

# Weekly Plan

Name of School:

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

Teacher:

Teaching objectives:		Text/s:		
<p><b>T1:</b> 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; <b>S:</b> to expect written text to make sense and to check for sense if it does not;</p> <p>Curricular target: to read signs and labels in class supermarket Curricular target: to blend CVC words; jam, bag</p>		<p>Unit 1 The Supermarket NLS publication: Developing Early Writing</p> <p><b>Additional Resources:</b> Don't Forget the Bacon by Pat Hutchins ISBN: 0-688-13102-6 Speech bubble see <a href="http://www.literacymatters.com/resources.htm">www.literacymatters.com/resources.htm</a></p> <p>Photographs of supermarket Signs for structured play area. (available on Literacy Matters CD: Shopping) Packaging – Jam label, butter wrapper, bread wrapper.</p>		
	<p><b>Whole class / group –</b> phonics and spelling</p>	<p><b>Whole class /group –</b> shared reading and writing</p>	<p><b>Guided group work</b></p>	<p><b>Plenary</b></p>
Mon	<p>Continue with Progression in Phonics activities (NLS)</p> <p>↓</p> <p>Step 2 activities: Pebble game (NLS)</p>	<p><b>Shared reading:</b> Read the book and talk about children's experiences of forgetting things. Make a list of the words that changed- eggs to legs, cake to cape, pears to stairs etc. In a circle send a whispered shopping list around the group to see whether it changes. E.g. a jar of jam, a bag of sweets, a loaf of bread, and don't forget the butter.</p>		
Tues	<p>Jingles (NLS) Silly sentences can be created from picture cards Focus on writing letters: <b>i l t u y j</b></p>	<p><b>Talk for Writing:</b> After reading through the story, focus on the speech bubble with the original instruction of what to buy. Model changing that into a shopping list. Demonstrate crossing of unnecessary words e.g. for, tea., but emphasise that some are important e.g. 6 and pound. Take the class list from the previous day, see if you can change any of those e.g. a bar of ham.</p>		
Wed	<p>↓</p>	<p><b>Supported composition:</b> Use the prepared speech bubble (see Literacy Matters free resources) and model changing it into a shopping list. After reminding class of the blending technique with the cvc word jam, ask children to write jar and bag on their white boards.</p>		
Thur		<p><b>Talk for writing:</b> Using the shopping list from the previous day, adults should work alongside children in the role-play area. Read the supermarket labels to find items and introduce / develop key language structures and vocabulary. (see Unit 1 in Developing Early Writing)</p>		
Fri		<p><b>Supported composition:</b> Continue to add signs to the supermarket and making lists of things to buy for different purposes.</p>		