in each word and making phonetically plausible attempts?</i></p> <p>Give the pupils opportunities to read through what they have written. At this stage, this may be at the end of a session so that pupils can recall what they have written and can identify any missed words. Partnering pupils up to share work and read through together may be useful. Focus on the <i>Mastery keys</i>.</p> <p>Read aloud to a partner when completed.</p>
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