O.Hoare

Year Group: 10/11	Subject: English	Term 1: **Myths and Legends**

Prior Knowledge:	**Resources:**
Use full stops and capital letters in right place Writes in full sentences. write in the past tense and present tense. How to write in the third person How to use clicker 7/word/powerpoint	**Assessment for Learning:** **Gold step up to GCE - Entry Level 3 – lower limiter)** **A1** • Read fluently, accurately and with expression. • Use a range of strategies to tackle words in a variety of texts eg phonetic structure, initial and final clusters, long vowel sounds, prefixes and suffixes. • Demonstrate an understanding of the main points in a variety of texts eg characters, setting, theme with some explanation. • Locate key points in texts eg note some differences between two newspaper reports on the same story. • Make inferences based on a single piece of textual detail eg in a longer text answer questions about character's actions or make predictions about feelings. Interpret at a literal level.
Cross Curricular links/lessons:	**AO5** • Write legibly eg may choose to join letters, beginning to develop own handwriting style. • Sometimes adapt writing style to match purpose and audience eg with prompts can choose style for a familiar writing purpose (letter, email, newspaper) and begins to use formal/informal language, but not consistently. • Sequence ideas logically eg sentences are usually grammatically correct, writing has clear beginning, middle and end.
History / Black History ICT: newspaper on powerpoint Art: staining newspaper to make it look old/Making a 'wanted poster.'	
Resources	**AO6** • Spell most words including common polysyllabic words accurately eg polysyllabic words or common diagraphs 'wh', 'qu', 'sh', some high frequency words that do not conform to spelling patterns. • Use capital letters, full stops and question marks usually accurately. • Choose words for variety and interest eg adjectives, adverbs, powerful verbs. •
Powerpoint presentations Videos/songs Laptops Writing frames (differentiated) Dictionaries Books: e-books, poems/newspapers/fiction books/leaflets/non-fiction novels/newspapers Warm-up materials: quizzes/mazes/memory games etc	
AQA specification content:	**Silver step up to GCSE Entry Level 2 -** **A1:** • Recall some specific and straightforward information from texts eg describe a character, action or event with general accuracy. • Locate main points and information in texts eg use a contents page, find and note an important sentence. • Make simple inferences and deductions sometimes supported by textual detail eg make a prediction about characters' feelings based on an event.
• Read a selection of literary and literary non-fiction texts. • Use texts to learn how to: • infer • comment on language and structure • compare ideas and perspectives. • Learn how plan, write, edit and proofread a story	**AO6** • Spell phonetically plausible and most high frequency words with growing accuracy eg simple CVCC words or CCVC monosyllabic words and high frequency words. Inaccuracies are phonetically plausible. • Demarcate most sentences with full stops and capital letters. • Use appropriate words to create interest eg use adjectives to give more detail. **Silver step up to GCSE Entry Level 1 -** **AO1** • Read some high frequency and familiar words in simple texts eg up to 45 high frequency words, phonetic CVC words. • Use blending to decode some familiar and unfamiliar words eg use letter names and sounds to decode a CVC word. • Recall main points from simple texts eg put a simple story in sequence. • Make simple inferences and deductions eg make a simple prediction to a question in a picture story. **AO6** • Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words ('it', 'on', 'up'), CVC words ('cat', 'mum') and high frequency words ('the', 'I', 'in') are usually correct or phonetically plausible. • Show some awareness of full stops and capital letters.

