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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Monday**  Grammar starter  Letter writing | **Tuesday**  Grammar starter  Letter writing | **Wednesday**  Grammar starter  Letter writing editing | **Thursday**  Publishing letters | **Friday**  Reading Comprehension | | |
| Metacognitive strategies  The learning sequence in the next column 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. | Image result for reading cartoonLiteracy Tasks (offline and online)  Main learning objectives:   1. To understand the purpose of letter writing. 2. To understand how to use the passive voice in writing.   Desired outcome: To write a letter from the perspective of an elf working at Santa’s workshop.  This unit of writing will be developed over one week.  Written work to be submitted **by Friday 10thDecember 2021**. |
|  | **Lesson 1** Work can all be found on the PowerPoint  What you will being learning about: Letters.  **Grammar starter – passive voice.**   * What are the features of a letter? * Features of letter writing poster | Teaching Resources * Children will receive a letter written to Santa from children in year 2. They will be writing a letter back to the child but acting as though they are one of Santa’s helpful elves. * Each child is to read the given letter and pick out key questions asked. * Children are to think of possible answers they could write in response. * **Activity:** mindmap questions and possible answers as though they are an elf helping Santa respond to children’s letters.   **Lesson 2**   * Grammar starter – test based questions on the use of passive voice. * Recap yesterday’s learning and work – what kind of questions were asked by children? Are there any common questions? * Read through the examples to inspire ideas and to set the tone of voice – they are friendly, helpful elves who are responding back to the child as Santa is very busy preparing for Christmas. * On the board, write down possible answers that children could write in response. * Remind children that they cannot promise anything to the child they are writing to. * **Activity: Children begin drafting their letter in response to the child, writing as though they are an elf helping Santa.**   **Lesson 3**   * Grammar starter – test based questions on the pp on passive voice. * Allow children to read aloud their letters to share ideas with the class and expectations. * Children to edit their letter with a partner – what could they add? Do their sentences make sense? Could they add anything more? * Does it sound like it is written from an elf? How could they make it more friendly? Could it be funny? * **Activity: Edit their letters with a partner.**   **Lesson 4**   * Children are to spend the lesson typing up their final copies of the letters. * There are templates they can use or they can create their own using clipart and the editing features found on Microsoft Word. * They are to decorate the letters with clipart images of snowflakes or candy canes – anything that relates to Christmas or Santa. * **Activity: Children to publish their work using laptops and Microsoft Word.** |
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