

# Weekly Plan - Literacy Hour

Week beginning - 19<sup>th</sup> April

Name

|           | Shared Text  | Word & sentence work  | Group 1  | Group 2  | Group 3  | Group 4  | Plenary  |
|-----------|--|---|--|--|--|--|--|
| Monday    | Read and discuss @'The Enormous Turnip'. Character setting, key points & repetition.   | Whole class extended writing retell the story. Focus on something happening. Teacher - To reinforce speech and speech marks with one group. |  |  |  |  | Focus on how illustrations make or break a story. Look at bright & dull. |
| Tuesday   | Re tell Hansel & Gretel. List main characters, events and settings. Discuss voices.    | Introduce weeks words. Revise vowel & consonant in CVC wds. Look at activities.   | <i>Brown</i><br><u>Grouping activity</u><br><u>focus last weeks</u><br><u>phonemes. -ump, -all, -an, -nk</u> | <i>Red</i> Look up and write down page number of 6 words in dictionary.                                      | <i>Blue</i><br>In pairs make an alphabetical order jigsaw. Use IT - alph order.                    | <i>Orange</i><br><b>Teacher led</b><br>Teach format for LCWCH.<br>Cvc words.                       | Focus on identifying vowel & consonant in CVC words. Them to scribe.     |
| Wednesday | Read Hansel & Gretel How did it differ from yesterday. Discuss preferences.            | Discuss grouping words and how it helps with spellings. Discuss ideas for in the room.  | <i>Orange</i><br><b>Teacher led</b><br>Teach format for LCWCH.<br>Yr 2 Hi freq wds                           | <i>Brown</i><br><u>Grouping activity</u><br><u>focus last weeks</u><br><u>phonemes. -ump, -all, -an, -nk</u> | <i>Red</i> Look up and write down page number of 4 words in dictionary.                            | <i>Blue</i><br>In a group make a jigsaw with 10 letters of the alphabet. + IT                      | Focus on nch words. List them by filling a flower.                       |
| Thursday  | Scribe the story Hansel & gretel. Is the order correct. What if we changed one event.  | Introduce long vowel phoneme ee, ea with rhyme. Make up a marching rhyme & march!!!!  | <i>Blue</i><br>In pairs make an alphabetical order jigsaw. Use IT - alph order.                              | <i>Orange</i><br><b>Teacher led</b><br>Teach format for LCWCH.<br>Yr 1 hi freq wds                           | <i>Brown</i><br><u>Grouping activity</u><br><u>focus last weeks</u><br><u>phonemes. -ump, -all</u> | <i>Red</i> As a group look, cover, write check 6 common words.                                     | Focus on lth. List them by filling a tessellation.                       |
| Friday    | List story characters. Describe them vote for favourite say why. Give sayings for all. | In pairs make up short vowel lists & long vowel lists. Ed, en, et, ee, ea.  | <i>Red</i> Look up and write down page number of 6 words in dictionary.                                      | <i>Blue</i><br>In pairs make an alphabetical order jigsaw .Use IT - alph order.                              | <i>Orange</i><br><b>Teacher led</b><br>Teach format for LCWCH.<br>Rec hi freq wds                  | <i>Brown</i><br><u>Grouping activity</u><br><u>focus last weeks</u><br><u>phonemes. -ump, -all</u> | Focus on I spy with long vowel 'ee' words                                |

Words - school, would, help, green, milk

Writing pattern - nch, lth

Group Reading - groups A & B Tuesday and Thursday. C & D Wednesday & Friday. One group done in Literacy hour, One done straight after in quiet time.

Evaluation on the back.

Underlined = assessment.

