Friday 6th February

LO: To be able to sequence parts of the story and use time adverbials.

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| Lesson starter | Sequence the pictures in groups of three. Choose a couple of groups to tell the story using the pictures. |
| Lesson Content  Modelling  Deconstruction | Ask question – how can we make the events of the story clearer? Draw out from the children that this would be through using time adverbials.  Revise/explain that these can be in the form of adverbs or adverbial phrases. Sort the adverbs/adverbial phrases onto the sorting chart (whole class)  Now sequence pictures again, this time using adverbs of time. (in groups) Choose another group to report back. Discuss how much clearer the retelling is with the time adverbials |
| Exploring the content | In pairs play reading rummy with story strips. (Set of story strips for each pair and a baseboard. Strips put face down between pairs. Each child picks story strip up and places it where they think it should go on board.) Encourage close reading of text to assist with placing strips in correct order. |
| Construction | Write out at least five of the sentences choosing appropriate time adverbials. |
| Reporting back | Read out their sentences. Does everyone agree with the choice of time adverbials? – could they be improved? |
| Plenary | Definition bingo. Display 10 items of vocabulary. The children choose 6. Teacher reads the definitions, children number their vocab. Winner is the first to have a set of 6. Or Vanishing cloze (this is when a text is read out as a class, gradually more and more words are removed. Missing words to be target vocabulary eg time adverbials.) |

