

# Weekly Plan

Name of School:

Class: Year Group R Term: 1 Week Beg.: Teacher:

Teaching Objectives:		Text/s:	
<p><b>T1.</b> making one-to-one correspondences between written and spoken words;</p> <p><b>S1.</b> to expect written text to make sense and to check for sense if it does not;</p> <p>Curricular target: to understand the concept of a word.</p>		<p>Smarty Pants</p> <p><b>Additional Resources:</b></p> <p>Sentence strips</p> <p>I am books</p>	
Whole class / group	Whole class / group	Guided group work	Plenary
phonics and spelling	shared reading and writing		
Mon	<p>Progression in Phonics activities (NLS)- Step 2 Learning objectives 1 &amp; 3</p> <p><b>Reading:</b> Take a picture walk through the book. Reinforce the print concepts previously taught; where we start reading, directionality etc. Talk about the pictures to feed in the language used in the text. Point at the words as you read through the book.</p>		
Tues	<p>Focus on letters: a c o g q e d</p> <p><b>Reading:</b> Read through the book, point at the words as you read; encourage the children to join in. Read through again asking the class / group to listen for the rhyming words.</p> <p><b>Writing:</b> Make a list of the rhyming words, see if the children can substitute some words that rhyme and make sense.</p>		
Wed	<p><b>Reading:</b> Read through the book asking different children to point to the words as you read each page.</p> <p><b>Writing:</b> Have words on separate cards to create a "human sentence". E.g. <i>I am a smarty pants</i>. Have a volunteer to point to the words as you read the sentence. Substitute other words for smarty pants. E.g. <i>I am a good girl. I am a big boy</i>.</p>		
Thur	<p><b>Reading:</b> Read through the book asking different children to point to the words as you read each page.</p> <p><b>Writing:</b> Extend the writing from the previous day: <i>I am a good girl. See me smile. I am a big boy. See me jump</i>. Cut the sentence strips into individual words, rearrange and re-read.</p>		
Fri	<p><b>Reading:</b> Read the sentences from the previous day. Making 1:1 correspondence explicit.</p> <p><b>Writing:</b> Enlarge an "I am" book to A3 size. Model how it is filled in. E. g. <i>I am David. I am 5. I am a boy</i>. Etc. Take the opportunity to "think out loud" so children can see the process.</p>		