

Weekly Plan

Name of School:

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

<p>Teaching objectives: T8: to identify and discuss characters, e.g. appearance, behaviour, qualities.. how they might behave; to discuss how they are described in the text; and to compare characters from different stories or plays; T15: to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text; Curricular target: to list words which add more detail about characters S3: to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense; Curricular target: to use a range of strategies in reading: initial letter checked against context, phonic cues, reading on to the end of the sentence.</p>	<p>Text/s: The Selfish Crocodile Author: Faustin Charles Illustrator: Michael Terry ISBN: 0-7475-4193-0</p> <p>Additional Resources: Character chart, selfish crocodile sentence -see free resources www.literacymatters.com/resources.html</p>
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Whole class – phonics and spelling	Whole class – shared reading and writing	Guided group work	Plenary
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Mon		Shared Reading: Look at front cover – predict what this book might be about. Read the blurb and discuss what the word 'selfish' means. Discuss what kind of character the crocodile is likely to be. Make a list on any suggested words. E.g. bully etc. Read the story.		
Tues	Continue with Progression in Phonics (NLS) Step 6 Objective 1	<p>Shared Reading: Ask the class to listen for words that tells us what the crocodile looks like. Read the first 7 pages. Use the Character chart to list the words that describe the crocodile's appearance. E.g. large; great big back; big, sharp teeth.</p> <p>Shared Writing: With their talking partner ask pupils to construct a sentence that tells us what the crocodile looks like. Take some feedback and model writing a sentence.</p>		
Wed	↓	<p>Shared Reading: Ask the class to listen for words that tells us how the crocodile behaves. Read the first 7 pages. Use the Character chart to list the words that describe the crocodile's behaviour. E.g. selfish; shouted; all were afraid.</p> <p>Shared Writing: With their talking partner ask pupils to construct a sentence that tells us how the crocodile behaves. Take some feedback and model writing a sentence.</p>		
Thur		<p>Sentence level: Enlarge the selfish crocodile sentence (see free resources) to A3. Model reading the sentence using a range of reading cues: read on to the end of the sentence; phoneme frame for f-i-sh; use post it notes to focus on consonant blends, cr, fr; use syllables -tad poles.</p> <p>Shared Reading: Read on from page 8 and ask the class to listen for words that describe the Mouse: what the mouse looks like and how he behaved. Make a list using the character chart.</p>		
Fri		<p>Supported Composition; Re-read the list of words that describe the crocodile and mouse. In pairs choose one of those characters and think of a sentence to describe him. Use the character profile to list words that tell us more about the chosen character and write a sentence to describe him.</p>		