


# Weekly Plan

Name of School:

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

<p><b>Teaching Objectives:</b></p> <p><b>T13:</b> to read and follow simple instructions which follows the format of:</p> <ul style="list-style-type: none"> <li>Goal / Aim e.g. Title "How to make a..."</li> <li>List of Items needed</li> <li>Sequenced order of steps</li> <li>Evaluation or concluding statement</li> </ul> <p><b>W5:</b> to blend phonemes to read CVC words</p> <p><b>Curricular target:</b> to repeat instructions using language to signal sequence and ordering the steps correctly.</p>	<p><b>Text/s:</b></p> <p>Pass the Jam Jim            Author: Kaye Umansky            Illustrator: Margaret Chamberlain            Publisher: Red Fox            The Random House Group Limited            ISBN 0-0992-6614-8</p> <p><b>Additional Resources:</b></p> <p>Bread, jam, butter, knife, plate.</p>
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<b>Whole class / group – phonics and spelling</b>	<b>Whole class / group – shared reading and writing</b>	<b>Guided group work</b>	<b>Plenary</b>
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Mon	Model blending CVC words: Jim and jam	<p><b>Shared reading:</b> Read Pass the Jam Jim, make a collection of the rhyming words and sort them into words which have same onset and rime and those that differ e.g. Mabel / table.</p>		
Tues	Progression in Phonics activities (NLS)-	<p><b>Talk for writing:</b> Read book again, this time making a collection of all the sentences, which start with the verb: Lay the table. Pass the jam. Make a list of all the things you would need to have a party.</p>		
Wed	Step 4 Learning Objectives 4:3 & 4:4	<p><b>Talk for writing:</b> Explain that at your party you are going to have some jam sandwiches and you are going to make some. Demonstrate making the sandwiches. Ask children to recall what you did and make some notes using numbers to sequence steps e.g. 1. butter on bread.</p>		
Thur		<p><b>Shared Writing:</b> Explain that you are going to write some instructions for Jim on how to make jam sandwiches. Write the title followed by the heading What you need: and a list of the items. Write next heading of What you do: Ask the class, in pairs, to think of a sentence for the first step in the sequence. Write down each step. If a sentence given is in recount format e.g. We spread the butter on the bread. Recast it into instructional language so that you can tell Jim what to do: 1. Spread the butter on the bread. Continue until you have finished all the steps.</p>		
Fri		<p><b>Talk for writing:</b> In pairs get the class to think of a different kind of sandwich e.g. cheese. Using the jam sandwich instructions as a model, ask the class to work out the instructions for their sandwich. Ask different pairs to tell the class their instructions Praise the use of instructional language.</p>		