

Weekly Plan

Name of School:

Class: Year Group Y1 Term: 3:1 Week Beg.: Teacher:

Teaching objectives: T9: to read a variety of poems on similar themes, e.g. families, school, food; T10: to compare and contrast preferences and common themes in stories and poems; S1: to expect reading to make sense and check if it does not; S4: about word order, e.g. by re-ordering sentences, ... grouping a range of words that might 'fit', and discussing the reasons why; Curricular Target: to groups words according to their purpose.		Text/s: Rumble in the Jungle Author: Giles Andreae Illustrator: David Wojtowycz Orchard Picture Book ISBN: 1-86039-660-7 The Magic Box from Cat Among the Pigeons Poems by Kit Wright Puffin Books ISBN: 0-14-032367-8	
Whole class – phonics and spelling	Whole class – shared reading and writing	Guided group work	Plenary
Mon	W1: the common spelling patterns for each of the long vowel phonemes: <i>ee ai ie oa oo</i> Shared Reading: Look at front cover – predict what this book might be about. Read the blurb to identify the type of book. Read the first introductory poem 'There's a rumble in the jungle' The poem mentions three animals: chimpanzees, hippo and leopard. With their talking partner discuss what other animals might be in the jungle. Take feedback and sort the animals into two lists: those that might be frightening or sweet and kind. Take a picture walk through the book and add any additional animals to the list.		Ask children to find other animal poems, which they like. Use the plenary sessions to read poems and discuss reasons for preferences.
Tues	Continue with Progression in Phonics (NLS) Step 6 Shared Reading: Read the Chimpanzee poem. Highlight the text layout, which gives the impression of swinging. Look for any evidence for confirming whether chimpanzees are likely to be kind and sweet or frightening. Repeat using the Lion poem Shared Writing: Start a collection of the words that tell us more about the animal. Write the words on cards so that at a later stage you can sort them into words that tell us what the animal is doing, or words that tell us what the animal looks like.		
Wed	 Shared Reading: Continue reading the other animal poems noting features such as text layout and listening for words that tells us more about the animals. Shared Writing: Continue the collection of the words that tell us more about the animal. Begin to sort them into words that tell us what the animal is doing, or words that tell us what the animal looks like.		
Thur	 Shared Writing: Choose one of the poems to write out. Highlight the use of a capital letter at the start of each line and note any other punctuation use. Highlight the words that give detail about the animal. E.g. Elephant: big, fat, round, wander, elephing. Try changing some of the words and talk about whether the poem would still make sense.		
Fri	 Supported Composition; Re-read the list of words that describe the animals. Model writing a sentence to outline your own preference for a poem. E.g. I like the ____ poem best because _____. In pairs talk about the poem they like best and formulate their sentence. Take some feed back then ask pupils to write their sentence. Shared Reading: Read the poem The Magic Box to introduce it to the class.		