

Weekly Plan

Name of School:

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

| Teaching objectives: | | Text/s: | |
|--|---|--|-----------------------|
| <p>T6: to prepare and re-tell stories orally, identifying and using some of the more formal features of story language; T13: to write about significant incidents from known stories; S4: about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why;</p> <p>Curricular Target: to use words which add more detail about 'why' in a story</p> | | <p>Who's at the Door? By Jonathan Allen Orchard Books 1-86039-876-6 (available as a big book)</p> | |
| <p>Whole class – phonics and spelling</p> | | <p>Whole class – shared reading and writing</p> | |
| | | <p>Additional Resources: Structure chart, Who's at the door resource and own book - - see free resources.</p> | |
| | | <p>Guided group work</p> | <p>Plenary</p> |
| Mon | <p>W7: to spell common irregular words from Appendix List 1;</p> | <p>Shared Reading: Look at the front cover of the book and ask the question 'Who do you think is at the door?' Brainstorm the elements of the traditional 3 pigs story. Retell the story if necessary. Fill in the structure chart to highlight the elements of the traditional tale (see free resources).</p> | |
| Tues | <p>Continue with Progression in Phonics (NLS) Step 7</p> | <p>Shared Reading: Read 'Who's at the door?' In pairs discuss how the story is different to the traditional tale. Take feed back and fill in a structure chart to highlight the elements of this story.</p> | |
| Wed | | <p>Shared Reading: Read 'Who's at the door?' Focus on the first page, which identifies the problem for the wolf. Highlight how the author has included an element of 'Why' as well as 'Who' and 'Where'. Using the book as a model for a class own version, choose some alternative disguises for the wolf (free resources have pictures of wolf as postman, fireman and granny).</p> <p>Shared Writing: Model writing about the first knock on the door. Note how the author uses time language - One day, A little later, Not long afterwards. In pairs discuss what the pigs would see. E.g. outline of a postman's hat. Decide what the pigs might say and write in the speech bubbles. Continue for the wolf and the pigs' responses.</p> | |
| Thu | | <p>Shared Reading: Read the 'Who's at the door?' version of the second knock on the door. In pairs orally construct the second sentence starting 'It was someone..' Take feedback</p> <p>Shared Writing: Model writing the two introductory sentences. Discuss what the pigs might say then write in the speech bubbles. Continue for the wolf and the pigs' responses.</p> | |
| Fri | | <p>Shared Reading & Writing: Read the 'Who's at the door?' version of the third knock on the door. Continue as before until you have completed the third sequence. You may want to differentiate the task by getting some children to fill in the speech bubbles independently. Read from 'By now the wolf was starting to annoy..' to see how the author ends the story. Emphasis how the author has managed to switch the roles of the wolf and the pigs to give a twist to the story. Decide how you will end your class version - you may decide to keep the same ending. You could scribe the end of the story, continue in guided writing or set as independent work.</p> | |