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| **SPaG – Year 5** | | **Spring 2 - Week 1** | | |
| **Lesson Objectives:**   1. *Assessment for planning* 2. To add suffixes to words ending in ‘-fer’ 3. To indicate degrees of possibility using modal verbs 4. To identify and use imperative verbs 5. *Catch-up teaching of assessment objectives* | | | **CENTURY Nuggets:**  1. SPaG Assessment 3 [PSPG11.10]  2. Adding Suffixes to Words Ending in '-fer' [PSPG9.25]  3. Modal Verbs [PSPG1.15]  4. Imperative Verbs (in Commands) [PSPG3.07] | |
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| ***Assessment*** | | | | |
| *Whole Class Teaching* | *Activities and Differentiation* | | | *Assessment* |
| Whole class on devices (one each). Teacher to set **SPaG Assessment 3 [PSPG11.03]** and students to complete. | All - **SPaG Assessment 3 [PSPG11.03]**  Extension – continue with the recommended pathway on CENTURY | | | *The data from this assessment can inform planning for teaching this half term. It assesses the year 5 objectives along with those from lower KS2. Children will be sent individual learning tailored to their needs.* |
| ***LO: To add suffixes to words ending in ‘-fer’*** | | | | |
| *Whole Class Teaching - Spelling* | *Activity / AfL* | | | *Spelling Test / homework* |
| Watch the video of **Adding Suffixes to Words Ending in '-fer' [PSPG9.25]** on the IWB. Teacher stops the video at the ‘You Turn’ section and discuss the class’s responses.  *The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.* | On whiteboards, children practise words teacher reads out and discuss any mistakes:  *referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference* | | | **Adding Suffixes to Words Ending in '-fer' [PSPG9.25]**  *inferred / inferring*  *difference / differing*  *referred / referral*  *reference / referee*  *preference / inference*  *transferring / preferred*  *This nugget to be set next week as a spelling test for the above words.* |
| ***LO: To indicate degrees of possibility using modal verbs*** | | | | |
| *Whole Class Teaching – Word Class* | Activity | | | Assessment |
| Revision of modal verbs – which ones can we recap as a class/on mini whiteboards.  Graphical user interface, text, application  Description automatically generated  Identify the modal verbs in this:  Text  Description automatically generated | Students sort sentences into ‘certain’ and ‘possible’. Then create 5 sentences and give to their partner to sort into possible/certain.  Diagram  Description automatically generated  Extension – What is the difference between these:  *Fatema freezes the fruit to use it later.*  *Fatema can freeze the fruit to use it later.*  Write your own examples. | | | *If class set of devices available: all children to complete* **Modal Verbs [PSPG1.15]***. If limited in number, groups can complete the activity whilst others are using iPads.* |
| **LO: To identify and use imperative verbs** | | | | |
| Whole Class Teaching – Sentence Level | Activity | | | Assessment |
| What is an imperative verb?  Graphical user interface, text, application  Description automatically generated  Elicit examples of sentences with imperative verbs in them. | Discuss these sentences:  **Please send the results to me.**  'Send' is an imperative verb, so this is a command.  **Please can you send the results to me?**  This is a question. Remember, in a command, there is no subject in the sentence. Here, 'you' is a subject.  **I need you to send the results to me.**  This is a statement. The main verb in this sentence is 'need'.  **Do you have the results for me?**  This is a question. Remember, in a command, there is no subject in the sentence. Here, 'you' is a subject.  Write a short instructional text of how to wear a face mask correctly. Underline all the imperative verbs. | | | Complete the questions in **Imperative Verbs (in Commands) [PSPG3.07]** as a class to assess understanding. |
| **LO: To identify and use imperative verbs** | | | | |
| Whole Class Activity - CENTURY | Specific group focus - punctuation | | |  |
| Revision of a punctuation focus identified in SPaG Assessment 3 [PSPG11.03]. Students to work independently on their recommended pathway and groups called to work with a teacher/adult to address specific gaps identified. Teacher to set nuggets from this week’s teaching if children have not completed them independently, for assessment of this week’s learning objectives. | | | | |