

Year group/ class: 3	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level)				Plenary
				WBA	Support	Core	Extension	
Monday	Prefixes- Re- means 'again' or 'back' Sub- means 'under' Inter- means 'between' ' or 'among'  redo, refresh, return submerge , submarin e interact, internatio nal	To use direct speech Understand why direct speech is used Use inverted commas Include punctuation at the end of their speech Challenge: Use a new line for a new speaker  Year 3: Begin to use inverted commas to punctuate direct speech  Year 2: Consider what he/she will say by saying sentences out loud before writing them  Year 1: Write down one of the sentences that he/she has rehearsed	<a href="https://www.bbc.com/bitesize/articles/ztcp97h">https://www.bbc.com/bitesize/articles/ztcp97h</a>  Focus has to be on when they use direct speech.  Direct speech is <b>any word spoken</b> by a character, it can be used to help develop the characters and plot. Direct speech should sit inside <b>speech marks</b> .  Punctuation is used in direct speech to separate spoken words, or dialogue, from the rest of a story. The words spoken by a character sit inside speech marks:  "Did you hear that noise?" whispered Sam.  Speech marks are sometimes known as inverted commas or quotation marks.  The soldier shouted theres Robin Hood  What do we need to add in for direct speech?  Have a sentence up on the board and ask the children where we could add direct speech? Add inverted commas to show direct speech.  Steps to success 1. Open with 66 and a Capital Letter 2. Close speech with relevant punctuation then 99.  Note : direct speech is in present tense.	Begin to write down some of the sentences that you will include in your story.	<b>Write sentences using direct speech to include in your story. Say your sentences out loud before writing them.</b>	<b>Write sentences using direct speech to include in your story. Correctly punctuate your direct speech.</b>	<b>Write sentences using direct speech to include in your story. Correctly punctuate your direct speech and use a new line each time a new character starts speaking.</b>	Self-assess – have you included inverted commas in the correct places? Have you included punctuation at the end of your speech? Have you used a new line for each new speaker?

			<p>The soldier shouted “There’s Robin Hood.”</p> <p>In this lesson have 2- 3 sentences on the board that need to be punctuated with relevant punctuation for direct speech.</p> <p>The children will have sentences and have to sort them out adding in direct speech, including 66, CL, closing punctuation and 99.</p> <p>If children have solved these – then write 5 sentences in their books using direct speech. Come up with their own that fit in with their story.</p> <p>New speaker new line: Every time there is a new speaker in the conversation, a new line is used.</p>					
Tuesday	<p>Prefixes- Re- means 'again' or 'back' Sub- means 'under' Inter- means 'between' 'or 'among' redo,</p>	<p>To generate ideas Begin to think of their own ideas for these features Use headings and bullet points to organise ideas Challenge: Include an adjective in each idea</p> <p>Y3: - Use headings and bullet points to organise ideas</p> <p>y2 – Write effectively for different purposes</p> <p>y1 – compose and write sentences independently to</p>	<p>We have looked at the setting and characters for our stories that we are writing this week.</p> <p>What is going to happen in your story?</p> <p>Go through the 5 parts of a story: Beginning Build up Problem Resolution Ending</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/zwmt4qt">https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/zwmt4qt</a></p> <p>Beginning – introduces characters and setting Build up – Introduces more characters Problem – What goes wrong for the main character? Resolution – how is the problem solved for the main character? Ending – What is happening after the problem has been</p>	<p>Write sentences to include in your story. Where is your story going to begin? Who are the main characters going to be? What is the main character going to do? How is he/she nearly caught? How does he/she escape?</p>	<p><b>Use the subheadings beginning, build up, problem, resolution and ending. Write 2-3 bullet points under each subheading on what you will include at each part of the story</b></p>	<p><b>Use the subheadings beginning, build up, problem, resolution and ending. Write 2-3 bullet points under each subheading on what you will include at each part of the story</b></p>	<p><b>Use the subheadings beginning, build up, problem, resolution and ending. Write 2-3 bullet points under each subheading on what you will include at each part of the story. Include adjectives in each subheading.</b></p>	<p>Compare your work to your partners.</p>

