

# Weekly Plan

Name of School:

Class: Year Group R Term: 1 Week Beg.:

Teacher:

**Teaching objectives:**  
**T2:** to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically  
**Curricular target:** to check unknown words using initial letter and context cues.  
**S 1:** to expect written text to make sense and to check for sense if it does not;  
**W5:** to read on sight a range of familiar words, e.g. children's names, captions, labels, and words from favourite books;  
**Curricular target:** to read and write the sight words; "I" "am".

**Text/s:**  
 Who will be my mother?  
 ISBN: 0-17-414126-2

**Additional Resources:**  
 Speech bubbles and character labels  
 "I am" Sentence strips  
 "I am" zigzag book  
 Spelling Machine - see [www.literacymatters.com/resources.html](http://www.literacymatters.com/resources.html)

	Whole class / group – phonics and spelling	Whole class /group – shared reading and writing	Guided group work	Plenary
Mon	Read and write: "I" "am" Continue with Progression in Phonics activities (NLS) ↓	<b>Shared reading:</b> Read the story of Who will be my mother? Match the prepared speech bubble (see Literacy Matters free resources for a blank) to the appropriate page and read together. Model the use of initial letter cue when matching speech bubble to character.		
Tues	Step 2 activities: Pebble game (NLS) Jingles (NLS)	<b>Shared reading:</b> Read the story of "Who will be my mother?" asking children to join in with the speech in the bubbles. Choose some children to represent the characters in the book. Match the character label to appropriate child modelling the use of initial letter cue. Ask characters to join in at the appropriate part of the story e.g. saying I am rabbit etc.		
Wed	Silly sentences can be created from picture cards.  reading letter(s) that represent(s) the sound(s): <b>s f v w x z</b>	<b>Shared reading:</b> Use sentence strips for human sentence work. E.g. I am a rabbit. Read together. <b>Shared writing:</b> Use whiteboards and spelling machine to write the words "I am" . Then ask class to write who they are. E.g. I am Saira. Then how old they are E.g. I am 4. If children forget how to write "am" they can practise using spelling machine.		
Thur	↓	<b>Supported composition:</b> Model writing and reading simple sentences containing "I am". E.g. I am Mr. Smith. Who are you? With children responding to question. You can differentiate by some children writing a sentence. Others by holding up the appropriate response. Continue: I am 21. How old are you. I am a man. What are you. I am happy etc		
Fri	↓	<b>Shared reading:</b> Read the story of "Who will be my mother?" Ask children to identify the words "I" and "am". Use post it to cover all but initial letter of characters name. Make explicit use of initial letter cue and check with picture and context for sense. <b>Supported composition:</b> Make own "I am" zigzag book. (see Literacy Matters free resources)		