

Needs: Display in classroom for the week: - Rhyme (red/hen) - Vocabulary building	Prep Literacy Planner (Reading focus: Revise full stops.) Term 2, Week 9, Text: The Little Red Hen. By Joseph Jacobs.				
Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
Oral Language Focus ICPALER: <ul style="list-style-type: none"> • Reviewing ideas • Language: Word meanings/ Acting out key words • Phonics - rhyme • Conventions • Oral language: Listening and Speaking 		Focus: Vocabulary from front Cover- Name all the character's on the front cover and their position e.g.: hen, cat, dog and duck etc and items: bucket, rake, leaves, apron, overalls (look at clothing do animals wear clothes? Why are they wearing the clothes they are wearing?) Focus: Revising speaking in full sentences.	Title page - Use Meaning Making Motor Focus: words: vain, gossip, chatted, napped, porch. Revisit key words from previous day and make synonym chart to explain each word.	Children act out action sentences from the text: Reread pages 4-9 and complete action sentences to match character descriptions. Focus: Action sentences	School Assembly Change Readers Read picture story book for enjoyment
Shared Reading		Predict: What could happen in the story? What does the title mean? What is the hen doing? What are the other characters doing? What season is it? How do you know? Think / Pair Share Read pages: 4 - 11 Character discussion key words: vain, gossip, chatted, napped, porch.	Read page 12- 14 Predict: What will she do with the wheat? Look at function of full stop while reading. Pg 14-15 Key vocab: sprout Pg 16/17 (discuss pictures) Key voacb - hoed (discuss pictures)	Read page 18/19: key words: thresh/ed, scooped, ground, mill. Page 20/21: repeat sentences heard during the reading of the text. Page 22/23: fall/loaf/ Picture chat. Revise using full stops when we are reading aloud.	
Activities		Character match: match the picture of the character to the simple description. Focus: reading simple sentences and matching to picture cue.	Chn make a craft hen using handprints and craft materials Focus: emotional connection to text / book response.	Sequence steps in story: 1. Collecting seeds, 2. planting seeds, 3. watering wheat, 4. cutting wheat, 5. threshing wheat, 6. taking wheat to the mill. Focus: comprehension: sequencing BME of story	

<p>Teacher Focus Group</p>		<p><i>Students names</i> Shared reading, Level 3 text Focus: 'at' blend – word list and middle sounds</p> <p><i>Students' names</i> Level 2 text – Focus: initial sounds (not inventing text)</p>	<p><i>Students names</i> Shared reading level 7 Focus: magic/bossy e (kit/cak/tim/lin etc)</p> <p><i>Students' names</i> Shared reading, Level 4 text Focus: 'at' blend – word list and middle sounds</p>	<p><i>Students' names</i> Shared reading Level 3 text Focus: magic/bossy e</p> <p><i>Students names:</i> Level 7 text – shared reading Focus: reading with expression.</p>	
<p>Word/Sound Focus</p>		<p>'ed' words - make word red with magnetic letters then change the 'r' with different consonants to make rhyming words.</p>	<p>Write a list of 'ed' words to make an 'ed' poster.</p>	<p>Read through 'ed' word list and have chn use the words in sentences.</p>	
<p>Modelled Writing</p>		<p>Model writing a character description of one of the 3 characters (dog, cat, goose) from The Little Red Hen, e.g: The sleepy dog was lazy. Focus: sequencing ideas into a complete sentence.</p>	<p>Shared writing: description of their craft hen E.g.: The hen is red. The hen is doing all the work. Etc Focus: capital letters and full stops.</p>	<p>Handwriting –Model writing: Ned is in the bed. Focus: staying on lines, lowercase letter formation, Open shut them (to warm up fingers).</p>	
<p>Writing Activity</p>		<p>Chn write a simple character description. Focus: sequencing ideas to write a complete sentence.</p>	<p>Focus: initial sounds.</p>	<p>Handwriting pages: Copy our sentence into books using conventions taught. Handwriting page Zz Focus: pencil grip, how we sit in our chairs.</p>	
<p>Teacher focus group</p>		<p>Focus: Writing with spaces between words. Group: <i>Students' names</i></p> <p>Focus: Lower case and upper case letters where to use in our writing. Group: <i>Students' names</i></p>	<p>Focus: Writing with added detail. Group: <i>Students' names</i></p>	<p>Focus: Initial sounds Group: <i>Students' names</i> Focus: Sounding out words BME Group: <i>Students' names</i></p>	
<p>Reflection Time</p>		<p>Reflect on learning using focus</p>	<p>Chn share writing in circle.</p>	<p>Reflect on learning using focus</p>	

