

Weekly Plan

Name of School:

Class:

Year Group R

Term: 3:1

Week Beg.:

Teacher:

<p>Teaching objectives: T11: Through shared writing to apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written; Curricular target: to use writing for a purpose in role-play. S1: to expect written text to make sense and to check for sense if it does not; Curricular target: to write labels and captions.</p>	<p>Text/s: Grandad Pot By Siobhan Dodds Walker Books I SBN: 0-7445-3631-6 Additional Resources - Sentence strips Menu - see free resources: www.literacymatters.com/resources.html</p>
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		Whole class / group – phonics and spelling	Whole class /group – shared reading and writing	Guided group work	Plenary
Mon			<p>Shared Reading: Introduce the title of the book and author / illustrator. Look at front cover ask who Grandad Pot might be talking to. Turn to the back cover to see what Polly is saying. Note the difference between the speech bubble and the thought bubble. As you read the book highlight Grandad Pot's thought bubbles, which indicate his misunderstanding about who Henry etc is.</p>		
Tues			<p>Shared Reading: Read Grandad Pot, encouraging children to join in with the cumulative parts. Shared Writing: Make a list of the characters and the food they liked E.g. Polly – chocolate cake. Ask children to write their name on a card strip. In pairs talk about their favourite food. Ask for feedback framed as a sentence. E.g. 'I like chips.' Scribe the list of food on strips of card. E.g. Chips, jelly, apples. Blotak the children's names next to their favourite food.</p>		
Wed			<p>Shared Reading: Use previously prepared sentence strip with 'I like chocolate cake.' on it. Cut the sentence into words and ask 4 children to hold the words to make a sentence, read together. Ask children who was it that likes chocolate cake. Write 'Polly' on card strip and use to replace 'I'. Read sentence and ask if it makes sense. Highlight how 'like' needs to be changed to 'likes'. Supported Composition: In pairs discuss how they would say what their partner likes. E.g. 'Saira likes chips.' Individuals write their sentence on 'wipe off' board.</p>		
Thur			<p>Talk for Writing: Talk about where children eat their favourite food. Introduce the idea of having a Café structured play area. Discuss what you would need to have in a café area. Shared Writing: Model writing a menu, talk about the different finds of food and drink you would have on it. (see free resources for menu)</p>		
Fri			<p>Supported Composition: Revise what needs to go in a menu. Individuals make a menu which could go in the café play area. Assign children to make other signs as appropriate.</p>		