

	Objectives	Text/Speaking/Listening	Word/Sentence	Independent group activities		Outcomes
<p>These plans run alongside a structured synthetic phonics programme. Hamilton Code-Breakers, which fits all the Rose criteria, is available from the Materials section of the Hamilton website.</p>						
<p><i>You will need: Animated Tale, The Pet who Flew downloaded free from Materials section, Hamilton site.</i> <i>On Thursday, you will also require access to the internet for groups of children to do research. Extra adults on this day would be ideal!</i></p>						
Week 1 Monday	<p><i>Main Focus</i> Speak & listening: understanding & engaging with texts. 1. Speak with clarity. 3. Listen to each other's views. 7. Give reasons why things happen. 8. Engage with books through exploring interpretations.</p>	<p>Show chn Animated Tale, The Pet who Flew. What do they think it is about? Encourage chn to explain their answers. Ask a child to identify the author and the illustrators. Begin reading the tale. Stop after the pets Tilly would like to have been described & ask chn if there are any pets they would like? Try to get chn to phrase their answers as in the text eg I would like a giraffe to walk around the garden with me. Continue reading asking chn to relate to the story eg would their Mum or Dad give reasons like that? Do any of their parents/guardians not like pets? Why? Ask chn if they know what type of bird it is from the description & the picture? Stop at the page where Tilly finds out swallows/swifts all return to Africa. Ask chn what they think will happen in the rest of the story. Explain that they will find out tomorrow.</p>	<p>Easy/Medium/Hard Chn work in pairs and discuss what pet they would have if they could have any pet. Give them a list of questions (<i>see plan resources</i>) to help them discuss with their partner. When chn have decided and discussed answers to the questions, join pairs to make groups of 4 so they can share their ideas with the new chn in their group. TD as required</p>	<p>Plenary Ask a child to volunteer to tell the class about what pet they would have, what they would call it and how they would look after it. Ask another child to pretend to be the Mum/Dad/Guardian and explain why they can't have that pet. Encourage a discussion/debate where both chn have to give good reasons; other chn should help them with ideas.</p>		<p><i>Children can:</i> 1. Listen to a story and make predictions. 2. Relate personal thoughts & feelings to a story. 3. Speak clearly giving reasons for their thoughts.</p>
Week 1 Tuesday	<p><i>Main Focus</i> Sentence: write speech 5. Know how to tackle unfamiliar words. 11. Write simple & compound sentences /Use question marks & other punctuation. 9. Draw on knowledge and experience of conversation in deciding and planning what dialogue to write. 12. Write legibly, use good letter formation.</p>	<p>Ask a child to recap what has happened so far. Continue reading the story, stopping to questions encouraging chn to relate to the story personally. What do they think when Tilly's Dad opens the window? How long has Tilly's dad known about the pet? If they were Tilly what would they have done? Do they ever disagree with something their Dad or Mum or Nan does?</p>	<p>Use the page where Tilly's Dad says she has to let the bird go. Read this page as a class and ask chn to clap wherever they can see that it is speech - ie what someone says. Ask chn to identify how this is marked in the story. Look at speech marks. I identify how they are at the beginning and end of what the character is saying. Model writing some more conversation between Tilly & her Dad using speech marks correctly. Get chn to generate ideas for what they might say.</p>	<p>Plenary Share some of the chn's ideas about conversations Tilly would have with her friends. Ask a child in Hard group to model writing one of Easy/Medium group's speech bubbles in speech marks. Discuss how we write who said it, but that part is outside the speech marks.</p>		<p><i>Children can:</i> 1. Read familiar stories together. 2. Recognise speech and speech marks. <u>Easy/Medium</u> 3. Write simple dialogue in bubbles. <u>Hard</u> 4. Begin to use speech marks in writing dialogue.</p>