

# Weekly Plan Literacy Hour

# Week beginning

	Shared Text	Word & sentence work	Group 1	Group 2	Group 3	Group 4	Plenary
Monday	Recap on last weeks This is the..... Create our own story using one idea	Introduce weeks words - door, good, took. Introduce weeks tasks.	<i>Red</i> In books list of ug ut and ull words. <b>(Teacher 2)</b>	<i>Blue</i> Design a book cover to include title and author	<i>Orange</i> Cvc spelling patterns	<i>Brown</i> Handwriting - focus on tall and short letters <b>(Teacher 1)</b>	Silly sentences with days words in.
Tuesday	Introduce book @ Is it time Discuss cover, predict story, focus on repetitive pattern.	Call out words based on last weeks patterns, children write on paper with clipboard.	<i>Brown</i> Handwriting - focus on tall and short letters	<i>Red</i> In books list of ug ut and ull words. <b>(Teacher 1)</b>	<i>Blue</i> Design a book cover to include title and author. <b>(Teacher 2)</b>	<i>Orange</i> Cvc spelling patterns	Tall and short letters
Wednesday	Read our book, talk about need for a cover, title. idea list, Look at other covers first.	Sentences with errors. Pattern - ell	<i>Orange</i> Cvc spelling patterns. <b>(Teacher 1)</b>	<i>Brown</i> Handwriting - focus on tall and short letters	<i>Red</i> In books list of ug ut and ull words	<i>Blue</i> Design a book cover to include title and author. <b>(Teacher 2)</b>	Look at a different book cover
Thursday	Read The cat in the hat, look at cover, listen for repetition, Do they like it - why.	Class write sentences on board with a given word in. Pattern - oll	<i>Blue</i> Design a book cover to include title and author	<i>Orange</i> Cvc spelling patterns. <b>(Teacher 2)</b>	<i>Brown</i> Handwriting - focus on tall and short letters. <b>(Teacher 1)</b>	<i>Red</i> In books list of ug ut and ull words	I hear with my little ear....
Friday	Whole class shared writing for Cat in a Hat. Then go on to create own rhyming sentences to contribute.						

Evaluation

# Weekly Plan - Literacy Hour Week beginning Name

	Shared Text	Word & sentence work	Group 1	Group 2	Group 3	Group 4	Plenary
Monday	Shared writing of unbelievable news.	Extended writing based on things they did at the weekend.....but they have to be imagined.					Oral wildest ideas.
Tuesday	Introduce a choice of books - how do we decide what to read. Choose, look at title, prediction.	Revise hardest words from last term. Introduce this weeks activities.	<i>Brown</i> Un jumble mixed up sentences. Use Pendown	<i>Red</i> Put this weeks words into sentences in books <b>With teacher</b>	<i>Blue</i> Handwriting	<i>Orange</i> Focus on cl and pl words Group list	Word pattern and rhyme in Bear Hunt book.
Wednesday	Re look at book choice model read. Discuss content, their predictions opinion on storyline.	Word sets. Use phrase 2 letters 1 sound Focus on bl and cl	<i>Orange</i> Focus on cl and pl words Group list on own.	<i>Brown</i> Un jumble mixed up sentences. Use Pendown	<i>Red</i> Put this weeks words into sentences in books <b>With teacher</b>	<i>Blue</i> Handwriting	Word pattern and rhyme in Bear Hunt book.
Thursday	Range of non fiction - choose one after talking about cover, blurb, title - predict story.	Word sets. Use phrase 2 letters 1 sound Focus on fl , gl & pl . Introduce words vowel & consonant	<i>Blue</i> Spelling patterns	<i>Orange</i> Focus on cl and pl words Group list on own.	<i>Brown</i> Un jumble mixed up sentences. <b>With teacher</b>	<i>Red</i> Rhyming words in sets.	Word pattern and rhyme in Bear Hunt book.
Friday	Read book chosen. Introduce idea of simple book review. Fill one in about one of the books read	Talk about vowels & consonants. Look at days book find vowels, use words medial vowel	<i>Red</i> Put this weeks words into extended sentences in books <b>With teacher</b>	<i>Blue</i> Spelling patterns	<i>Orange</i> Focus on cl and pl words Group list.	<i>Brown</i> Un jumble sentences with an adult.	Word pattern and rhyme in Bear Hunt book.