	<p>refresh, return submerge , submarine e interact, international</p>	<p>convey ideas</p>	<p>solved.</p> <p>In our Robin Hood story:</p> <p>Beginning: Introduced to Robin Hood and Guy of Gisborne Build up: The sheriff decides to have a tournament to find a new chief guard. Problem: Guy of Gisborne realises that Robin is the new chief guard Resolution: Robin climbs back into the castle through the toilets Ending: The sheriff's soldiers abandon him</p> <p>When writing our stories we need to follow this structure of beginning, build up, problem, resolution and ending.</p> <p><b>We are going to write a story following the structure of Robin Hood.</b></p> <p>Where is your story going to begin? Who are the main characters going to be? What is the main character going to do? How is he/she nearly caught? How does he/she escape? Discuss these questions</p>					
<p>Wednesday</p>	<p>Prefixes- Re- means 'again' or 'back' Sub-</p>	<p>To plan a narrative Orally rehearse sentences Use subheadings Include prepositions Challenge: Include exciting vocabulary</p>	<p>Today we are going to plan our story in order to write it tomorrow. We have done lots of preparation for our story already so this should really help us in creating a good plan.</p> <p>Yesterday we started to look at our beginning, build up, problem, resolution and ending. Take 2 minutes to look through your work from yesterday.</p>	<p>Write sentences by saying out loud what he/she is going to write about. Write sentences that you will include</p>	<p><b>Plan your narrative for tomorrow, building on yesterday's work. Use the subheadings beginning, build up, problem, resolution and ending. Write 5-</b></p>	<p><b>Plan your narrative for tomorrow, building on yesterday's work. Use the subheadings beginning, build up, problem,</b></p>	<p><b>Plan your narrative for tomorrow, building on yesterday's work. Use the subheadings beginning,</b></p>	<p>Orally rehearse your sentences for tomorrow.</p>

	<p>means 'under' Inter- means 'between' 'or' 'among'</p> <p>redo, refresh, return submerge , submarin e interact, internatio nal</p>	<p>y3: Plan their writing by discussing and recording ideas within a given structure</p> <p>y2: Orally rehearse sentences before writing them</p> <p>Year 1: Write sentences by saying out loud what he/she is going to write about</p>	<p>Today we are going to build on that to create a more detailed plan.</p> <p>We will be using the subheadings beginning, build up, problem, resolution and ending again.</p> <p>In our Robin Hood story:</p> <p>Beginning: Introduced to Robin Hood and Guy of Gisborne Build up: The sheriff decides to have a tournament to find a new chief guard. Problem: Guy of Gisborne realises that Robin is the new chief guard Resolution: Robin climbs back into the castle through the toilets Ending: The sheriff's soldiers abandon him</p> <p>Your beginning needs to introduce your hero and the setting. Your build up needs to introduce your villain. Your problem needs to show how your villain is creating an issue for your hero. How is your hero in trouble? Your resolution needs to have your hero getting out of trouble. Your ending needs to show where the characters will go next.</p> <p>Yesterday we did 2-3 bullet points for each. Today we are going to focus on writing these bullet points out, including more of our writing techniques. Adverbs, conjunctions, prepositions, direct speech.</p> <p>New vocabulary: magnificent anxiously terrified</p>	<p>in your story tomorrow. What problem is your hero going to face? How will he get out of it?</p>	<p><b>6 bullet points for each. Use your bullet points to orally rehearse the sentences that you will write tomorrow.</b></p>	<p><b>resolution and ending. Write 5-6 bullet points for each. Include prepositions in each subheading. Use your bullet points to orally rehearse the sentences that you will write tomorrow.</b></p>	<p><b>build up, problem, resolution and ending. Write 5-6 bullet points for each. Include adjectives, prepositions, conjunctions and adverbs in your bullet points. Use your bullet points to orally rehearse the sentences that you will write tomorrow.</b></p>	
