

Weekly Plan

Name of School:

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

Teaching Objectives: T5: to describe story settings and incidents and relate them to own experience and that of others; S4: to write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order; Curricular targets: o to retell an event using language which signals time sequence. o to continue a sentence starting " When I was little I .." o to read and spell the words; when, was, little		Text/s: Grandma's Bill Author: Martin Waddell I Illustrated by Jane Johnson I SBN: 0-7500-0307-3 Macdonald Young Books Additional Resources: Photograph of yourself as a child, old photos showing people of different ages.	
Whole class - phonics and spelling		Whole class – shared reading and writing	
		Guided group work	Plenary
Mon	Use spelling machine to learn when, was and little.	Shared reading: Read the story and make links to children's own experiences: whether they have a great grandparent; anything about their grandma / granddad; have they seen photographs of when parents or grandparents were little?	
Tues	Progression in Phonics activities (NLS)-	Shared reading: Read "Grandma's Bill" and summarise the main events. Look at the picture of Bill's daddy at the seaside. Talk about children's experiences of visiting somewhere when they were little. In pairs think of a sentence starting "When I was little.." Shared writing: Write some sentences that reflect the children's experiences. E.g. "When I was little I went to Pakistan to see my grandma."	
Wed	Step 5 Learning Objectives 5:1 & 5:3 ↓	Shared reading: Take a picture walk through "Grandma's Bill" and talk about the sequence of events as they happened. Shared writing: Model writing a recount of granddad Bill's life. Highlight the time language used and make a list of the key time language words. Read back together.	
Thur		Talk for writing: Bring in a photograph of yourself when you were little. Talk about some of the things you did and write a sentence starting "When I was little I ". In pairs ask children to orally create a sentence starting "When I was little I " Ask class to bring in photographs of themselves when they were little.	
Fri		Talk for writing: Use spelling machine to learn words "when" "was" "little". Discuss then write a sentence beginning "When I was little I ". Use sentence as a caption for children's photographs.	