**English Weekly Teaching Sequence**

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| **Year 1** |  Date 12.10.2020 |

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|  | Activity | TA Activity |
| Day One Learning Focus: To complete report booklet.  | Children to complete document to send home with their reports – drawing and writing what they like to do in school, at home and what they want to be when they grow up. | 1:1 Readers with children |
| Day TwoLearning Focus: Identify rhyming words  | Use Introduction to Rhyme powerpoint to explore rhyme and match pictures that rhyme and think of more rhyming words. Understand that sometimes rhyming words have the same word endings eg. cat, hat or sometimes have different eg. keys, cheese.LA: Children to think of and record words that rhyme with hat. MA: Children to think of 2 rhyming words for different picturesHA: Children to think of 3 rhyming words for different pictures.Rhyme game:<https://www.youtube.com/watch?v=RVophT8naUM> | To support Set 1 thinking of and recording words that rhyme.  |
| Day ThreeLearning Focus: Create rhyming strings. | Share the story ‘Wonky Donkey’ and discuss the words that rhyme. Match animals to rhyming words and children to put the two rhyming words in a sentence. MA: Children to complete rhyming sentences sheet with an animal and draw the picture. HA: Children to complete rhyming sentences sheet with a noun and draw the picture. Share the story Oi Frog and children to think of their own rhyming sentences following the same structure eg. Dogs sit on logs.  | To support Set 3 with sounding out rhyming words.  |
| Day FourLearning Focus: Write rhyming sentences.  | Use picture cards with rhyming sentences on for children to create their own silly rhyming sentences and model writing them. Model thinking of two words that rhyme and putting them in different sentences to rhyme.LA – Children to write a silly rhyming sentence for a picture.MA – Children to write a silly rhyming sentence for a picture and also think of their own.HA – Children to write silly rhyming sentences.  | To support Set 2 sounding out their rhyming sentences.  |
| Evaluation/Reflection/Intervention  |