

Weekly Plan

Name of School:

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

Teacher:

<p>Teaching objectives: through shared reading: ELG: to describe main story settings, events and main characters; T5: to understand how story book language works and to use some formal elements when re-telling stories, e.g. 'Once there was ...', 'She lived in a little ...', 'he replied Curricular target: to recount the main points in correct sequence; using some story language.</p>	<p>Text/s: Wake up I sabel! ISBN: 0-7327-2284-5 Author: Nette Hilton Illustrator: Robert Roennfeldt Available from Kingscourt/McGraw-Hill</p> <p>Additional Resources:</p>
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		Whole class /group – phonics and spelling	Whole class /group – shared reading and writing	Guided group work	Plenary
Mon	Continue with Progression in Phonics activities (NLS) ↓ Step 2 activities: Pebble game (NLS) Jingles (NLS) Silly sentences can be created from picture cards. writing letter(s) that represent(s) the sound(s): s f v w x z ↓		<p>Shared reading: Read the story of " Wake up I sabel" Talk about occasions when the children had woken up when everyone else was asleep. Make a list of everyone in the story. I identify the twist in the ending.</p>		
Tues			<p>Shared reading: Read "Wake up I sabel" . Talk about where the story happens and how the house is described. Suggest a new beginning to the story - Early one morning I sabel woke up. The house was so quiet with no one else awake.</p> <p>Shared writing: I identify where I sabel went first and write a sentence to describe what happened. E.g. First I sabel tiptoed to Susan's room. But Susan's eyes stayed shut. Continue E.g. Then I sabel crept up to Fido's basket. But his eyes stayed shut. For each new character talk about where they are e.g Fido is in the kitchen. Encourage the children to retell the story including details of setting, events and characters.</p>		
Wed			<p>Shared reading: Read both versions of Wake up I sabel and focus on the rhyme aspect of the original story. Make a list of the rhyming words and see if you can generate some more. Decide which version the class/group like best. Choose a child to retell the story ask the others to listen to see if everything has been included.</p>		
Thur			<p>Shared writing: Use the children's own experiences for writing a group story of when they woke up early. What did they do first; where did they go, what happened. Ensure that the opening includes information about when, where and who.</p>		
Fri					