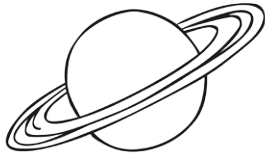




English Guide



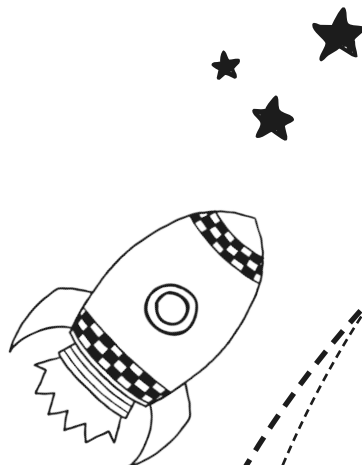


Welcome to Twinkl PlanIt

This is our scheme of work for the 2014 National Curriculum for English.

To help you save time we have designed resources to meet many of the aims in English. They have been developed by our teachers and designed by our creative team to provide you with everything you need.

Each topic is covered by a flexible scheme of work including an area overview, a topic web, a set of additional resources as teaching aids and display materials, home learning tasks and special Writelt lesson packs. The aims in English are covered throughout the topic packs, making links to spelling, punctuation and grammar where appropriate, and could be used at any point in the year. Each lesson pack includes a detailed lesson plan, a lesson presentation, creative differentiated lesson activities and any other resources you may need.



What Is in a PlanIt Area of English?

For each area of English there is...



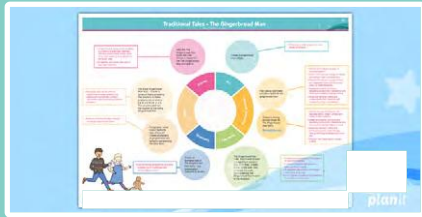
Topic Overview



Additional Resources



Writelit Pack

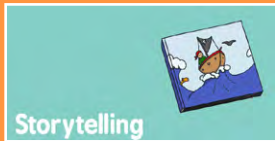


Topic Web

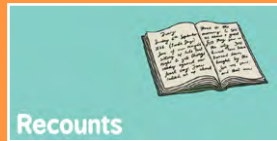


Home Learning

A range of genres...



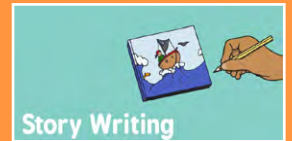
Storytelling



Recounts

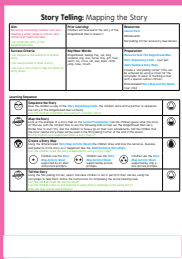


Instructions

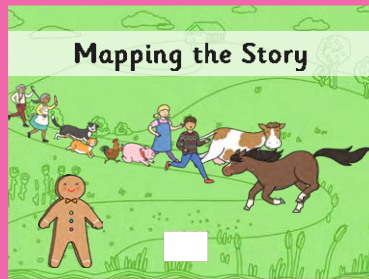


Story Writing

Each genre contains...



Lesson Plan

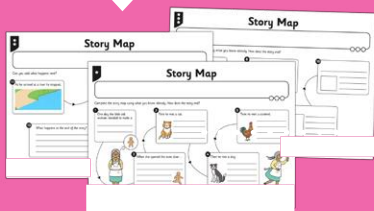


Lesson Presentation

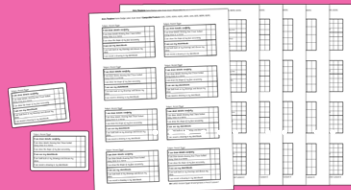


Multiple Lesson Packs

each containing...

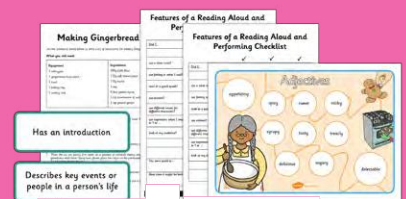


Activity Sheets



Success Criteria Grids

and sometimes...



Word Mats, Writing Frames, Genre Checklists etc.

What Goes into a PlanIt Lesson Plan?

Each lesson pack contains a lesson plan as a pdf document. Text can be copied from the plan to your own planning format. The lesson plan is split into two main sections to help with your planning.

Area Name

Lesson Name

Resources: Any resources you need will be listed here.

