# |\Wilshere-Dacre Junior school Literacy Planning Unit: grammar, spelling and punctuation - Class: Kenya and India Date Spring Term 2 2013 (5 weeks)

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| **Learning Outcomes** | | **Learning objectives** | | |
| **Group 1**  Aimee  John  Teagan  Cameron  Jevaughn | | **ASSESSMENT - Guided targets for each group (created from test data – Jan 5th 2013)**  **Group 1 (Full Stops)**  To be able to use tenses consistently  **To know the parts of speech.**  To use basic punctuation correctly (. ? ! “”)  **To know what a contraction is**  **Group 2 (Question Marks)**  **To confidently know the parts of speech**.  To be able to use subordinate clauses.  **To know what a contraction is**  **To punctuate direct speech correctly**  To use apostrophes accurately  **Group 3 (Commas)**  **To be able to use speech punctuation correctly.**  **To understand the difference between direct and reported speech**  **To confidently know the parts of speech.**  To be able to punctuate complex sentences  **To be able to contract words.**  **Group 4 - level 6 (Semi Colons)**  **To understand the difference between direct and reported speech.**  **To know the types of noun**  To be able to use passive voice  To use apostrophes for possession and omission.  To be able to move a clause within a sentence for effect | | |
| **Group 2**  Stanley  Alex  Freddie  Thea  Somman  Anousha  Abul  Bam | |
| **Group 3**  George  Regeina  Tiana  Ethan  Rosie  Dylan | |
| **Group 4**  Isaac  Lottie  Elsa  Aidan | |
|  | **Shared Session** | | **Activities and differentiation** | **Resources** |
| **Week 1** | **Session 1**  Explain that some of us have really understood this! However – even though lots of us shout ‘naming word’ when we ask what one is. Many of us still find identifying them in sentences challenging (esp. ones like friendship, love and flock!)  **Go through the powerpoint as a class. Discuss the types of noun – STOP before you get to the quiz though (slide 7)**  Watch the noun town video.  This song is ridiculously catchy (esp after a 2nd watching) Pause it at around 25 secs. Their point here is confusing and might get lost unless explained. **COMMON NOUN –** general **person/place/ thing/idea (EG: teacher) PROPER NOUN-** actual person/place/ thing/**idea (EG: Miss Nugent)**  These songs would be most effective if played randomly and lots! (if time allows of course ☺ )  Ask chdn to write a definition for each type of noun in their grammar book. (common, proper, abstract, concrete, collective) write a sentence for each one. **EXTENSION (or early work during the week)** common/proper noun sheet and identifying nouns *(create a key and underline them to show type of noun)*  **NETBOOKS –** give chdn (in pairs) 20 mins to come up with a noun interactive quiz – it should contain a minimum of 3 questions about different types of noun. Share some as a class.  **--------------------------------------------------------------------------------------------------------------**  **Session 2**  Watch the adjective video – stop it before he starts confusing them with possessive/comparatives etc at 2.11  WHAT do adjectives modify/describe (nouns and pronouns) ask the chdn to write a definition for an adjective in their grammar book.  Chdn to have 5 mins to complete adjective sheet 1 (circling adjectives in each sentence) MARK **as a class.**  **Adjective Poem activity ☺**  Each chd to choose an object in the room. (randomly EG: a pen, a desk, the floor, a piece of work, the post box etc…) place a piece of paper on the object – (with its name at the top)  Then ask all chdn to walk from desk to desk, adding an adjective to each paper as they pass. The adjectives they choose should describe each object. Each chd to get their sheet back and use the adjectives to write a poem about the object.  ------------------------------------------------------------------------------------------------------------------------------------------**Session 3**  Watch the adjective video again. Pause at 2.14 again and recap so far. Explain that now we are going to talk about less obvious adjectives.  These might trip us up in the tests if we don’t realise that they are adjectives! Play video to the end.  Ask chdn to write a definition of demonstrative/possessive/comparative, superlatives and articles :/  **COMPLETE demonstrative adjectives sheet and mark as a class. Complete challenging adjectives sheet and mark as a class.**  Share superlatives/comparatives powerpoint.  Play oral comparative/superlative games (see resources) as a class. | | | Video clip – nouns  Powerpoint (nouns)  Sheets  Netbooks (session 1)  Video clip – adjectives  Sheet 1  Pieces of white paper  Oral game cards and instructions | |
|  | **I know what a noun is I and can identify the different types**  **I know what an adjective is**  **I know and can identify the different types of adjective** | | | | |
