

Weekly Plan

Name of School:

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

Teaching objectives:		Text/s:	
<p>T6: to identify and discuss a range of story themes, and to collect and compare; T10: to identify and compare basic story elements, e.g. beginnings and endings in different stories</p> <p>S6: to use the term sentence appropriately to identify sentences in text. Curricular target: to know that a line of writing is not necessarily the same as a sentence;</p> <p>W8: to investigate and learn spellings of words with 's' for plurals; Curricular target: to understand you use 's' for plurals.</p>		<p>The Princess and the Pea -taken from: Class Favourites Anthology Focus English -Rigby I SBN 0-433-01042-8 Or any other version of the story</p> <p>Additional Resources: Structure chart -see free resources www.literacymatters.com/resources.html</p>	
Whole class – phonics and spelling	Whole class – shared reading and writing	Guided group work	Plenary
Mon	<p>Find all the examples of plurals in the story and highlight the end letter of each word.</p> <p>Shared Reading: Use the contents page - if appropriate for your version of the story - to locate the correct page. Read the story through. Look at the opening and compare to the end to show how story endings link in some way to the beginning.</p>		
Tues	<p>Continue with Progression in Phonics (NLS) Step 6 Objective 1</p> <p>Shared Reading: Read the story of the Princess and the Pea.</p> <p>Shared Writing: Use the structure chart - see free resources, to identify the story elements. Focus on identifying the characters, theme, beginning, middle and end.</p>		
Wed	<p>Talk for Writing: Ask the class, in pairs, to retell the beginning of the story and orally formulate an opening sentence.</p> <p>Shared Writing: Using a heading of <i>The Beginning</i>, take some feedback and model writing an opening sentence. Make sure that this goes over a line of writing. Continue with what happened next. When you add these sentences keep in two distinct sections: beginning and middle. At the end of each section count the sentences reinforcing that a sentence is one idea, starts with a capital letter and ends with a full stop.</p>		
Thur			
Fri	<p>Talk for Writing: Discuss the end of the story and emphasis how the story end needs to link in some way to the beginning. Re-read the beginning of your class version. In pairs discuss a suitable end.</p> <p>Shared Writing: Take some feedback and agree a suitable end. Model writing the end of the story. Highlight that there are three parts to the story: beginning, middle and end. Re-read the story and count how many sentences there are in each section.</p>		