Aim: The text in red is the 2014 NC aim. The green text gives you a child friendly aim for the lesson.

Preparation: Here you will find everything that needs preparing before the lesson.

Story Telling: Mapping the Story

Aim: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. I can retell the story of The Gingerbread Man.	Prior Learning: Children will have learnt the story of The Gingerbread Man in lesson 1.	Resources: Lesson Pack Whiteboards Storytelling Corner accessory (see below)
Success Criteria: I can sequence the events in a familiar story. I can use pictures to retell a story. I can use a story map to help me retell my story aloud.	Key/New Words: Gingerbread, baking tray, cat, dog, cockerel, pig, cow, horse, boy, girl, river, swim, fox, cross, tail, wet, back, climb, jump, nose, mouth.	Preparation: Resource Pack The Gingerbread Man Story Sequencing Cards - 1 per pair Adult Guidance Story Maps Create a 'storytelling corner' (This can be achieved by using a crown for the storyteller to wear or marking a chair with a special cushion/throw.) Differentiated Story Map Activity Sheets 1 per child

Learning Sequence:
 Takes you through the lesson step by step.

You'll find Twinkl resources in blue and bold, hyperlinks are also underlined.

Learning Sequence

	Sequence the Story Give the children a copy of the <u>Story Sequencing Cards</u> . The children work with a partner to sequence the story of The Gingerbread Man correctly. Can the children remember key events in a familiar story?	
	Map the Story Look at the example of a story map on the <u>Lesson Presentation</u> . Can the children guess what the story is? Discuss with the children how to use the following slide to map out The Gingerbread Man story. Model how to start this. Ask the children to have a go on their own whiteboards. Tell the children that the most careful story maps will be used in the Storytelling Corner at the end of the lesson. Do the children now understand what a story map is?	
	Create a Story Map Using the differentiated <u>Story Map Activity Sheets</u> the children draw and note the narrative, features and patterns of the story as it happened. See the <u>Adult Guidance Story Maps</u> . Can the children retell the story independently using a story map?	
	Tell the Story Using the storytelling Corner, select individual children to tell or perform their stories, using the storymaps to help them. Follow the instructions for completing the active listening task. Can the children listen to and respond to each other's retellings of the same story? How are they similar and different?	

Our icons tell you the type of activity involved for each part of the lesson. You can find out more about these at the bottom of the page.

You'll find key assessment opportunities in green in the learning sequence.

These titles in bold match the relevant slides in the lesson presentation.

Differentiation is indicated by 1, 2 or 3 stars.

The egg timers tell you how long that part of the lesson should last; short, medium or long. If you don't have time for the full lesson, this might help you select individual parts.

Footer: This tells you which area the lesson comes from, where the lesson comes within the area, and if the lesson stands alone or is linked in a series with other lessons.

English | Year Group | Topic Genre | Lesson Name | Lesson # of #

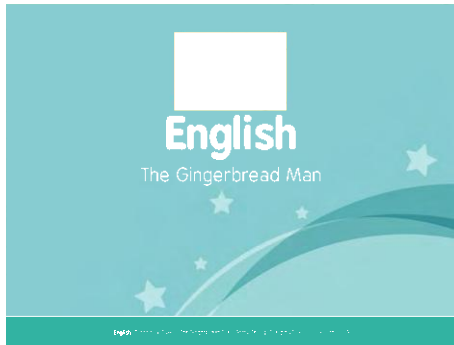
Lesson Plan Icons

Duration of Activity	Short 	Medium 	Long 		
Differentiation	Low 	Medium 	High 		
Assessment		Or look for green text in the learning sequence.			
		Individual		Talk Partners	
		Pairs		Teacher Led	
		Group Work			
		Whole Class			

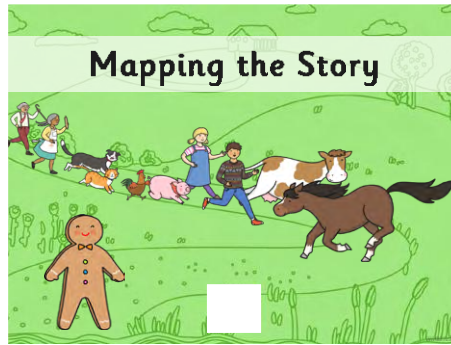
What Goes into a Plant Lesson Presentation?