| **Week 2** | **Session 1**  Talk partner share – can you write down the rules of direct speech? HINT: there are 6!) Allow chdn to get out their reading books if this helps.  Go over them as a class – which ones did we forget (probably commas!!!!) Explain that we are going to learn a different way to show punctuation understanding orally.  Show the chdn how to use full stops/capital letters, commas, speech marks, exclamation and question marks (use the video for your subject  Knowledge) **GO THROUGH POWERPOINT** – (red belt) practice some of the slides as a class and then ask them to respond with the correct move. Give chdn sentences and short paragraphs in talk partners. ASK them to punctuate them using kung – Fu moves. Share their displays as a class. Are they correct?  There are 3 different sheets for punctuating DS. They can either be used now if time allows, or as follow up for early work. (But chdn will need a chance to transfer into writing at some point )  -------------------------------------------------------------------------------------------------------------------------------------------------------  **Session 2**  Show an example of a piece of writing containing reported speech. Ask the chdn to highlight the parts of the text that have been spoken. Why are they not inside speech marks ? Ask chdn to TP’s. Establish that it is not being said NOW! (simply reported). Therefore it is REPORTED or INDIRECT speech.  We need to know how to:  Tell the difference (so you don’t use speech marks in the wrong places)  Convert direct to reported speech and vice versa.  Look at the powerpoint as a class. Discuss the differences between the two. Ask chdn to have a go at the handout. (assessment)  Ensure that Chdn understand you use reported speech whenever you tell someone else what you or another person said before. You do not change the tense. **Reported/indirect speech does not need speech marks!**  **Ask chdn to complete the final handout –converting between the two.**  **---------------------------------------------------------------------------------------------------------------------------**  **Session 3**  Informal assessment session. There are several sheets to complete covering the skills learned this week. It would be a good opportunity for a guided group if one becomes necessary over the sessions. | | | Kung Fu video  PowerPoint  Direct speech  Powerpoint  Direct/reported sheet  -------------  3 sheets (different activities) | |
|  | **I can punctuate direct speech**  **I can convert direct to reported speech and vice versa**  **I can correct punctuation errors in speech punctuation** | | | | |
| **Week 3** | **Session 1**  Although we are quite secure now with some kinds of verbs, we still find identifying them in sentences tricky. Also the verbs for ‘being’ are still confusing us a little. SO we need to revise ☺  What is a verb? Show the powerpoint and work through the ideas as a class. Ensure that chdn understand that verbs are NOT just doing words.. they need to be able to identify both kinds.  **Play the verb song.** These songs are much catchier second time round, so it would be cool if we could play them as much as poss (then they might watch them at home too! ☺ )  AFL: do the chdn know that all clauses need to have a verb in? (phrases don’t) . Ensure that they understand that the verb changes, depending on the tense of the sentence.  Write a definition of a verb in their grammar books. Give examples  There are 2 sheets for revision – one identifying the verbs and the other changing the tense of the verbs – could be used for early work/HW too.. if time runs out ☺  **Session 2**  Look through the adverb powerpoint as a class. Can the chdn identify the adverb in each sentence? (they will notice that they often end in LY – though this is not always true! ☹)  Play the adverb song  Write a definition of an adverb in their grammar books. Give examples  **There is a printable in the resources for an adverb/verb game, print and cut out the words. Choose a child to pick out a verb and an adverb – then play as charades.**  There are 2 adverb sheets – one that identifies them and another that categorises them.  **Session 3**  This session is not strictly necessary this week (as the objective is straightforward)  However, It would be good to watch some of the videos again.  I have also made a sheet of photographs, Chdn could stick them in their grammar books and then write sentences to go with each one. Underline the 4 parts of speech in different colours and provide a key (AFL) | | | Powerpoint  Verb song  Tenses worksheet  Verbs worksheet  Adverb powerpoint  Adverb song  Adverb game  Adverb sheet  Photo sheet | |
|  | **I can identify verbs and their function in phrases and clauses**  **I can identify an adverb and their function in sentences**  **I can apply my understanding of the parts of speech** | | | | |
