



Read Write Inc Weekly Planning – Speed Sounds Lessons (Reception)



Read Write Inc Teacher: Mrs Bowman/Mrs Paxton

WB 15.3.21

Location : Reception

Monday	Tuesday	Wednesday	Thursday World Book Day	Friday
Green card reading Fred fingers spelling Word Time 1.5/6/7	Green card reading Fred fingers spelling Word Time 1.5/6/7	Consolidation of all Speed Sounds learnt so far. Go through Speed Sounds pack of flashcards Speed write some of the sounds	Green card reading Fred fingers spelling Word Time 1.5/6/7	Consolidation of all Speed Sounds learnt so far. Go through Speed Sounds pack of flashcards Speed write some of the sounds
Look at the front cover of The Gruffalo. Who is the character? Who has read it? Q: <i>Why does the fox want the mouse to go to lunch? Why does the fox run off? What does 'sped' tell us about how the fox left?</i> Read the two double page spreads where the mouse meets the owl; where does the owl want the mouse to go? What do you think would happen if the mouse didn't mention the Gruffalo? Read the two double page spreads where the mouse meets the snake; what does the mouse tell the snake the Gruffalo's favourite food is? Read the next double page spread where the Gruffalo appears. Looking at the picture, how would you describe how the mouse feels? Read the double page spreads where the mouse and the Gruffalo walk through the wood; how do	If you were in the wood, how would you feel? As a whole class, go on a "walk through the wood" as if they were a new character. Encourage the children to think about how they would walk normally and how they might walk if they heard or saw the Gruffalo. Ask the children to move as though they were the mouse, fox, owl and snake and discuss the different movements and sounds they would make. Use puppets to model how to retell the story using puppets. Invite children up to be the different characters. Follow-up Puppets out for storytelling.	Explain that when lots of questions are asked in succession, it can sometimes be called a quiz. Tell the class that you will be the Quiz Master on a quiz about school. What is the name of our school? Who is the head teacher? Where do we eat lunch? Etc After some examples, ask the children to take it in turns to be the Quiz Master. Re-read The Gruffalo and explain that today the children will be Quiz Masters on this book, asking the teacher the questions. Will they be able to answer them all? Display the question words and give the children some time to think of a question with a partner that they could ask the teacher Follow-up Make a quiz area, displaying question words and	Label the different parts of the mouse. Look at the Gruffalo. Can we label a Gruffalo? What do we know about him? What can we say? LA: initial sound Most: back, head, legs etc MA: could add adjective (purple prickles; orange eyes) Gruffalos to label. Gruffalo masks.	Look at the labelled pictures from yesterday Display the labelled pictures of the mouse. Read the character description of the mouse on Resource 8a. Re-read the character description and ask the children to put their hand up or do a thumbs-up when they hear something that was labelled on the pictures of the mouse. Explain that this is a character description, which is a piece of writing giving details about what a character looks like and how they behave. Look at the labelled Gruffalo pictures from the previous day. Read the labels and discuss them. Explain that they will be writing a character description of the Gruffalo today. Ask for a suggestion of a sentence and give the children time to discuss with a partner what

<p>you think the Gruffalo feels as he sees the animals run from the mouse? Why does the Gruffalo run from the mouse? How do we know that Gruffalo ran quickly?</p> <p>Look at the last double page spread; what words would you use to describe how the mouse feels as he sits and eats the nut?</p> <p>Now, imagine you meet the Gruffalo. What would you say to him? Give the children time to think before they share with a partner, or several if this is better for your class, and then feed back to the class as a whole.</p> <p>Teacher model writing what they would say on Resource 1a e.g. Hello, are you friendly? Will you eat me? Who are your friends? What is your favourite food?</p> <p>Follow up- Gruffalo sheets in the writing area</p>		<p>question mark. Encourage children to design and make quizzes.</p>		<p>they might say. Remind them of how to ensure that their sentence makes sense. Take suggestions of sentences and choose one to write on a mini whiteboard, modelling using phonic skills and knowledge to sound out unfamiliar words and model using writing resources in the classroom e.g. common and tricky word displays and cards. As a class, complete a shared-write of a description of the Gruffalo, including sentences about his appearance and another fact about him.</p> <p>Follow-up Gruffalo writing paper to write descriptions</p>
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