<p>Needs: Display in classroom for the week: - Rhyme (red/hen) - Vocabulary building</p>	<p>Prep Literacy Planner (Reading focus: talking marks) Term 2, Week 10, Text: The Little Red Hen. By Joseph Jacobs</p>				
<p>Week 10</p>	<p>Monday</p>	<p>Tuesday</p>	<p>Wednesday</p>	<p>Thursday</p>	<p>Friday</p>
<p>Oral Language Focus ICPALER:</p> <ul style="list-style-type: none"> • Reviewing ideas • Language: Word meanings/ Acting out key words • Phonics - rhyme • Conventions • Oral language: Listening and Speaking 	<p>Read picture story book</p>	<p>All Preps Together:</p> <p>Focus: Retell events from the story so far using who, what, when, where and why.</p> <p>Teacher models: The hen has done all the work to make the flour and the other animals are not helping.</p>	<p>Revise key words from vocabulary chart and have chn quickly recall synonyms for words.</p> <p>Focus: automatic recall of key words.</p>	<p>Japan Day - See Japan Day Planner</p>	<p>Act out the scene from the previous day of the bread coming out of the oven and the animals all wanting to help eat the bread.</p> <p>Focus: Action sentences.</p>
<p>Shared Reading</p>		<p>Page 24/25: Key words: kneaded, dough, plump, loaf, baked.</p> <p>Discuss steps the hen went through to make the bread using full sentences.</p> <p>Introduce talking marks and their function while reading.</p>	<p>Page 26/27: key vocab: delicious, What are the characters doing? Act out the characters actions using sentence starters below:</p> <p>In the story the dog was... The cat was.... The goose was.... How would the bread smell? 28/29: Picture chat, look at the animals' faces, how are they feeling? What are they hoping for?</p> <p>Make predictions what will happen next?</p>		<p>Page 30-32:</p> <p>Orally revise the steps the hen went through to make the bread. Page 32: extension questions: What words would you use to describe the hen? Why didn't the hen share? Do you think this was fair? Would you have shared if you had of done all the work?</p> <p>Focus: text to self connections</p> <p>Authors Purpose: Why would the author write this text? Key messages: Teaching us to be helpful, work as a team, help others, everyone is rewarded when all help out.</p>

Activities		Use bread maker to bake a loaf of bread using steps from story One teacher writes steps, as other makes bread. language experience Focus: sequencing steps	Sequence speech bubbles of character responses and hen: who will help me eat this bread? The other animals: "Oh I will" then illustrate a prediction of what will happen next in the story. Focus: Speech / talking marks		Story Map: Chn complete a story map retelling the story in order and share with a partner. Focus: retelling events in order.
Teacher Focus Group	<i>Students' names</i> Level 2 text – Focus: initial sounds (not inventing text) <i>Students' names</i> Shared reading, Level 3 text Focus: 'at' blend – word list and middle sounds	<i>Students' names</i> Shared reading, Level 3 text Focus: 'at' blend – word list and middle sounds <i>Students' names</i> Shared reading level 5 Focus: magic/bossy e (kit/cak/tim/lin etc)	<i>Students' names</i> Shared reading level 5 Focus: magic/bossy e (kit/cak/tim/lin etc) <i>Students' names</i> : Shared reading Level 6 text Focus: magic/bossy e	<i>Students' names</i> Shared reading Level 6 text Focus: magic/bossy e <i>Students' names</i> : Level 9 text – shared reading Focus: reading with expression	<i>Students' names</i> : Level 9 text – shared reading Focus: reading with expression <i>Students' names</i> Level 2 text – Focus: initial sounds (not inventing text)
Word/Sound Focus		'en' words – make word 'hen' with magnetic letters then change the 'h' with different consonants to make rhyming words.	Write a list of 'en' words	Revise 'en' words. Use in sentences e.g.: The hen is in the pen.	Revise last 6 sounds of D. Rigg program.
Modelled Writing		Model a simple procedure for making bread 2 boxes: Ingredients: flour, water, yeast, salt Steps involved (3 boxes).	Model writing a simple sentence for the smell of the bread. E.g: The bread smells delicious. Focus: composing simple sentences.	Handwriting session – model letter formation and direction.	Use the last page of the book to model writing a description of what the forest looks like now. Eg. The forest is now dirty/busy/ruined.
Writing Activity	Chn write a simple description. Focus: using spaces.	Children write simple procedure using template. Focus: sequencing steps.	Chn write a simple sentence describing the smell of the bread in a loaf template.	Handwriting pages: <i>Students' names</i> Focus: pencil grip	Chn write their own description of the forest now. Focus: Appropriate use of capitals and lower case letters
Teacher focus group	Focus: Lower case and upper case letters where to use in our writing. Group: <i>Students' names</i>	Focus: Writing with spaces between words. Group: <i>Students' names</i>	Focus: Writing with added detail. Group: <i>Students' names</i>	Focus: Initial sounds Group: <i>Students' names</i>	Focus: Sounding out words BME Group: <i>Students' names</i> .
Reflection Time	Chn share writing in circle.	Reflect on learning using focus	Chn share writing in circle.	Reflect on learning using focus	I am a good listener when I...