

RECEPTION - COMMUNICATION, LANGUAGE AND LITERACY WEEKLY PLAN

Class:1 Year/s: Reception Date:6/1/03 Unit: Week 1 of 2-week unit.	Text Level Objectives: T1, T7, T14.	Sentence Level Objectives: S1	Word Level Objectives: Step 3 Progression in Phonics. Learning objectives 1, 2 and 3.	Speaking and Listening Objectives: To retell a story discussing sequence of events. To talk about own ideas.		
Links to the Early Learning Goals/ Areas of Learning: Knowledge and Understanding of the World. Retell narratives in the correct sequence, drawing on language patterns of stories. Attempt writing for different purposes, using features of different forms.		Text/s: We're Going On a Bear Hunt – Michael Rosen and Helen Oxenbury. (See Developing Early Writing Unit 2 – The Bear Hunt – p37).		Outcomes: To write a class story.		
	WORD WORK	SHARED READING AND WRITING	ADULT DIRECTED ACTIVITY	ADULT SUPPORTED ACTIVITY	CHILD-LED ACTIVITIES	PLENARY
Mon	To hear and say phonemes in final position – Croaker Tray game	Read story to children. Let them join in with repetitive phrases Enjoy story!	Guided Reading – Red Grp – Brown Bear, Brown Bear... To use illustrations to support the reading of unfamiliar words. Blue Grp – As above.	Role – play area model role-play with grp.	ROLE-PLAY – Animal puppets & House Area – cave as animal home. SAND PLAY – Animals/ small world people props etc to re-enact story. READING AREA – Re-read familiar texts. WRITING AREA - Match cut up sentences from Bear Hunt to text. Also white boards/ paper etc.	Revisit story – encourage paired then class discussion about favourite part of the story. List favourite parts.
Tues	To hear and say phonemes in final position – Tray game Alien game	Read story with children then retell using story map & visual props. Remember events.	Yellow Grp –Cat on the Mat... to develop early directional strategies & 1-1 correspondence. Green grp – As above.	Work with Blue Grp – Re-read Brown Bear, Brown Bear. Discuss story. Writing letters in small sand trays – Purple Grp.	ROLE-PLAY – as above. SAND PLAY – as above. READING AREA – Animal books. WRITING AREA – small story maps to write/draw on. Sequencing story pictures. Matching magnetic letters to words e.g. squelch, splash etc. PAINTING – pictures of the Bear Hunt	A group of children retell the story using the map and characters. The rest of the class listen and watch to see if sequence of events is correct
Wed	To consolidate previously learnt phoneme-grapheme correspondences recognising that some alter in final position – Letter formation Finish it	Revisit story use story map/ TALK FOR WRITING – pretend journey of hunt. Children lead remembering all the things the family had to pass through and go on their way.	Purple Grp – The Amazing Race... to locate use and learn high frequency words. Red Grp – Buffy...to start to read more rhythmically while maintaining track of print.	Consolidation work with Yellow Grp – Progression in Phonics Step 2 – Sock puppets and Flashcards.	ROLE-PLAY – as above. SAND PLAY – as above. READING AREA – reread The Bear Hunt, animal books, repetitive books WRITING AREA – Add appropriate vocabulary (cut up words) to pictures of e.g. the long wavy grass. Match cut up sentences to text. Sequence pictures of story. Write words on story maps.	A child adds appropriate vocabulary to story map and says “The long wavy grass” The rest of the class close their eyes and make e.g. the swishy – swashy sounds. The children then open their eyes to read the words and see if they were right.

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Thurs	<p>As above –</p> <p>Finish it</p> <p>NSEW</p>	<p>Writing – write a list of the physical features found in text in sequence. children help. Use sound effects as prompts.</p>	<p>Blue Grp – As for red group above.</p> <p>Yellow Grp - Zebra's Yellow Van... to develop early directional strategies & 1-1 correspondence.</p>	<p>Work in writing area to help children write own lists of the physical features found in the text.</p>	<p>ROLE-PLAY – as above.</p> <p>SAND PLAY – as above.</p> <p>READING AREA – other bear stories Goldilocks, Where's My Teddy etc.</p> <p>Reading familiar guided texts.</p> <p>WRITING AREA – Write own lists of the physical features found in the text.</p>	<p>Re read the class list done during the shared writing. Children make the sounds as you read. Take one of the features and write a sentence to read with the class.</p>
Fri	<p>To know more phoneme-grapheme correspondences –</p> <p>Flashcards</p> <p>Sock puppets</p>	<p>Use pictures illustrating what the family did when they met the bear. Demo write a sentence for pic. 1 – Scribe for pics. 2 3 & 4. Model oral rehearsal before writing. Reread sentences – reinforce features of a sentence.</p>	<p>Green Grp – Zebras Yellow Van ... to locate familiar words and use them to check own reading.</p> <p>Purple Grp – to use illustrations to predict interest words.</p>	<p>Yellow Grp – Re-read Zebra's Yellow Van – look for phonemes in initial position.</p> <p>Work in writing area.</p>	<p>ROLE-PLAY – as above.</p> <p>SAND PLAY – as above.</p> <p>READING AREA – as ABOVE.</p> <p>WRITING AREA – ask the children to think about what they would do if they met a bear and where they would hide. Use the illustrations from the text to let the children have a go at writing their own sentences that explain what is happening.</p>	<p>TALK FOR WRITING – Help the children to feed back from their activities by referring to their pictures and sentences – praise contributions which are in sentences. Ask the children can they all remember the features of a sentence – say out loud.</p>

Evaluation/Next Steps:

Once children are familiar with the phonics games from Step 3 try to do three games each session.