

Weekly Plan

Name of School:

Class:


Year Group R

Term: 2

Week Beg.:

Teacher:

<p>Teaching objectives: T3: to re-read a text to provide context cues to help read unfamiliar words; T6: to re-read frequently a variety of familiar texts; T14: to use experience of stories, poems and simple recounts as a basis for independent writing... and through shared composition with adults; S2: to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories. W4: to link sound and spelling patterns by: using knowledge of rhyme to identify families of rhyming CVC words, e.g. <i>hop, top, mop; fat, mat, pat</i>, etc.;</p> <p>Curricular target: to understand that you can use a range of strategies in reading: initial letter checked against context, phonic cues, reading on to the end of the sentence.</p>	<p>Text/s:</p> <p>Who's in the Shed? Author: Brenda Parkes Illustrator: Ester Kasepuu Publisher: Kingscourt/McGraw-Hill ISBN 0-7327-2290-X</p> <p>Additional Resources - Speech bubble, animal dialogue worksheets - see free resources: www.literacymatters.com/resources.html</p>
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		Whole class /group – shared reading and writing	Guided group work	Plenary
Mon	Continue with Progression in Phonics activities (NLS) Focus on letters: s f v w x z 	Shared Reading: Look at front cover – talk about the animals and the noises they make: cow-moo, sheep-baa etc. Read the story, pausing at the appropriate places to look through the peepholes and make predictions.		
Tues		Shared Reading: Read the story through encouraging the children to join in where they can. Shared Writing: Make a list of all the rhyming words. E.g. night/fright, now/cow, peep/sheep. Extend the examples of CVC rhyming words: big, pig, jig, tig etc.		
Wed		Shared Reading: Use a pointer to read the story. Use post it notes to cover all but the initial letter of selected words. Make explicit the range of strategies you can use in reading.		
Thur		Shared Writing: Ask the children to tell you what each animal said. Using the blank speech bubbles (see free resources) write the dialogue of each animal. E.g. 'Let me peep' 'My turn now'.		
Fri		Shared Reading: Choose 6 children to represent each animal. Match the correct speech bubble to each animal, making explicit the different strategies you can use to read. Read through the story with the selected children joining in with the appropriate dialogue.	Animal dialogue worksheets - see free resources.	