

Weekly Plan

Name of School:

Class:

Year Group R

Term: 3:2

Week Beg.:

Teacher:

Teaching objectives: T1: through shared reading recognise printed and handwritten words in a variety of settings, e.g., letters; T15: to use writing to communicate in a variety of ways... greeting cards, letters. S1: to expect written text to make sense and to check for sense if it does not; S4: to use a capital letter for the start of own name. Curricular target: to think ahead and plan a response to a postcard. Curricular target: to write a simple sentence.		Text/s: Postcard & letter - see free resources: www.literacymatters.com/resources.html Additional Resources - Yellowstone National Park website: www.nps.gov/yell/kidstuff/alphabet Map of USA, relevant information books	
Whole class / group – phonics and spelling		Whole class /group – shared reading and writing	
		Links to IT and Geography unit 24 Passport to the World	
		Guided group work	Plenary
Mon	W10: collect new words from their reading and shared experiences; Curricular target: to write 'Dear' 'love' 'from' and own name.	Shared Reading & Writing: Introduce the Postcard from Bear. In pairs discuss where he might go and take feedback. Open the letter from Bear's mum and read aloud. Look at the description of bear. Check with the postcard - is this the right bear? I identify the parts of the description you can't check from the picture. Talk about a possible reply to Bear's mum. What could you tell her at this stage, what might you say. Model writing a letter to Bear's mum. Focus on the form of a letter.	
Tues	Continue with Progression in Phonics (NLS) Step 4	Shared Reading: Introduce the next postcard from bear. Look at a map to find which country Boston is in. Check for evidence to see whether it is the Boston in Lincs. UK or Massachusetts, USA. Shared Writing: Re-read the draft of your letter to Bear's mum. Discuss how you would change it having received the second postcard. Model redrafting the letter.	
Wed		Shared Reading: Read the third postcard from bear. Locate Yellowstone on a map. Make a list of any new vocabulary: elk, geyser, National Park etc. Model using dictionary, information book, information from website etc to find out what they mean. If appropriate let children look at the kidstuff part of the Yellowstone website. Shared Writing: Model re-writing the letter to Bear's mum to include some information of what Bear has been doing.	
Thur		Shared Reading: Read the fourth postcard from bear. Discuss his change in mood. Check his progress on a map. Shared Writing: Model writing a recount of his travels so far. Re-read.	
Fri		Shared Reading: Read the last postcard from Bear. Discuss the clues and work out where bear is going next. Supported Composition: In pairs discuss what information about themselves they would include in a postcard to Bear and how they would start. Write a sentence starting: My name is.. Independent Writing: Write a postcard to bear, including information about themselves.	