


Weekly Plan

Name of School:

Class: Year Group Y2 Term: 2 Week Beg.: Teacher:

<p>Teaching objectives: T3: to discuss and compare story themes; T14: to write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text; S8: to use commas to separate items in a list; S9: to secure the use of simple sentences in own writing. <i>Curricular target: to include detail of characters in a story.</i> <i>Curricular target: to begin to use commas to separate words in a list.</i></p>		<p>Text/s: Beware of Boys Tony Blundell Picture Puffins 1991 I SBN 0-14-054156</p> <p>Additional Resources: A version of Stone Soup Character profiles</p>		
	<p>Whole class – phonics and spelling</p>	<p>Whole class – shared reading and writing</p>	<p>Guided group work</p>	<p>Plenary</p>
Mon	<p>W4: to split familiar oral and written compound words into their component parts, e.g. <i>himself, handbag, milkman, pancake, teaspoon;</i> Step 7 Progression in Phonics (NLS) air, or, er</p> 	<p>Shared Reading: Read Stone Soup. I identify and record the theme, setting and key characters. In pairs identify the main stages / development of the story. Select a pair to identify what happened in the beginning of the story. Another pair to identify the development of the story. Another pair to retell the end of the story.</p>	<p>Lower attaining group: Write some simple sentences to describe the wolf using a story folder containing a selection of appropriate words as support.</p>	
Tues		<p>Shared Reading: Read Beware of Boys. I identify and record the theme, setting and key characters. Compare to Stone Soup and identify the common elements. Highlight the way Tony Blundell has written the opening of the story to include details of when, who, where, as well as making you want to read on. Focus on how Tony Blundell ends the story. Make a list of how the end connects back to the.</p>	<p>Write character profiles.</p>	
Wed		<p>Shared Writing: Create an additional section to the middle of the story e.g. Recipe for Boy Pudding. Contrast the differences in the way the recipe is written to how the story is written. Emphasis the difference in verb tenses. Demonstrate how you can use the repeating motive in the same way as Tony Blundell. In a drama session use hot seating to explore the character of the wolf and the boy.</p>		
Thur	<p>Collect compound words from Recipe for Boy Cake etc. e.g. handbag, bathtub, outhouse. Split into component parts.</p>	<p>Talk for Writing: Read Beware of Boys asking the class to listen for words that tells us about the characters. Brainstorm the words, which describe the wolf. Ask for evidence from the text. Repeat to create a character profile of the boy.</p>		
Fri		<p>Supported Composition: I involve the children in a discussion about the rules of a sentence (see Unit 12, Developing Early Writing, NLS) and introduce them to a checklist to help construct sentences appropriately. Tell the class you are going to carry on with the end of the story by writing about what happens next to the wolf. Show a sentence you have written. E.g. The next morning the wolf woke up. Working in pairs and using dry-wipe boards set the task of improving the sentence. Use the checklist to reread and check their sentences.</p>		