

Story/text immersion

Read the entire story/text, ensuring you bring it to life to develop engagement and understanding.

Teacher outcomes:

- *Pupils will engage and be excited by the text/story.*
- *Pupils will acquire or develop their understanding of 1 explicit piece of vocabulary and other words within/associated with the text.*
- *Pupils will know and be able to talk key characters, places and events in the story.*
- *Pupils will be able to give opinions about characters, places and events in the story.*

ELG AIM:

- *Demonstrate understanding when talking about the book/text.*
- *I can talk about the book/text.*

<div>Tuesday</div> <div><div>CR</div><div>V</div></div> <p>Revisit and close read a chosen page/s from the book shared on Monday.</p> <p>- Pupils will acquire or develop their understanding of 1 explicit piece of vocabulary .</p> <p>-----</p> <p>All children participate actively during modelling of a sentence (1) associated to the content read in the session, pitched at the children’s phonics level.</p> <p>Model: Word count, phonic application, writing foundations</p>	<div>Wednesday</div> <div><div>CR</div><div>V</div></div> <p>Revisit and close read newly chosen page/s from the book shared on Monday.</p> <p>- Pupils will acquire or develop their understanding of 1 explicit piece of vocabulary .</p> <p>-----</p> <p>All children participate actively during modelling of a sentence (1) associated to the content read in the session, pitched at the children’s phonics level.</p> <p>Model: Word count, phonic application, writing foundations</p>	<div>Thursday</div> <div><div>CR</div><div>V</div></div> <p>Revisit and close read newly chosen page/s from the book shared on Monday.</p> <p>- Pupils will acquire or develop their understanding of 1 explicit piece of vocabulary .</p> <p>-----</p> <p>All children participate actively during modelling of a sentence (1) associated to the content read in the session, pitched at the children’s phonics level.</p> <p>Model: Word count, phonic application, writing foundations</p>	<div>Friday</div> <div><div>CR</div><div>V</div></div> <p>Revisit and close read newly chosen page/s from the book shared on Monday.</p> <p>- Pupils will acquire or develop their understanding of 1 explicit piece of vocabulary .</p> <p>-----</p> <p>All children participate actively during modelling of a sentence (1) associated to the content read in the session, pitched at the children’s phonics level.</p> <p>Model: Word count, phonic application, writing foundations</p>
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Teacher supported writing	LSA supported writing	Independent writing activity	Sound focused activity	Story/retelling based activity
<p>Children write a simple sentence related to close read on the day.</p> <p>Sentence can be replication of the one modelled by the teacher or a similar (shared)] sentence.</p>	<p>Children write a simple sentence related to close read on the day.</p> <p>Sentence can be replication of the one modelled by the teacher or a similar (shared)] sentence.</p>	<p>This can have a role play element See progression of skills (...) for ideas</p> <p>Ensure scaffolds and examples are available to show end goal, familiar activities will achieve independent access..</p>	<p>Sound based activity in which children can practice phonic application to form words at their phonic level.</p>	<p>Children have an opportunity to retell the story to develop storytelling skills.</p> <p>See progression of skills (...) for guidance on expectations,</p>