Evaluation

# Weekly Plan - Literacy Hour

# Week beginning -

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	Shared Text	Word & sentence work	Group 1	Group 2	Group 3	Group 4	Plenary
Monday	Tell the story of The 3 Billy Goats Discuss character and repetition.	Break the story down into 3 or more parts. Children retell in the correct order, not worrying about uncommon spellings.					Some children read out their work.
Tuesday	Read 3 Billy Goats Discuss differences. List them, was the order same. Discuss fairy stories.	Introduce weeks words. Look ff words. Rhyme list, talk about if, of.	<i>Brown</i> Book review	<i>Red</i> Write some sentences about your family.	<i>Blue</i> Dictation to assess past words. <b>Teacher</b>	<i>Orange</i> Handwriting	What is a book review
Wednesday	Discuss how the story could be shared. List parts, give out sentences, act it out.	Flashcards As yesterday ll follows a short vowel.	<i>Orange</i> Handwriting & spellings	<i>Brown</i> Book review	<i>Red</i> Write some sentences about your family.	<i>Blue</i> Dictation to assess past words. <b>Teacher</b>	Family words
Thursday	Look at rhyme & repetition in goats. Change it, try new patterns. Look at full stops.	Flashcards As Tuesday ss list Exceptions - bus, is, was, his, us, has,	<i>Blue</i> Dictation to assess past words. <b>Teacher</b>	<i>Orange</i> Handwriting & spellings	<i>Brown</i> Book review	<i>Red</i> Unjumble the mixed up sentences.	Vowel, consonant
Friday	Read a fairy story in the wrong order. Talk about frameworks.	Flashcards ck sound list. Revise all others.	<i>Red</i> Write some sentences about your family.	<i>Blue</i> Dictation to assess past words. <b>Teacher</b>	<i>Orange</i> Handwriting	<i>Brown</i> Group read a book.	Fill in framework

Evaluation

# Weekly Plan - Literacy Hour

# Week beginning -

# Name

	Shared Text	Word & sentence work	Group 1	Group 2	Group 3	Group 4	Plenary
Monday	Recap the story of Rumpelstiltskin discuss characters and setting.	Decide on 10 key words to put on the board, write the story in their own words. Try unknown spellings and get them checked.					List adjectives to describe Rumpelstiltskin.
Tuesday	Read story The Little red hen . Discuss rhyme, repetition and prediction	Look at key words - look at bl, br, fr in the words. Discuss blending sounds & separating them.	<i>Brown</i> Handwriting and spelling check sheet.	<i>Red</i> Put last weeks key words into silly sentences.	<i>Blue</i> Make word lists for last weeks sounds - ll, ff, ss, ck.	<i>Orange</i> Act out a story that they know.	Silly sentences using last weeks words
Wednesday	Read Rosie s Walk List the theme and language used. Get children to retell it Emphasise sequence.	Flashcards. Talk about common blends .Arrow diagrams. bl, cl, fl, gl, pl, br, cr, fr, etc.	<i>Orange</i> Act out a story that they know.	<i>Brown</i> Handwriting and spelling check sheet.	<i>Red</i> Put last weeks key words into silly sentences.	<i>Blue</i> Make word lists for last weeks sounds - ll, ff, ss, ck.	Let Dolphins show us their playlet.
Thursday	Discuss key parts of Rosie s Walk . Do a class storyboard of Rosie walking around school.	Flashcards Develop a bank of words for wall list. bl, cl ,fl, gl, pl ,br, cr, fr, gr, pr	<i>Blue</i> Make word lists for last weeks sounds - ll, ff, ss, ck.	<i>Orange</i> Act out a story that they know.	<i>Brown</i> Handwriting	<i>Red</i> Put last weeks key words into sentences.	Start with the word red change one letter each time to form a new word.
Friday	Read The Hungry Caterpillar, List order of events, discuss repetition.	Flashcards. Make funny alliterative sentences using yesterdays word lists glued green grass...	<i>Red</i> Put last weeks key words into silly sentences.	<i>Blue</i> Make word lists for last weeks sounds - ll, ff, ss, ck.	<i>Orange</i> Act out a story that they know.	<i>Brown</i> Handwriting	As yesterday but start with wall .

