

Weekly Plan

Name of School:

Class: Year Group Y1 Term: 3:2 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>; T20: to write simple recounts linked to topics of interest/study or to personal experience, 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; S6: to reinforce knowledge of term <i>sentence</i>. Curricular Target: to write a recount using words which signal a time sequence</p>		<p>Examples of factual recounts Unit 9: Developing Early Writing (NLS)</p> <p>Additional Resources: My Trip to Lyme Park - factual recount example; annotated example; blank speech bubble; sequencing activity - see free resources.</p>	
Whole class – phonics and spelling	Whole class – shared reading and writing	Guided group work	Plenary
<p>Mon</p> <p>W6: to investigate and learn spellings of verbs with 'ed' endings; W8: new words from reading and shared experiences, Curricular Target: to spell words with 'ed' endings</p> <p>Continue with Progression in Phonics (NLS) Step 7</p>	<p>Shared Reading & Writing: If you have been unable to find any text examples of factual recount use the example in free resources. Read the extract and ask if anyone has been to a park. Look at the introductory paragraph and text mark in different colours the 'when', 'who', 'where' and 'what'. (see annotated text in free resources). In pairs talk about their experiences of visiting a park and orally construct a sentence, which tells us <i>when</i> and <i>where</i> they went. Take feedback and model writing an example.</p>		
	<p>Shared Reading & Writing: Re read the extract 'My Trip to Lyme Park'. Focus on the middle section and text mark the time sequencing words. Make a list of these words and any others the class can think of to make into a poster for the classroom. Highlight how the information is grouped into the main events: The playground; the ducks; the café. In pairs talk about the first thing they did on a visit to the park. Orally construct a sentence starting 'First' take feedback and model writing a sentence. Talk about how you could add some more detail to that sentence. Model adding the detail. In pairs talk about what they did next. Orally construct a sentence beginning 'Then'. Take feedback and talk about how you could add more detail to the sentence. Continue until you have three main events in the middle section of the class recount. Highlight all the verbs with an 'ed' ending. Explain that in a recount you write about something that has happened. Use the blank speech bubble to show what Grandad would say in the present tense. E.g 'It is a male duck' Highlight how this is written in the recount text.</p>		
	<p>Shared Reading & Writing: Read the class version of a trip to the park. Compare to 'My Trip to Lyme Park'. Ask what else you need to do with the class version. Ask class to talk in pairs about their trip. Did they enjoy it? What was the best part? Was there anything they did not like? Orally construct a sentence that concludes the recount and includes something which says how they felt. Take feedback and model writing the ending.</p>		
	<p>Talk for Writing: Remind class about their trip to a park and the sentence they had thought of as an introduction. Supported Composition: Write a title and an introductory sentence. Revise what their first event was and write a sentence beginning 'First'. Continue to complete recount. Differentiate task by providing sentence openers or sequencing activity (see free resources).</p>		