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| Metacognitive strategies  The learning sequence in the next two columns is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Literacy Tasks (offline and online)  Image result for reading cartoon |
| Main learning objective: To proof-read and edit our writing.  Desired outcome: To write a redrafted narrative, using a picture as a prompt.  Assessment activity to by submitted **by 2nd July, 2021**. |
|  | Lesson One:  Starter: play a game of countdown.  Intro: children to identify the SPAG errors in a shop sign. Use whiteboards to write ‘*the more, the more*’ sentences (e.g. The more that the two travellers peered through the mist, the more visible the schooner became.)  Main: recap on the difference between proof-reading and editing. In pairs, children proof-read a model paragraph for the story –discuss the ten errors and corrections, as a whole class. Highlight key prof-reading features:   * spellings: find five spellings that you’re unsure about and check them in a dictionary * common mistakes: its and it’s (it is), your and you’re (you are), their (belongs to someone), there (place) and they’re (they are) * tense (this story is written in the past tense) * verb forms (was/were) * capital letters and full stops * commas to separate words in a list * commas for clarity (to separate subordinate and main clauses, after adverbial openers, for use as parenthesis)   Children proof-read their own draft stories from last week.  Plenary: showcase some of the proof-reading and corrections made by individual children.  Lesson Two:  Starter: play a game of long word.  Intro: children to identify the SPAG error in a poster. Recap on the story mountain structure and key features of an effective story, from last week.  Main: recap again on the difference between proof-reading and editing. Highlight key editing considerations that would improve the children’s stories:   * modal verbs to show possibility or certainty * fronted adverbials for cohesion * an exciting sentence (e.g. a ‘first word / last word’ sentence or a ‘the more, the more’ sentence) * semi-colon to replace a FANBOYS * colon for a description: detail sentence and/or to introduce a list * commas, brackets or dashes for parenthesis   Read a boring model paragraph – discuss it as a whole class. What could be added to improve it? Share write a new, improved version of the model paragraph.  Children edit their own draft stories from last week.  Plenary: showcase some of the edited stories, worked on by individual children.  Lesson Three:  Starter: play a game of countdown.  Intro: Use whiteboards to write ‘*three bad – dash’* sentences (e.g. Misery, fear, starvation – who knows what might have happened if the schooner hadn’t reappeared?)  Main: recap on the features of proof-reading and editing covered in previous lessons, this week. Children start writing the first half of their redrafted stories.  Plenary: showcase some of the children’s work from the lesson.  Lesson Four:  Children complete the second part of their stories. |
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