


Weekly Plan

Name of School:

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

Teaching Objectives:		Text/s:	
<p>T10: to use rhymes and patterned stories as models for their own writing;</p> <p>S1: to expect written text to make sense and to check for sense if it does not;</p> <p>S5: to recognise full stops and capital letters when reading, and name them correctly;</p> <p>Curricular target: to know that a line of writing is not necessarily the same as a sentence;</p>		<p>The Sandwich That Max Made Author: Marcia Vaughan Illustrator: Ellen Gigenbach Available from Kingscourt/McGraw-Hill ISBN 0-7901-0117-3</p> <p>Additional Resources: Examples of recipes from books, recipe cards, (there is a recipe card in the resource section of Literacy Matters website). Ingredients for making a sandwich.</p>	
Whole class / group – phonics and spelling	Whole class / group – shared reading and writing	Guided group work	Plenary
Mon	<p>Read and spell sight words: the, that, this</p> <p>Talk for writing: Refer to “The Sandwich That Max Made” to make a list of the things that Max needed to make his sandwich. Look at an example of a recipe and highlight the features: list of things you need; sequenced instructions on what to do; use of command verb. Etc. Model writing an appropriate title, heading and list of what you need.</p>		
Tues	<p>Progression in Phonics activities (NLS)-</p> <p>Supported composition: In pairs agree a sandwich that they would like to make. Limit the fillings to 3 or 4. Using whiteboards make a list of the things they will need to make the sandwich. Discuss how this list would be structured in a recipe.</p>		
Wed	<p>Step 4 Learning Objectives 4:3 & 4:4</p> 		
Thur			
Fri		<p>Shared writing: In pairs agree the first step in the sequence. Take some examples and model writing the first instruction. In pairs write the first instruction. Continue until the instructions are completed.</p>	
	<p>Shared reading: Select some instructions for reading and following to make a sandwich. (If you have the ingredients available you can make the sandwich) Discuss how effective they were by asking the following questions. – Were the instructions in the right sequence? Was any step missed out? Did they make sense? Was it clear what you had to do? Did the instructions follow the features of instructions?</p>		