# Weekly Plan - Literacy Hour      Week beginning - 26<sup>th</sup> April      Name

|            | Shared Text  | Word & sentence work  | Group 1   | Group 2   | Group 3   | Group 4   | Plenary   |
|------------|--|---|---|---|---|---|---|
| Monday     | listen to the nursery rhyme Jack and Jill. Talk about story in it.                           | Write a story about 2 children who go up a hill and have an accident. Teacher with BA group to group write. |   |   |   |   | Read out 3 stories to see if they have all the parts. |
| Tuesday    | Read the story of Little Lumpy. No interruptions, talk about concentration and not stopping. | Introduce weeks words- tree, three, been, seen, eat. Talk about pattern.                                    | <i>Brown</i> Create rhyming word lists for -ed, - ead,,-ean, -een.                    | <i>Red</i> Write some word lists. Sort the cards into groups. Pets, food, jobs, toys. | <i>Blue</i> Put speech marks around some well known sayings.                          | <i>Orange</i> Draw a picture what I see in the sea                        | What do I see on the beach.                           |
| Wednesday  | Re read the story. Again no interruptions. Discuss if they liked it and reasons.             | 5 mins flashcards. Recap on long and short e sounds..   | <i>Orange</i> Draw a picture what I see in the sea                                    | <i>Brown</i> Create rhyming word lists for -ed, - ead,,-ean, -een.                    | <i>Red</i> Write some word lists. Sort the cards into groups. Pets, food, jobs, toys. | <i>Blue</i> Put speech marks around some well known sayings.              | Speech bubbles who said what.                         |
| Thursday   | Read Not Now Bernard, no interruptions, discuss why this is good for story.                  | 5 mins flashcards. Talk about rules for when get long ee sound and when ea sound.                           | <i>Blue</i> Put speech marks around some well known sayings.                          | <i>Orange</i> Draw a picture what I see in the sea                                    | <i>Brown</i> Create rhyming word lists for -ed, - ead,-ean, -een.                     | <i>Red</i> Write some word lists. Sort the cards into groups. Pets, toys. | List toys for babies.                                 |
| Friday     | Compare and contrast the 2 stories, list their ideas and talk about parts of book.           | 5 mins flashcards. Large text with ee words missing. Talk about strategies used to find them.               | <i>Red</i> Write some word lists. Sort the cards into groups. Pets, food, jobs, toys. | <i>Blue</i> Put speech marks around some well known sayings.                          | <i>Orange</i> Draw a picture what I see in the sea                                    | <i>Brown</i> Create rhyming word lists for -ed, & - een.                  | What rhymes with weed.                                |
| Assessment |  |   |   |   |   |   |   |

Evaluation

# Weekly Plan - Literacy Hour

Week beginning - 10<sup>th</sup> May

Name

|           | Shared Text   | Word & sentence work   | Group 1  | Group 2  | Group 3   | Group 4   | Plenary   |
|-----------|---|--|--|--|---|---|---|
| Monday    | Whole class read Mr Gumpy s Outing. Discuss order of events.                            | Write own story about a trip out in a car and it must include: a title, themselves and an event that goes wrong.<br>Teacher with Group 3( reminding about full stops and capital letters.) |  |  |   |   | Revisit labelling and label Mr Gumpy s car.                         |
| Tuesday   | Shared read Grandpa s Breakfast focus on importance of order and ending                 | Introduce wks words. Look at long vowel sound and develop rhyming lists.   | <i>Brown</i> Fill in the clouds with ee and ea words. IT missing long vowel sounds.          | <i>Red</i> Look at book waiter, waiter . list ai and ay words.                               | <i>Blue</i> Re arrange the story of Jack & Beanstalk - pictures only.                   | <i>Orange</i> Table top activity - rhyming pairs.                                       | Scribe order for making and eating toast and jam.                   |
| Wednesday | Shared re read the story from mixed up sentences put them in right order.               | Look at yesterdays lists and draw out ai sound. Intro ay words.. Create a list of ay words.  | <i>Orange</i> Table top activity rhyming pairs. After each pair make up silly sentence.      | <i>Brown</i> Fill in the clouds with ee and ea words. IT missing long vowel sounds.          | <i>Red</i> look at book Jill & Beanstalk Fill in the ea beanstalk with words from book. | <i>Blue</i> Re arrange the story of Jack & Beanstalk - pictures only.                   | Focus on character - scribe a list of what they think Jack is like. |
| Thursday  | Shared Read Owl Babies look at how events in order build up and how the end is affected | Make up jingles around their names with long vowel sounds.   | <i>Blue</i> Rearrange the story of Jack & the Beanstalk. Written sentences no picture clues. | <i>Orange</i> Table top activity rhyming pairs. After each pair make up silly sentence.      | <i>Brown</i> Fill in the clouds with missing ee words. IT-missing long vowel sounds     | <i>Red</i> look at book Jill & Beanstalk Fill in the ea beanstalk with words from book. | Jingle work around family members.                                  |
| Friday    | Shared Write out Owl Babies with mistakes to correct in sentences.                      | As yesterday make up jingles around ai words.  | <i>Red</i> Look at book waiter, waiter . list ai and ay words.                               | <i>Blue</i> Rearrange the story of Jack & the Beanstalk. Written sentences no picture clues. | <i>Orange</i> Table top activity - rhyming pairs.                                       | <i>Brown</i> Fill in the clouds with missing ee words. IT-missing long vowel sounds     | Revisit questioning - answer in sentences sbout Owl Babies.         |