key words - black, brown, back, because, from Evaluation

Key writing patterns - br, cr, fr, gr, pr

# Weekly Plan - Literacy Hour      Week beginning -      Name

	Shared Text	Word & sentence work	Group 1	Group 2	Group 3	Group 4	Plenary
Monday	Share a large postcard from someone on holiday. Tell us about their holiday.	Pretend they are telling a new friend about their holiday what details would they put in.					Read out some accounts.
Tuesday	Read the story Farmer Duck Discuss order of events.	Flashcards Introduce words consonant and vowel and weeks activities.	<i>Brown</i> Spelling pattern work.	<i>Red</i> Write the story of the very hungry caterpillar in your book.	<i>Blue</i> Read a book from our library and draw your favourite page.	<i>Orange</i> Play a game matching cards to make words.	Old MacDonald game.
Wednesday	Take the incidents from Farmer Duck and discuss why things happened. Characters.	Flashcards Make a collection of dr & tr words. Keep the list.	<i>Orange</i> Make your own words using initial consonant clusters.	<i>Brown</i> Spelling pattern work.	<i>Red</i> Draw the story of the very hungry caterpillar in your book.	<i>Blue</i> Read a book from our library and draw your favourite page.	How many words can we make from caterpillar
Thursday	Discuss the what & why of the story. Change an incident how would the story alter.	Flashcards As yesterday use shr & thr . Look at rhyming ones.	<i>Blue</i> Read a book from our library and draw your favourite page.	<i>Orange</i> Make your own words using initial consonant clusters.	<i>Brown</i> Handwriting work	<i>Red</i> Draw the story of the very hungry caterpillar in your book.	Look at formation of b & d
Friday	Create our own story based on Farmer Duck.	Flashcards Use strips of crds with weeks words on play a matching game.	<i>Red</i> Write the story of the very hungry caterpillar in your book.	<i>Blue</i> Read a book from our library and draw your favourite page.	<i>Orange</i> Play a game matching cards to make words.	<i>Brown</i> Handwriting work	Look at work from favourite book.

Key words - two, tree, three, one, four  
Evaluation

Initial consonant clusters - , dr, tr, shr, thr

# Weekly Plan - Literacy Hour      Week beginning -      Name

	Shared Text	Word & sentence work	Group 1	Group 2	Group 3	Group 4	Plenary
Monday	Read The 3 Little Pigs Discuss the main events, emphasise repetition.	Whole class - extended writing. Related to geography this week. Write a letter to someone they know who lives in a different place to themselves. Decide what we would like to know and devise questions. Rough draft - for later computer use.					Talk about letter layout.
Tuesday	Read a 2 <sup>nd</sup> version of 3 Little pigs - discuss diffs/ sims. Talk about which they prefer - justify.	Flashcards. Introduce words and put into sentences. Introduce weeks activities.	<i>Brown</i> Word groups put correct words in the right place.	<i>Red</i> Draw 2 characters from 3 Pigs. Describe & fill speech bubble.	<i>Blue</i> Handwriting	<i>Orange</i> Listen to Ugly Duckling on tape - talk about story.	Who am I ? Guess the story character from what is said.
Wednesday	Look at speech in story. Introduce speech bubbles - put common story speech in.	Flashcards. Introduce initial sound and use simple digram to explain & extend.	<i>Orange</i> Storyboard for 3 little pigs. Words and pictures.	<i>Brown</i> Word groups put correct words in the right place.	<i>Red</i> Draw 2 characters from 3 Pigs. Fill in speech bubbles.	<i>Blue</i> Handwriting	Which story am I Guess from clues of setting.
Thursday	Read Jack & the Beanstalk .Identify common language to fairy stories.	Flashcards. Develop word banks for this scr & spr. Use a dictionary to find more.	<i>Blue</i> Amend punctuation errors / spelling patterns.	<i>Orange</i> Storyboard for 3 little pigs. Words and pictures.	<i>Brown</i> Word groups put correct words in the right place.	<i>Red</i> Draw 2 characters from 3 Pigs. Fill in speech bubbles.	What happened next..... Guess from contextual clues.
Friday	Class scribe a similar story based on 1 of the previous 2 from this week. Key points, speech.	Flashcards. As yesterday but with spl & str. Predict which will have more.	<i>Red</i> Draw 2 characters from 3 Pigs. Describe & fill speech bubble.	<i>Blue</i> Amend punctuation errors / spelling patterns.	<i>Orange</i> Storyboard for 3 little pigs. Pictures only.	<i>Brown</i> As others but only 3 bigger boxes.	Re focus on weeks words.

