



Session Plan – Key Stage 2

Name of trainee: [REDACTED]		Session ref: 25011637	
Personal target(s) in relation to QTS: - Model the activity more at beginning - Use Welsh weekly phrase.			
Year group: 3	No. of learners: 24	ALN: BW: Gomez Lopez Hernandez Syndrome (rare genetic condition). IE: Hypoplastic Left Heart Syndrome. JL: Provide with extra resources e.g. picture version of success criteria/word bank. G3: Work more closely with this group. LSAs to work with G3 &4 – these groups to also be provided with imaged success criteria and a word bank.	
Additional adults: Two additional adults within the class.			
Learning objective(s): Y4: Choose and use words from an increasing range of imaginative vocabulary. Y3: Use increasingly imaginative vocabulary. Y2: Use simple subject-related words appropriately.		Success criteria: - Create questions around the story. - Use correct punctuation in your sentence. - Use imaginative vocabulary.	
Links to previous learning: Children have previously made story maps and story webs on The Giant of the Preseli Hills. The children have also now broken the story down in to a BME. The children have previously created opening sentences for the story they covered last term.			
Curriculum coverage (range, skills)			
Literacy(LNF) - Choose and use words from an increasing range of imaginative vocabulary. - Use increasingly imaginative vocabulary. - Use simple subject-related words appropriately.		Numeracy (LNF) N/A	
ICT	Thinking	ESDGC	YCC Visiting, studying and appreciating the various landscapes of Wales. Increasing sense of belonging.
Key vocabulary(English/Welsh): Welsh phrases (can be found in Welsh weekly planner)			
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities
5min	Introduction Introduce the learning intention to the children which is 'to create opening sentences for the story The Giant of the		

5min	Preseli Hills'	APK
10min	· APK – what do the children already know about opening sentences? What do they think might make a good opening sentence to a story?	
10min	· Go through the power point which explains that we can begin a story using a variety of different opening sentences <i>e.g. questions, dialogue, information, similes and metaphors.</i> · Give the children some example of opening sentences from children's books – ask the children to rate these opening sentences and give reasons why they think they are effective.	
25min	Main activities · Explain that today we are going to focus on opening sentences beginning with a question. Show the children five opening sentences that I have created for our story and ask the children if they can polish my sentences to make them better – remembering to use imaginative and descriptive words. · Ask the children if they can think of opening sentences to begin the Giant of the Preseli Hills story using questions. · G1 – 10 sentences · G2 – 8 sentences · G3 – 6 sentences · G4 – 5 sentences. · Stop the children half way through and use the visualiser to refer back to the success criteria – are the children currently achieving their learning intention? If not, what else must they remember to do? Demonstrate some good examples of opening sentences.	
15min	Plenary RAG rate skills slips Whilst the children are coming to the end of their work, ask	RAG Rating Peer assessment

	them to write one of their sentences on a piece of paper and put these pieces of paper in to a pot. During the plenary choose 3 sentences at random and write them on to the white board. Ask the children to polish these sentences – how can they make these sentences even better? Ask them if they think these sentences will hook the reader?	
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