

Weekly Plan

Name of School:

Class: Year Group Y1 Term: 1 Week Beg.: Teacher:

Teaching Objectives: T3: to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text; T6: to recite stories and rhymes with predictable and repeating patterns, extemporising on patterns orally, extending patterns, inventing patterns and playing with rhyme; S3: to draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets; Curricular target: to retell, using some story language, a narrative including a beginning, middle and end.		Text/s: The Three Little Pigs The Usborne First Story Book Illustrated by Stephen Cartwright ISBN: 0 7460 0258 0 Big book play script available from Kingscourt/McGraw-Hill	
Whole class / group – phonics and spelling		Additional Resources: Different versions of the Three Little Pigs story	
Whole class / group – shared reading and writing		Guided group work	Plenary
Mon		Shared reading: Brainstorm what the class already knows about the Three Little Pigs story. Make a list of the key points. Highlight any story language used. Read the Three Little Pigs; compare the story to the notes made.	
Tues	Progression in Phonics activities (NLS)-	Shared reading: Read a different version of the Three Little Pigs. In pairs identify any differences to the version of the previous day. Shared writing: Make notes of the main differences. Using the headings of beginning, middle and end make notes of the similarities in the two stories. Identify the characters, the problem and solution.	
Wed	Step 4 Learning Objectives 4:3 & 4:4 ↓	Shared reading: Read a third version of the Three Little Pigs. Compare to the previous two - identifying similarities and differences under the headings of beginning, middle and end. Talk for writing: In pairs prepare to retell the beginning of the story making sure they include the WHO, WHERE and WHEN.	Ask three pairs to retell their version of the beginning. Ask the class to listen and make sure they have included the Who, Where and When.
Thur		Talk for writing: Continue as the previous day but this time focus on the WHAT in the middle of the story. You may want to differentiate the task by selecting only one of the little pigs.	Ask three pairs to retell their version of the middle of the story. Praise the use of story language and any use of time language to sequence events.
Fri		Talk for writing: Continue with the end of the story. Make sure that the end includes the resolution to the problem. In pairs practise retelling the whole of their story including a beginning, middle and end.	Select some children to retell the whole story. This is an opportunity for a speaking and listening assessment.