Lesson	Lesson objective:	Differentiation	Resources:
3 week 2	We are learning to demonstrate our understanding of English. WILF 1. I can read a text with help 2. I can put a story in the correct order 3. I can explain what the text was about. *KOF/NC/TH to go with TA for H/F word assessment	**Low ability**: To go off with TA and do H/F word Assessment **M Higher ability:** To work in a small group and do English grammar and punctuation assessment. TA can read questions. **Higher ability:** Work independently To do English grammar and punctuation assessment.	Memory game sheets Assessment sheets: spelling, punctuation, grammar Assessment sheet: H/W words pens
4 week 2	We are learning to read and organise texts WILF 1. I can read along to a text 2. I can put a story in the correct order. 3. I can infer	**Low ability**: Sit with TA and listen, then discuss the text. KOF/TH/NC **Middle ability:** Work in a small group with TA and discuss the text: KC/AA/OM/CE **Higher ability:** Work independently	Little Red Ridding Hood sequencing sheet Answers to sequencing 5 minute LRRH story Whiteboards/whiteboard pen
5 Week 2	We are learning to recognise how newspapers are written. WILF 1. I can recognise a headline 2. I can come up with a catchy headline.	**Low ability**: Work in a small group with TA: KOF, TH, NC **Middle ability:** Work in a small group with TA: OM/CE/KC/AA **Higher ability:** Work independently: EW/JW	A Newspaper Newspaper powerpoint Funny newspaper headlines (powerpoint) Examples of catchy headlines Cartoon of Mr Wolf on Trial
6 week 2	We are learning to recognise how newspapers are written. WILF 1. I can come up with a catchy headline 2. I can write in the third person. 3. I can recount what happened in a story.	**Low ability**: Work in a small group with TA: KOF, TH, NC on clicker 7 **Middle ability:** Work in a small group with TA: OM/CE/KC/AA with keywords **Higher ability:** Work independently: EW/JW with keywords	Fake or real news quiz link (see lesson plan) Newspaper 'hook'. Talk 4 writing story-map Newspaper template (powerpoint) keywords
7 week 3	We are learning to recognise how newspapers are written. WILF 1. I can come up with a catchy headline 2. I can write in the third person. 3. I can recount what happened in a story.	**Low ability**: Work in a small group with TA: KOF, TH, NC on clicker 7 **Middle ability:** Work in a small group with TA: OM/CE/KC/AA with keywords **Higher ability:** Work independently: EW/JW with keywords	Newspaper template (powerpoint) keywords
8 week 3	We are learning to recognise how newspapers are written. WILF 1. I can come up with a catchy headline 2. I can write in the third person. 3. I can recount what happened in a story.	**Low ability**: Work in a small group with TA: KOF, TH, NC on clicker 7 **Middle ability:** Work in a small group with TA: OM/CE/KC/AA with keywords **Higher ability:** Work independently: EW/JW with keywords	Newspaper template (powerpoint) keywords
9 week 3	WALT: We are learning to analyse important events in history 1. I can explain what slavery is 2. I can explain what a civil war is 3. I can explain how the American Civil war and slavery are linked	**Low ability**: Work with TA in small 1-1 if possible, prompting answers and reading where necessary. **Middle ability:** Work with TA in small group, prompting answers. **Higher ability:** Work independently.	Word search (keywords) Civil war powerpoint History KS3 / GCSE: American Civil War video BBC Racism video Song sheet Dictionaries
10 week 3	We are learning to analyse important events in history WILF 1. I can explain what persecution is 2. I can explain what a boycott is	**Low ability**: Work with TA in small 1-1 if possible, prompting answers and reading where necessary. Differentiated comprehension Clicker 7: sentence starts with pop-up. **Medium ability:** Work with TA in small group, prompting answers. Clicker 7 sentence starts with grid - with some High frequency words missing. **Higher ability:** Work independently.	Dictionaries. Word search Rosa Park video link (see part 2) Laptops Rosa Park clicker book and writing frames.

		Clicker 7 with word bank. Students have to use the keywords to retell the story of the Montgomery Bus Boycott.	
11 **Week 3**	We are learning to read and discuss themes in Holes. WILF 1. I can listen when others are reading. 2. I can read out loud. 3. I can read with expression.	**Low ability:** Sit with TA and listen, then discuss the text Can read out loud, reading some high frequency words. **Middle ability**: Read out loud using some expression. Reads all high frequency words and more advanced polysyllabic words. **Higher ability**: Read out loud using expression. Reads most multisyllabic words correctly.	Palindrome powerpoint quiz and worksheet. Whiteboard interactive Holes Books red 1-6 Holes comprehension chapter 4-6 Dictionaries
12 **Week 3**	We are learning to write a recount of a famous story. WILF 1. I can explain how to write a recount 2. I can write in the third person 3. I can write in the past tense	**Low ability:** Clicker Assisted with example sentence on grid with keywords/phrases, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Middle ability:** Small groups with TA 3-1 Clicker assisted with answers on pop—grid with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts.	Read chapters 3-6 Recount (no comprehension) powerpoint **Holes:** film Keywords; Story map Laptops; handwriting writing frames; clicker 7 sets; word writing frames
13 **Week 4**	We are learning to write a recount of a famous story. WILF 1. I can explain how to write a recount 2. I can write in the third person 3. I can write in the past tense	**Low ability:** Clicker Assisted with example sentence on grid with keywords/phrases, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Middle ability:** Small groups with TA 3-1 Clicker assisted with answers on pop—grid with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Higher ability:** Work independently Word writing frame with sentence starts/or without, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts, or clicker set with keywords.	Recount powerpoint Recount bbc video link **Holes:** film Keywords; story map; laptops; handwriting writing frames; clicker 7 sets; word writing frames
14 **Week 4**	We are learning to read and discuss themes from Holes . WILF: 1. I can listen when others are reading. 2. I can read out loud. 3. I can read with expression.	**Low ability:** Sit with TA and listen, then discuss the text Can read out loud, reading some high frequency words. **Middle ability**: Read out loud using some expression. Reads all high frequency words and more advanced polysyllabic words. **Higher ability**: Read out loud using expression. Reads most multisyllabic words correctly.	Whiteboard interactive Holes Book – read chapters 7-10 Dictionaries Comprehension sheets
15 **Week 5**	We are learning to write a recount of a famous story. WILF 1. I can explain how to write a recount 2. I can write in the third person 3. I can write in the past tense	**Low ability:** Clicker Assisted with example sentence on grid with keywords/phrases, demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Middle ability:** Small groups with TA 3-1 Clicker assisted with answers on pop—grid with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Higher ability:** Work independently Word writing frame with sentence starts/or without, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts, or clicker set with keywords.	Verb tenses overview powerpoint **Holes:** film/book story maps film Keywords laptops handwriting writing frames; clicker 7 sets; word writing frames

