

Shared text/sentence/word work	
Monday	<p>To use finger spaces when writing sentences for a character profile.</p> <p>Writing – Character Profile</p> <p>Focus on soft lights, music, special pencils and aromatherapy. Read the big book Owl Babies with the children. Introduce a picture of one of the owl babies from the big book. Ask children in talk partners to say as many wow words about that character as possible. Teacher to scribe a list of those words on the board around the picture of the owl. Demonstrate how to write a character profile including lots of wow words. Tell the children that they can choose a picture of one of the characters from The Owl Babies. Teacher to model turning the new words or phrases into a character profile, putting a finger space after each word. Recap on what makes a good sentence, finger spaces, capital letters and full stops and sounding out unfamiliar words.</p>
Tuesday	<p>To read out a text aloud exploring the effects of language and joining in with new words/phrases.</p> <p>Reading- patterns of language, repetition and phrases.</p> <p>Read or watch Can't you Sleep Little Bear and A dark, dark tale to the children. Look out for patterns e.g. repetition, rhythm and rhyme.(dark, dark....., why are you so scared little bear? What dark? The dark all around us) Demonstrate how to use these features to support reading. Talk about the effects of patterns of language and repeated words and phrases which change the pace of the story, making it memorable. Encourage children to express their response saying which words or phrases they liked the best.</p>
Wednesday	<p>To find and use new and interesting words and phrases, including story language.</p> <p>Reading- Identifying story language and wow words in familiar story</p> <p>Brain Break: Teacher to say a letter, children to write their letter using 'magic paint' on the ceiling.</p> <p>Read or watch 'Owl Babies.. Ask the children if they can remember any of the words or phrases from yesterday. Re-read one of the stories to the children. Encourage them to join in. Ask the children if they can think of an alternative phrase to put in which will still make sense. Discuss with the children how repeated phrases make the books more fun to read.</p>
Thursday	<p>To use new and interesting words and phrases building up new stores of words.</p> <p>Writing- Sentence structure and punctuation- editing to check for sense</p> <p>Brain Break: Making shadow puppets, show the children how to make a dog, bird using a torch.</p> <p>Recap on the language patterns in the book Owl Babies. Write down some repeated phrases from the book with some words missing(I want my mummy) in speech bubbles. Can the children suggest what the missing words are. Can they fill in the blanks? In talk partners suggest suitable alternatives to the phrases and write them on a post-it/ piece of paper /in books? Do they make sense, try using them when reading the story- what doesn't work well and what does?</p>

Friday

To use and write down new and interesting words and phrases in their writing.

Writing- making notes/ lists of new or interesting words

Brain Break: Making shadow hand puppets.

Show the children some pictures from Owl Babies, focus on repetition of words and phrases. In talk partners children and adult to come up with one sentence to match each picture and adult to model a great sentence with finger spaces, sounding out, repeated words and phrases, capital letters, full stops. Child to have a go at beating the adult sentence- points for wow words, finger spaces, capital letters and full stops !