

Weekly Plan

Name of School:

Class: Year Group Y1 /2 Term: 3:1 Week Beg.: Teacher:

<p>Y1 Teaching objectives: 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> T20: to write simple recounts .., using the language of texts read as models for own writing. S5: other common uses of capitalisation, e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis; Curricular Target: to use connectives that signal a time sequence</p>	<p>Y2 Teaching objectives: Revision of T18 & T20 (Recount not included in the Y2 framework) T11: ... write tongue-twisters or alliterative sentences; select words with care, re-reading and listening to their effect; S3: to use standard forms of verbs in speaking and writing, e.g. <i>catch/caught, see/saw, go/went</i> and to use the past tense consistently for narration; S4: to use commas in lists; Curricular Target: to write an alliterative sentence.</p>
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Text/s:
Handa's Hen By Eileen Browne, Walker Books. ISBN: 0-7445-8387-X
Additional Resources:
Sentence strips, Time sequence words- see free resources
www.literacymatters.com/resources.html

	Whole class – phonics and spelling	Whole class – shared reading and writing	Guided group work	Plenary
Mon	W6: to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings;	Shared Reading: Look at the front cover of 'Handa's Hen' and discuss what the book might be about. Read the blurb and introduce the author / illustrators. Look at the creatures illustrated on the inside cover pages and introduce the names. Read the dedication and information below to set the context. You could make links to Geography. Read the story.		
Tues	Continue with Progression in Phonics (NLS) Step 6	Shared Reading & Writing: Read the book again. Write the sentence '.....,Mondi didn't come for her food' on a sentence strip. In pairs identify the missing time words. Take feedback and fill in the blank (one day or one morning). Using the page of illustrated creatures identify what Handa found first. Write the sentence 'First Handa found two fluttery butterflies'. Talk about alternative words to describe the butterflies that could create an alliterative sentence (Y2). E.g. Two beautiful, blue butterflies.	Extension work for Y2 pupils: find some alternative time words and add more detail. E.g. 'Early one morning' 'A little later'	
Wed		Shared Reading & Writing: Continue to read the book and model writing sentences using time words to sequence what Handa and Ayeyo found. E.g. Next Handa and Ayeyo found three stripy mice. After that they found four little lizards.		
Thu		Shared Writing: In pairs discuss how the sequence could be finished, take feedback, modelling where appropriate E.g. Finally, In the end, After all that searching .. Supported Composition: First discuss then write an appropriate closing sentence.		
Fri		Shared Reading & Writing: Read the completed recount together. In pairs write a sentence, changing the creatures found. Y1 focus on the time sequencing words, Y2 on creating an alliterative sentence with commas to separate the words. E.g. lively, little, lovely lizards.		