

Weekly Plan

Name of School:


Class:

Year Group R

Term: 3:1

Week Beg.:

Teacher:

<p>Teaching objectives: T15: to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters. S4: to use a capital letter for the start of own name. Curricular target: to write a sentence which includes own name Curricular target: to blend words starting with phonemes 'ch' 'sh' 'th';</p>		<p>Text/s: The Tiger who came to tea. By Judith Kerr Collins ISBN: 0-00-301514-9 Additional Resources - Speech bubbles Menu words - see free resources: www.literacymatters.com/resources.html</p>	
<p>Whole class / group – phonics and spelling</p>		<p>Whole class /group – shared reading and writing</p>	
		Guided group work	Plenary
Mon	W11: to make collections of personal interest or significant words and words linked to particular topics;	<p>Shared Reading: Introduce the title of the book and author / illustrator. Look at front cover ask what might be for tea. Read the book.</p>	
Tues	Continue with Progression in Phonics (NLS) Step 3	<p>Shared Reading: Ask the class to listen for the food words in the book. Read 'The tiger who came to tea'.</p> <p>Shared Writing: Make a list of all the food words and add to the list from the previous week. Introduce the menu words (see free resources) and compare to the class list. Read through together.</p>	
Wed		<p>Shared Reading: Read the pages where Sophie's mum asks the tiger if he would like a sandwich and a drink. Focus on the sentence "Would you like a sandwich?" In pairs ask children to think of a sentence that Sophie might have said when she passed him the buns.</p> <p>Shared Writing: Model writing 'Would you like a bun?' in a speech bubble (see free resources). Talk about a suitable response and model writing in speech bubble. Repeat for biscuits and cake. Read speech bubbles together.</p>	
Thur		<p>Shared Reading: Read on from when Sophie's' daddy came home. Ask children to listen to what they had to eat. Talk about a sentence that Sophie's family would have used to order their tea in the cafe.</p> <p>Shared Writing: Model writing a sentence, e.g. 'Sophie would like sausage and chips.'</p>	
Fri		<p>Supported Composition: Talk about what you might like to order in your class café. In pairs decide what and how they order their food. E.g. <i>Nathan would like burger and chips.</i> Ask children to write or complete a sentence that starts with their own name. Differentiate the task by using sentence prompts. E.g. _____ would like _____. Encourage the children to look at the menu words or food words from the class list for spellings. Model blending the words ch-i-p-s, and f-i-sh.</p>	