Weeks words - name, came, take, make ,made, again  
Evaluation

Writing pattern - ai ay

# Weekly Plan - Literacy Hour

Week beginning - 24<sup>th</sup> May

Name

|           | Shared Text   | Word & sentence work   | Group 1   | Group 2   | Group 3  | Group 4  | Plenary  |
|-----------|---|--|---|---|--|--|--|
| Monday    | Discuss the setting of a story. List some in castles, forests etc. Describe a castle. | Extended writing describing a castle. No storyline, just description. Type of castle up to them. Teacher with Group 1 - look at extending sentences. |   |   |  |  | Describe a place without naming it- can they guess it. |
| Tuesday   | Look at cover of Rainbow Fish. Describe setting-water words. Read book                | Introduce weeks wds and this weeks activities.   | <i>Brown</i><br>Complete a book cover with title, author and blurb on the back. | <i>Red</i><br>Using cubes blend and list words. Put words into sentences.       | <i>Blue</i><br>Handwriting make tall letters tall. IT - finish the rhyme,      | <i>Orange</i><br>Write a short story - Jack s Trick.                           | List differences between river and sea.                |
| Wednesday | Re read the story linger on visual clues go into details of setting in the story.     | 5 mins flashcards Recap on short i sounds, add and e and introduce ie  | <i>Orange</i><br>Write a short story - Jack s Trick. Include lots of ck words   | <i>Brown</i><br>Complete a book cover with title, author and blurb on the back. | <i>Red</i><br>Using cubes blend and list words.                                | <i>Blue</i><br>Handwriting make tall letters tall. IT - finish the rhyme,      | Talk about tall letters and how to size them.          |
| Thursday  | Look at Old Mother Hubbard and list differences in location- how is story affected.   | 5 mins flashcards Revise ie and list rhyming words - focus on nonsense words.  | <i>Blue</i><br>Handwriting make tall letters tall. IT - finish the rhyme,       | <i>Orange</i><br>Write a short story - Jack s Trick. Include lots of ck words   | <i>Brown</i> Complete a book cover with title, author and picture on the front | <i>Red</i><br>Using cubes blend and list words.                                | Make up a character profile for Old Mother Hubbard.    |
| Friday    | Discuss settings in their favourite books. List the most popular - why.               | 5 mins flashcards Class scribe some jingles with i-e words.  | <i>Red</i><br>Using cubes blend and list words. Put words into sentences.       | <i>Blue</i><br>Handwriting make tall letters tall. IT - finish the rhyme,       | <i>Orange</i><br>Write a short story - Jack s Trick.                           | <i>Brown</i> Complete a book cover with title, author and picture on the front | Read some of the story s Jacks Trick                   |

Assessment Can they rhyme words with last weeks ck ending - on the computer.