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Week 5
	We are learning to write a recount of a famous story.
	WILF
	  1. I can explain how to write a recount
	  2. I can write in the third person
	  3. I can write in the past tense
		Low ability: Clicker Assisted with example sentence on grid with keywords/phrases, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts.
		Middle ability: Small groups with TA 3-1
		Clicker assisted with answers on pop—grid with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts.
		Higher ability: Work independently
		Word writing frame with sentence starts/or without, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts, or clicker set with keywords.
			Suffixes powerpoint: -ing, -ed, -er, -est.
			Holes: film Keywords
			story maps
			laptops
			handwriting writing frames; clicker 7 sets; word writing frames

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Week 5
	We are learning to read and discuss themes from Holes.
	WILF:
	  1. I can listen when others are reading.
	  2. I can read out loud.
	  3. I can read with expression.
		Low ability: Sit with TA and listen, then discuss the text
		Can read out loud, reading some high frequency words.
		Middle ability: Read out loud using some expression. Reads all high frequency words and more advanced polysyllabic words.
		Higher ability: Read out loud using expression. Reads most multisyllabic words correctly.
			Holes Book: read chapter 23-28
			Dictionaries

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Week 5
	We are learning to write a recount of a famous story.
	WILF
	  1. I can explain how to write a recount
	  2. I can write in the third person
	  3. I can write in the past tense
		Low ability: Clicker Assisted with example sentence on grid with keywords/phrases, demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts.
		Middle ability: Small groups with TA 3-1
		Clicker assisted with answers on pop—grid with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts.
		Higher ability: Work independently
		Word writing frame with sentence starts/or without, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts, or clicker set with keywords.
			Holes: film Keywords
			story map
			handwriting writing frames; clicker 7 sets; word writing frames
			Suffixes: -ad or -ing ending worksheet

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Week 6
	We are learning to write a recount of a famous story.
	WILF
	  1. I can explain how to write a recount
	  2. I can write in the third person
	  3. I can write in the past tense
		Low ability: Clicker Assisted with example sentence on grid with keywords/phrases, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts.
		Middle ability: Small groups with TA 3-1
		Clicker assisted with answers on pop—grid with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts.
		Higher ability: Work independently
		Word writing frame with sentence starts/or without, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts, or clicker set with keywords.
			Holes: film Keywords
			story map
			handwriting writing frames; clicker 7 sets; word writing frames

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Week 6
	We are learning to read and discuss themes from Holes.
	WILF:
	  1. I can listen when others are reading.
	  2. I can read out loud.
	  3. I can read with expression.
		Low ability: Sit with TA and listen, then discuss the text
		Can read out loud, reading some high frequency words.
		Middle ability: Read out loud using some expression. Reads all high frequency words and more advanced polysyllabic words.
		Higher ability: Read out loud using expression. Reads most multisyllabic words correctly.
			Holes Books: read chapters 29-36
			comprehension: 29-36
			Dictionaries
			Comprehension sheets

