

Weekly Plan

Name of School:

Class:

Year Group R

Term: 1

Week Beg.:

Teacher:

| Teaching objectives: T1: making one-to-one correspondences between written and spoken words; S1: to expect written text to make sense and to check for sense if it does not; W2: knowledge of grapheme/phoneme correspondences Curricular target: to blend CVC words; dog, cog | | Text/s: The Farm Concert Text: Joy Cowley June Melser Illustrations: Isabel Lowe Additional Resources: Prepared speech bubbles Toy animals Word cards: went, the, cow, sheep, frog, pig, dog, frog. Picture cards spelling machine | First published by Shortland Publication Ltd NZ 1983 Distributed in UK by Kingscourt/McGraw-Hill Ltd ISBN 0-86867-205-X Alternative text/s: Mrs Wishy Washy To Town |
|---|--|---|--|
| 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) | Reading: Look at the front cover and identify/introduce the animal names; cow, sheep, pig, dog, frog. Introduce and talk about the title. Take a "picture walk" through the book using the pictures to scaffold the text. Writing: Focus on the letter at the beginning of the animal sounds e.g. Moo, invite a volunteer to write the initial letter -- M. Complete the word in the speech bubble and blu tack on to the page. Read through the book together. | Reading: Use small copies of The Farm Concert or other appropriate guided reading books. | Plan plenary session to reinforce teaching objectives. |
| Tues Silly sentences can be created from picture cards Focus on letters: a c o g q e d | Reading: Introduce author and illustrator, read the title. Read through the book using the speech bubbles, encourage the children to join in with the animal sounds. Remove the speech bubbles and asked volunteers to match the appropriate speech bubble to a toy animal or the animal word. Read together, blu tack to the reading wall. | Writing: Use story folder cards and /or own "went" books. Use spelling machine to develop went and the as sight words. | |
| Wed blend cvc words cog dog ↓ | Reading: Using the text in the book ask the children what they think it says. Read the text on each page making explicit where you start reading. Point to each word, as you read at a natural pace. Using the speech bubbles on the reading wall, ask the class to match the speech to the correct animal. Emphasise the initial letter cue. | | |
| Thur | Reading: Ask the class where you should start reading. Remind them of the author and illustrator's name. Read through the book pointing as you read. Ask for volunteers to point and read the page. Use "human sentences" to build simple sentences based on the text. Writing: Using the text as a model write some sentences based on children in the class / group. E.g. "Ha ha" went Sarah. "Chitter Chatter" went Charlie. | | |
| Fri | Reading: Using the big book, mask all but the initial letter of the animal name e.g. "C .ow" or noise e.g. "M.oo" to teach the grapheme/phoneme correspondence. Writing: continue to build on sentences from the previous day to create a class / group book. E.g. "Our Class Concert " | | |