

Weekly Plan

Name of School:

Class:

Year Group R

Term: 2

Week Beg.:

Teacher:

<p>Teaching objectives: T9: to be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded; Curricular target: to understand stories have a beginning, middle and end. ELG: ..begin to form simple sentences, sometimes using punctuation. Curricular target: to notice different punctuation marks.</p>	<p>Text/s: Chicken Licken Author: Michael Foreman Publisher: Anderson press I SBN 0-86264-847-5 (Hardback version) Additional Resources - Speech bubbles - see free resources: www.literacymatters.com/resources.html</p>
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		Whole class / group – phonics and spelling	Whole class /group – shared reading and writing	Guided group work	Plenary
Mon	W6: to read on sight the words in list 1 Curricular target: to read and write the sight words: we, he, me, she		Shared Reading: Look at front cover – predict what this book might be about. Introduce the title and author / illustrator. Read the story. Explain why it is a cautionary tale.		
Tues			Shared Reading: Read the story again. Highlight the repeated refrains: 'Where are you going...?' 'Help! Help!' The sky is falling...' 'I'll come with you' Shared Writing: Make a list of the characters in the story. Note the rhyming names. (onset and rime).		
Wed			Talk for Writing: In pairs recap on what happened in the beginning of the story and what Chicken Licken said. Talk about the end of the story and what happened then. Shared Reading: Read the appropriate speech bubbles together. Use the speech bubbles to highlight the different punctuation marks.		
Thur			Shared Writing: Recap on the beginning of the story. Write the beginning of the story on card. Talk for Writing: In pairs discuss the order of the characters and what they said. Select some children to take the part of the characters. Use the speech bubbles and act out the story.		
Fri			Shared Writing: Recap on the end of the story. Write an ending on card. Talk for Writing: Select some different children from the previous day to take the part of the different characters. Act out the story reading the 'beginning' and 'end' cards in the appropriate place. Supported Composition: Choose a character and change a sentence so that it begins 'We', 'She' or 'He'. E.g. 'Henny Penny went with Chicken Licken' change to 'She went with Chicken Licken.'		