

# Weekly Plan

Name of School:

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

Teacher:

<p><b>Teaching objectives:</b> through shared reading:</p> <ul style="list-style-type: none"> <li>o to describe main story settings, events and principal characters;</li> <li>o 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</li> </ul> <p>Curricular target: to retell a narrative.</p>		<p><b>Text/s:</b> The Three Billy Goats Gruff CD Illustrations: Arthur Burns</p> <p><b>Additional Resources:</b></p>	<p>Published by Literacy Matters Ltd</p> <p><b>Alternative text/s:</b></p>	
	<p><b>Whole class / group – phonics and spelling</b></p>	<p><b>Whole class /group – shared reading and writing</b></p>	<p><b>Guided group work</b></p>	<p><b>Plenary</b></p>
Mon	<p>Continue with Progression in Phonics activities (NLS) ↓</p>	<p><b>Reading:</b> Tell the story of the 3 Billy goats Gruff. Introduce pictures with the headings of Who (is in this story) Where (setting) When (traditional story start; Once upon a time, A long time ago etc)</p>		
Tues	<p>Step 2 activities: Pebble game (NLS) Jingles (NLS) Silly sentences can be created from picture cards Focus on letters: <b>r m n h b p k</b></p>	<p><b>Reading:</b> Read the story of the 3 Billy Goats Gruff, using the appropriate pictures and text from the CD. Encourage class/group to join in with the repeated refrain: Who's that trip trapping over my bridge etc. Take the first part of the story where the smallest Billy goat Gruff crosses the bridge. Use the 3 pictures to emphasise the structure of opening, a problem and how the problem is solved.</p>		
Wed	<p>blend cvc words red hen ↓</p>	<p><b>Reading:</b> Take the second part of the story where the second Billy goat Gruff crosses the bridge. Use the 3 pictures to emphasise the structure of opening, a problem and how the problem is solved.</p>		
Thur		<p>Finally take the third part of the story where Big Billy Goat Gruff crosses the bridge – he has the same problem but solves it in a different way. Encourage class/group to join in with the repeated refrain. Retell the story with class / group taking the part of the different voices.</p>		
Fri		<p><b>Writing:</b> Model recording an outline of the story using pictures and arrows to record events in order. Ask class/group to retell the story using the pictures as prompts. Encourage the use of story language in the retelling.</p>		