


Weekly Plan

Name of School:

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

<p>Teaching Objectives: T. to describe story settings and incidents and relate them to own experience and that of others; S to begin using the term <i>sentence</i> to identify sentences in text; <i>Curricular target: to retell an event using language which signals time sequence.</i> <i>Curricular target: to read the words; first, then, next, after.</i></p>	<p>Text/s: "The Little Red Hen" Publisher: The Wright Group ISBN 0-7802-7028-2 Additional Resources: Literacy Matters Ltd Resources see website: www.literacymatters.com/resources.html</p>
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Whole class / group – phonics and spelling	Whole class / group – shared reading and writing	Guided group work	Plenary
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Mon	Blend cvc words red, hen using the picture cards and phoneme frame or whiteboard.	<p>Reading: Read the title of the book practising the blending skills previously demonstrated in phonics session. Talk about the text type and why there is no author listed. Take a picture walk through the book using the opportunity to explain any tricky vocabulary. E.g. grains, wheat, grind, ground. Read the story through. Use prepared sentence strips & speech bubbles to read through story again, this time the class reading "Not I" said the cat. Etc Make explicit the characteristics of a sentence.</p>		
Tues	Progression in Phonics activities (NLS)-	<p>Reading: Read through story with class joining in where they can. Ask class about sequence in the story – what did the hen do first etc. Writing: Model recording an outline of the story using pictures and arrows to record events in order.</p>		
Wed	Step 4 Learning Objectives 4:3 & 4:4	<p>Reading: Choose some children to represent the characters in the story. Take the part of narrator with chosen children acting out their parts and the class joining in with the refrains. Writing: Write an opening sentence to label the story outline. E.g. First the Little Red Hen planted the wheat. Give children an opportunity to talk about their own experiences of planting or baking.</p>		
Thur		<p>Writing: Finish labelling the story map using sentences containing simple connectives to signal the time sequence. E.g. Next she cut the wheat. After that she ground it into flour. Finally she ... Ask the class to work in pairs to think of an opening sentence for the first thing they did when they had planted or baked something. Take feedback, repeating the children's responses as sentences if they are not orally in sentence form. Encourage the use of first, then, next, after that. Choose 1 sentence to model writing. Continue until you have at least 3 class sentences using first, then, next etc.</p>		
Fri				