

Weekly Plan

Name of School:

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

Teaching Objectives: T9. to write about events in personal experience linked to a variety of familiar incidents from stories; S4 to write simple sentences, and to re-read, recognising whether or not they make sense; S9. to use a capital letter for the personal pronoun 'I' Curricular target: to write a sentence starting with "I" Curricular target: to spell the words; you, they, are, was..		Text/s: "Where's My Teddy" by Jez Alborough Publisher: Walker Books Ltd ISBN 0-7445-3058-X Additional Resources: Spelling machine – can be found on website: www.literacymatters.com/resources.html Developing Early Writing: Unit 4 NLS publication available from DFEE: Tel: 0845 60 222 60	
Whole class / group – phonics and spelling		Whole class / group – shared reading and writing	
		Guided group work	Plenary
Mon	Demonstrate spelling machine to learn sight words: <i>you, they, are, was</i>	Talk for writing: Summarise the "Where's My Teddy?" story. Take the role of Eddy and recount what happened when he lost his teddy in the wood. E.g. First I tiptoed through the dark, dark wood. Then I saw a giant teddy bear. Etc. Talk about when you lost something precious and ask the children to recall when they lost something.	
Tues	Progression in Phonics activities (NLS)-	Talk for writing: Tell a simple story based on some of the ideas discussed the previous day. Finish before the ending. Unit 4 suggests a story about a lost ring. You may prefer a story related to something closer to children's own experiences. Talk about how you could end the story.	
Wed	Step 4 Learning Objectives 4:3 & 4:4	Shared Writing: Write the first 2 sentences of the story composed the previous day. For the final sentence of the story ask the children to help. In pairs ask the children to talk about possible ideas. Take feedback, rephrasing suggestions into sentences if necessary.	
Thur	↓	Talk for writing: Ask children to talk with their partner about something they have lost. Ask 3 questions; What did you lose? What did you do? Where did you find it? Take feedback, rephrasing answers as sentences where necessary. Ask children to check with their partners that they have 3 ideas: I lost... I (did) cried / sobbed etc I found...	
Fri		Supported composition: Working in pairs ask the children to tell each other the thing they are going to write about. Using a dry-wipe board (1 each is preferable to 1 between 2) write the name of their lost object (you may wish to model segmenting and blending phonemes where children do not know how to spell the name of their object). <i>I</i> and <i>my</i> should be written sight words, use the spelling machine to consolidate for any child who doesn't have these as sight words. Model segmenting and blending the word <i>lost</i> . Ask class to write the sentence <i>I lost my ...</i> Ask children to compose the next sentence. Continue until 3 sentences have been composed.	