

Weekly Plan

Name of School:

Class:

Year Group R

Term: 3:2

Week Beg.:

Teacher:

Teaching objectives: T12: to experiment with writing and recognise how their own version matches and differs from conventional version; S-ELG: ..begin to form simple sentences, sometimes using punctuation. Curricular target: to use punctuation marks in own writing.		Text/s: Polar Bear, Polar Bear, What Do You Hear? Author: Bill Martin Jr. Illustrator: Eric Carle ISBN: 0-582-36288-1 Additional Resources - Animal list, spelling machine - see free resources	
Whole class / group – phonics and spelling	Whole class /group – shared reading and writing	Guided group work	Plenary
Mon	<p>W9: to recognise the critical features of words, e.g. shape, length, and common spelling patterns; 'ear', 'hear'</p>	<p>Shared Reading: Look at the front cover and identify the animal. Read the title pointing out the question mark and the title is also a question. Introduce the author and illustrator. Ask if the book reminds them of another similar one (Brown Bear). Take a picture walk through the book, ignoring the text, introducing the children to the animals. Read the book through.</p>	
Tues	<p>Continue with Progression in Phonics (NLS) Step 4</p>	<p>Shared Reading: Having previously masked all but the initial letter of the animal, read 'Polar Bear, Polar Bear, What Do You Hear? Pause when you come to the name of the animal. E.g. 'I hear a l...'Ask children to work out what the animal might be and the reasons for their suggestions. Praise use of reading strategies. Use initial letter cue and other phonic cues to check answers.</p> <p>Shared Writing: Make a list of the animals and the sounds they make. E.g. lion - roaring. Explain any new vocabulary - fluting, braying etc.</p>	
Wed		<p>Shared Reading: Read 'Polar Bear, Polar Bear, What Do You Hear? Encourage children to join in.</p> <p>Shared Writing: Brainstorm some domestic animals and the sounds they make. Write a list, modelling phonic strategies as you write. You can use the Animal list in free resources, ask class to give animal sounds and write alongside animal.</p>	
Thur		<p>Shared Writing: Using the book as a model, write a class version. First decide whether you are going to keep the polar bear or choose another animal. E.g. Moo cow, moo cow, what do you hear? Chose an animal and in pairs discuss what the next sentence might be. E.g. I hear a dog barking in my ear. Take feed back; choose a sentences to write. Draw attention to the use of the ? and full stop. Do the same for another animal.</p>	
Fri		<p>Shared Reading: Read the sentences you wrote yesterday and ask children in pairs to choose a different animal and orally create a sentence. Take feed back, reconstructing sentences where necessary.</p> <p>Independent writing: Ask children to write their sentence. Have the list of animals and sounds displayed to help with spellings. 'l' 'in' 'my' should be written sight words (use spelling machine if not) 'ear' and 'hear' can be part of word level work.</p>	