

Subject: Literacy	3 days - Fresh Start (in groups) 2 days whole class literacy Famous Authors - Pop Up Literacy	
Class: Eagles	Teacher: SW	Term: 1
Key Vocabulary: Author, book, novel, character, story, biography, autobiography, publisher, illustrator	Alternative Learning Environments	Resources: Pencils, Rulers, Rubbers, Fresh Start Modules () Books by chosen Authors. Pop-up literacy texts. Video links with Pop-up literacy author.

Learning Intentions.

Current Learning

- develop positive attitudes towards and stamina for writing by:
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Prior Learning

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Future Learning -

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:

<ul style="list-style-type: none">• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)• read aloud what they have written with appropriate intonation to make the meaning clear		<ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing and suggesting improvements• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• proofread for spelling and punctuation errors• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Week	Session 1 – Fresh Start	Session 2 – Fresh Start	Session 3 – Fresh Start	Session 4	Session 5
1	<p>SW group Start Module Reading sounds from chart. Looking at red and green words in module – practice reading and spelling these. Reading and practising syllables section. -practice reading and spelling these words. Create spelling list for week. LC group</p>	<p>SW group Practice sounds. Root words – practise spelling and writing. Writing sentences using root words. Challenge words and vocabulary check. Sentences using vocabulary check words. LC group</p>	<p>SW group Practice sounds Read and discuss introduction. Taking turns to read the text. Discuss text. Questions to talk about. Pick 1 question to write a response to. Edit 1. LC group</p>	<p>Learning Objective To compile a list of well know authors and some of their books.</p> <p>Explain new topic of famous authors.</p> <p>Discuss some of the books we have read in class/might like to read.</p> <p>List on board of well-known authors. Choose one to find out about – eg Roald Dahl.</p> <p>Working in pairs to begin to research and present a biography of this author.</p>	<p>Learning Objective To continue/complete Biography of chosen author.</p> <p>Continue working on biography. Present using ICT.</p> <p>Include examples of books and pictures.</p> <p>Work for class display.</p>
2	<p>SW group Practice sounds Re-read text Questions to read and answer. Discuss how to find the answers to these questions and model answering in full sentences – independent work. Spelling list from speed words.</p>	<p>SW group Practice sounds Work together through answers to questions to read and answer. Children choosing one answer to re-write more fully or to add more information. Green words spelling activity. LC group</p>	<p>SW group Practice sounds. Hold a sentence. Build a sentence. Edit 2. LC group</p>	<p>Learning Objective</p> <p>To think about the characters in the Twits.</p> <p>On board picture of Mr and Mrs Twit.</p> <p>Annotate with words to describe them – ugly, disgusting etc.</p>	<p>Learning Objective</p> <p>To create a new character for the Twits.</p> <p>Imagine Mr and Mrs Twit had a child? What would they look like? Drawing a picture of the child and writing a</p>

	LC group	DO'G group		Children writing a character description of one of the characters.	character description of this child.
3	SW Group Practice sounds Speed work practice - reading and spelling these. Choosing 5 words to put into sentences. Spelling game – 10 in a row.	SW group Practice sounds. Writing task 1. Reading example and looking at helpful pointers. Completing task independently. LC group	SW group Writing task 2. Discuss briefly and explain task. Extended period of independent writing. LC group	Learning intention To order events from a text. List on board of some of the events from the Twits. Ordering these in the order of the story.	Learning intention To create a new event for the Twits. Refer back to the list from yesterday and thinking of a new event that could be added to the story. What else could the Twits have thought of to do?
4	SW group Fresh Start Module 9 Reading sounds from chart. Looking at red and green words in module – practice reading and spelling these. Reading and practising syllables section. -practice reading and spelling these words. Create spelling list for week. LC group	SW group Practice sounds. Root words – practise spelling and writing. Writing sentences using root words. Challenge words and vocabulary check. Sentences using vocabulary check words. LC group	SW group Practice sounds Read and discuss introduction. Taking turns to read the text. Discuss text. Questions to talk about. Pick 1 question to write a response to. Edit 1. LC group	Learning Intention Pop Up Literacy Lessons	Learning intention Pop Up Literacy Lessons

5	<p>SW group Practice sounds Re-read text Questions to read and answer. Discuss how to find the answers to these questions and model answering in full sentences – independent work. Spelling list from speed words.</p> <p>LC group</p>	<p>SW group Practice sounds Work together through answers to questions to read and answer. Children choosing one answer to re-write more fully or to add more information. Green words spelling activity.</p> <p>LC group</p>	<p>SW group Practice sounds. Hold a sentence. Build a sentence. Edit 2. LC group</p>	<p>Learning Intention</p> <p>Pop Up Literacy Lessons</p>	<p>Learning intention</p> <p>Pop Up Literacy Lessons</p>
6	<p>SW Group Practice sounds Speed work practice - reading and spelling these. Choosing 5 words to put into sentences. Spelling game – 10 in a row.</p> <p>LC Group</p>	<p>SW group Practice sounds. Writing task 1. Reading example and looking at helpful pointers. Completing task independently. LC group</p>	<p>SW group Writing task 2. Discuss briefly and explain task. Extended period of independent writing. LC group</p>	<p>Learning Intention</p> <p>Pop Up Literacy Lessons</p>	<p>Learning intention</p> <p>Pop Up Literacy Lessons</p>