

# Weekly Plan

Name of School:

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

**Teaching objectives:**  
**T20** to use simple dictionaries, and to understand their alphabetical organisation;  
**T23:** to produce extended captions.  
**T24:** to write simple questions, e.g. as part of interactive display.  
**S4:** to recognise full stops and capital letters when reading and understand how they affect the way a passage is read.  
**S6:** to use the term 'sentence' appropriately to identify sentences in text.  
**Curricular target:** to be aware of the structure of non-chronological reports.


**Text/s:**  
 Goat Facts, see the [Literacy Matters Store](#)  
 You can also use the electronic format book with a multimedia projector  
 Published by Literacy Matters Ltd 2002  
**Additional Resources:**  
 Dictionaries. Frieze showing alphabet order.

**Whole class –**  
 phonics and spelling

**Whole class –**  
 shared reading and writing

**Guided group work**

**Plenary**

Mon	<p><b>W9:</b> to spell common irregular words from Appendix List 1; Continue with Progression in Phonics activities</p>	<p><b>Shared Reading:</b> Introduce 'Goat Facts'. You can either use a printed copy from the CD or the electronic format book (see Teachers Notes section). Talk about the function of the contents page. Choose a section to read, e.g. 'What goats eat'. Read that section. Use a dictionary to find out the meaning of 'domestic'. If you are using the electronic book click on the word 'domestic'. This takes you to the glossary.</p>	<p>Print a set of 6 individual books, or individual pages, to use in guided writing.</p>	
Tues	<p>(NLS) Step 5 (or other step if not appropriate): Phoneme frame</p>	<p><b>Shared Reading:</b> From the contents page select 'What goats look like'. Read and note the features of a non-fiction text: labels, arrows, captions, bullet points, index, glossary.</p>		
Wed	<p>Quickwrite Fans</p>	<p><b>Talk for Writing:</b> Brainstorm children's ideas of what goats do. In pairs think of a question to ask about what goats do. Take feedback.  <b>Shared Writing:</b> Model writing some of the questions posed, emphasise the use of a question mark.  <b>Shared Reading:</b> Read the section 'What goats do'.</p>		
Thur		<p><b>Shared Reading:</b> Sing the alphabet song, using the frieze to remind the class about alphabetical order. Look at the index and glossary. Show how both sections are organised in alphabetical order. Model how you can use the index to find the appropriate page. (If you use the electronic book version you can click on the word to take you to the page.)  <b>Talk for Writing:</b> Choose some words from the text that are not in the index, e.g. ice cream, sweaters, rugs, fudge. Model including these words in an alphabetical list.</p>		
Fri		<p><b>Talk for Writing:</b> Choose some of the pictures in 'Goat Facts' that do not have a caption. In pairs discuss possible captions.  <b>Shared Writing:</b> Take feedback and model writing an extended caption for one or more of the pictures. You could continue this work in the following week by selecting a different animal e.g. guinea pig, cat or dog and compose a class information book using 'Goat Facts' as a model.</p>		