

Myton Park Primary School	Reception	Mrs Roberts/Mrs Hargrave	Literacy - Weekly Plan	Term 1 w.b. - 16.1.17	Week 3
Monday	Tuesday	Wednesday	Thursday		
<b>Objective</b> C&L I am learning to use talk correctly to organise, sequence and clarify thinking. (by 60 months) I am learning to express myself using extended language, for example by utilising connectives or added detail. (by 60 months) I am learning to express myself effectively. (ELG)	I am learning to link sounds to letters. (by 60 months) I am learning to blend CVC words. (by 60 months). I am learning to read and understand simple sentences. (ELG)	I am learning to segment CVC words. (by 60 months) I am learning to writes for different purposes. (by 60 months) I am learning to use my phonic knowledge to write words in ways which match my spoken sounds. (ELG)	I am learning to segment CVC words. (by 60 months) I am learning to writes for different purposes. (by 60 months) I am learning to use my phonic knowledge to write words in ways which match my spoken sounds. (ELG)I	<b>Handwriting</b> Begin morning pack Friday - writing letters in handwriting book	
<b>Direct Teaching - ER/KH</b> Talk about instructions. Practise giving and following verbal instructions. Model using bossy words. Give instructions with 2/3 key pieces of information.	Talk about instructions. Look at pictures and read instructions as to how to draw a dog. Model reading the instructions and ask children to come up and see if they can follow them.	Talk about writing instructions. Can you write instructions for how to make toast? Write instructions together as we go. Model saying and writing bossy words and talk about numbering instructions and using capital letters and full stops.	Talk about writing instructions. Can you write instructions for making a cup of tea? Write instructions together as we go. Model saying and writing bossy words and talk about numbering instructions and using capital letters and full stops.		
<b>Direct Teaching - KS</b> Talk about instructions. Practise giving and following verbal instructions. Model using bossy words. Give instructions with 2/3 key pieces of information.					
<b>Adult Led Activity</b> G - ER Write instructions together for a simple activity e.g. making a model, washing your hands, getting ready for home time. Can you use bossy words and help Mrs Roberts to sound out to write the instructions? Follow instructions to see if they work. B - KS/1:1s Write instructions together for a simple activity e.g. making a model, washing your hands, getting ready for home time. Can you use bossy words and help Mrs Siddle sound out to write the instructions? Follow instructions to see if they work. 1:1s Work with group to write instructions together before working on children's own relevant objectives.	B - ER/1:1s Read and follow instructions to draw a cat. Y - KS - Read and follow instructions to draw a cat. Can you write down one of the instructions?	O - KH - Can you order the pictures correctly before writing instructions for each step? For each instruction use a capital letter, full stop, finger spaces and the sounds you know. R - KS - Can you order the pictures correctly before writing instructions for each step? For each instruction use a capital letter, full stop, finger spaces and the sounds you know.	Y - KH - Can you order the pictures correctly before writing instructions for each step? For each instruction use a capital letter, full stop, finger spaces and the sounds you know. G - KS - Can you order the pictures correctly before writing instructions for 2 of the steps? For each instruction use a capital letter, full stop, finger spaces and the sounds you know. B - 1:1 TAs - Can you order the pictures correctly before writing instructions for 2 of the steps? For each instruction use a capital letter, full stop, finger spaces and the sounds you know.		

Adult Initiated Activity	R - Can you write instructions for a simple activity of your choice? E.g, making a model, washing your hands, getting ready for home time	G - Can you follow the instructions to draw a cat?	Y - Can you order the pictures correctly before writing instructions for each step?	O - Can you order the pictures correctly before writing instructions for each step?	
Continuous Provision	In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges. Sentence strips	In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges.	In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges.	In areas encouraging and collecting evidence of AI/CI learning including maths. Also encouraging participation in challenges.	
<b>Misc.</b> Collecting water bottles for Action Word Hoopla					
	<b>Letters and Sounds: Objective</b> I am learning to hear and say the initial sounds in words. Challenge - I am learning to link sounds to letters and apply knowledge of segmenting and blending to CVC words. <b>Direct Teaching Activity</b> KH (HA/MA): igh - rainbow writing, tubs and sorting circle (in or out then names), phase 3 segmenting and blending KS (LA): review actions, rainbow writing, sort sounds by tub, phase 2 segmenting and blending <b>Continuous Provision</b> Letters and sounds display Games	<b>Letters and Sounds: Objective</b> I am learning to hear and say the initial sounds in words. Challenge - I am learning to link sounds to letters and apply knowledge of segmenting and blending to CVC words. <b>Direct Teaching Activity</b> KH (HA/MA): oo/oo - rainbow writing, tubs and sorting circle (in or out then names), phase 3 segmenting and blending KS (LA): review actions, rainbow writing, sort sounds by tub, phase 2 segmenting and blending <b>Continuous Provision</b> Letters and sounds display Games	<b>Letters and Sounds: Objective</b> I am learning to hear and say the initial sounds in words. Challenge - I am learning to link sounds to letters and apply knowledge of segmenting and blending to CVC words. <b>Direct Teaching Activity</b> KH (HA/MA): oa- rainbow writing, tubs and sorting circle (in or out then names), phase 3 segmenting and blending KS (LA): review actions, rainbow writing, sort sounds by tub, phase 2 segmenting and blending <b>Continuous Provision</b> Letters and sounds display Games	<b>Letters and Sounds: Objective</b> I am learning to hear and say the initial sounds in words. Challenge - I am learning to link sounds to letters and apply knowledge of segmenting and blending to CVC words. <b>Direct Teaching Activity</b> KH (HA/MA): ar - rainbow writing, tubs and sorting circle (in or out then names), phase 3 segmenting and blending KS (LA): review actions, rainbow writing, sort sounds by tub, phase 2 segmenting and blending <b>Continuous Provision</b> Letters and sounds display Games	