

Weekly Plan

Name of School:

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

Teaching objectives:		Text/s:	
<p>T18: to read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i></p> <p>T20: to write simple recounts ..., using the language of texts read as models for own writing.</p> <p>S5: other common uses of capitalisation, e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis;</p> <p>Curricular Target: to use connectives that signal a time sequence</p>		<p>Jasper's Beanstalk By Nick Butterworth & Mick Inkpen Hodder Children's Books ISBN: 0-340-77917-9</p> <p>Additional Resources: Sentence strips Time sequence words- 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>W6: to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings;</p>	<p>Shared Reading & Writing: Look at the front cover of 'Jasper's Beanstalk' and what the book might be about. Read the blurb and introduce the author / illustrators. Read the story. Discuss how long Jasper might have to wait before his seed will grow. Ask what it was that Jasper had done first and when. Check back with the book. Scribe the sentence 'On Monday Jasper found a bean.' onto a sentence strip. Emphasise the use of capitals.</p>	
Tues	<p>Continue with Progression in Phonics (NLS) Step 6</p>	<p>Shared Reading & Writing: Read the book again. Read together the sentence strip you wrote yesterday. Ask what Jasper did next. Scribe the sentence 'On Tuesday he planted it.' onto a sentence strip. Continue until you have Wednesday's sentence written. Show the class the time sequencing words. Model replacing 'On Monday' with 'First', reread the sentence. Ask what you could replace 'On Tuesday' with, continue with Wednesday's sentence.</p>	
Wed		<p>Shared Reading & Writing: Read Thursday's sentence. Check vocabulary understanding and create a list of gardening words from the book: plant, water, dig, rake etc. Ask class to look carefully at the words: dug, raked, sprayed, hoed. Can they spot the odd one out (ed endings)? Look back at the other verbs in the book to make a list of words with 'ed' endings. Scribe Thursday's sentence onto a strip. In pairs discuss an appropriate word to replace 'On Thursday'. Take feedback and reread.</p>	
Thu		<p>Shared Writing: Continue as before to scribe Friday and Saturday sentences then replacing the days of the week with appropriate time sequencing words.</p> <p>Supported Composition: First discuss then write an appropriate sentence for Sunday.</p>	
Fri		<p>Shared Writing: Talk about how you could finish the recount of Jasper's beanstalk. In pairs orally construct a sentence; take feedback. Model writing a final sentence. Read the completed recount together.</p>	