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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 objectives: 1. To understand what the function of a noun is within a sentence.
2. To be able to write a compound sentence accurately.

Desired outcome: To write descriptive paragraphs about a famous painting. Written work to be submitted **by Friday 10th September 2021**. |
|  | **Lesson One** Work can all be found on the PowerPointWhat you will being learning about1. **Understand the function of a noun. 2. Constructing simple sentences.**

Part 1 Find out what the function of a noun is in a sentence. What is the difference between common and proper nouns? Give examples from around you. What is the difference between how you write a common and proper noun? **Part 2-** * Look at the painting Bathers at Asnières, by Seurat*. Answer these questions. What does the painting show? What are the different characters doing? What are they thinking and saying? What or who are they looking at? What else is happening? What time of year is it? What time period? What evidence shows this?*

**Part 3 – Writing task.** * Identify at least 5 different nouns in the painting.
* Tell someone a simple sentence that uses the noun.

*A simple sentence must contain a subject (noun) and a verb. The subject is what the sentence is about. The verb tells you what the subject is doing.* *A simple sentence must contain just one idea and make sense on its own. A simple sentence is known as a main clause.* * Share sentences with someone and show them what parts make it a simple sentence.
* Now write out the simple sentences.

**Lesson Two**What you will being learning about* **identifying nouns in sentences.**
* **Identifying FANBOYS and have an understanding as to their function in a sentence.**

**Part 1 –** * Identify the nouns in these sentences. A young boy. Paris is a beautiful city. The opal-green grass waved at the people in the boat. What other types of words can you see being used?

**Part 2-** * Look at the painting again. Look for simple sentences about different characters or objects that we might be able to pair together, e.g., The dog laid on the grass. The boy shouted across the river. How many different things could you pair up?

**Part 3 –** * Write compound sentences using the simple sentences.

*A compound sentence is made up by joining two simple sentences together. This means a compound sentence is made up of two main clauses and both of these clauses (simple sentences) must make sense.* *To join the main clauses (simple sentences) together there is a special group of words to help. These are FANBOYS.* **Part 4 – Application of skills.** Write examples using FANBOYS to link the simple sentences made in Part 2. **Outcome. Group list of good quality compound sentences that can be used in writing later in week.** **Part 5 – Plenary** – Share the sentences with someone else. **Lesson Three**What you will being learning about* **identifying function of FANBOYS in sentences.**
* **Using compound sentence skills accurately.**

**Part 1** * A sentence can be improved by adding more detail to the noun. Use some nouns that are around the room to write a **noun phrase.**

*A noun phrase is made up by using a determiner (an, a, the) a noun and an adjective. When using an adjective to describe thigs does it get placed before or after the noun?***Part 2-** What does **FANBOYS** stand for? We call them FANBOYS, but they are also called **co-ordinating conjunctions.** * What do FANBOYS join together?
* What must the sentences do on both sides of the FANBOYS?
* If in school, look at the examples from other children and decide if the sentence is successful.

**Part 3 – Application of skills: Drafting/ outcome*** Look at the task provided. Draft a description based on the painting. Focus for work is on using: nouns and noun phrases and using FANBOYS to link main clauses.

**Part 4 – Plenary** Look through the work with someone else and spot common spelling errors. – there/their off/of and other homophones. **Lesson four**What you will being learning about**To know how to edit work effectively.****Part 1** * To make writing more interesting for reading, it is useful to use precise nouns when identifying things. This means instead of writing, the brown dog laid behind the man, the word dog would be replaced by a breed pf dog.
* Look for more precise nouns that could be used instead of: dog, boat, tree, flower.

**Part 2-** * Look through work and upgrade some nouns used. Check that any compound sentence used is structured accurately.
* Read through the order of the ideas to make sure the work has cohesion (flows easily);

**Part 3 – Presentation piece.** Write up the description into best. Make sure ideas are clear. |
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