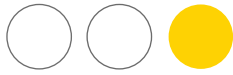


CARNIVAL
ARCHIVE PROJECT



Embedding Carnival in the Curriculum
FLAGSHIP SCHOOLS CASE STUDY:

Foxdell School Year 3 Literacy Week 3



Literacy planning - Wb 21.05.12

Session Year 3 W/B: 21.5.12	Learning Objective	Direct Teaching (including key questions)	Activities	Key Vocabulary	Resources	Plenary	EAL Function
Monday	SATs test						
Tuesday	No literacy						
Wednesday	To show understanding of a text.	<p>Read through text about the text and get chd to discuss in pairs what it is about.</p> <p>T to explain that the chn will be answering questions about what they have just read and that they will need to look in the text to help them with the answers.</p> <p>Work through some examples as a class. <i>What is the text about?</i> <i>What type of text is it?</i></p>	<p>Chn to answer comprehension questions about the text.</p> <p>LA- Simplified questions based on multiple choice answers.</p> <p>MA- Questions that need full sentence answers (mainly found in text)</p> <p>HA- More complex questions requiring full sentence answers, including those not found directly in the text. (inference)</p>	<p>non fiction fiction fact text Refer evidence questions</p>	<p>Text Question sheets</p>	<p>Chn to share their answers with a partner. Do they agree with each other's answers? Why/why not?</p>	<p>FUNCTION: To explain</p> <p>STRUCTURE: The answer is.....because the text says....</p>

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<p>Thursday</p>	<p>To use persuasive language</p>	<p><u>VCOP opener</u> - Connectives game. Chd select a card and put that connective in a sentence.</p> <p>Chd to recap with a partner the main features of a letter. Feedback as a class.</p> <p>Explain that today chd will be planning a letter to write tomorrow giving reasons why they should be allowed to carry the Olympic torch. Show chd short clip of Olympic torch journey so far.</p> <p>In MA groups chd to create a mind map of reasons why they should be able to take part in the torch relay? What would it mean to you to carry take part?</p> <p>As a class feedback ideas and write up key persuasive words onto the IWB highlight persuasive language chd should try and use.</p>	<p>In MA pairs chd to think of questions they would ask if they were the judging panel - deciding who gets to carry the torch. Chd to write questions onto post it notes.</p> <p>Hot seating - chd to ask their questions to see who would make the best candidate.</p> <p>T to model answers first (using EAL structures: I can represent Luton because...). Then choose chd to answer questions using persuasive language.</p>	<p>Letter Paragraph Persuasive Factual information</p>	<p>Planning sheets</p> <p>Word banks</p> <p>LA writing frame</p> <p>Challenge cards</p> <p>IWB slides</p>	<p>On the back of Big talk sheet chd given the opportunity to write down their own key reasons for carrying the Olympic torch and representing Luton - ready for Big writing tomorrow.</p>	<p>FUNCTION: Persuade, Explain</p> <p>STRUCTURE: I should carry the torch because...</p> <p>A letter should include...</p> <p>I can represent Luton because...</p>
<p>Friday</p>	<p>Big Writing - To write a letter</p>						