

Session Plan – Key Stage 2

Name of trainee:

Session ref:

Personal target(s) in relation to QTS and action plan (will change weekly):

S3.2.4 "They identify and support more able and talented learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate".

(Ensure MAT children are always provided with extended learning opportunities).

S3.3.9 "They set high expectations for learner's behaviour and establish a clear framework for classroom discipline to anticipate and manage learner's behaviour constructively, and promote self-control and independence"

(Ensure classroom management techniques are developed).

Person target(s) in relation to previous arc evaluation from last lesson (will change daily): (These will be written in pen in order to demonstrate a true reflection of my daily targets identified.

Behaviour management - markle system

Year group: 3

No. of learners: 29

ALN:

LJ and DM behaviour issues, monitor closely.

Additional adults: 1, class teacher.

Learning objective(s):

Made explicit to all learners:

LO: to understand how to plan a short story.

What the ability groups will be learning:

Group *Glas* a *Oren*:

LO: to understand how to plan a short story using three different parts.

Group *Gwyrdd* a *Coch*:

LO: to understand how to plan a short story using five different parts.

Group *Melyn* a *Porffor*:

LO: to understand how to plan a short story using five different parts.

Success criteria (in order to meet the learning objective):

*Pupils should be able to identify a good story can be planned using a story mountain.

*Pupils should be able to use 'awesome adjectives' to describe the setting of the story and the characters.

*Pupils should be able to write a clear opening to set the scene of your story.

*Pupils should be able to write a build-up of events to lead to a problem.

*Pupils should be able to write a clear solution of how the problem is fixed.

*Pupils should be able to use story sentence starters.

Criteria made explicit with the learners in relation to writing a good story plan using the mountain structure:

- Use awesome adjectives.
- Use interesting characters.
- Use story starter sentences.
- Write a clear opening to set the scene of your story.
- Write a build-up of events to lead to a problem.
- Write a clear resolution of how the problem is fixed.

<u>Links to previous learning:</u> In the previous two sessions, the pupils were provided with an engagement tool, whereby they need to help a publisher (Mr Jones) who works at a story writing company called 'Every Writer Counts'. The children can use their knowledge gained from these two sessions to deepen their understanding of how to write a good story. <u>Curriculum coverage (skills) (English)</u> <u>WRITING</u> <u>Meaning, purposes, readers</u> <i>Learners are able to:</i> <i>*write for different purposes and readers choosing words for variety and interest</i> <u>Structure and organisation</u> <i>Learners are able to:</i> <i>*use a basic structure for writing</i> <u>Language</u> <i>*use vocabulary related to the topic or subject context.</i> <u>ORACY</u> <u>Collaboration and Discussion.</u> <i>*contribute to group discussion, sharing ideas and information</i>			
<u>Literacy (LNF) – The same as the curriculum revised framework for English.</u> <u>WRITING</u> <u>Meaning, purposes, readers</u> <i>Learners are able to:</i> <i>*write for different purposes and readers choosing words for variety and interest</i> <u>Structure and organisation</u> <i>Learners are able to:</i> <i>*use a basic structure for writing</i> <u>Language</u> <i>*use vocabulary related to the topic or subject context.</i> <u>ORACY</u> <u>Collaboration and Discussion.</u> <i>*contribute to group discussion, sharing ideas and information</i>		<u>Numeracy (LNF)</u> <i>Not applicable during this session.</i>	
<u>ICT</u>	<u>THINKING</u> <i>During this session, pupils will use their lower order thinking skills to recall on previous knowledge in order to start to write a plan for a short story.</i>	<u>ESDGC</u>	<u>YCC</u>
<u>Key vocabulary (English/Welsh):</u> Story writing, Little Red Riding Hood, the wolf, adjective, Mr Jones, publish, 'Every Writer Counts', story mountain, plan, opening, build-up, problem, resolution, ending. (See incidental welsh sheet in file that is embedded into every session taught).			

Resources

Example story Mr Jones story box, Mr Jones poster and CD, pens, pencils, story mountain A3 sheets, differentiated sentence starters, humans timelines cards with corresponding Velcro cards, story setting photographs, an A3 copy of the success criteria, support staff task description sheet, trainee iPad.

