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| **Objective** | **Guidance** | **Word List** | **Teaching Sequence** |
| **Possessive apostrophe with singular and plural words**  | The apostrophe is placed after the plural form of the word; **–s** is not added if the plural already ends in **–s**, but *is* added if the plural does not end in **–s** (i.e. is an irregular plural – e.g. *children’s*).  |  | **Investigate****Lesson One**Open sort based on word list.Discuss ways in which they have sorted. Each group to compare with another group and then generate a whole class list. Display on Working Wall.**Lesson two**Closed sortSingular/pluralMixed ability groupsDiscussion**Lesson three**Word observation in smaller groups and then feedback to each other e.g. girl’s/girls’. (synonyms, antonyms, sentence examples, other observations e.g. vowels, consonants, parts of speech)The Girl’s Like Spaghetti (Lynne Truss) may be a useful resource. Extracts can be found at <https://scooled.files.wordpress.com/2014/08/apostrophes.pdf>**Challenge****Lesson four**Create a rule for use and display on the Working Wall.Children to work in small groups to find more examples and create a super list for the working wall.**Lesson five**Right/Wrong challenge-each group to create one and challenge another group**Lesson six/seven**Writing challenge related to your topic. Use a pre-written paragraph (on A3) and add in the apostrophes correctly. Then continue and write the next paragraph. Work in pairs and compare with another pair.**Reflect**Children to continue to spot words in their own reading and writing and generate more examples of their own. Create an ongoing list on the Working Wall. |
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