

Weekly Literacy Planning

Date: 4.05.20

Class

Unit: Leon and the Place Between

D A Y	OBJECTIVES	STAR TER/ GRA MMA R	MAIN TEACHING ACTIVITY	DIFFERENTIATED ACTIVITIES	PLENARY AND ASSESSMENT
Mon	<p>Focus: <i>I can make predictions about a story based on what I know.</i></p> <p>Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on</p>		<p>Look at a letter form Angela Mc Allister at the beginning of the Power Point asking for the children to review her book. Leon and The Place between.</p> <p><i>What clues are there on the front cover?</i> <i>What do you think the book is about?</i> <i>How can we find out more about the book without opening it?</i> <i>Is it a non-fiction or a fiction book? How do you know?</i></p> <p>Look at Part 1 (up to when Leon steps through the door.) Stop here and discuss.</p> <p>What do you think he will find when he goes through the door? Have a class discussion. Ensure that the chn are justifying why they think these things. Have there been any clues in the text? Would that fit in with the story?</p> <p>Questions <i>Why is the story called Leon and the Place Between? Look at the title, why are certain words in capital letters?</i> <i>Describe Abdul Kazam in your own words.</i> <i>How do you think the crowd are feeling before the curtains open?</i></p>	<p>Chn are going to write a short paragraph predicting what they think is going to happen in the story now. Where do you think Leon is going?</p> <p>Easier Give them two headings, one at a time. What do we know about the story? Answer. Then, what do you think is going to happen? Ask the chn to write the headings in their books before they answer.</p>	

	content, simple themes or text types].	<p>How does the author describe the silence before the show began? What effect does this have?</p>	
Mon con't	<p>Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types].</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Focus: I can express my views and opinions.</p> <p>I can identify significant ideas, events and characters: and discuss their significance</p>	<p>Continue reading through the story asking chn to read different parts and contribute to what they can notice in the pictures. How do the pictures contribute to the story? The more you look at the pictures the more you notice in them. The book may need going over a few times.</p> <p>Discuss likes, dislikes, puzzles and patterns and make notes on the worksheet. (Keep for the following day to use in book review)</p> <p>Questions</p> <p>How does the author describe the inside of the box? Does the boy on the carpet live in the Place Between? If not, why is he there? What do we know about the place between? How do you think Leon felt about the white rabbit? How do you know? What did Leon see in the Place Between? How does the author make this sound exciting? How do you feel about the illustrations? Do they affect the story? If so, how?</p>	<p>Complete the likes, dislikes, puzzles and patterns sheets. Go through the story, particularly focussing on the puzzle section.</p>

	I can justify a point by supporting it with evidence.			
Tues	<p>To write for a range of real purposes and audiences such as book reviews.</p> <p>Focus: I can express my views and opinions.</p> <p>I can identify significant ideas, events and characters: and discuss their significance</p> <p>I can justify a point by supporting it with evidence.</p>	<p>Give the chn the sentence,</p> <p>The boy went into the tent.</p> <p>How could we improve that sentence? What could we change? What could we add?</p> <p>Allow chn to edit the sentence and then share with the group.</p>	<p>Explain that now we have explored the story we are going to start writing our book review for Angela McAllister.</p> <p>Re-read the letter that was sent and the different things that they wanted to be included.</p> <ul style="list-style-type: none"> • The story - what did you like about it? Was there anything you didn't like? • The characters • The setting • Highlights 	All chn plan their book review using the planning sheet.

			<ul style="list-style-type: none"> Who you would recommend it to? Why? <p>Throughout the report the chn should show their opinion.</p> <p>Using the power point work through the examples of a book review and the features of a book review.</p>	
Wed	<p>Focus: I can express my views and opinions.</p> <p>I can identify significant ideas, events and characters: and discuss their significance</p> <p>I can justify a point by supporting it with evidence.</p>	<p>Re-read the story to the children - have they noticed anything this time that they didn't notice the first time of reading it?</p> <p>Ask the chn to recap what they need to include in their book review.</p> <p>Ask chn to read their plan through - is there anything that they would like to add?</p> <p>Look through the examples of book reviews - what are good and bad about them? Create a toolkit of what to include in the review. Looking at what needs to be covered, how many paragraphs do</p>	<p>Chn write their book reviews</p> <p>Provide sentence starters for the chn to finish.</p> <p>What I liked about the book was.....</p> <p>This was because.....</p> <p>What I didn't like about the book was...</p> <p>This was because...</p> <p>The main character was.....</p> <p>The story was set in...</p> <p>This was a good/bad setting because...</p> <p>The best bit about the book was ...</p> <p>I would/would not recommend this book because...</p> <p>Easier</p>	

		<p>they think they need to include? See POWER POINT</p> <p>Pick up on the use of connectives to support ideas. Make a class list of connectives</p>	<p>To write a sentence for each question on the planning sheet.</p> <p>THIS MAY TAKE LONGER THAN ONE SESSION></p>	
Thurs	<p>Reading</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> □ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks □ reading books that are structured in different ways and reading for a range of purposes • identifying themes and conventions in a wide range of books □ asking questions to improve their understanding of a text □ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Adverbial Phrases</p> <p>Ask chn to recap on what an adverbial phrase is. An fronted adverbial phrase is at the beginning of a sentence and it tells the reader either where, when, how something is happening</p> <p>Show the following sentences and ask the chn to identify the adverbial phrases.</p> <p><i>With a swish, the curtains opened. HOW</i></p> <p><i>Last night, without a sound, Leon tip-toed into the place between. WHEN</i></p> <p><i>Straight away, he looked at the rabbit on the carpet. HOW</i></p> <p><i>With a heavy heart, he left, before sunset, through the doorway. HOW</i></p> <p>Show these sentences from the book and ask the chn to add an adverbial phrase to them.</p> <p>The lanterns went out.</p>	<p>Display the first picture of the book where the children are entering the tent and the last picture where the chn are leaving the tent.</p> <p><i>Comprehension, retrieval and inference questions.</i> Discuss what can we see? What does this tell us about the characters? What are the differences that we can see from start to finish? Because of what we can see, how do we think the characters have changed? Individually as and as a group? What do they think the reason for these changes are?</p> <p><i>Comprehension - Author's choice</i> - why do you think the author has put these pictures at the beginning and at the end of the story?</p>	<p>Chn are to write an explanation about the difference between the pictures at the beginning and end of the story and what has affected these differences.</p> <p>Easier</p> <p>Give chn both pictures. Get them to do a spot the differences activity, circling/labelling the differences. Explain verbally why there are those differences and guided write up.</p>

		Everyone held their breath. He gave the carpet a tug.		
Fri		BANK HOLIDAY		