

# Weekly Plan

Name of School:


Class:

Year Group R

Term: 3:2

Week Beg.:

Teacher:

Teaching objectives: T7: to use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence; S1: to expect written text to make sense and to check for sense if it does not; Curricular target: to retell narrative outline using language, which signals a time sequence.		Text/s: The Very Hungry Caterpillar Author & Illustrator: Eric Carle Publisher: Puffin ISBN: 0-582-50471-6		
	Whole class / group – phonics and spelling	Whole class /group – shared reading and writing	Additional Resources – - see free resources	
			Guided group work	Plenary
Mon	Curricular target: to blend and segment CVC words. Continue with Progression in Phonics (NLS) Step 4 	<b>Shared Reading:</b> Introduce the author and illustrator. Look at the front cover and talk about what caterpillars usually eat. Take a picture walk through the book introducing the vocabulary used. Read 'The Very Hungry Caterpillar' through.		
Tues		<b>Shared Reading:</b> Read 'The Very Hungry Caterpillar'. <b>Shared Writing:</b> Write a list of the days of the week. Ask class to talk in pairs and remember what the caterpillar ate on Monday. Take feedback, encouraging the children to reply in sentences. E.g. On Monday he ate 1 apple. Model writing the sentence emphasising use of phonics to segment and blend for spelling. Repeat for Tuesday 's meal.		
Wed		<b>Shared Reading:</b> Read 'The Very Hungry Caterpillar'. <b>Shared Writing:</b> Re-read the sentences you wrote yesterday. In pairs recall what the caterpillar ate on Wednesday, take feedback and write the sentence. Continue in the same way for to complete sentences for Thursday and Friday.		
Thur		<b>Shared Reading:</b> Using the picture as a prompt, encourage the children to join in reading all the things the caterpillar ate on Saturday. Encourage the use of initial letter cue and the phoneme 'ch'. Suggest some different things that the caterpillar could eat that are cvc words. E.g. bun, fig, jam, ham, bap, pip. <b>Independent Writing:</b> Ask children to draw a picture of one of the above items and label by segmenting and blending the word.		
Fri		<b>Talk for Writing:</b> Using the pictures and labels from the previous day decide on the order the caterpillar eats the food and agree time language to retell the sequence. E.g. First he ate a bun, next he ate a fig etc. Look back to your sentences beginning 'On Monday..' etc. In pairs discuss alternative beginnings. E.g. 'On the first day...' 'The next day...' 'A week later' etc. <b>Shared Writing:</b> Make a list of alternative time sequencing words. Write the alternative sentences. Reread together.		