



Early Learning Goals (and Development Matters)

Pupils should be taught: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Write recognisable letters, most of which are correctly formed

Spell words by identifying sounds in them and representing the sounds with a letter or letters

Day	SPAG/Phonics Learning Objective	SPAG/Phonics Activity	Main Learning Objectives and Success Criteria (must/should/could)	Main Teaching/ Development of knowledge including modelled and shared reading/writing	Activity and Differentiation	Plenary	Assessment
Mon	<u>L.O. To read the 'igh' trigraph</u>	Follow notebook slides (Phase 3, week 8) - Discuss a trigraph - Mr Thorne - Reading with sound buttons	<u>L.O. To discuss and begin to understand the new text.</u> <u>Success Criteria:</u> 1. I must look, listen, and respond. 2. I should draw and describe the ladybird. 3. I could write a word or simple sentence.	Introduce children to 'What the ladybird Heard' by passing it round and encouraging them to feel the textures on the cover. Can they spot the ladybird on the front cover? Talk about the other animals on the cover, sharing vocabulary and rehearsing animal noises including the 'oink' of the hog and the 'purring' of the cat. Look at the title page together and introduce the children to the ladybird. Who are the people on the title page? (the page which reads For New End Primary School – JD at the top) What do we think we know about them? Read the story, identifying to the children where the animals are in the pictures. Can the children spot the ladybird on every page? Children join in with the animal noises and cup ear for listening to the ladybird. Build up the sense of rhythm and rhyme whilst	Draw a picture of the ladybird and describe it. LA – yellow pen MA – sound out with teacher and copy from whiteboard HA- use sound mat to independently write adjectives	Are you excited to learn about this book over the next two weeks?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

				<p>reading, pausing only for brief responses on this first read so that children focus on the meaning of the story.</p> <p>At the end discuss what they liked and didn't like and focus on anything that puzzled them to help children understand what happened in the story.</p>			
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Notes/ feedback following lesson:

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Tues	<u>L.O. To write the 'igh' trigraph</u>	Follow notebook slides (Phase 3, week 8) - Tricky words song - Discuss a trigraph - Phoneme Frame - Writing sentences	<u>L.O. To create a map using the text.</u> <u>Success Criteria:</u> 1. I must look, listen, and respond. 2. I should draw and describe the ladybird. 3. I could write a word or simple sentence.	Reread the story up until 'And in through the door of the prize cow's shed!'" (The page with the robber's with a map). Pause on this page to discuss the robber's route to steal the cow. Colour photocopy the farm image on the first double page spread of the book to enable children to look carefully and in detail at what they can see. (It might be useful to scan in the image to view together on a large screen.) Using the image ask children if they can work out together the route the robbers took together on the picture on an A2 page or on a smartboard. Create a map that the robbers followed.	Draw a picture of the ladybird and describe it. LA – yellow pen MA – sound out with teacher and copy from whiteboard HA- use sound mat to independently write adjectives	Would you take a different route to get to the prize cow's shed?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

Notes/ feedback following lesson:

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Wed	<u>L.O. To read the 'oa' diagraph</u>	Follow notebook slides (Phase 3, week 8) -Tricky words song - Jolly phonics song - Mr Thorne - Buried Treasure	<u>L.O. To act out a scene from the story.</u> <u>Success Criteria:</u> 1. I must look, listen, and respond. 2. I should role play being a robber. 3. I could follow instructions carefully.	Focus on the 'cunning plan' of the robbers, what can the children remember and explain about the plan? Reread the story up to where the ladybird tells the animals the robbers plan. Use the classroom to set up the scene from the book. We will need to set up: <ul style="list-style-type: none"> • a gate • horses pictures • duck pond (blue blanket or tissue paper?) • hog/pig picture • dog asleep in his kennel • sheep • cow prize shed Encourage children to pretend to be sneaky robbers and follow the robber's instructions to take a trip round the 'classroom farm' and steal the prize cow from her barn. Turn the lights off and give children a torch to create the atmosphere.	Take picture of the children sneaking around as robbers for English books.	Did you enjoy being the sneaky robber's? Are they the good characters or the bad characters? Why?	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

Notes/ feedback following lesson:

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Thurs	<u>L.O. To write the 'oa' diagraph</u>	Follow notebook slides (Phase 3, week 8) -Write the capital letters - Tricky words song - Jolly Phonics Song - Phoneme Frame - Writing sentences	<u>L.O. To understand how the characters are feeling.</u> <u>Success Criteria:</u> 1. I must look, listen, and respond. 2. I should describe animal noises. 3. I could describe how characters feel.	Re-read the story up to where the animals make the noises, responding to what the ladybird said. How do the children think the animals are feeling? In pairs and in role as animals children talk to each other about how they are feeling. Create animal headbands for the children to help them get into character. We will need: <ul style="list-style-type: none"> • cow • chicken • goose • duck • horse • pig • sheep • dog Ask children to come up in pairs and explain to the class how each animal might be feeling. Using shared writing, scribe what each of the animals are saying, (in people speak), inside a speech bubble.	Take pictures of the children at the front of the class for English books.	How you think the farmer would feel if he lost his prize cow?	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>
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Fri	L.O.		L.O. To understand how to write a poem. Success Criteria:	Main teaching:	Independent work:		Exceeding ARE: At ARE: Below ARE: SEND PPG EAL
Notes/ feedback following lesson:							

