

Weekly Literacy Planning

Date: 11.05.20

Class

Unit: Leon and the Place Between

D A Y	OBJECTIVES	STAR TER/ GRA MMA R	MAIN TEACHING ACTIVITY	DIFFERENTIATED ACTIVITIES	PLENARY AND ASSESSMENT
Across the week	<p>Composition 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</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) □ organising paragraphs around a theme</p> <p>evaluate and edit by: □ assessing the effectiveness of their own</p>		<p>Explain that today they are going to write character descriptions.</p> <p>Use the ginger man cut out . Explain that on the outside of the cut out we are going to write what Leon is like on the outside, looks, movements, how he speaks, important things that he has said. On the inside we will write about the kind of person that Leon is, his personality, his feelings.</p> <p>Give children the example character descriptions and discuss the positives and negatives. Have the authors given the reader much to find out for themselves? Have they told the reader the information, or have they shown the reader the information? Which is better? What is the difference?</p> <p>Discuss what they know or think about Leon and make notes to help them.</p>	<p>All children write a character description for Leon, aiming to show information about him instead of telling the reader everything about him.</p>	

	<p>and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> □ proposing changes to grammar and vocabulary to improve consistency, 		
	<p>To understands texts</p> <ul style="list-style-type: none"> -To understands texts • Predict from details stated and implied. • Recall and summarise main ideas. -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>To write with purpose</p> <p>Write for a wide range of purposes using the main features identified in reading.</p>	<p>Explain that today we are going to be writing a diary entry from the perspective of Leon about his trip to the magic show.</p> <p>Explain that to do this we are going to focus on sequencing the main events of the story.</p> <p>THIS IS VOLUNTARY</p> <p>Tell the chn they are going to do the drama activity phone call to a friend. Children sit back to back and pretend to phone a friend describing the events of the story.</p> <p>Adult/sibling joins in being the person on the other end of the phone.</p> <p>Focus on the excitement and suspense, then the confusion the wonder that Leon was feeling throughout the story.</p> <p>Children can be Leon or a friend/family member and take turns to phone. Remind children that the person they are speaking to will need to ask questions to prompt the character. Ask the chn - what questions do you think you need to ask? THIS IS JUST TO GIVE THEM IDEAS ABOUT WHAT TO INCLUDE IN THE DIARY ENTRY.</p>	<p>Chn write a diary extract as Leon explaining the events of that day in the first person.</p> <p>Harder - Write from little Mo's perspective T</p> <p>Middle - Write from Leon's point of view</p> <p>Easier - Pick a picture from the book and write sentences about that part of the story. Include how the character feels, what they see, hear, smell, touch.</p>

		<p>Discuss what they record and when. Who reads your diary? What difference does that make about what you would write? Point out to the chn that a diary entry is just for the person who writes it so they would definitely include how they were feeling at each point.</p> <p><u>Tool Kit</u></p> <p>PAST TENSE FIRST PERSON (I, me) PARAGRAPHS CHRONOLOGICAL ORDER (Order in which it happens) Full stops and capital letters (especially for names/proper nouns) FRONTED ADVERBIAL PHRASES, (At the stroke of midnight,) Discuss how they could start their diary entry and model an opening.</p> <p>Dear Diary,</p>	
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