

Myton Park Primary School	Reception	Mrs Roberts/Mrs Hargrave	Literacy - Weekly Plan Facts - Books Captions - EexAT	Term 1.2 w.b. - 27.11.17	Week 5
Monday	Tuesday	Wednesday	Thursday	Friday	

Literacy					
Objective	Uses groups of letters or letter shapes when writing (by 54 months) Ascribes meaning to marks they make (by 54 months) Segments CVC words and uses appropriate letters to represents sounds in their writing (by 60 months) Writes for different purposes (by 60 months)	Uses groups of letters or letter shapes when writing (by 54 months) Ascribes meaning to marks they make (by 54 months) Segments CVC words and uses appropriate letters to represents sounds in their writing (by 60 months) Writes for different purposes (by 60 months)	Uses groups of letters or letter shapes when writing (by 54 months) Ascribes meaning to marks they make (by 54 months) Segments CVC words and uses appropriate letters to represents sounds in their writing (by 60 months) Writes for different purposes (by 60 months)	Uses groups of letters or letter shapes when writing (by 54 months) Ascribes meaning to marks they make (by 54 months) Segments CVC words and uses appropriate letters to represents sounds in their writing (by 60 months) Writes for different purposes (by 60 months)	
Direct Teaching - ER/KH	O/R/Y Talk about superheroes - do they all wear capes? Do all heroes have powers? The fire brigade are coming to visit - why are they heroes? Look at fire engine fact book and model writing facts.	O/R/Y Recap modelling writing facts - what do we know about the fire brigade?	O/R/Y Talk about the different jobs that the fire brigade do - putting out fires, helping with floods, saving animals etc. Model writing a caption about a picture of what the fire brigade do.	O/R/Y Recap modelling writing a caption- what do we need to remember?	
Direct Teaching - KS	B/G read the facts and stick up the ones that are true about what the fire brigade do.	B/G- model writing 2 facts about the fire brigade using ideas from previous lesson.	B/G- Talk about what is happening in the picture. Model writing key words about the picture.	B/G- model writing a caption using the key words from previous lesson.	
Adult Led Activities	ER- O to write at least 2 facts about the fire brigade.  Ks- R to write 2 facts about the fire brigade.  DP- as a group write one fact about the fire brigade/what they do.  Encourage them to use the letter card and their RWI knowledge.	ER- Guided/Group writing - write 1 fact about the fire brigade.  KS- B Guided/Group writing - write 1 fact about the fire brigade.  Encourage them to use the letter card and their RWI knowledge.  DP- in the areas modelling, observations and EExAT	ER- Y Write a group caption for one of the pictures.  KS- O Write a caption to show what is happening in the picture.  DP- in the areas modelling, observations and EExAT.  Ask children which sounds they can hear, encourage them to use a letter card and the correct formation (modelling if needed).	KH- B Guided/Group writing - write a caption about the picture. (use cut out words to order and help)  KS - G Guided/Group writing - write a caption about the picture.  DP- R Write a caption to show what is happening in the picture.  Encourage them to use the letter card and their RWI knowledge.	

Adult Initiated Activity	G - Make a fact book- using a range of media and pictures. (use non-fiction books to help)  Magnetic letters and say it, build it, write it sheets out. Whiteboards and pens to practise letter formation- RWI sounds	O/R - Make a fact book- using a range of media and pictures. (use non-fiction books to help)  Magnetic letters and say it, build it, write it sheets out. Whiteboards and pens to practise letter formation- RWI sounds	B- A number of pictures that children can write their own captions for. Fact books. Magnetic letters and say it, build it, write it sheets out. Whiteboards and pens to practise letter formation- RWI sounds	Y - A number of pictures that children can write their own captions for. Fact books.  Magnetic letters and say it, build it, write it sheets out. Whiteboards and pens to practise letter formation- RWI sounds		
<b>Read Write Inc</b>						
Objective	Recognises and writes some letters from their own name. (by 48 months) Uses groups of letters or letter-like shapes when writing. (by 54 months) Segments CVC words and uses appropriate letters to represent sounds in their writing. (by 60 months)  Hears and says initial sounds in words. (by 54 months) Links sounds to letters when segmenting and blending CVC words. (by 60 months)					
Direct Teaching	Read Write Inc. Planning taken from book scheme. Differentiated and grouped.	Read Write Inc. Planning taken from book scheme. Differentiated and grouped.	Read Write Inc. Planning taken from book scheme. Differentiated and grouped.	Read Write Inc. Planning taken from book scheme. Differentiated and grouped.		
Adult Initiated Activity	Rainbow writing Phonics tubs and sorting circle Magnetic letters and say it, build it, write it sheets out. Whiteboards and pens to practise letter formation- RWI sounds	Rainbow writing Phonics tubs and sorting circle Magnetic letters and say it, build it, write it sheets out. Whiteboards and pens to practise letter formation- RWI sounds	Rainbow writing Phonics tubs and sorting circle Magnetic letters and say it, build it, write it sheets out. Whiteboards and pens to practise letter formation- RWI sounds	Rainbow writing Phonics tubs and sorting circle Magnetic letters and say it, build it, write it sheets out. Whiteboards and pens to practise letter formation- RWI sounds		
Continuous Provision	Writing resources in continuous provision to encourage CI writing. Adults to also initiate writing. CI (and some AI) writing to be collected in file in classroom. Writing/mark making recorded in books twice a week. Writing/mark making recorded on EExAT at least twice a half term. OLP - as and when					
<b>Misc.</b>						