<table>
<thead>
<tr>
<th>Whole class shared reading and writing</th>
<th>Whole class phonics, spelling, vocabulary and grammar</th>
<th>Guided Group Tasks (reading or writing)</th>
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<th>Independent Group Tasks</th>
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<tr>
<td><strong>Monday</strong></td>
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<td>Talk about fables read previously.</td>
<td>Ask the children to pick out adjectives in the text. Which adjectives fit the story?</td>
<td>Read “The Magpie Bridge”</td>
<td>Read “The Magpie Bridge”</td>
<td>Fabtastic Words. Use a thesaurus to find different words for the new vocab. Use dictionary to find alternative words.</td>
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<td>What did they tell us? What characters did they use? Does anybody know anything about myths? Different characters, but same idea of addressing a human problem or concern. Read “The Birth of the Sun” (Focus on Literacy) and talk about the meaning of this myth. Who wrote myths? Why did they write them?</td>
<td>Could they hear a voice re-telling the story? Retell the key events in the story and sequence them. Discuss the setting and characters, and focus on use of adjectives. Discuss possible alternatives.</td>
<td>Look at a picture of a character who could be in the myth. Write a list of words that describe the character around the picture. What does he look / smell / move / speak like? Fill in a factfile about this character name, age, personality, looks. In the group try to match the factfile to the picture.</td>
<td>Read the adjectives passage which uses nice. Change the word nice for more interesting adjectives and prepare the passage to read out in the plenary session. Use a dictionary if you need to spell a word. Word bank on the table to offer suggestions of interesting adjectives.</td>
<td>Children work on classifying adjectives into colour, shape, size and mood. (page 45 pupils’ book) Use cards to slot adjectives under correct headings. Can you think of any other adjectives that fit under these headings? Choose three adjectives from each heading, and use them in own sentences.</td>
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<td><strong>Tuesday</strong></td>
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<td>Read “The Birth of the Sun” again. Who can remember what it was about? Why does the myth tell us? What is different between myths and fables? Ask the children to tell the story in their own words, identifying the beginning, middle and end. What is the theme of the story? Who are the supernatural characters?</td>
<td>Look for different types of words in the text. Who can find me an adjective/noun/verb? Who can change this word for a different one? What would happen to the story if we missed all the adjectives out?</td>
<td>Read “The Magpie Bridge”</td>
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<td>Discuss any new vocab annotate text by drawing squiggly lines under unfamiliar words. Use dictionaries to define new words and add them to book of Fabtastic Words. Use a thesaurus to find alternative words for the new word identified.</td>
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<td><strong>Wednesday</strong></td>
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<td>Read “The Birth of the Sun” again. Do the children think this is a good explanation of the myth? What does the myth not explain (movement of sun across sky, varying intensity in summer and winter)? Do the children know any other creation stories? What is the most well known one?</td>
<td>Talk about special words which have endings called suffixes. Look for words in the text which have these endings. Use different words, and give children the suffixes. Can you match the suffix to the right word?</td>
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### Thursday
**Read Dreamtime (Letts Poster Pack)**
This story is again written by Australian Aborigines. Why do people all over the world tell creation stories? Point out examples of typical story structure (in the beginning, after a while) What other story starters do we know? Identify the main characters of the story and describe them (appearance, behaviour, things they said.)

**Suffixes**
What is a suffix? Give me some examples of words with suffixes. Complete the chart on the white board with some words missed out. Which is the strongest word (brave/braver/bravest). If you wanted to emphasise something, which one would you use – the strongest or weakest?

**Read** *The Magpie Bride*. Adult reads, children read when they can and help with words. Talk about the style of the myth. As they read the myth, could they hear a voice re-telling the story? Retell the key events in the story and sequence them using pictures to help. Discuss the setting and characters, and focus on use of adjectives. Discuss possible alternatives.

**Discuss any new vocab**
Annotate text by drawing squiggly lines under unfamiliar words. Use dictionaries to define new words and add them to book of Fabtastic Words. Use a thesaurus to find collections of different words for the new vocab identified. Select important words.

**Use worksheet to draw a new setting for a myth.**
Ask partner to write description of this new setting. Use new vocab given on a word bank. Children write out list of events from the myth, and then construct a plan for a new myth, altering the characters and settings.

**Children make story plan of the new myth using a story board.**
Follow check list of things to include – characters/setting/adjectives/verbs. Decide on the audience they are aiming their myth at. Provide a word bank to assist the children with their story plan.

**Children make story plan of the new myth using a story board.**
Follow check list of things to include – characters/setting/adjectives/verbs. Decide on the audience they are aiming their myth at.

**Look at some of the story plans that have been created.**
Ask the child to describe what is going to happen in the myth. Talk about how to plan the myth beginning, middle, end. A problem and a resolution must be included.

### Friday
**Read Dreamtime again.**
Look at some of the more difficult words and try to predict what they might mean. How would the story change if we used simpler words? Find some words in the text that could have suffixes placed after them – funny, happy, dark, quiet.

**Use laminated sheets to write some suffixes.**
Fill in the missing words in the sentences. Write a verb, noun, adjective. Spell _____ Talk about the myths the children are writing what must they include? Write a list that will be displayed in the classroom.

**Write a new opening for the myth.**
Introduce the characters and the setting using lots of description and verbs. Edit work – checking spelling. Read aloud to your partner what do you think they should change?

**Discuss any new vocab**
Annotate text by drawing squiggly lines under unfamiliar words. Use dictionaries to define new words and add them to book of Fabtastic Words. Use a thesaurus to find collections of different words for the new vocab identified. Select important words.

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**Short spelling test of words with silent letters this will assess where the children are so that activities can be based around this in future lessons.**