

# Weekly Plan

Name of School:

Class:

Year Group R

Term: 3:1

Week Beg.:

Teacher:

Teaching objectives: T10: to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns; S1: to expect written text to make sense and to check for sense if it does not; Curricular target: to reorder words and decide whether it makes sense		Text/s: Dinosaur Roar! Author: Henrietta Stickland Illustrator: Paul Stickland Puffin Books ISBN: 0-582-36287-3 Additional Resources - Dinosaur rhyme - see free resources: <a href="http://www.literacymatters.com/resources.html">www.literacymatters.com/resources.html</a>	
Whole class / group – phonics and spelling		Whole class /group – shared reading and writing	
		Guided group work	Plenary
Mon	W10: collect new words from their reading and shared experiences; Curricular target: to count the syllables in words	Shared Reading: Look at front cover – talk about the animal and what it is called. Introduce the author and illustrator. Read the book. Talk about what kind of a book it is. Read the blurb on the back cover.	
Tues	Continue with Progression in Phonics (NLS) Step 3	Shared Reading: Read Dinosaur Roar. Ask the children to listen for the rhyming words. Shared Writing: List the rhyming words. Encourage the children to listen for and identify the initial letter sound. Make explicit the phonic strategies you use as you write the words. Look for patterns in the rhyming words, generate some more. E.g. squeak, meek, beak; slow, below etc.	
Wed	↓	Shared Reading: Read Dinosaur Roar encouraging all children to join in. Shared Writing: Use the Dinosaur resource sheet enlarged to A3 (see free resources). Try finding some alternative words to fill the blanks. Decide where the rhyming word has to go. You may want to use the completed rhyme first then cut up the words and try them in different positions.	
Thur		Shared Writing: Write some simple sentences about dinosaurs on a card strip. E.g. This dinosaur is big. Cut up the words and ask 4 children to hold each card. Discuss the correct word order. Try re-ordering the words, rereading each sequence. Talk about which makes sense. In pairs think of a simple sentence to describe a dinosaur. Take feedback, recasting as a sentence where necessary.	
Fri		Supported Composition: In pairs think of a dinosaur and talk about what their dinosaur is like. Think of a sentence to describe their dinosaur. Write the sentence; differentiate the task by scribing for some, with other children re-ordering a sentence or writing the sentence. Choose a sentence to write onto a card strip, cut up and reorder. You could make a class book by illustrating the sentences and combining into a book.	