Weeks words - made, make, may, more, much  
Evaluation

Initial consonant clusters - scr, spr, spl, str

# Weekly Plan - Literacy Hour      Week beginning -      Name

	Shared Text	Word & sentence work	Group 1	Group 2	Group 3	Group 4	Plenary
Monday	Recite Incy Wincy Spider. Use a spider, and a web as a story board base.	Whole class to create a story involving a spider. Decide her name together and an event that will happen.					Read out 2 / 3 stories, discuss. What could they add.
Tuesday	Use Hickory Dickory as a base and change rhyme to get new ones.	Introduce weeks words, and l,c,w,ch. Discuss end sound ld and weeks activities.	<i>Brown</i> Grid work on characters.	<i>Red</i> Sentence work in own books based on recent words.	<i>Blue</i> Group punctuation work. Then own. <b>Teacher led</b>	<i>Orange</i> L.C.W.Ch common words.	Whole class L.C.W.Ch
Wednesday	Mime rhymes children guess, then have a go. Read all we need poem to then with them	Focus on end clusters lk & lf . Look at nonsense & real. Make rhyming lists.	<i>Orange</i> Initial blends word groups.	<i>Brown</i> Grid work on characters.	<i>Red</i> Sentence work in own books based on recent words.	<i>Blue</i> Group punctuation work. Then own. <b>Teacher led</b>	Class grid character work.
Thursday	Read All we Need How does it make them feel. Look at rhyme & repetition. Decide on actions	As yesterday but lsh & lp	<i>Blue</i> Group punctuation work. Then own. <b>Teacher led</b>	<i>Orange</i> Initial blends word groups.	<i>Brown</i> Grid work on characters.	<i>Red</i> Sentence work in own books based on recent words.	Class punctuation
Friday	Use poem as a basis and make up our own need poem.	Look at lt & lth . Find them in text.	<i>Red</i> Sentence work in own books based on recent words.	<i>Blue</i> Group punctuation work. Then own. <b>Teacher led</b>	<i>Orange</i> Initial blends word groups.	<i>Brown</i> Grid work on characters.	Silly sentences

Words - would, could, should, half, help.

Patterns - ld, lk, lsh, lp, lth.

Evaluation

# Weekly Plan - Literacy Hour Week beginning - Name

	Shared Text	Word & sentence work	Group 1	Group 2	Group 3	Group 4	Plenary
Monday	Talk about fiction & non fiction. Look at a fiction & non fiction bk. Compare	Whole class extended writing. Look at an object on their table and give me as much written information about it as they can. Teacher - extend top group					Look at objects and what has been written.
Tuesday	Look at a non fiction big book. Discuss index, contents, glossary & layout. How to use.	Introduce weeks words through plural work.. Introduce weeks activities.	<i>Brown</i> Fill in missing consonants, put words into sentences.	<i>Red</i> L.C.W.Ch spellings and handwriting work.	<i>Blue</i> Lotto sound game what can you hear	<i>Orange</i> Speech bubble work	Look a the speech bubbles done.
Wednesday	Recap yesterday. Split classs into 4 gps, 5mins find info from non-fiction bk ,share info found.	Work on final consonant cluster nch Make up a rhyme with the words.	<i>Orange</i> Speech bubble work	<i>Brown</i> Fill in missing consonants, put words into sentences.	<i>Red</i> Handwriting this weeks patterns.	<i>Blue</i> Lotto sound game what can you hear	I can hear with my little ear.....
Thursday	Repeat yesterday with different book and specific task to find 2 items in a book.	Focus on nd . Change vowel to change word. Look at words in words.	<i>Blue</i> Lotto sound game what can you hear	<i>Orange</i> Speech bubble work	<i>Brown</i> Fill in missing consonants	<i>Red</i> Handwriting this weeks patterns.	Look at other missing consonants.
Friday	Discuss labels and captions around the room. Look at large body picture and label it together.	As yesterday focus on nk and nt	<i>Red</i> L.C.W.Ch spellings and handwriting work.	<i>Blue</i> Lotto sound game what can you hear	<i>Orange</i> Speech bubble work	<i>Brown</i> Fill in missing consonants	Check consonant & vowel knowledge.