Each lesson pack has a lesson presentation, available as a PowerPoint or interactive whiteboard file. The presentation frames the learning sequence as outlined on the lesson plan, providing information, posing questions and setting tasks.

Each presentation has the same 3 slides at the beginning;



Slide One: Plant title slide with the subject and the area title. The footer of the slide will match the lesson plan.



Slide Two: Child-friendly title slide. You might choose to start your lesson with this slide.



Slide Three: Child-friendly aim and success criteria.

Slide titles in the lesson presentation correspond with the bold titles in the learning sequence in the lesson plan.

You'll find the corresponding icon in the top right-hand corner. There is a key to the icons at the bottom of the page.

The slide is titled 'Create a Story Map' and includes the text: 'Tell the story again, using a story map. Look at this story map. Which story do you think this story map is telling us about?'. The story map diagram shows a sequence of events: three pigs, a house, a wolf, a house, a wolf, a house, and a wolf. A 'Whole Class' icon is in the top right corner.

This slide has a green background with a white box containing the text 'Aim' and 'Success Criteria'. The 'Aim' section lists: 'I can learn the story of The Gingerbread Man.' The 'Success Criteria' section lists: 'I can sequence the events in a familiar story', 'I can use pictures to retell a story', and 'I can use a story map to help me retell my story aloud.'

The success criteria slide will be repeated at the end of each presentation to facilitate assessment.

Lesson Presentation Icons



Individual



Group Work



Talk Partners



Pairs



Whole Class



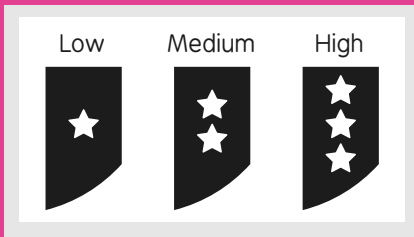
Assessment

Our Activity Sheets

Our activity sheets are provided in .pdf format and .doc format.

Differentiation is indicated by the star system.

Activity Sheet Icons



★ **Instructions**

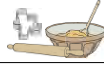
Use the command words below to write a list of instructions for making gingerbread men.

Command words


put	mix	cut	decorate	add	dust	roll	place
-----	-----	-----	----------	-----	------	------	-------

What you will need:






Equipment



Ingredients



How to make the biscuits:

1. 
2. 
3. 
4. 
5. 

... This box is for the lesson aim. An editable version where you can add your own aim is also provided. The three circles are for optional self or teacher assessment.

e.g. traffic light colours or shading 1, 2 or 3.

... The footer will let you know which area and lesson the activity sheet is from.

Home Learning

For each curriculum aim, differentiated home learning activities are provided.



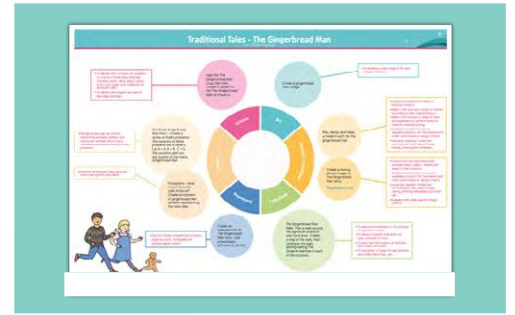
What's in an Additional Resources Pack?

Each topic of English features a PlanIt additional resources pack, which has everything you need to teach a range of English skills for that topic. Each pack contains different resources ideal for the genre and year group concerned. This pack also includes a wide range of display questions, genre posters and images to create an eye-catching English display in your classroom.



What's in a Plant Topic Web

Each topic of English also features a Plant Topic Web, which has everything you need to create links between English and other areas of the curriculum. This topic web identifies the aims from subjects in the 2014 National Curriculum and makes planning easier and more creative for teachers in your school.



What Is a Plant Writelt Lesson?

Plant Writelt lessons and resources have been devised to create an independent writing opportunity for children, with minimal teacher input. The activity sheets are not differentiated because they have been created for writing assessment purposes. Each Plant Writelt pack is based on one of the genres covered in the topic. These packs are structured to deliver lessons mirroring the learning that has already taken place, whilst providing assessment opportunities and sometimes checklists for teachers.

