

	Reading	Writing
Pre Phase 1 Context Day	<p>Warm up/ Hook - Pre- read Story</p> <p>Wednesday: What was it like to be at boarding at a boarding school? Picture of a dormitory. How do you think children felt to be away from home? What is it like not to have your own space? What is bullying? Why does Bertie have chilblains? What made him want to hide his uniform?</p> <p>Vocabulary : chilblains dormitory detention</p> <p>Thursday: What is it like to be in South Africa? Picture of a compound in Africa. What is a compound? Why did they have them? Where is South Africa? Picture of grassland. What can you see? What would live there? How do you know? Picture of white lions and ordinary lions. What can you see?</p> <p>Vocabulary : veld grassland region compound veranda waterhole wildebeest impala leopards elephants hyenas warthogs zebra baboon shingayi tree cheetahs, kopje</p> <p>Friday: What animals might live in a reserve?</p> <p>https://www.youtube.com/watch?v=tlZwYsJpgjo Watch the video about lions. As a class make a list of the facts about African lions. Read in pairs about the white lion. Where are these found? Why are they similar/different to other lions. What would it feel like to see one? Picture of white horse in Uffington. Why is this different/same?</p> <p>Vocabulary: indigenous habitat grassland</p>	
Phase 1	<p>Word of the week: scrutinise</p> <p>Investigating the characters in the story. Clue - inference, evidence from the text.</p> <p>Monday - What do we know about the boy? Role on the wall. Read chapter 1 and collect thoughts about the boy and evidence to back up thoughts. How do we know this? Complete as a class (modelling). What are your opinions about the boy?</p> <p>Tuesday - What do we know about the lady? Role on the wall. Read chapter 2 and collect thoughts, make sure there is evidence to back up. How do we know? Complete with a talk partner. What are your opinions about the lady?</p> <p>Wednesday - What do we know about Bertie? Looking at a selection of extracts from Chapter 3 for evidence. How do we know?</p>	<p><i>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</i></p> <p><i>Use fronted adverbials, 6 different ways to create fronted adverbials.</i></p> <p>Monday - Revisit the purpose of fronted adverbials. In several sentences identify fronted adverbials, decide if they give information about time, manner or place. Look at a picture and as a class collect adverbials. Write some sentences about the picture using the fronted adverbials (sentences not linked).</p> <p>Tuesday - Revisit the purpose of expanded noun phrases in stories. Using picture from the day before and collect noun phrases, including prepositional phrases. Write some sentences with noun phrases in (to extend themselves, write fronted adverbials too). What is the effect on the reader?</p>

	<p>Thursday - Reading comprehension activity from Head start, to work on a skill. Inference.</p> <p>Friday - Reading comprehension, mixture of questions from a text.</p> <p>Must read to page 56.</p>	<p>Wednesday - Examine a model text story together. Explore the use of fronted adverbials and noun phrases. How have they been expanded? Was this successful?</p> <p>Thursday - Character descriptions. Model collecting information about the boy and writing a character description of him. Notice how the author develops his character. As a class collect information about the lady. Independently write a short character description about the lady.</p> <p>Friday - Write a diary from point of view of old lady on the day she met the boy. Emphasis the inclusion of fronted adverbials and noun phrases.</p> <p><i>Children to write a diary entry from the point of view of the old lady.</i></p>
<p>Phase 2</p>	<p>Word of the week: codswallop</p> <p>Questioning to run throughout - children to ask questions to further their understanding of the text.</p> <p>Monday - Likes/dislikes so far. What do we know about the characters? What questions have we got? What patterns are we seeing? Complete this together as a model of thinking (one to be completed at the end on their own)</p> <p>Tuesday - Predict what might happen next in the story. What do they already know? What questions are left unanswered? Therefore what could happen? (given evidence and reasons)</p> <p>Wednesday - Look at retrieve - What can you learn about Bertie from the story so far? Whose perspective is the story told from? Whose perspective could it be told from? How would that change the story?</p> <p>Thursday - Head start focusing on summarising main ideas.</p> <p>Friday - reading comprehension about Michael Morpurgo</p>	<p><i>Adding information using subordinating conjunctions.</i></p> <p><i>The importance of paragraphs. Using pronouns to prevent repetition and promote cohesion.</i></p> <p>Monday - Revisit subordinating conjunctions and how they can add information to a sentence. Using a set of pictures as a stimulus aim to write sentences using subordinating conjunctions. Try to use all common ones. Reflect, what sort of information are they adding?</p> <p>Tuesday - Investigate model text. What is the main idea and purpose of each paragraph. Make notes about each paragraph, purpose eg Introduction, then bullet point main ideas in each paragraph.</p> <p>Wednesday - Revisit paragraphs. When should we start a new paragraph? Provide children with a piece of writing which has no paragraphs but which is a good model of a quality outcome. Can children cut it up so that it has the correct number of</p>

		<p>paragraphs? How did they decide where to draw the line?</p> <p>Thursday - The importance of pronouns. Explore why pronouns should be used to add coherence, also explore what happens if they are over used. Children to edit a set of paragraphs to ensure the correct use of pronouns.</p> <p>Friday - Letter writing</p> <p>Write a letter as Bertie to his Mum explaining what his life is like at boarding school and what he is missing at home.</p>
Phase 3	<p>Word of the week: pungent</p> <p>Pre-reading for the next phase.</p> <p>Monday retrieval - read article on RSPCA web site about animals in circuses. With a partner identify the main points of the article. Are they for or against the animals living in the circus? How can you tell?</p> <p>Tuesday Making kinks - people have different opinions about animals in circuses. What are yours? Do you think animals should be in circuses? Read a set of statements with your partner. Agree on whether the statements are for or against animals in circuses. What is your opinion? It is the same or different to your partner?</p> <p>Wednesday- Retrieve - Whose point of view? How does wolf persuade you he is innocent? Discuss main points of the 3 little pigs (give main points). Read story and as they go along to record an opposite point of view. Facts and figures are important why?</p> <p>Thursday - reading comprehension from Headstart focus on summarising Blackbeard p 48</p> <p>Friday Reading comprehension form Head start Babala and the giant p49.</p>	<p><i>Ensure consistent and correct use of tense throughout.</i></p> <p>Monday - Revisit tenses, what do tenses tell us. How do you make a verb be in the present, past and future? Edit a paragraph to correct tense.</p> <p>Start to plan structure of story. Living with Bertie, a lion's point of view.</p> <p>Tuesday - Plan story. Explore ideas for what could happen to the lion, decide what they think might have happened. Add to the plan.</p> <p>Wednesday - Write</p> <p>Thursday - Write</p> <p>Friday - Edit and revise. Model an edit, focus on improving vocabulary. Focus on choosing the best vocabulary.</p> <p><i>Outcome- story from the point of view of the lion.</i></p>