

Weekly Plan

Name of School:

Class:

Year Group R

Term: 2

Week Beg.:

Teacher:

Teaching objectives:
T8: to locate and read significant parts of the text,
T12: through guided and independent writing:
 o to write labels or captions for pictures and drawings;
 o to write sentences to match pictures or sequences of pictures;
T4: to use a capital letter for the start of own name.
Curricular target: to write a simple sentence.
W7: to read on sight the words from texts of appropriate difficulty;
W11: to make collections of personal interest or significant words and words linked to particular topics;
Curricular target: to read and write the sight words: "this" "is" "my"

Text/s:
 My Body
 Author: Rhonda Jenkins
 Heinemann - Discovery World
 ISBN: 0-435-09784-9
Additional Resources: , spelling machines - see free resources:
www.literacymatters.com/resources.html

	Whole class / group – phonics and spelling	Whole class /group – shared reading and writing	Guided group work	Plenary
Mon	Continue with Progression in Phonics activities (NLS)	Shared Reading: Look at front cover – predict what this book might be about. Introduce the term non-fiction. Look at the back page and highlight the use of bullet points in a list. Introduce contents page and explain its use. Choose 'Chest' section and turn to page 4. Read the sentence This is my chest. Look at the diagram and model using the initial phoneme and context to read the labels: neck, chest and shoulder.		Ask children to bring in a family photo or use school's digital computer to take some pictures.
Tues	Focus on letters: i l t u y j Write sight words: 'This' 'is' 'my'	Shared Reading: Introduce the Index page and explain its use. Make the links between the alphabet order in the margin and the alphabet order of the words. Select a word e.g. nose and look up the appropriate page and read the sentence. Suggest adding some more labels and make a list of suitable words e.g. chin, hair, cheek.		
Wed	↓	Shared Reading: Choose some different pages from the contents page and read the sentence. Note that the sentences on pages 6, 8 and 10 go over 1 line of writing. Point out the position of the full stop to demonstrate that a line of writing is not the same as a sentence.		
Thur		Shared Writing: Demonstrate blending the words 'is' and 'this'. Use a spelling machine to teach 'my' 'is' 'this' as sight words. Model writing some sentences using the words from the list compiled previously. E.g. This is my chin. In pairs, use own photos to think of a sentence starting with 'This is'. E.g. <i>This is my mum.</i> Take feedback recasting contributions into a sentence where necessary.		
Fri		Shared Writing: In pairs revise sentences from the previous day. Use spelling machine to practise the words <i>my</i> 'is' 'this'. Use 'wipe off' boards to write a sentence starting 'This is my.' Use some of the sentences as examples to check for sense and use of capital letter and full stop.		