

Weekly Plan

Name of School:

Class: Year Group R Term: 2 Week Beg.:

Teacher:

<p>Teaching objectives: T1: to track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words; T10: to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns; Curricular target: to make 1:1 word match between written and spoken word. Curricular target: to read and write the sight words: "can" "see" "I"</p>		<p>Text/s: The Monster's Party Author: Joy Cowley Available from Kingscourt/McGraw-Hill Additional Resources: Sentence strips: I can sing. I can _____, that's what I can do. I can zigzag book. See free resources: www.literacymatters.com/resources.html</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)</p>	<p>Shared Reading: Read The Monster's Party, using a pointer to make the 1:1 correspondence between the spoken and written word explicit.</p>		
Tues	<p>↓ Step 2 activities: Pebble game (NLS) Jingles (NLS) Silly sentences can be created from picture cards</p>	<p>Shared Reading: Read The Monster's Party. Select some children to point to the words as you read. Encourage the class to join in. Use the sentence strips to create a human sentence: <i>I can sing</i>. Cut the strip into word units and have a child hold each one. Re-arrange and re-read to check for sense.</p>		
Wed	<p>Focus on letters: a c o g q e d blend cvc words cog dog Write sight words: I can see</p>	<p>Shared Reading: Read The Monster's Party. Talk for writing: Explain that you are going to make a class version of The Monster's Party. Take the sentence strip: I can _____, that's what I can do. In pairs discuss what might be a suitable word to put in the blank. Take a suitable suggestion and model writing the word using phonic strategies. Continue with additional sentences until you have completed enough to create a class version. This can be made into a big book or put on the reading wall.</p>		
Thur	<p>↓</p>	<p>↓</p>		
Fri	<p>↓</p>	<p>Supported composition: In pairs discuss some ideas of sentences that start I can. E.g. I can read. I can run etc. Write down the suggested verbs to create a class list. Using dry-wipe boards demonstrate the use of the spelling machine (available on website in free resources) to ensure "can" & "do" are written sight words. Each child complete their own zigzag book.</p>		