



<b>Term:</b> Spring 2	<b>Teacher:</b> Miss Jellard	<b>Year Group:</b> 1	<b>Group:</b> G, H, I	
<b>Date:</b> 2 April	<b>Group Size:</b> 21	<b>Use of additional support:</b> Sue Timmins		
<b>Day 1</b> <b>Wed</b>				
<b>Review</b>  Review green words with set 2 and set 3 sounds.  How many words can go in the slam box? Include nonsense words.				
<b>Teach Word Time</b> <b>New sound every day</b> SJ - Introduce <b>ow</b> and <b>ou</b> sound. Read green words with these sounds. Can chn. think of any words with these sounds.  <b>ST- checking the feed forward marking-incorrect work children come back at break.</b>				
<b>Spell the words</b>  Use Fred fingers to spell green words with <b>ow and ou</b> sound. Kerching.  Children to write the words.				
<b>Reading activity 1: Speed sounds</b>  <b>Introduce new book. Discuss</b>				



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<p><b>front coer. Chn. think of prediction.</b></p>				
<p><b>Reading activity 2: Green and red words</b></p> <p>Review the green words with children as a class.</p> <p>Children work with their partner to read the green and red words, by pointing with their stick.</p>				
<p><b>Reading activity 3: Story introduction</b></p> <p>Talk about new book. What does a mouse need to survive?</p>				
<p><b>Reading activity 4: Discuss vocab check</b></p> <p>Do children understand some of the new vocab in the book?</p>				
<p><b>Reading activity 5: Read the whole story in partners. Discuss new vocabulary and questions at back.</b></p>				
<p><b>Writing activity: Hold a sentence</b></p> <p>Tell the children the sentence.</p> <p><b>The mouse will drink from a spout.</b></p> <p>Repeat in a variety of tones.</p> <p>Model each word asking the children</p>				



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<p>to tell you the sounds.</p> <p>Liven up sentence to make more exciting. Chn. count how many words there are in sentence.</p> <p>Elicit from children capital letter, full stop and finger spaces.</p> <p>Children write the sentence.</p>				
<p><b>If children finish they come to carpet and read book.</b></p> <p><b>Nonsense words at end.</b></p>				

Every day:

**JK:** take out the 'I band' children to area 51 to give higher support and to practice more words and to develop and progress their writing ( [REDACTED]

(room Area 51).

**ST:** to support band G on the yellow table whilst writing ( [REDACTED]