<p>Thursday</p>	<p>Prefixes- Re- means 'again' or 'back' Sub-</p>	<p><b>Independent write</b> <b>Write a narrative</b> Use different tenses Include conjunctions Use paragraphs Challenge: Include direct speech</p>	<p>Today we are going to be writing our story.</p> <p>2 minutes to look through plan from yesterday. Once you have done that, look at your work from the last 2 weeks, think about the parts that you want to include. Last week we did a setting description and a character descriptions of your hero and villain – use them.</p>	<p>Write your story. Write sentences independently. Sequence your sentences to form a short narrative.</p>	<p><b>Write your story following the structure of the Robin Hood story. Use different tenses and conjunctions</b></p>	<p><b>Write your story following the structure of the Robin Hood story. Use different tenses, conjunctions and paragraphs.</b></p>	<p><b>Write your story following the structure of the Robin Hood story. Use different tenses, conjunctions, paragraphs and</b></p>	<p>Read through your work.</p>

	<p>means 'under' Inter- means 'between' ' or 'among'</p> <p>redo, refresh, return submerge , submarine e interact, international</p>	<p>Y3: Draft and write in narratives, creating settings, characters and plot</p> <p>Y2: Write effectively for different purposes</p> <p>Y1 : Write sentences sequencing them to form short narratives</p>	<p>Recap different tenses – past and present.</p> <p>Recap conjunctions.</p> <p>Coordinating conjunctions – used to link 2 sentences of equal importance. FANBOYS. Subordinating conjunctions – main clause and subordinate clause. I SAW A WABUB.</p> <p>Paragraphs - <a href="https://www.bbc.co.uk/bitesize/topics/zvwwxnb/article/z9n73k7">https://www.bbc.co.uk/bitesize/topics/zvwwxnb/article/z9n73k7</a></p> <p>Direct speech - words that are spoken by characters in your story <a href="https://www.bbc.com/bitesize/articles/ztcp97h">https://www.bbc.com/bitesize/articles/ztcp97h</a></p>				<p><b>include direct speech.</b></p>	
<p>Friday</p>	<p>Prefixes- Re- means 'again' or 'back' Sub- means 'under' Inter- means 'between' ' or 'among'</p>	<p><b>Evaluate your work</b> Check for punctuation errors Check for grammar errors Re-read your work to improve your sentences Challenge: Correct spellings</p> <p>Year 3: Evaluate and edit by proposing changes to grammar and vocabulary</p> <p>Year 2: Make</p>	<p>Read through your work from yesterday out loud.</p> <p>Read it to your partner and then your partner will read theirs to you. Are you missing any words from your sentences? Is it all written in the past tense?</p> <p>Robin hood get cort. He falled off the castle.</p> <p>What is wrong with this sentence?</p> <p>Confused tenses, missing capital letter on Hood, past tense verb mistake and spelling mistake – Robin Hood got caught. He fell off the castle.</p> <p>Check your work for missing letters and mixed up tenses.</p> <p>The next thing we are going to check is our punctuation. Do we have full stops and capital letters? How long are our sentences? Do they need more punctuation?</p>	<p>Re-read your work from yesterday and discuss what you have written. Then try to improve your work.</p>	<p>Re-read your work from yesterday and discuss what you have written. Read through your work to check it makes sense, check for spelling errors, grammar and punctuation. Then try to improve your work.</p>	<p>Re-read your work from yesterday and discuss what you have written. Read through your work to check it makes sense, check for spelling errors, grammar and punctuation. Then try to improve your work. Evaluate your work against yesterday's success criteria – have you included each part of the success criteria</p>	<p>Re-read your work from yesterday and discuss what you have written. Read through your work to check it makes sense, check for spelling errors, grammar and punctuation. Then try to improve your work. Evaluate your work against yesterday's success criteria – have you included each part of the success criteria. Improve the vocabulary of one of your sentences.</p>	<p>Add one more sentence using conjunctions to your work.</p>

