


# Weekly Plan

Name of School:

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

Teacher:

<p><b>Teaching objectives:</b>  <b>T7:</b> to use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence;  <b>T13:</b> to think about and discuss what they intend to write, ahead of writing it; <b>T14:</b> to use experience of stories, poems and simple recounts as a basis for independent writing... and through shared composition with adults;  <b>Curricular target:</b> to plan ahead what to write  <b>S1:</b> to expect written text to make sense and to check for sense if it does not; <b>Curricular target:</b> to construct a simple sentence.</p>		<p><b>Text/s:</b>                  This is the Bear                  Author: Sarah Hughes                  Illustrator: Helen Craig                  Walker Books Ltd                  ISBN: 0-7445-0969-6                  See Unit 2 Developing Early Writing (NLS)</p> <p><b>Additional Resources:</b> Blank speech bubble, spelling machines - see free resources: <a href="http://www.literacymatters.com/resources.html">www.literacymatters.com/resources.html</a></p>		
	<p><b>Whole class / group – phonics and spelling</b></p>	<p><b>Whole class /group – shared reading and writing</b></p>	<p><b>Guided group work</b></p>	<p><b>Plenary</b></p>
Mon	<p>ELG: to use phonic knowledge to write simple regular words and phonetically plausible attempts at more complex words.</p>	<p><b>Shared Reading:</b> Take a picture walk through the book, talk about what is happening and point out the use of speech bubbles. Read "This is the Bear". You may want to focus on the rhyming words and make a list.</p>		
Tues	<p>Continue with Progression in Phonics activities (NLS)</p> <p>Focus on letters: r m n h b p k</p>	<p><b>Talk for Writing:</b> Retell "This is the Bear". Involve children in a dramatised retelling of the story. Talk about what each character might want to do at different stages of the story. (Young children may have difficulty in expressing how a character might feel but could say what they might do - cry, scream, laugh etc.) Use blank speech bubbles to record what each character is saying.</p>		
Wed		<p><b>Shared Writing:</b> Start with the ideas from the previous day and model writing a couple of sentences, which would translate the character's actions into words that describe feelings. E.g. cry - <i>When the boy lost his bear he felt sad.</i> Rehearse the sentence aloud and involve the children in making 'writerly' decisions. (See unit 2 D.E.W.) Make a list of the words that describe feelings: happy, angry, worried etc.</p>		
Thur		<p><b>Shared Writing:</b> Refer to the list of words compiled in the previous session and read through together. In pairs identify a favourite toy and say what they would do if the lost it. Help children to recast feedback into sentences as necessary. Choose some examples and write them for the children involving them in decisions about sense, spelling and punctuation.</p>		
Fri		<p><b>Shared Writing:</b> Retell the story, asking children to contribute to the correct sequence using words which signal time: first, then, after etc. Focus on the repeated words 'this' 'is' 'the'. Demonstrate using a spelling machine to write these words. Use 'wipe off' boards &amp; spelling machines for children practise writing these words.</p>		