**Literacy Weekly Teaching Sequence**

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| **Year: F2** | **Start Day: Monday Date: 21st September 2020** |

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|  **Activity**  **Teaching Assistant Support** |
| Day oneLearning Focus: To look at the structure of a story**Input:**Look at front cover of text ‘Topsy and Tim Start School’ and discuss what the book is going to be about and what might happen. What happened on your first day of school?Read the story Topsy and Tim Start School.**Work for books/evidence:**Take a picture of the child ordering the pictures and write a comment on what they said | Go over Phase 1 flashcard sounds. Using the pictures from the different parts of the story have the children: Group 1- Children to work in groups to sequence the pictures of the story, add the beginning middle, and end vocabulary cards to match. Can they use their sequence to verbally retell the story. (Work with teacher)Group 2 - Children to work in groups to sequence the pictures from the story. Teacher to discuss story structure and identifying what happened at the beginning, middle and end of the story. (Work with teacher)Group 3/4- Independent Activities | Input – Group 3 - Read the story Topsy and Tim Start School. . Ask the children. What happened on your first day of school? Have the children recognise the start, middle and end of the story.  | ActivityOrder the beginning, middle, end pictures from the story, and use the pictures to verbally tell what happened. |
| Day twoLearning Focus: Identify the beginning, middle and end of a story. **Input:**Recap the storyline of Topsy and Tim Start School using story structure questioning to discuss what happens at the beginning, middle and end. **Work for books/evidence:**Take a picture of the child ordering the pictures and write a comment on what they said | Go over Phase 1 flashcard sounds. Using the pictures from the different parts of the story have the children: Group 1- Independent Activities Group 2 – Independent ActivitiesGroup 3 & 4– Children to work with support to order the beginning, middle and end pictures from the story and use the pictures to verbally tell what happened. (Work with teacher) | Input – Group 1Look at the different letters in the children’s names. Can they recognise the sounds in their name? | Activity:Have the children trace their name and write their names independently. |
| Day threeLearning Focus: Identify and write initial sounds.**Input:**Explain we are going to be looking at the first sound in different words, model hearing the initial sound in words. Match the characters in the book to the correct initial sound e.g. mum. Use the pictures from Topsy and Tim to recap the storyline and show children the storyboard that they will complete today by identifying the initial sounds. | Go over Phase 1 flashcard sounds. Group 1- Children to identify the initial sounds for the five pictures and write the letter on the storyboard – using an alphabet mat if necessary. (Work with teacher)Group 2- Children to identify the initial sound for the four pictures and select the correct letter from the alphabet mat in the middle and copy the letter on to the storyboard (Work with teacher)Group 3- Independent ActivitiesGroup 4 - Independent Activities | Input – Group 2Recap over the story ‘Topsy and Tim’. Have the children look at what they are doing in each picture. What are the initial sounds? | ActivityWrite the initial sound for each picture copy using the alphabet mat and copy the letter.  |
| Day fourLearning Focus: Identify and write initial sounds.**Input:** Use PowerPoint of labelled images with the initial sound missing from the words and work together to identify and write the initial sound.  | Go over Phase 1 flashcard sounds. Group 1 - Independent ActivitiesGroup 2- Independent ActivitiesGroup 3- Children to identify the initial sound for the three pictures and select the correct letter from the flashcards in the middle and copy the letter on to the storyboard. (Work with teacher)Group 4 - Children to identify the initial sound with support for the three pictures and select the correct letter from the flashcards in the middle and copy the letter on to the storyboard. (Work with teacher) | Input – Group 4Have the children look at other words/pictures can they recognise the initial sounds. PowerPoint with labelled images. | ActivityHave the children look at the picture and choose select the correct letter  |
| Evaluation/Reflection/Intervention (To be completed in PPA) |

**Independent Activities**

* Initial sounds matching activity to CVC words e.g. mop, cat
* Letter formation pre-cursive
* Name writing – Full name
* Initial sounds match the letter to the picture e.g. e to egg picture