Evaluation

# Weekly Plan - Literacy Hour

Week beginning - 14<sup>th</sup> June

Name \_\_\_\_\_

|           | Shared Text   | Word & sentence work   | Group 1   | Group 2   | Group 3  | Group 4  | Plenary  |
|-----------|---|--|---|---|--|--|--|
| Monday    | Share the Town Mouse & the Country Mouse  | Each choose to write about living in a town or a country. Focus on description of setting. Teacher with Group 1 - extended work. |   |   |  |  |  |
| Tuesday   | Read a home poem. Get the children to talk about it - poem, rhyme, short lines etc. | Introduce weeks word, L.C.W.CH .Use words in question. Look at activities.   | <i>Blue</i><br>Handwriting - th / wh.<br>IT-Ridiculous rhymes                 | <i>Orange</i><br>Describe 4 settings -adjectives list.                        | <i>Brown Teacher</i><br>Group reading. Rhyme books. Find ay words then list. | <i>Red</i><br>World building - - eep, -ay,                                   | L.C.W.CH keywords check on own -dictate to them. |
| Wednesday | Enlarged version. Read it together, highlight rhymes. Look at pattern.              | Key word work Re-cap magic E list and alter, note nonsense words.  | <i>Brown Teacher</i><br>Group reading. Rhyme books. Find i-e words then list. | <i>Red</i><br>World building - - eep, -ay, -eat, -ail.                        | <i>Blue</i><br>Handwriting - th / wh.<br>IT-Ridiculous rhymes                | <i>Orange</i><br>Describe 2 settings - adjectives list.                      | Finish the poem..                                |
| Thursday  | Second home poem. Talk about images what do they see, preferences & rhyme           | Key word work Recap ie & igh sort into lists. List ice ,ide ,ie ,ight words.   | <i>Orange</i><br>Describe 4 settings - adjectives list.                       | <i>Brown Teacher</i><br>Group reading. Rhyme books. Find i-e words then list. | <i>Red</i><br>World building - - eep, -ay,                                   | <i>Blue</i><br>Handwriting th / wh.<br>IT-Ridiculous rhymes                  | Guess the setting                                |
| Friday    | Try and scribe our own home poem. List rhymes first and work on.                    | Key word work. Create jingles using i-e words.   | <i>Red</i><br>World building - - eep, -ay, -eat, -ail.                        | <i>Blue</i><br>Handwriting - th / wh.<br>IT-Ridiculous rhymes                 | <i>Orange</i><br>Describe 2 settings - adjectives list.                      | <i>Brown Teacher</i><br>Group reading. Rhyme books. Find ay words then list. | Handwriting tall and tails.                      |

Assessment Setting work - can they describe features of specific settings.

Weekly words that, these, them, then, than Writing pattern th, the, wh Gp reading A & B - Tues & Thurs, C & D - Wed & Fri Evaluation

# Weekly Plan - Literacy Hour      Week beginning - 21<sup>st</sup> June      Name

|           | Shared Text   | Word & sentence work   | Group 1 (AA)   | Group 2 (AA) | Group 3 (A)  | Group 4 (BA) | Plenary  |
|-----------|---|--|--|--------------|--|--------------|--|
| Monday    | <b>Shared writing</b><br>Whole class poem with a brown cow.                         | Write their own poem in pairs class decide subject and they think about rhyming words and the title and number of lines.<br>Teacher with (A) |  |              |  |              | Focus on rhyming pairs - list them.                    |
| Tuesday   | Whole class re read yesterdays poem.<br>Find our rhymes.<br>Why do they like it.    | Introduce weeks words. Look at pattern and ow .  | Put last weeks spellings into extended sentences.  |              | Circle game Drop the ball As the ball is thrown to them they have to say a word that fits a given pattern.<br>Teacher led. |              | Read one of own favourite poems talk about it.         |
| Wednesday | Re write brown cow to brown cat and see how it is affected.<br>Change rhymes.       | 5 mins flashcards<br>Recap on o vowel.<br>Introduce how to turn it into magic e o  | Circle game Drop the ball As the ball is thrown to them they have to say a word that fits a given pattern.<br>Teacher led. |              | Put last weeks spellings into simple sentences.  |              | Recap magic e eg rose.                                 |
| Thursday  | <b>Shared reading</b><br>Read 2 poems together decide on favourites.                | 5 mins flashcards<br>Focus on the ways we use ow in words.   | Choose 4 nursery rhyme titles and rewrite own version.<br><b>Teacher led</b>   |              | Finish 2 nursery rhymes with their own rhyming words. Try and do one of their own.   |              | Focus on Keywords putting them in to silly sentences.  |
| Friday    | <b>Shared writing</b><br>Compose class poem, on yesterdays model. Try and learn it. | 5 mins flashcards<br>oa ow rhyming strings - put into rhyming pairs.   | Look at a story based on a nursery rhyme answer questions relating to the text in complete sentences.                      |              | Look at a picture of a nursery rhyme answer questions related to the picture.<br><b>Teacher led</b>                        |              | Speaking and listening -answer questions in sentences. |