	<p>redo, refresh, return submerge , submarine e interact, international</p>	<p>simple additions/corrections</p> <p>Year 1: Write sentences by re-reading what he/she has written to check that it makes sense</p>	<p>Capital letters for proper nouns and start of sentences. Full stops to break up sentences.</p> <p>Improving a sentence – we can improve our sentences by adding in punctuation, using coordinating conjunctions, subordination, adding in direct speech, using different sentence starters etc.</p> <p>When you have checked your punctuation and grammar, improve your sentences. To improve your sentence, neatly underline the sentences you are improving.</p> <p>Evaluating your writing – look at the success criteria from yesterday’s lesson. Have you included each part of the success criteria from yesterday? If not, how can you include each part in your improved sentences today.</p>					
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Day	Staff Member	Pupils to work with	Instructions
1	SJ	Row 1	<p>TA to support with spellings during starter, making sure they are spelt exactly how they are on the board. TA to then help the children test themselves on their spelling – remind them of the spelling rule.</p> <p>TA to help children during input by recording key words or ideas on whiteboard with children in this row who are struggling. During activity, TA should start with children who have struggled with the input or children working below ARE on this row.</p> <p>In English in 3R: JB, BE, EH, HM, BT, HWK. In English in 3L: KL, NG-J, JF, SM</p> <p>After supporting any of these children on this row, TA to support the children <b>using conjunctions</b> in this lesson and using these to link sentences together.</p>
2	SJ	Row 2	<p>TA to support with spellings during starter, making sure they are spelt exactly how they are on the board. TA to then help the children test themselves on their spelling – remind them of the spelling rule.</p> <p>TA to help children during input by recording key words or ideas on whiteboard with children in this row who are struggling. During activity, TA should start with children who have struggled with the input or children working below ARE on this row.</p> <p>In English in 3R: JB, BE, EH, HM, BT, HWK. In English in 3L: KL, NG-J, JF, SM</p> <p>After supporting any of these children on this row, TA to support the children <b>using direct speech</b> in this lesson by reminding children to use a main clause and subordinate clause.</p>
3	SJ	Row 3	<p>TA to support with spellings during starter, making sure they are spelt exactly how they are on the board. TA to then help the children test themselves on their spelling – remind them of the spelling rule.</p> <p>TA to help children during input by recording key words or ideas on whiteboard with children in this row who are struggling. During activity, TA should start with children who have struggled with the input or children working below ARE on this row.</p> <p>In English in 3R: JB, BE, EH, HM, BT, HWK. In English in 3L: KL, NG-J, JF, SM</p> <p>After supporting any of these children on this row, TA to support the children <b>planning the story</b>.</p>
4	SJ	Row 4	<p>TA to support with spellings during starter, making sure they are spelt exactly how they are on the board. TA to then help the children test themselves on their spelling – remind them of the spelling rule.</p> <p>TA to help children during input by recording key words or ideas on whiteboard with children in this row who are struggling. During activity, TA should start with children who have struggled with the input or children working below ARE on this row.</p> <p>In English in 3R: JB, BE, EH, HM, BT, HWK. In English in 3L: KL, NG-J, JF, SM</p> <p>After supporting any of these children on this row, TA to support the children <b>summarising the story</b> in this lesson.</p>
5	SJ	Row 5	<p>TA to support with spellings during starter, making sure they are spelt exactly how they are on the board. TA to then help the children test themselves on their spelling – remind them of the spelling rule.</p> <p>TA to help children during input by recording key words or ideas on whiteboard with children in this row who are struggling. During activity, TA should start with children who have struggled with the input or children working below ARE on this row.</p> <p>In English in 3R: JB, BE, EH, HM, BT, HWK. In English in 3L: KL, NG-J, JF, SM</p> <p>After supporting any of these children on this row, TA to support the children <b>reading through their work</b> in this lesson.</p>