| **Week 4** | **Session 1**  I suspect that most of the children understand this now, but it doesn’t hurt to revise it before we move on to possessive! :/  Work through the contraction twins powerpoint. Discuss WHERE the apostrophe goes (EG: it must stand where the words were) Also emphasise that we don’t use contractions in formal speech.  Play the cheesy song – Might help them remember it ☺  Ask chdn to complete the worksheet – replacing verb/pronoun with contraction and mark as a class.  **Session 2**  Recap on last session (and the use of apostrophe for omission – contraction ) Explain that the other use of apostrophes is to show possession (ownership) of a noun.  Show this animation: (it recaps on contractions first)  <http://www.tes.co.uk/teaching-resource/The-Amazing-Apostrophes-3009079/>  ensure that chdn understand the plural rules (as this confuses adults too)  They are not used for plurals… .  But if more than one person owns something it is placed after the s…..  3 sheets to complete…  There is a video (song) of apostrophes used incorrectly. Maybe watch it all the way through and then on the second showing, pause it on a few of the images and discuss why they are wrong as a class. | | | Contractions song  Contraction twins powerpoint  Contractions worksheet  Possessive animation link  Possessives video  3 sheets | |
|  | **I can use apostrophes for contraction**  **I can use apostrophes for omission** | | | | |
| **Week 5** | **Session 1**  What is a clause? Can the chdn define it for you? What does a clause have to have? (verb and subject) What are the two types of clause? (main and sub)  <http://clc2.uniservity.com/GroupHomepage.asp?GroupID=545705> web page explaining it simply (well – as simply as I could find… ☺)  Ask the chdn to write a definition of each in grammar books ( as a class first if they are finding it tricky)  Work through the powerpoint – which explains all about how to join two ind clauses. (leave phrases out for now until they all understand this)  There is a game here too <http://www.bbc.co.uk/skillswise/game/en28conn-game-is-this-a-compound-sentence> that can be played as a whole class – it also checks their understanding of using the correct conjunction.  Photo sheet – chdn to write compound sent sentences in a variety of ways (some with semi colons others with a variety of fanboys conjunctions)  **Session 2**  Recap on the meaning of a main, or independent clause. Explain that we are now going to look at subordinate (or dependent) clauses.  Ask chdn what this means (most should know theoretically by now ☹ even if not using them yet.  Show powerpoint and discuss how you identify the main and sub clauses (stress that this can sometimes be complicated and we might have to unpick some of the sentences we see as a class. Sometimes – there might be more than one of each type in a sentence too!  **Activity 1** - adding subordinate clauses to main clauses to create complex sentences  **Activity 2** - identifying the main and sub clauses in complex sentences  **Activity 3** - writing a variety of complex sentences using photos as prompts  **Session 3**  Show a series of complex and compound sentences on the board – ask chdn in TP’s to identify sentence types, main and sub clauses – whizz through quickly.  Explain that today we are going to have a go at varying the subordinate clauses position.  **Activity 1** identifying the sub and main clause in a sentence (complete and mark as a class – to ensure all understand)  **Activity 2** moving sub clause from one end of sentence and embedding it.  **Activity 3**  writing a complex sentence, underlining both clauses. Moving the sub clause and re writing it – then indicating which one you prefer | | | Link to website  Powerpoint  Photo sheet  Powerpoint  3 sheets  Powerpoint | |
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|  | **I can explain what main clauses and sub clauses are**  **I can identify and construct compound and complex sentences**  **I can identify a main clause and sub clause in a sentence**  **To understand what a phrase is (IF EVERYTHING ELSE IS UNDERSTOOD!!! ☺)** | | |  | |

**OVERVIEW OF PLANNING**

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|  | **Objectives** | **Activities** |  |
| **Week 1** | * I know the parts of speech and understand their role in sentences * I can identify them in sentences * I know the different types of noun. |  |  |
| **Week 2** | * I can punctuate direct speech * I can convert direct to reported speech and vice versa * I can correct punctuation errors in speech punctuation |  |  |
| **Week 3** | * I can identify verbs and their function in phrases and clauses * I can identify an adverb and their function in sentences * I can use superlative and comparative verbs to describe |  |  |
| **Week 4** | * I can use apostrophes for contraction * I can use apostrophes for omission |  |  |
| **Week 5** | * I can explain what phrases and clauses are (and the difference between them) * I can identify and construct compound sentences * I can identify and construct complex sentences * I can identify a main clause in a sentence * I can identify the sub clause in a sentence |  |  |