Weeks words - brown, down, own, how, home      -Writing pattern - oa ow

Guided Reading A & B - Monday, Thursday - C & D -Tuesday, Friday

Evaluation

# Weekly Plan - Literacy Hour

## Week beginning - 28<sup>th</sup> June

Name

|           | Shared Text   | Word & sentence work  | Group 1<br>AA  | Group 2<br>A   | Group 3<br>A   | Group 4<br>BA   | Plenary   |
|-----------|---|---|--|--|--|---|---|
| Monday    | Shared writing<br>Whole class poem<br>The clock List clock words and rhymes.                  | Write their own poem in a group of 4, list ck and rhymes they could use. Do a first draft in rough then copy out and illustrate.<br>Teacher with (AA) |  |  |  |   | Focus on rhymes used list some of the pairs. Discuss                  |
| Tuesday   | Shared reading<br>Teacher read Upside down Discuss poem, can they talk about it.              | Introduce wks words List ck words used yesterday.<br>Look at weeks tasks.   | <i>Brown Teacher</i><br>Group work - adjectives, discuss and use white bd List for 3 items | <i>Red</i><br>Illustrate the poem Hippo s . Think about content.                           | <i>Blue</i><br>Write 4 silly sentences for words - lock, duck, kick, clock                 | <i>Orange</i><br>Complete unfinished poem 3 lines long                                    | Focus on illustrations - why are they there.                          |
| Wednesday | Shared reading<br>Whole class reread upside down look at how it is set out, rhymes and illus. | Introduce wks words In pairs in 1 min list as many ck words as can think of. List together  | <i>Orange</i><br>Complete unfinished poem 6 lines long                                     | <i>Brown Teacher</i><br>Group work - adjectives, discuss and use white bd List for 3 items | <i>Red</i><br>Illustrate the poem Hippo s . Think about content.                           | <i>Blue</i><br>Write 2 silly sentences for words - duck, clock                            | I spy with ck words   |
| Thursday  | Shared writing<br>Write our own version of upside down . Which do we prefer.                  | Introduce wks words Discuss th words, make up silly sentences with th words.  | <i>Blue</i> Write silly sentences for weeks spellings. Each must be more than 1 line       | <i>Orange</i><br>Complete unfinished poem 6 lines long                                     | <i>Brown Teacher</i><br>Group work - adjectives, discuss and use white bd List for 2 items | <i>Red</i><br>Illustrate the poem Hippo s . Think about content.                          | What makes a sentence silly? Look at examples and make them sensible. |
| Friday    | Shared reading<br>Class read 2 versions of Twinkle twinkle. Look at how it s changed.         | Introduce wks words Divide into 2, th team, ck team who can come up with the most words.  | <i>Red</i><br>Illustrate the poem Hippo s . Think about content.                           | <i>Blue</i> Write silly sentences for weeks spellings. Each must be more than 1 line       | <i>Orange</i><br>Complete unfinished poem 3 lines long                                     | <i>Brown Teacher</i><br>Group work - adjectives, discuss and use white bd List for apple. | I spy th words  |

