

# Weekly Plan

Name of School:

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

**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;  
**Curricular target:** to write a known story with a beginning, middle and end.  
**S1:** to expect written text to make sense and check if it does not;  
**S5:** to continue demarcating sentences in writing, ending a sentence with a full stop;  
**S7:** to use capital letters for the personal pronoun 'I', for names and for the start of a sentence.  
**Curricular target:** to demarcate simple sentences with a capital letter and full stop.

**Text/s:**  
 Cinderella  
 See Developing Early Writing (NLS) Unit 6  
  
**Additional Resources:**  
 See Cinderella pictures in ELS file (NLS) Week 12  
  
 Structure chart -see free resources  
[www.literacymatters.com/resources.html](http://www.literacymatters.com/resources.html)

**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;</p> <p><b>Curricular target:</b> to spell "two" "to" "too"</p>	<p><b>Shared Reading:</b> Read or retell the story of Cinderella.  <b>Talk for Writing:</b> In 4 groups plan to retell the story. Give each group a different focus: the opening, the scene with the fairy godmother, the ball, the ending, Each group decide where they need to use a narrator's voice or a character's voice, agree what each child is going to say, however brief.</p>		
Tues		<p><b>Talk for Writing:</b> Develop children's understanding of the story through role-play activities: hot seating to develop understanding of characters; freeze-frame to develop understanding of how characters interact and move the story on. Write a class list of Cinderella vocabulary: pumpkin, ugly sisters, invitation, glass slipper.</p>		
Wed		<p><b>Talk for Writing:</b> Give each of the 4 groups a set of story cards (see ELS resources). Ask each group to put the pictures into the right sequence and think of some sentences to retell the story. Ask a group to come to front and retell the story.</p>		
Thur		<p><b>Shared Writing:</b> Use a structure chart to plot the story of Cinderella. Demonstrate the use of brief notes rather than sentences. Model writing the beginning of the story in four sentences. Look at different examples of story openers to establish the 'when', 'where' and 'who' of the story.</p>		
Fri		<p><b>Supported Composition:</b> Continue writing the middle and end of the story started the previous day. Start with children in pairs discussing the middle of the story. Take some ideas and write them in sentences. Using dry wipe boards ask children to first discuss then write the next sentence of the story. When the middle of the story is completed focus on the end. (See Unit 6 D.E.W.)</p>		