

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; Curricular target: to retell, using some story language, a narrative including a beginning, middle and end.		Text/s: The Gingerbread Man Available from Kingscourt/McGraw-Hill I SBN 0- Additional Resources: Different versions of the Gingerbread Man	
Whole class / group – phonics and spelling	Whole class / group – shared reading and writing	Guided group work	Plenary
Mon	Shared reading: Brainstorm what the class already knows about the Gingerbread Man story. Make a list of the key points. Highlight any story language used. Read the Gingerbread Man; compare the story to the notes made.		
Tues	Progression in Phonics activities (NLS)- Shared reading: Read a different version of the Gingerbread Man. 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 Gingerbread Man. 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 identifying a different number of characters to be involved in running after the Gingerbread Man.		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.