Writelt: Instructions

Aim: Writing for different purposes I can write instructions.	Prior Learning: Children will have learnt about instructions for making gingerbread in this unit.	Resources: Lesson Pack
Success Criteria: I can plan instructions independently. I can use what I know about instructions to help me write. I can show the features of instructions in my writing.	Key/New Words: Instructions, features.	Preparation: Y2 Exemplification Checklist - 1 per child Activity Sheet How to Make a Sandwich - 1 per child

Learning Sequence

	The Big Challenge: Introduce the independent task to the children. Discuss how the children are already prepared to do this.	
	The Big Plan: Ask the children to use the prompts displayed. They can use the first page of <i>How to Make a Sandwich Activity Sheet</i> to do this. Give the children 5 or 10 minutes to do this. Can the children plan their own instructions?	
	The Big Challenge: Ask the children to write their instructions using everything they know about the genre. Can the children write instructions independently?	
	The Big Check: Ask the children to check through the writing they have done. (This is a good opportunity to remind the children of their personal writing targets if they have them). Use the prompts on the <i>Lesson Presentation</i> to guide the children in their checking. Can the children remember which features are common to instructions?	

The Big Plan: Children are given time to plan their work, using a given structure

The Big Check: Children are encouraged to check through their writing.

The Big Challenge: Children are introduced to the assessment challenge.

The Big Challenge: Children independently begin the assessment challenge.

Meet the Teacher Team Behind PlanIt

Helen

With a commitment to valuing the visual arts within the primary classroom and beyond, Helen strives to bring innovation and creativity across the curriculum, particularly in English and history.



Gemma

With 13 years' experience as a primary teacher, Gemma has led science, design and technology and Healthy Schools. She has a passion for igniting learning through a hands-on approach.



Helen

From an inner city school in London to a village school in Yorkshire, Helen is a former SENCo who has enjoyed 13 years teaching 6 to 11 year olds, focusing on a creative, cross curricular approach.



Victoria

Vicky is an experienced teacher who has been subject leader for English, geography, Gifted and Talented and Assessment. She likes to inspire children through active projects which require creative thinking.



Alistair

Alastair has taught in a variety of schools from Barnsley to Bangkok and held responsibility for English, maths and Gifted and Talented. He enjoys thinking of new ideas for learning experiences.



Hannah

Hannah is an experienced primary teacher of 14 years. She loves finding creative and challenging ways to inspire children's learning and has a particular interest in English.



Jo

With 13 years' experience teaching 4 to 11 year olds, Jo believes passionately in the inclusion of all children within education using creative and 'hands on' approaches.



Liz

Liz has 20 years' experience teaching 5-11 year olds in a variety of settings. She loves inspiring children to be enthusiastic about new languages.



Jemma

An experienced SEN teacher and SENCo for 5-13 year olds, Jemma has an MA Diploma in SEN and expertise in geography, English and PSHE. She loves visual resources and sign language.



Steve

With 15 years' primary teaching experience, Steve has enjoyed roles in Senior Leadership, assessment and mentoring. Specialising in English and computing, He is also an author and school governor.



Be kind to yourself, you're doing wonderfully.

Myths and Legends: Romulus and Remus

English | Year 4 | Topic Overview

Introduction

In this topic, the children will become familiar with the famous Roman myth of Romulus and Remus. They will work in groups to retell the myth, focusing on key moments from the story. Using drama to explore characters and relationships, they will plan and write their own retelling of the myth with a particular focus on the story's dilemma and resolution. They will also learn how to analyse, plan, write and edit personal recounts based around events within the myth. Children will also produce descriptive poems where they will use expanded noun phrases and fronted adverbials for added detail and effect.



Health & Safety

Children should be reminded of safety rules when using scissors and should talk through possible dangers when working on drama activities and how these can be avoided.



Home Learning

Visit Modern Rome: In this task, children are asked to answer comprehension questions about a text that gives information about places to visit in modern-day Rome.

Describing a Creature: In this task, children are asked to describe a creature that might have found Romulus and Remus as babies instead of the wolf.



Educational Visits

There are numerous places to visit that would enhance this unit and also help children who are learning about ancient Rome within a history topic. For example: The Roman Baths in Bath, Dewa Roman Experience in Chester and Caerleon Roman Fortress in Wales.

The [English Heritage website](#) also features many other sites of archaeological significance such as Hadrian's Wall, Portchester Castle, Hampshire and Wroxeter Roman City, Shrewsbury.