<u>Time</u>	<u>Session activities, organisation and management</u>	<u>Key questions & Assessment for Learning opportunities</u>
10	Introduction To start the session, the trainee should focus upon previous learning from the past two sessions; asking questions accordingly. The trainee should reinforce the hook that was used at the start of the week; Mr Jones and his story writing publisher problem. In order to recapping upon this, the trainee should show children the video of Mr Jones, which will again emphasise what is expected of the children by the end of their story writing process. Following this, the trainee should read a short story to the children (The Great Goat Chase). Based upon this story, the trainee should use human timeline cards to sequence the story. The trainee should ask for children to volunteer to wear these place cards at the front of the class. Ask pupils to break apart the story to clearly demonstrate the opening, build up, problem, resolution and ending. Upon receiving their answers, the trainee should place the corresponding Velcro cards from the story onto each child's card worn around their neck.	Introduction Questions <i>*What is our current English topic for this week?</i> <i>*What does Mr Jones want us to do for him?</i> <i>*Why did he send his story writing box and video to us?</i> <i>*What is an adjective?</i> <i>*Does anybody know what a story mountain is?</i> <i>*What does the opening paragraph in the story the Great Goat chase tell us?</i> <i>*What is the build-up within this story?</i> <i>*What creates the problem within the story?</i> <i>*How does the problem get resolved?</i> <i>*How does the story end?</i> Main Questions <i>*What do you need to do in order to create a story mountain?</i> <i>*What is going to be the main problem within your story?</i> <i>*How are the characters within the story going to resolve this?</i> <i>*Are you working collaboratively?</i> <i>*How you create a build up there?</i> Plenary Questions <i>*What did you include in your build-up?</i> <i>*What was the problem of your story?</i> <i>*How did the characters in your story resolve the problem?</i> <i>*How did your story end?</i> <i>*Would anybody wish to share their story with the rest of the class?</i> <i>*Can somebody provide me with a star/ something that was good about the performance?</i> <i>Can somebody provide me with a</i>
35	Main activities Before starting the main activity, the trainee should make all tasks explicit to the learners. Prior to this, the trainee should introduce the success criteria for the session, and discuss this with the children accordingly. The trainee should leave this criterion up on the apple TV to aid children in being successful during the session. This will be referred to during the plenary of the lesson. The main task of the session involves pupils working in partners to create a short story plan	

	using the story structure mountain Mr Jones has previously shown to the children within his mystery box. The children will be creating stories based upon visual images provided. The trainee will place three sets of resources on the tables for each ability group to use. One being an A3 story mountain sheet which has been differentiated for each group; two being story sentence starters that children can use in their plan; and the third being pictures of the setting their story needs to correlate to. During the session, the trainee will firstly support group open until they are all on task, and will support all other learners when appropriate, particularly DM. Mrs Nicholas will support group glass, especially LJ and EJ during the session where she will record the observations made from how the children responded to the task itself. Throughout the introduction and instructions for the tasks the trainee should reinforce the marble classroom management system. *Extension – if any pupils finish earlier than planned, especially group melyn a porffor (MAT pupils); they can complete challenge cards created by Mr Jones. This challenge requires the children to use a many ‘awesome adjectives’ they can to describe the story setting previously written about.	<i>wish/ something that this group can keep working on, improve by next time?</i> Assessment for Learning ‘Idoceo’ – I will use their iPad add in order to take photographs and video the children during the session in order to reflect upon their skills mastered during the session. Questioning – I will ask the children questions to assess their knowledge and check understanding. Observation – I will use my observation skills to assess the children’s learning throughout the session. ‘Two stars and a wish’ - During the plenary of this session, the children will evaluate their work where they will give two good points (two stars) and one point about how they can improve their work (one wish). Peer assessment – ask for volunteers at the end of the session to read aloud their stories. Children can then assess their peers work by providing good points, and suggesting areas of improvement.
15	Plenary To end the session, the trainee will choose three groups; one from each ability grouping to present their story at the front of the class. The trainee should reinforce the two stars and wish method, referring back to the previously highlighted success criteria. Children will evaluate their peers work	

	during this process.	
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