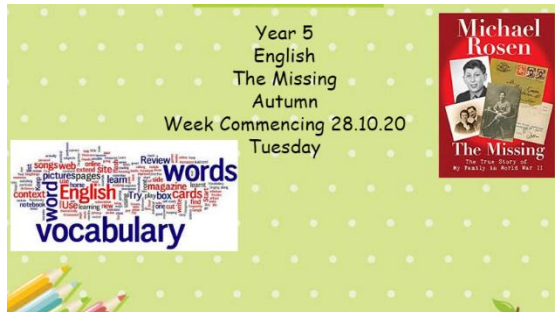


## English lesson Guidance


This guidance is written to support you to support your child with the structure of the English lessons.

## Reading



Year 5  
English  
The Missing  
Autumn  
Week Commencing 28.10.20  
Tuesday

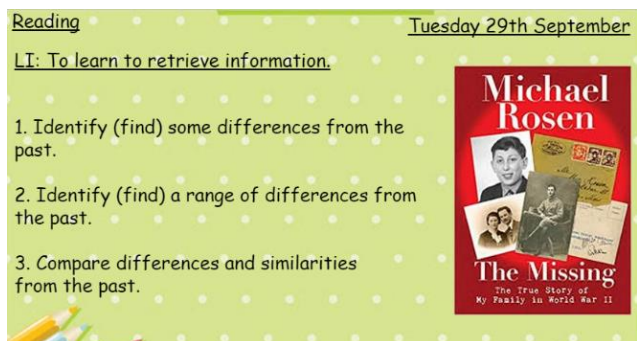
Words  
vocabulary



**Title Page:** Check your child is completing the correct lesson on the right day.

The LI is the learning intention for the lesson (this is the intended learning outcome) . The skills will be used by the child to meet the learning intention. (The skills are a breakdown of what the children will need to be able to do to meet the intended learning outcome)

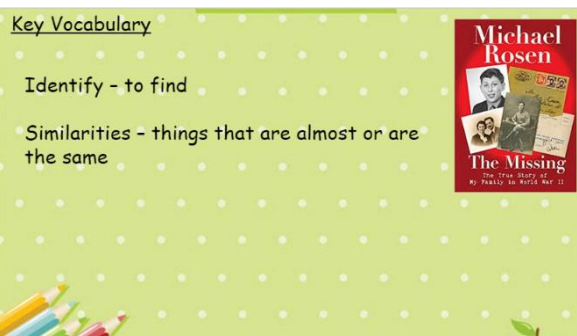

This is the reading element of the lesson.



Reading Tuesday 29th September

LI: To learn to retrieve information.


1. Identify (find) some differences from the past.
2. Identify (find) a range of differences from the past.
3. Compare differences and similarities from the past.



Key Vocabulary


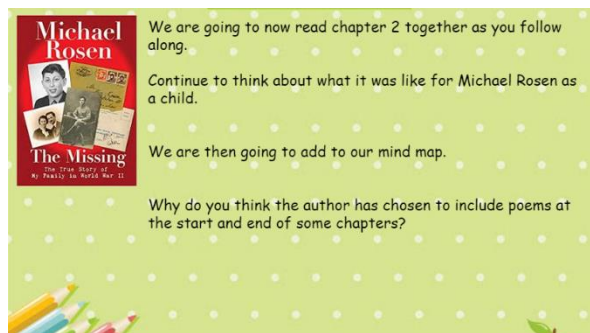
Identify - to find

Similarities - things that are almost or are the same



**Vocabulary:** the list of important words your child will need to know to complete the lesson. It is important to read through with your child to ensure they can pronounce and understand them.

Learning: the following slides will guide children through the learning.



We are going to now read chapter 2 together as you follow along.

Continue to think about what it was like for Michael Rosen as a child.

We are then going to add to our mind map.

Why do you think the author has chosen to include poems at the start and end of some chapters?

## Writing

English- Writing

Tuesday 29th September

LI: To learn how to structure a short story.

1. Identify (find) words which link sentences together (cohesion).
2. Identify (find) relative clauses.
3. Identify parenthesis (extra information) in sentences.



The LI is the learning intention for the lesson (this is the intended learning outcome). The skills will be used by the child to meet the learning intention. (The skills are a breakdown of what the children will need to be able to do to meet the intended learning outcome)

Learning intention and skills for writing.

Independent Activity: work for the children to complete in their books.

### Independent Activity

Read the model text and highlight cohesive words, relative clauses and parenthesis.  
Use a different colour for each type of skill.

Must: Identify (find) words which link sentences together (cohesion).

Most: Identify (find) relative clauses.

Might: Identify parenthesis (extra information) in sentences.