21 **Week 6**	We are learning to write a recount of a famous story. WILF 1. I can explain how to write a recount 2. I can write in the third person 3. I can write in the past tense	**Low ability:** Clicker Assisted with example sentence on grid with keywords/phrases, demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Middle ability:** Small groups with TA 3-1 Clicker assisted with answers on pop—grid with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Higher ability:** Work independently Word writing frame with sentence starts/or without, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts, or clicker set with keywords.	Suffixes work-pack: -ly, -less **Holes:** film/book story maps film Keywords laptops handwriting writing frames; clicker 7 sets; word writing frames
22 **Week 6**	We are learning to write a recount of a famous story. WILF 1. I can explain how to write a recount 2. I can write in the third person 3. I can write in the past tense	**Low ability:** Clicker Assisted with example sentence on grid with keywords/phrases, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Middle ability:** Small groups with TA 3-1 Clicker assisted with answers on pop—grid with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Higher ability:** Work independently Word writing frame with sentence starts/or without, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts, or clicker set with keywords.	**Holes:** film/book story maps film Keywords laptops handwriting writing frames; clicker 7 sets; word writing frames
23 **Week 7**	We are learning to read and discuss themes from Holes. WILF: 1. I can listen when others are reading. 2. I can read out loud. 3. I can read with expression.	**Low ability:** Sit with TA and listen, then discuss the text Can read out loud, reading some high frequency words. **Middle ability**: Read out loud using some expression. Reads all high frequency words and more advanced polysyllabic words. **Higher ability**: Read out loud using expression. Reads most multisyllabic words correctly.	Holes Books Comprehension sheets: chapters- 44-50 Dictionaries
24 **Week 7**	We are learning to write a recount of a famous story. WILF 1. I can explain how to write a recount 2. I can write in the third person 3. I can write in the past tense	**Low ability:** Clicker Assisted with example sentence on grid with keywords/phrases, demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Middle ability:** Small groups with TA 3-1 Clicker assisted with answers on pop—grid with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Higher ability:** Work independently Word writing frame with sentence starts/or without, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts, or clicker set with keywords.	Expressing time and cause using conjunctions powerpoint. **Holes:** film/book story maps film Keywords laptops handwriting writing frames; clicker 7 sets; word writing frames
25 **Week 7**	WALT: We are learning to write a recount of a famous story. WILF 1. I can explain how to write a recount 2. I can write in the third person 3. I can write in the past tense	**Low ability:** Clicker Assisted with example sentence on grid with keywords/phrases, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Middle ability:** Small groups with TA 3-1	Recount powerpoint **Holes:** film Keywords; story map; laptops; handwriting writing frames; clicker 7 sets; word writing frames

		Clicker assisted with answers on pop—grid with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts. **Higher ability:** Work independently Word writing frame with sentence starts/or without, with demonstration sentences to show, 'what's good.' Or handwriting storyboard with/without sentence starts, or clicker set with keywords.	
26 **23** **Week 7**	We are learning to read and discuss themes from Lion the witch and wardrobe. WILF: 1. I can listen when others are reading. 2. I can read out loud. 3. I can read with expression. 4. I can discuss the story	**Low ability:** Sit with TA and listen, then discuss the text Can read out loud, reading some high frequency words. **Middle ability**: Read out loud using some expression. Reads all high frequency words and more advanced polysyllabic words. **Higher ability**: Read out loud using expression. Reads most multisyllabic words correctly.	Lion the witch and wardrobe extract. Comprehension questions

Pupil Asset Milestones to be achieved:
Stage 4: [1] proof reads for errors and punctuation. [2] Reads aloud their own writing to, to a group or the whole class, using appropriate intonation and controls tone and volume, so the meaning is clear. **Stage 3:** Attempts to use paragraphs as a way to group related material. **Stage 2:** [1] checks that the text makes sense to them as they read and corrects inaccurate reading. [2] shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command. **Stage 1**: spells the days of the week. understands how to make sentences**.**
Subject English Writing composition
Stage 4: [1] Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures. [2] Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.   [4] Discusses and records ideas.
Stage 3: [1] Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore). [2] using palindromes., 3 writes in different styles; Uses a range of prefixes (e.g. super–, anti–, auto–).
Stage 2: [1] Plans or says out loud what they are going to write about. [2] checks that the text makes sense to them as they read and corrects inaccurate reading. [3] understands how to make sentences**.** [2] uses -ing, -ed, -er and -est, where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest. Adding the suffix -ly; adding the suffix -ing; ed.
Stage 1: [1] understands how to make sentences**.** [2] uses -ing, -ed, -er and -est, where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest. Adding the suffix -ly; adding the suffix -ing;
Subject Reading:
Stage 5 [1] Reads books that are structured in different ways and reading for a range of purposes. [2] identifies how language , structure and presentation contribute to meaning :shows general awareness of writer's craft.
Stage 4: [1] uses dictionaries to check words that they have read**.** [2] identifies how language , structure and presentation contribute to meaning.
Stage 3: uses dictionaries to check words that they have read**.** [2] identifies how language , structure and presentation contribute to meaning.
Stage 2: [1] is beginning to identify differences in the structure of the non fiction books that they are introduced to.
Stage 1: Explains clearly what has been read to them.