

Autumn Term 2

write simple, coherent narratives about personal experiences and those of others (real or fictional) ^[L]_[SEP]

write about real events, recording these simply and clearly ^[L]_[SEP]

demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required ^[L]_[SEP]

use present and past tense mostly correctly and consistently

use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses ^[L]_[SEP]

segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others ^[L]_[SEP]

Spell many common exception words

form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters ^[L]_[SEP]

use spacing between words that reflects the size of the letters ^[L]_[SEP]

use expanded noun phrases for description

know the difference between a statement, question, exclamation and command

demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession (greater depth)

Daily Spelling Practice

Thursday



Cold Write

Watch Miss Britchford make a cup of tea and a piece of toast.

Now write instructions for how to make breakfast.

Daily Spelling Practice

Friday



Week 1

Session 1

Reading phase

How to defeat a monster

What type of text is this?

You will need:

What will you need to follow these?

Method:

What would the steps be?

Well done! You have successfully defeated a monster.

(Instructions written by Mr. Beowulf.A.Warrior)

Week 1

Session 1

How to defeat a monster

Ever wanted to defeat a monster that is slaying all your people? You don't need to look any further than this simple set of instructions. Follow these quick and easy steps and you'll have defeated the monster in no time.

You will need:

- Courage
- A monster
- Strength
- Somewhere to fight (e.g. a Great Hall, a forest, a marshland)

Method:

1. First of all, don't bother with a sword. It will be no use to you because monsters are extremely strong.
2. You need to start by confusing the monster. This will make him stand still and it will make the monster angry.
3. While the beast is puzzled you can hide and study him. What is his weakness?
4. Next, try annoying him by throwing pebbles at him. **Remember: stay hidden at this point.**
5. When your opponent tries to find out who is hitting him you can pretend to be a mouse, a rat, an owl. This will be tricky so be very careful.
6. Once you've really confused him, you can surprise him with an attack.
7. Smashing, crushing and hitting work well at this point. **Tip: don't let go of the monster.**
8. Lastly, rip an arm or leg from your monster. He will give up and you will have won.

Well done! You have successfully defeated a monster.

(Instructions written by Mr. Beowulf.A.Warrior)

Reading phase

Are these instructions good? Why?

Could you follow them?

Who would use them? Who are they written for?

Would you add anything to them?

Week 1

Session 1

How are these set out?
Why do you think it's important that they are organised like this?

Can we change the order of the steps? Why?

What words do you notice?
How do the sentences start?

What is the purpose of each part of the text?

Try the retrieval and inference questions in your Reading book.

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(Instructions written by Mr. Beowulf.A.Warrior)

Week 4

Return to school after lockdown

Daily Spelling Practice

Monday



Week 4 Session 1

What type of words are highlighted?

Why do we use these words?

Can you think

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8. **Lastly**, rip an arm or leg from your monster. He will give up and you will have won.

Well done! You have successfully defeated a monster.

(Instructions written by Mr. Beowulf.A.Warrior)

Grammar Phase

Try ordering the cut up instructions.

Daily Spelling Practice

Tuesday



Week 4 Session 2

Grammar Phase

How to defeat a monster

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You will need:

- Courage
- A monster
- Strength
- Somewhere to fight (e.g. a Great Hall, a forest, a marshland)

Method:

1. [redacted], don't bother with a sword. It will be no use to you because monsters are extremely strong.
2. [redacted] confusing the monster. This will make him stand still and it will make the monster angry.
3. [redacted] the beast is puzzled you can hide and study him. What is his weakness?
4. [redacted], try annoying him by throwing pebbles at him. **Remember: stay hidden at this point.**
5. [redacted] your opponent tries to find out who is hitting him you can pretend to be a mouse, a rat, an owl. This will be tricky so be very careful.
6. [redacted] you've really confused him, you can surprise him with an attack.
7. Smashing, crushing and hitting work well [redacted]. **Tip: don't let go of the monster.**
8. [redacted], rip an arm or leg from your monster. He will give up and you will have won.

Well done! You have successfully defeated a monster.

(Instructions written by Mr. Beowulf.A.Warrior)

Can you
remember
the missing
words?

Week 4 Session 2

Fast Write

Grammar Phase

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(Instructions written by Mr. Beowulf.A.Warrior)

Daily Spelling Practice

Wednesday



Week 4
Session 3

Grammar
Phase

Try and
order the
words for
this sentence
of
instructions

make

breakfast

to

how

Are there different possibilities? How are they different?

Week 4
Session 3

Grammar
Phase

Try and
order the
words for
this sentence
of
instructions

gather the need things . will
all first you

Are there different possibilities? How are they different?
Try sorting the sentences at you tables.

Daily Spelling Practice

Thursday



Week 4
Session 4

Writing
Phase

How to make Viking bread



PM session make Viking Bread

Daily Spelling Practice

Friday



How to make Viking bread



Talk to your partner about making the bread yesterday.

Can you remember all the steps?

What did you need?

How did you make it?

Week 4
Session 5

Writing
Phase

This is a recipe for how
to make some bread
that's a bit like bread
the Vikings might have
made and eaten

You could make this
bread if you can be
bothered. It is quite
complicated.



Here is the title and introduction to the recipe. Is it the same as the one you followed yesterday?

As a reader, does it make you want to make it?

Is it clear? Is it obvious what the recipe is for?

On whiteboards, improve this.

Week 4 Session 5

Writing Phase

You could maybe mix all dry ingredients and then add some water. Stir all of the ingredients with a spoon for a while.

Push the dough around with hands until flour is gone.

First, form the dough into a round, chuck it on a tray.

If you want you can sprinkle with more oats, and place it in an oven.

375-degrees for an hour.

After an hour, take it out. Eat it.

In your English books, re-write these instructions for making bread.

Blue challenge: cloze text.