

# 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> <u>Grouping activity</u> <u>focus last weeks</u> <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> In pairs make an alphabetical order jigsaw. Use IT - alph order.	<i>Orange</i> <b>Teacher led</b> Teach format for LCWCH. 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> <b>Teacher led</b> Teach format for LCWCH. Yr 2 Hi freq wds	<i>Brown</i> <u>Grouping activity</u> <u>focus last weeks</u> <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> 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> In pairs make an alphabetical order jigsaw. Use IT - alph order.	<i>Orange</i> <b>Teacher led</b> Teach format for LCWCH. Yr 1 hi freq wds	<i>Brown</i> <u>Grouping activity</u> <u>focus last weeks</u> <u>phonemes.</u> <u>-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> In pairs make an alphabetical order jigsaw .Use IT - alph order.	<i>Orange</i> <b>Teacher led</b> Teach format for LCWCH. Rec hi freq wds	<i>Brown</i> <u>Grouping activity</u> <u>focus last weeks</u> <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. 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> Complete a book cover with title, author and blurb on the back.	<i>Red</i> Using cubes blend and list words. Put words into sentences.	<i>Blue</i> Handwriting make tall letters tall. IT - finish the rhyme,	<i>Orange</i> 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> Write a short story - Jack s Trick. Include lots of ck words	<i>Brown</i> Complete a book cover with title, author and blurb on the back.	<i>Red</i> Using cubes blend and list words.	<i>Blue</i> 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> Handwriting make tall letters tall. IT - finish the rhyme,	<i>Orange</i> 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> 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> Using cubes blend and list words. Put words into sentences.	<i>Blue</i> Handwriting make tall letters tall. IT - finish the rhyme,	<i>Orange</i> 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> Handwriting - th / wh. IT-Ridiculous rhymes	<i>Orange</i> Describe 4 settings -adjectives list.	<i>Brown Teacher</i> Group reading. Rhyme books. Find ay words then list.	<i>Red</i> 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> Group reading. Rhyme books. Find i-e words then list.	<i>Red</i> World building - - eep, -ay, -eat, -ail.	<i>Blue</i> Handwriting - th / wh. IT-Ridiculous rhymes	<i>Orange</i> 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> Describe 4 settings - adjectives list.	<i>Brown Teacher</i> Group reading. Rhyme books. Find i-e words then list.	<i>Red</i> World building - - eep, -ay,	<i>Blue</i> Handwriting th / wh. 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> World building - - eep, -ay, -eat, -ail.	<i>Blue</i> Handwriting - th / wh. IT-Ridiculous rhymes	<i>Orange</i> Describe 2 settings - adjectives list.	<i>Brown Teacher</i> 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> 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. Teacher with (A)					Focus on rhyming pairs - list them.
Tuesday	Whole class re read yesterdays poem. Find our rhymes. 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. 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. Change rhymes.	5 mins flashcards Recap on o vowel. 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. Teacher led.		Put last weeks spellings into simple sentences.		Recap magic e eg rose.
Thursday	<b>Shared reading</b> Read 2 poems together decide on favourites.	5 mins flashcards Focus on the ways we use ow in words.	Choose 4 nursery rhyme titles and rewrite own version. <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> Compose class poem, on yesterdays model. Try and learn it.	5 mins flashcards 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. <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 AA	Group 2 A	Group 3 A	Group 4 BA	Plenary
Monday	Shared writing Whole class poem 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. Teacher with (AA)					Focus on rhymes used list some of the pairs. Discuss
Tuesday	Shared reading Teacher read Upside down Discuss poem, can they talk about it.	Introduce wks words List ck words used yesterday. Look at weeks tasks.	<i>Brown Teacher</i> Group work - adjectives, discuss and use white bd List for 3 items	<i>Red</i> Illustrate the poem Hippo s . Think about content.	<i>Blue</i> Write 4 silly sentences for words - lock, duck, kick, clock	<i>Orange</i> Complete unfinished poem 3 lines long	Focus on illustrations - why are they there.
Wednesday	Shared reading 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> Complete unfinished poem 6 lines long	<i>Brown Teacher</i> Group work - adjectives, discuss and use white bd List for 3 items	<i>Red</i> Illustrate the poem Hippo s . Think about content.	<i>Blue</i> Write 2 silly sentences for words - duck, clock	I spy with ck words
Thursday	Shared writing 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> Complete unfinished poem 6 lines long	<i>Brown Teacher</i> Group work - adjectives, discuss and use white bd List for 2 items	<i>Red</i> Illustrate the poem Hippo s . Think about content.	What makes a sentence silly? Look at examples and make them sensible.
Friday	Shared reading 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> 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> Complete unfinished poem 3 lines long	<i>Brown Teacher</i> Group work - adjectives, discuss and use white bd List for apple.	I spy th words

Assessment

Weeks words - lock, duck, kick, pick pocket

Writing pattern - ck & th

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

Evaluation

# 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 AA	Group 2 AA	Group 3 A	Group 4 BA	Plenary	
Monday	Shared writing 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 Teacher - A					Plenary	Focus on facts - true and false
Tuesday	Shared reading Discuss going to hospital-people, etc decide how to find out more about a nurses job	Intro weeks words 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. <b>Teacher led</b>		Change 4 sentences from the present tense to the past.			Focus on sections found in our library.
Wednesday	Shared writing Decide what we want to know scribe questions think about how to find out	weeks words 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) <b>Teacher led</b>			Focus on variety in a section
Thursday	Shared reading Look at books use index, glossary, contents try to answer questions.	weeks words 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 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. Teacher with information writers.						Focus on how our book should go together
<p>Assessment Can they write a straight factual account. Do they understand - glossary, content, index, blurb.</p>								

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

Writing pattern - sh & sk

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