Weeks words - pink, balls, girls, schools, trees  
Evaluation

Writing pattern - nch, nk, nt, nd



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	Shared Text	Word & sentence work	Group 1	Group 2	Group 3	Group 4	Plenary
Monday	Look at the outside of a new non-fiction book. Title, illustrations, blurb. Predict content.	Extended writing. Write a piece of work for a non-fiction book entitled school. Discuss what cover might look like and how not to include likes and dislikes, information only. Teacher work with middle group					Look at items that have been written.
Tuesday	Discuss different ways to read non-fiction. Look through book, is it as it appears.	Introduce wk wds (L.C.W.Ch). Discuss final cluster st. Introduce weeks activities.	<i>Brown</i> Use information books to find out about sound. <b>Teacher led</b>	<i>Red</i> Spellings and handwriting. Create plurals in My world (IT)	<i>Blue</i> Missing consonants then put in sentences.	<i>Orange</i> Use role play what people say - use labels to characterise.	Play missing consonant game.
Wednesday	Discuss differences between exterior & interior. How do we choose right book. Look at skimming.	Focus on sk. Make up rhyming strings for - ask, isk, usk. Try & make up a rhyme using words.	<i>Orange</i> Use role play what people say - use labels to characterise.	<i>Brown</i> Use information books to find out about sound. <b>Teacher led</b>	<i>Red</i> Handwriting. Create plurals in My world (IT)	<i>Blue</i> Missing consonants then put in sentences.	Make up a rhyme with st words from yesterday.
Thursday	Look at 4 exteriors. Predict content skim to check. Establish a routine to choose a bk and get info.	As yesterday with sp - isp, asp. Try a nonsense rhyme with words created.	<i>Blue</i> Missing consonants then put in sentences.	<i>Orange</i> Use role play what people say - use labels to characterise.	<i>Brown</i> Use information books to find out about sound. <b>Teacher led</b>	<i>Red</i> Handwriting. Create plurals in My world (IT)	Review letter formation especially m, n.
Friday	Focus on questions. What is it, why use them. Explore how books help us find answers.	Revisit plural work - create sentences with singular and then plural of same word - cat & cats.	<i>Red</i> Spellings and handwriting. Create plurals in My world (IT)	<i>Blue</i> Missing consonants then put in sentences.	<i>Orange</i> Use role play what people say - use labels to characterise.	<i>Brown</i> Use information books to find out about sound. <b>Teacher led</b>	Look at labels from role play give out to children to use.

first, just, last, must, dogs, cats  
Evaluation

Writing pattern - sk, sp, st

# Weekly Plan - Literacy Hour

# Week beginning -

# Name

	Shared Text	Word & sentence work	Group 1	Group 2	Group 3	Group 4	Plenary
Monday	Revise how to skim and scan. Look at index, contents, cover and page numbers.	Whole class extended writing. 'Easter' Teacher with group review sentences.					Correct mistakes in my news writing.
Tuesday	Give pairs a non fiction book and a topic to find out more about. Focus on recording pages.	Intro weeks words - focus on ways to help remember, intro weeks words, use in sentences.	<i>Brown</i> - Teacher In books write some questions we could ask about 'favourite toys'.	<i>Red</i> Handwriting and plural work.	<i>Blue</i> Put rhyming words into right group. Use IT for similar task.	<i>Orange</i> Use non fiction books to answer specific questions.	Create a report on board about a fire engine. Title, what, where, why, how focus.
Wednesday	Introduce alphabetical order, use a big dictionary to study format.	End consonant cluster 'mp'. Use different vowels for rhyme strings.	<i>Orange</i> Use non fiction books to answer specific questions.	<i>Brown</i> - Teacher In books write some questions we could ask about 'favourite toys'.	<i>Red</i> Handwriting and plural work.	<i>Blue</i> Put rhyming words into right group. .Use IT for similar task.	Make up a rhyme with todays board words.
Thursday	Talk about initial letters & how to use a dictionary. Look up some simple words.	As yesterday with 'ct' & 'ft' & 'pt'. Compare lists, which is more common.	<i>Blue</i> Put rhyming words into right group. Use IT for similar task.	<i>Orange</i> Use non fiction books to answer specific questions.	<i>Brown</i> - Teacher In books write some questions we could ask about 'favourite toys'.	<i>Red</i> Handwriting and plural work.	List nonsense words and make up some more.
Friday	As yesterday, talk about words with same first letter, order some together using flashcards.	Continue work on plurals - use high frequency words to make plural.	<i>Red</i> Handwriting and plural work.	<i>Blue</i> Put rhyming words into right group. Use IT for similar task.	<i>Orange</i> - Teacher Use non fiction books to answer specific questions.	<i>Brown</i> In books write some questions we could ask about 'favourite toys'.	Look at questions for favourite toys.

Weeks words - look, said, they, come  
Evaluation

Writing pattern - 'mp' 'ct' 'ft' 'pt'