



PHASE 4– going further (practicing new skills/mastering learning)

Opportunities for assessment

How would you describe a good piece of work?
Tell me how you could improve your work?
How could we make our work look appealing?

Line guides
Handwriting pens?
Animal paper

Planned experience: chdn to write up their part of the poem on animal paper, encourage best handwriting, AK to model. Final poem to be displayed in cloakroom. Chdn to practice reading out their poem to be performed during celebration assembly.
TA/Teacher Roles:
AK— to model ‘good handwriting’, ensure spellings are accurate.
TA1/2- to model ‘good handwriting’ ensure spellings are accurate.

Targets: 20 A, 21 A, 22A, 23 A, 24 A,

Subject Focus: Science linked to literacy.
(Knowledge of animals and rhyme)
6.10.15

PHASE 3 - considering and connecting (introducing new learning)

KLQ: How can we complete our poem?

Opportunities for assessment

Tell me about the animal you have chosen.
Describe the animal you have chosen.
Tell me how we could include a rhyme
How can we include scientific language?
How can you make your verse rhyme?

Copy of the first verse from ‘Class 2 went to the zoo’ by AK
Pre-printed keyword sheets
Keywords on whiteboard
Whiteboards and pens

PHASE 1- tuning in and finding out (discovery, inquiry & exploration)

KLQ: How can I select a rhyming word?

Opportunities for assessment

Describe rhyme
How do you know... rhymes with ...
Tell me another rhyming word.
Tell me the difference between rhyme and alliteration (HA)

Pre-printed assessment sheet

Planned experience: Discuss with chdn what rhyme is Chdn to play ‘Ping pong’ with rhyme. AK to give a word, if chdn are ‘pinged’ at they must offer a rhyming word.

Teacher roles:

AK: To discuss rules with chdn
TA: to assess chdn as they play game.

KLQ: How can we use our scientific knowledge in our writing?

Planned experience: Chdn to complete the poem ‘Class 2 went to the zoo’ chdn to work in groups of 6 writing a verse each to complete the poem. Chdn MUST include scientific key words such as carnivore, food chain, mammal, fish etc.– to be displayed on whiteboard and on tables for use.
TA/Teacher Roles:
AK: to read out first verse of poem and keywords, highlighting that they MUST be used support group, encouraging chdn to work together co-operatively SMSC.
TA1: to support group encouraging chdn to work together co-operatively SMSC.
TA2: to support group. encouraging chdn to work together

Planned experience: chdn to work in small groups listening to a reading aloud poems about animals. Chdn are then to use highlighters to pick out the rhyming words. Encourage chdn to repeat rhyming words.

TA/ Teacher Roles:

AK— to support group of 3 HA– year 2 chdn
TA1— to support group of 3 LA– year 1
TA2- to support group of 3 LA chdn year 1/ 2

PHASE 2 - sorting out and pondering (reflecting on previous phase)

KLQ: It’s easy to recognise a rhyming word in a text. True or false?

Opportunities for assessment

Highlighted poems
Tell me which words rhyme with...
Tell me another word that rhymes with ...

Highlighters
Pre-printed poems (differentiated)
Pre– printed assessment sheets.



Class 2