

Weekly Plan

Name of School:

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

Teacher:

<p>Teaching objectives: T1: to recognise printed and handwritten words in a variety of settings, e.g. labels, signs, notices, letters, advertisements; to know that words can be written down to be read again for a wide range of purposes; S: to expect written text to make sense and to check for sense if it does not; Curricular target: to write a shopping list Curricular target: to read signs and labels in class supermarket</p>		<p>Text/s: Unit 1 The Supermarket NLS publication: Developing Early Writing Additional Resources: Pass the Jam Jim – see www.literacymatters.com/year1.html Photographs of supermarket Signs for structured play area. (available on Literacy Matters CD: Shopping) Packaging – Jam label, butter wrapper, bread wrapper.</p>		
	<p>Whole class / group – phonics and spelling</p>	<p>Whole class /group – shared reading and writing</p>	<p>Guided group work</p>	<p>Plenary</p>
Mon	<p>Continue with Progression in Phonics activities (NLS) ↓ Step 2 activities: Pebble game (NLS) Jingles (NLS) Silly sentences can be created from picture cards</p>	<p>Talk for Writing: Remind class / group about making chocolate crispy cakes. If you used Pass the Jam Jim (see lesson plan for week 7) you could refer back to this to set the scene for making a jam sandwich. Ask what you would need and model writing a list; demonstrate the technique for blending the cvc word jam. If you have arranged a trip to the supermarket you can give children copies of your list to take. Alternatively you can use photographs and packaging.</p>		
Tues	<p>Focus on writing letters: i l t u y j</p>	<p>Talk for Writing: Show the group / class the items you have bought. Match them to your shopping list. Write some labels for each of the items. Talk about the visit and write 2 sentences as a “news” item. E.g. On Monday I (we) went to the supermarket. I bought jam, bread and butter.</p>		
Wed	<p>↓</p>	<p>Shared writing: Explain that you are going to plan the role-play supermarket. Make a list of what you need. In pairs ask children to discuss what you will need to set up the supermarket. Write their suggestions as a list.</p>		
Thur		<p>Shared writing: Use the list as a starting point to discuss what you need to do in order to set up the role-play area. Make notes of children's suggestions. Then discuss the order in which these need to be written down. Model writing the instructions using time language and numbers to sequence. Model rereading of each instruction to check for sense.</p>		
Fri		<p>Supported composition: Explain the supermarket also needs signs and labels. Look at the photographs and make a list of signs you will need. Model writing some. Ask children to write some signs for the supermarket.</p>		