

# Weekly Plan

Name of School:

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

Teaching objectives:		Text/s:	
<p><b>T25:</b> to assemble information from own experience; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in lists, separate pages, charts. <b>S5:</b> to continue demarcating sentences in writing, ending a sentence with a full stop; <b>S7:</b> to use capital letters for the personal pronoun 'I', for names and for the start of a sentence.</p> <p>Curricular target: to use the structure of non-chronological reports in writing. Curricular target: to demarcate factual sentences with a capital letter and full stop.</p>		<p>Wheels, Wings and Other Things Monica Hughes and Barbara Hunter Rigby Red Giant I SBN: 0-433-03721-0 Unit 7 Developing Early Writing -NLS</p> <p><b>Additional Resources:</b> Unit 7 suggests children bring Scooters etc into school. If this is not appropriate you may wish to negotiate with the nursery to borrow their vehicles for a session where you can take photos. Alternatively bring in smaller toy cars for class to experience an activity they can write about.</p>	
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> Having first masked the title, look at the front cover of the book. Ask class to predict what kind of a book this is. In pairs decide what might be a suitable title. Take feedback and read the actual title to compare. Highlight the features, which make this a good title: alliteration and rhyming words. Look at the contents page and select Cycles as a section to look at. First brainstorm all the class know about cycles. Read section on cycles.</p>	
Tues	<p>(NLS) Step 5 (or other step if not appropriate): Phoneme frame</p>	<p><b>Talk for Writing:</b> Talk about what children did in the playground / nursery with their vehicles. Use photos to remind them what they did. Introduce the idea of writing a new page for the book. Look at a new page from 'Wheels, Wings and Other Things' and make a list of what you will need on the new class page (pictures, captions, heading, introductory sentence). Note the use of impersonal language.</p>	
Wed	<p>Quickwrite Fans</p>	<p><b>Shared Writing:</b> Tell the children you are going to write a new page for the book based on their activity. Remind them of the layout. You can use the 'report' worksheet enlarged to A3 (see free resources). Point out that you need a heading; introductory sentence; photos with captions and 'Do you know?' box. In pairs discuss a heading, take feedback and write an appropriate heading. Look at some examples of an introductory sentence. In pairs discuss introductory sentence, take feedback and model writing a sentence. Emphasising use of capital letter, full stop and use of impersonal language.</p>	
Thur		<p><b>Supported Composition:</b> Select three photos from the class activity to include in the new page. Look at the first photo and discuss a suitable sentence. Look at next photo, in pairs discuss a suitable sentence. Take feedback and write a sentence in the caption box. Continue with the third photo, using 'wipe off' boards for pairs to write a sentence.</p>	
Fri		<p><b>Independent Work:</b> Have a look at the examples of 'Did you know?' boxes in 'Wheels, Wings and Other Things' or 'Goat Facts'. In pairs discuss an interesting fact for the 'Do you know?' box. Write a sentence in the box.</p>	