

Weekly Plan

Name of School:

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

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| <p>Teaching Objectives: T9. to write about events in personal experience linked to a variety of familiar incidents from stories; S4 to write simple sentences, and to re-read, recognising whether or not they make sense; S9. to use a capital letter for the personal pronoun 'I' Curricular target: to read a sentence, which uses language to signal time sequence.</p> | <p>Text/s: "Where's My Teddy" by Jez Alborough Publisher: Walker Books Ltd ISBN 0-7445-3058-X Additional Resources:</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 | Progression in Phonics activities (NLS)- | <p>Reading: Read Where's my Teddy? Talk about the where the story is set, who are the characters in the story and what the problem is and how it is solved. Read through again. In pairs talk about their teddy or equivalent; blanket, other soft toy, something that they take to bed. Frame into sentences e.g. I have a teddy. I take him to bed every night.</p> | | |
| Tues | Step 4 Learning Objectives 4:3 & 4:4 | <p>Reading: Read Where's my Teddy? Model recording an outline of the story to record events in order. Talk about how Eddy and the gigantic bear felt about losing their bears and finding the wrong ones.</p> | | |
| Wed | ↓ | <p>Reading: Read, "Where's my Teddy?" asking the children to listen for the words that Eddy and the gigantic bear say. Writing: Make a list of the words that tell us how the characters speak: gasped, screamed, yelled, cried etc. Choose some children to represent the characters in the story. Take the part of narrator with chosen children acting out their parts.</p> | | |
| Thur | ↓ | <p>Writing: Label the story outline: Ask the class to work in pairs to think of an opening sentence for the beginning of the story. Take feedback, repeating the children's responses as sentences if they are not orally in sentence form. Include time language to sequence events. Continue until you have at least 4 class sentences, which cover the beginning, developments and the end.</p> | | |
| Fri | ↓ | <p>When writing the sentences make explicit the features of a sentence; a group of words, which covers 1 idea, makes sense, has a capital letter at the beginning and a full stop at the end. Get class to re-read the sentences, put them up on a reading wall.</p> | | |