


Weekly Plan

Name of School:

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

<p>Teaching objectives: T4: to re-tell stories, giving the main points in sequence and to notice differences between written and spoken forms in re-telling; T7: to discuss reasons for, or causes of, incidents in stories; T9: to become aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others; Curricular target: to write a known story with a beginning, middle and end. S4: to recognise full stops and capital letters when reading and understand how they affect the way a passage is read; Curricular target: to demarcate simple sentences with a capital letter and full stop.</p>	<p>Text/s: The Three Billy Goats Gruff Literacy Matters Ltd "print your own" CD I Illustrator: Arthur Burns</p> <p>Additional Resources: Who, where, when etc headings- 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	Continue with Progression in Phonics activities (NLS) Step 5 (or other step if not appropriate):	<p>Shared Reading: Read the story of the 3 Billy Goats Gruff, using the appropriate pictures and text from the CD. Encourage class/group to join in with the repeated refrain: Who's that trip trapping over my bridge etc.</p>	Print a set of 6 individual books to use in guided reading.	
Tues	Phoneme frame Quickwrite Fans Spelling machines	<p>Talk for Writing: Tell the story of the 3 Billy goats Gruff. Introduce pictures with the headings of Who (is in this story); Where (setting); When (traditional story start; Once upon a time, A long time ago etc); What (the events) and the end of the story.</p>		
Wed		<p>Talk for Writing: Read or tell the three Billy Goats story. Take the first part of the story where the smallest Billy goat Gruff crosses the bridge. Use the 3 pictures to emphasise the structure of opening, a problem and how the problem is solved.</p> <p>Shared Writing: Model writing a sentence to illustrate each of the three pictures. E.g. This is the smallest Billy Goat Gruff. This is the Troll. This is the meadow.</p>		
Thur		<p>Talk for writing: Take the second part of the story where the second Billy goat Gruff crosses the bridge. Use the 3 pictures to emphasise the structure of opening, a problem and how the problem is solved. Make comparisons with the smallest Billy Goat Gruff's problem and resolution.</p> <p>Shared Writing: Model writing a sentence to illustrate each of the three pictures.</p>		
Fri		<p>Talk for writing: Finally take the third part of the story where Big Billy Goat Gruff crosses the bridge - he has the same problem but solves it in a different way.</p> <p>Shared Writing: Model writing a sentence to illustrate each of the three pictures.</p>		