

Weekly Plan

Name of School:

Class: Year Group Y1 Term: 3:2 Week Beg.: Teacher:

Teaching objectives:		Text/s:	
<p>T11: to collect class and individual favourite poems for class anthologies, participate in reading aloud; T15: to use poems or parts of poems as models for own writing; S3: to read familiar texts aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions; Curricular Target: to choose a favourite poem. Curricular Target: to pause at full stops when reading.</p>		<p>If You Should meet a Crocodile Illustrations by Anna Currey Macmillan ISBN: 0-333-76280-0</p>	
Whole class – phonics and spelling	Whole class – shared reading and writing	Additional Resources:	
		Guided group work	Plenary
Mon	<p>W5: to recognise words by common spelling patterns;</p> <p>Shared Reading: Introduce the book, which is a collection of poems about animals. Look at the contents page to see poem titles and introduce the term poet. Explain what 'anon' means. Read the poem, 'I Speak, I Say, I Talk', on page 4. Point out the use of a full stop at the end of each line, the exclamation mark and use of capitals for emphasis. Investigate where the rhyming words are and see if you can establish a pattern (on lines 2,4,6, & 8). Read poem with pace and expression, emphasising the pause at the full stops.</p>		
Tues	<p>Continue with Progression in Phonics (NLS) Step 7</p> <p>Shared Reading: Read 'I Speak, I Say, I Talk' encouraging the class to join in with you. Read the poem 'Shark' on page 6, without the class seeing the layout. Now show the layout and look at the use of punctuation. Model reading, first by pausing at the end of each line and then by using the punctuation. Point out the use of the space, which is indicating a long pause. Read the poem together. Read 'Geraldine Giraffe' on page 20. Look at the layout and punctuation use and read again together.</p>		
Wed	<p>Shared Reading: Read 'Whisky Frisky' on page 16. Investigate where the rhyming words are and see if you can establish a pattern (on lines 2 & 4). Look at the punctuation and modelling reading with pace and expression, emphasising the use of the punctuation marks. Mask the last 3 lines of 'Only My Opinion' on page 29. Leaving the question 'Is a caterpillar ticklish?' on view. Ask the question, highlighting the use of the question mark and in pairs discuss whether they think a caterpillar is ticklish and why. Take feedback then read the rest of the poem. Talk about the poet's twist: that the caterpillar is ticklish, not that he tickles you.</p>		
Thu	<p>Shared Reading: Read 'Dinosauristory' on page 25. Investigate where the rhyming words are and see if you can establish a pattern (on alternate lines). Divide class into six groups; assign each two lines of the poem to recite. Encourage use of pace, expression and punctuation. Discuss favourite poem from the book and why.</p>		
Fri	<p>Shared Writing: Reread the poem, 'I Speak, I Say, I Talk', on page 4. Brainstorm some alternative animals and sounds they make and list. Model changing the first four lines, leaving the original rhyming lines intact. E.g. Kittens meow. Lions Roar. Sparrows chirrup, Bears snore. In pairs think of the next line. Take feedback and choose a suggestion for the fifth line then add Mice squeak. Continue to think of the seventh line then add 'But I SPEAK!' If you have time continue in this way to add alternative lines to the poem.</p>		