Weblinks

There are useful images for studying Romans on the [British Museum website](#).

Information for KS2 pupils about the Roman Empire can be found on this [BBC website](#).

Assessment Statements

By the end of this unit...

...all children should be able to:

- retell parts of the story;
- look for clues in the text and start to explore the thoughts and feelings of characters through drama;
- write their own description of a setting and their own dilemma using writing frames where appropriate;
- know some of the rules for writing dialogue;
- know some of the features of personal recount texts and start to use this knowledge to write their own;
- write descriptive poems, drawing on word banks to help with ideas;
- apply a checklist to their own and others' work.

...most children will be able to:

- retell the plot of the myth in detail;
- understand the structure of the paragraphs within the myth;
- confidently explore and explain the thoughts and feelings of characters through drama and by inferring a range of information from the text;
- use well-chosen expanded noun phrases and adjectives to describe characters and settings;
- include dialogue in their writing: making sure the inverted commas are placed around the words that are spoken;
- use long and short sentences together for effect;
- include fronted adverbials for more detailed descriptions;
- know all of the features of personal recount texts and use this knowledge to write their own;
- write descriptive poems, thinking carefully about their word choices when including expanded noun phrases, fronted adverbials and powerful verbs;
- apply a checklist to their own and others' work and to make some changes to their work in response to feedback.

...some children will be able to:

- retell the myth with confidence (showing a detailed understanding of the story's plot and structure) in a manner that fully captures the audience's attention;
- take a leading role in drama activities;
- show a thorough understanding of the features of descriptions of settings, dilemmas, personal recounts and descriptive poetry and apply this understanding to their own writing;
- show control in the way they incorporate dialogue into their writing, following all the rules for writing direct speech;
- explain the changes they have made to their work to make improvements following the use of a checklist and receiving feedback.

Lesson Breakdown

Storytelling

Understanding a Myth

Checking that the text makes sense to them, discussing their understanding, and explaining the meanings of words in contexts.

I can answer comprehension questions about the myth of Romulus and Remus.

Retelling a Myth

Increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.

I can retell part of a Roman myth.

Story Writing

Exploring Characters

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

I can explore how characters might feel at different points in the story through drama.

Analysis

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can understand the features of a description of a setting.

Describing Settings

In narratives, creating settings, characters and plot.

I can describe a setting effectively.

Describing Characters

In narratives, creating settings, characters and plot.

I can describe a character's physical appearance and personality.

Writing a Build-Up

Using and punctuating direct speech.

I can write an effective build-up.

I can use and punctuate direct speech correctly.

Dilemma and Resolution

In narratives, creating settings, characters and plots.

I can write a dilemma and a resolution.

Editing and Ending

Assessing the effectiveness of their own and others' writing and suggesting improvements.

In narratives, creating settings, characters and plots.

I can edit a story dilemma.

I can explore an ending.

Recounts

Features of a Recount

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can identify the features of a recount.

Planning a Recount

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can plan a personal recount.

Writing a Recount

Organising paragraphs around a theme.

Proofreading for spelling and punctuation errors

I can write a personal recount.

I can check work carefully for spelling and punctuation errors.

Poetry

The Wolf

Discussing and recording ideas.

I can compose a descriptive poem about a wolf.

The Woodpecker

Assessing the effectiveness of their own and others' writing and suggesting improvements.

I can draft and improve a descriptive poem about a woodpecker.

Writelit

Our Writelit lessons and resources have been specially designed to create an independent writing opportunity for children, with minimal teacher input. The activity sheets are not differentiated because they have been created for writing assessment purposes. These packs are structured to deliver lessons mirroring the learning that has taken place within this topic, whilst providing assessment opportunities and checklists for teachers.

Writelit

Story Writing

In narratives, creating settings, characters and plot.

I can write a dilemma for a myth.

Recounts

Organising paragraphs around a theme.

I can write a personal recount.

Aims

Reading

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Using dictionaries to check the meaning of words that they have read.
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Writing

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Organising paragraphs around a theme.
- Discussing and recording ideas.
- In narratives, creating settings, characters and plot.
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proofread for spelling and punctuation errors.

Spelling, Punctuation and Grammar

- Using fronted adverbials.
- Using and punctuating direct speech.