

	Objective	Phonics/Shared Reading/Writing	Main Activity	Plenary & AfL
Monday	to analyse Wild Boy text and develop effective reading comprehension skills, using retrieval, inference and deduction skills	<b>GPS: Past (and present) progressive.</b> Identify what the progressive tense is (was/were and ing verb), showing examples. Children to convert simple past tense sentences into past progressive, Finish by discussing present progressive (is/am/are and ing verb) and convert past progressive into present progressive.	Introduce the Wild Boy book and explain that we will write a character and setting description to include action and atmospheres. Read the start of Wild Boy and analyse the text for the setting and character and the key things we know about Wild Boy and where he is. Discuss the surroundings, atmosphere, mood and action in further detail and how it was created (i.e words/phrases used). Talk about the impact on the reader. Review the learning for accurate comprehension from last week's comprehension and talk with a partner what they learnt about answering the questions and what they needed to work on in this week's work. Some answers are obvious and others are hidden in the text and need to be inferred. . Reading Comprehension activity on the Wild Boy extract: Model answer a few questions in discussion with the class and children work in pairs to answer questions, using one word answers where appropriate and full sentences for longer, more detailed answers. Mark, review, assess together. <b>Challenge - developing inference skills</b>	Discuss the more difficult answers with the children, helping them to understand how to use inference and deduction skills
Tuesday	to explore the language of Wild Boy to create a word bank and noun phrase list to construct descriptive character and setting sentences	<b>GPS: Fronted adverbials:</b> Analyse the Wild Boy extract for the range of fronted adverbials (sentence openers: adverbs, ing clauses, prepositions, conjunctions etc. and then punctuation used) discussing the use and meaning of each. Children write a list of 6-10 varied adverbials that they can use in the Wild Boy writing.	Re-read the Wild Boy text, analysing for descriptive words and effective phrases, listing them on the white board. Children to continue with partners, producing a word/phrase bank on the character and setting. Using word bank list, model constructing descriptive character/setting sentences to include noun phrases, the fronted adverbials and subordination (ing clauses and subordinating conjunctions). Children record 4-5 sentences in their GPS books to use in their writing. <b>Challenge: sentence complexity with 3-4 clauses and use fronted adverbials.</b>	Edit sentences with partners to ensure grammatical correctness and use of effective vocabulary
Wednesday	to plan and begin to draft writing to describe a character and setting and create atmosphere,	<b>GPS: Identify clauses and phrases.</b> Discuss the difference between a noun phrase (no verb - determiners, prepositions, adjectives and nouns) and a subordinating clause (contains a verb - usually with an ing verb or a subordinating conjunction). Identify from the sentences on the whiteboard which is a phrase and which is a clause)	Review the extract and, in pairs, briefly discuss/narrate a drama to describe Wild Boy, his setting and the action/atmosphere that takes place. Fill in the planning grid to plan out a 3-5 paragraph piece of writing which will fit in with the lesson objectives, story boarding their work. Go through plans with a modelled example on the white board. Start drafting the opening paragraph with detailed description, including lots of adjectives. <b>Challenge: vary fronted adverbials, 3/4 clause sentences, adjectives and use , and - in parenthesis.</b>	Proof read drafted work out loud.
Thursday	to draft and proof read writing to describe character, setting and create atmosphere, integrating dialogue to convey character and advance the action	<b>GPS: Integrating dialogue to describe character and advance the action.</b> Go through the rules of writing speech, modelling examples from Wild Boy. Children write 5-6 lines of dialogue to fit into their writing, editing for detail and accuracy with partners	Review writing plans and where we are on it. Children continue draft out writing and stop after each paragraph to proof read, correct and improve. Remind children of objectives to writing and encourage varying of sentence structures, use of dialogue and the need for expanded noun phrases, prepositional phrases and conjunctions to ensure good detail and description. Encourage 4-5 sentences per paragraph - again for the necessary detail to atmosphere and action. <b>Challenge: vary fronted adverbials, 3/4 clause sentences, adjectives and use , and - in parenthesis.</b>	Proof reading and redrafting via peer review: partners review each other's work.
Friday	to draft and proof read writing to describe character, setting and create atmosphere, integrating dialogue to convey character and advance the action	<b>GPS: review parenthesis and relative clauses (including punctuation.</b> Go through examples using , and - with children/ Children edit their work to include at least 2 examples of each	Children continue draft out writing and stop at intervals to proof read, correct and improve. Remind children of objectives to writing and encourage varying of sentence structures, use of dialogue and the need for expanded noun phrases, prepositional phrases and conjunctions to ensure good detail and description. Encourage 4-5 sentences per paragraph - again for the necessary detail to atmosphere and action. <b>Challenge: vary fronted adverbials, 3/4 clause sentences, adjectives and use , and - in parenthesis.</b>	Proof reading and redrafting via peer review: partners review each other's work.