**The University of Manchester - Daily Lesson Plan**

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| **Class** | **Yr 3-4 (but can be adapted to yr 2s or 5/6** | **Date** |  | **Week no.** |  | **Lesson Context** | **Lesson …... of …….. lessons****(show where this fits in the teaching sequence)** |
| **Subject area** | English linked to topic theme. |
| **Lesson Objective** | To identify features and structure of a formal letter **NC statutory requirements in Yr 3-4 section for reading and writing:** *(NB trainees look for dialogic teaching language in the NC like this – useful for your assignment 1)** discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
* discuss a wide range of fiction, …non-fiction..
* plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
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| **Success criteria: (**differentiated where appropriate) | I can identify:* The sender’s address on the top right hand side of the page; elsewhere?
* Where the date gets placed
* The greeting within the letter
* Paragraphs for new themes
* Signing off the letter
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| **Are there any specific safety aspects to consider** e.g. specific equipment, moving tables, outdoorspace?Resources to get ready | Children will be seated in mixed attainment groups.Resources: Ahlberg Jolly Postman; Tolkien Letters from Christmas; (find a selection of different letters so each group has something different; note to self - find example with address on RHS); writing frame in shape of letter for Ben; Laila, Aisha and Tom C:\Users\mewxflh7\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\N6YOFB95\20190923_140644.jpg C:\Users\mewxflh7\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\N6YOFB95\20190923_140558.jpg |

***PLEASE ADD MORE SECTIONS BELOW, IF NEEDED***

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| **Lesson section and timings** e.g. introduction (whole class or specific groups), focus group teaching input, independent work, end of lesson  | **Lesson development**(use the planning bookmark to ensure that all aspects of an effective lesson are considered and planned) |
| ***10.45-10.55******3,2,1 minute minder******10.55-11.10*** |  Starter: Start with children sitting next to a buddy. Two example extracts on IWB 1 formal and 1 informal. Hard copies on tables for children to annotate as they discuss. First prompt for discussion: *Circle anything that is different between them?*  Input: *What do you notice?**Why are they different?**Who is the writer writing to? Why is the writer using different ways of writing?* Draw up with children’s input two columns **informal letters** **formal letters***When would we use formal language?* *Who might we be writing to?* (discuss with partner; gather ideas for use on flipchart)*When would we use informal language?* *Who might we be writing to?* (discuss with partner; gather ideas for use on flipchart) |
|  ***11.10-11.20*** | Introduce to children the purpose of writing a letter (reminder of Friday’s lesson content). With partner *“What kind of language would we use for this letter? Why?*Model: Demonstrate to chn how to complete first element of SC in books: writing the address. Give children the school address on slips of paper (separate one for each line of address) for them to re-arrange with their partner.*“Now write the address at the top of today’s page.”**“Can you and your partner suggest 2 things from Friday’s lesson that you want to say in your letter?” “Discuss with your partner the first sentence that you are going to write.”* |
|  ***11.20-11.40*** |  Task: chn then to complete the rest on the letter from comprehension activity on Friday (RAG cups)Once completed chn to peer assess another classmates work using the ‘peer’ column – opportunity for them to give feedback to one another and to check each other have found all the features of the letter |
|  ***11.40-11.45******11.45-11.50***  |  Plenary: *“Here’s an example of a letter that I wrote when I got back from school on Friday. I was a bit tired so can you tell me where I can improve the letter writing style?”*  *“What features of a formal letter have I remembered? Which ones have I forgotten?”*Tidy up and get ready for lunch. |

**Assessment and evaluation of progress achieved (after lesson)**

Assess children’s progress against your lesson SC, to inform you of their progress and achievement of the L.O

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| **Success criteria***(cut and paste from S.C box above)* | **Names of those below (-) or exceeding (+)**  | **Action required? (Now what?)**What do you need to do to respond to your assessment and children’s emerging needs? Changes to planning (show on weekly plan)? Targeted intervention? Change of group? Change of support? |
| * The home address on the top right hand side of the page; or on the top of the page
* Paragraphs for new themes
 | (-) Zayn, Phillip, SarahAdjectives group | Struggled with paragraphs start/end and meaning. Move Z, P, S into Adj group tomorrow and work with me.  |
| (+) |  |
| * Where the date gets placed
 | (-)Thomas | Reminder and ‘purple pen’ time – target him to reinforce this |
| (+) |  |
| * The greeting within the letter
 | (-) Louise, Sid, Fiona | Forgot this – target them (TA) during purple pen correction time.  |
| (+) Ella, Maisie | Wrote effective greetings – share with class tomorrow  |
| * Signing off the letter
 | (-)Adjectives | Didn’t complete – reinforce this tomorrow during completion – T group. |
| (+) |  |