


Weekly Plan

Name of School:

Class: Year Group Y1 Term: 2 Week Beg.: Teacher:

<p>Teaching Objectives: T14: to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version; T16: to use some of the elements of known stories to structure own writing; S1: to expect written text to make sense and check if it does not; S6: to use the term <i>sentence</i> appropriately to identify sentences in text, W6: to read on sight and write high frequency words; Curricular target: to re-read writing to check for sense. Curricular target: to spell "is" "me" "when" "could" "was"</p>	<p>Text/s: Once There Were Giants Author: Martin Waddell Illustrator: Penny Dale Walker Books I SBN 0-7445-7836-1</p> <p>Additional Resources: Photograph of yourself as a child. Spelling Machine -see free resources: www.literacymatters.com/resources.html</p>
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Whole class / group – phonics and spelling	Whole class / group – shared reading and writing	Guided group work	Plenary
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Mon	Read and spell sight words: is, me, when, could, was	<p>Shared reading: Read the book "Once there were giants" and make links to the children's own experiences. Make a list of the actions and approximate age: Sit 6 months Crawl 9 months etc. Ask the class to bring in photographs of themselves at different ages.</p>		
Tues	Progression in Phonics activities (NLS)-	<p>Talk for writing: Read the book then model labelling a photograph of yourself with a sentence: When I was 3 I went on holiday. Etc. In pairs choose one of the actions from the list and orally construct a sentence. E.g. When I was 6 months I could sit up.</p>		
Wed	Step 5, learning objective 1: 	<p>Shared Writing: Make an outline of the story, using arrows and captions, taken from the list, to record the main events. Model expanding some of the captions into sentences. Use spelling machine to model learning spellings of the sight words: when, was, could etc. demonstrate phonic strategies for other words. In pairs orally expand a caption into a sentence. Write some of these as examples and continue until all the captions are written as sentences.</p> <p style="text-align: center;">↓</p>		
Thur				
Fri		<p>Supported composition: Using the photographs of themselves and whiteboards construct a sentence starting When I was ... I could Use spelling machines so that children can develop these words as written sight words. You can differentiate by providing children with sentence starters as necessary. E.g., When _ ____ _ could etc.</p>		