Assessment

Weeks words - lock, duck, kick, pick pocket  
Evaluation

Writing pattern - ck & th

Group reading - A+B = Mon & Thurs C+D = Tues & Fri

# Weekly Plan - Literacy Hour

Week beginning - 5<sup>th</sup> July

Name

|           | Shared Text   | Word & sentence work  | Group 1 (AA)   | Group 2 (AA)   | Group 3 (A) | Group 4 (BA)  | Plenary   |
|-----------|---|---|--|--|-------------|---|---|
| Monday    | Shared writing information books. Focus on shops write a class text about a shop.             | Choose a shop to write about then give as much factual information as possible. Teacher with (A)                                    |  |  |             |   | Adjective work - guess the shop from details given. |
| Tuesday   | Shared reading Look at exterior of 2 info bks. Scribe questions to answer. Recap parts of bk. | Introduce weeks words similarity? Put words into sentences. Introduce past tense words.   | Using information books and their facilities ( glossary, index etc) Try and find out 5 facts about a plant. <b>Teacher led</b> | Comprehension work answer questions about fruit. 5 questions (emphasise answering in sentences)                                |             | Information work - true or false.                               |   |
| Wednesday | Shared reading Look at the 2 books, how do they differ. Discuss how to find out our info.     | Flashcard work Focus on ing words list some, Talk about present tense.  | Comprehension work answer questions about fruit. 10 questions (emphasise answering in sentences)                               | Using information books and their facilities ( glossary, index etc) Try and find out 3 facts about a plant. <b>Teacher led</b> |             | Focus on ing words -hangman                                     |   |
| Thursday  | Shared writing Class visit, create whole class factual event planner.                         | In pairs make an event list, with an introduction, events 1 - 5 and a conclusion. <b>Teacher with Dolphins</b> - detailed list work |  |  |             |   | Information work -Who s event list is this?         |
| Friday    | Shared reading Use Tues questions try find answers. look at diagrams.                         | Flashcard work Focus on how to transfer a factual list into an account.   | Using yesterdays event list create an account of our visit. No input from adult.   | With adult input follow a plan to create an account of our visit. <b>Teacher led</b>   |             | Speaking and listening -something they found out in the Quedam. |   |

Weeks words - called/ing lived/ing, played/ing Writing pattern - -ed -ing Group reading - A & B - Mon & Thurs C & D - Tues & Fri Evaluation

# Weekly Plan - Literacy Hour

Week beginning - 12<sup>th</sup> July

Name

|  | Shared Text  | Word & sentence work   | Group 1<br>AA  | Group 2<br>AA   | Group 3<br>A | Group 4<br>BA  | Plenary                         |
|--|--|--|--|---|--------------|--|---------------------------------|
| Monday   | Shared writing<br>List facts for a hospital, accurate information only                                 | Independent writing re emphasise it is a factual account, remind about hospital word bank, writing in sentences, full stops & capital letters<br>Teacher - A |  |   |              |  | Focus on facts - true and false |
| Tuesday  | Shared reading<br>Discuss going to hospital-people, etc decide how to find out more about a nurses job | Intro weeks words<br>Focus on learning words with irregular sounds.  | Think about oo as a long and short vowel Split up a group of words into 2 sets ( long & short oo sound) Now think of own to add to the list.<br><b>Teacher led</b> | Change 4 sentences from the present tense to the past.  |              | Focus on sections found in our library.                          |                                 |
| Wednesday  | Shared writing<br>Decide what we want to know scribe questions think about how to find out             | weeks words<br>Focus on sh as oppose to ch. List words to fit our pattern.   | Change 6 sentences from the present tense to the past. Then write some of their own in the past and present.   | Think about oo as a long and short vowel Split up a group of words on a large sheet as a group into 2 sets ( long & short oo sound)<br><b>Teacher led</b> |              | Focus on variety in a section                                    |                                 |
| Thursday   | Shared reading<br>Look at books use index, glossary, contents try to answer questions.                 | weeks words<br>As yesterday focus on sk words  | Write a thank you letter to Les for the football training, think about the wording and presentation.   |   |              | Focus on 2 books in a section is their interior the same format. |                                 |
| Friday   | Shared writing<br>Decide how to write a class book about a nurse. Scribe what we need in it.           | Weeks words, decide on who will write - blurb, front cover, back cover, illustrations information writing.<br>Teacher with information writers.              |  |   |              | Focus on how our book should go together                         |                                 |
| Assessment Can they write a straight factual account.<br>Do they understand - glossary, content, index, blurb. |  |  |  |   |              |  |                                 |

Weeks words - good, took, door, too, new  
Evaluation

Writing pattern - sh & sk

Group reading - A+B = Mon & Thurs C+D = Tues & Fri