

## All About Me

### Main Text: The Little Red Hen

**Purpose: To develop comprehension skills, to hear and write the initial sounds in words, and begin to spell words by identifying the sounds and writing them with letters.**

Hook: For LRH—show the children some real wheat picked from field, discuss what it might be.

#### Features of text:

- Theme of friendship, helping each other
- Repeated refrains
- Farm vocab—link to Harvest time topic

#### Tricky Troll Words:

- the
- I
- to
- no
- go
- into

#### Sounds Taught:

- All of Phase 2:
- s, a, t, p, i, n, m, d,
- g, o, c, k, ck, e, u, r,
- h, b, f/ff, l/l, ss

**Week 4: My Friends:** Whole class inputs: read stories about friendship, talk about what makes a good friend, how do different actions make our friends feel, answer comprehension questions about the books.

Guided group activity: Cold write their own name and then trace and write it again

Phonics: s, a, t, p. TWs/HFWs: **at a**

**Week 5: My Family:** Whole class inputs: read stories about different types of families, share who is in their family, how do the members of our family help us? Answer comprehension questions about the books.

Guided group activity: Emergent writing—draw picture of their family and label each person's name.

Phonics: I, n, m, d. TWs/HFWs: the, **day, and, it, dad, am, is, in**

Independent work: Start daily name writing practice each morning from this point onwards

**Week 6: Our Healthy Bodies:** Whole class inputs: read stories such as Oliver's Veg—discuss what makes us healthy, write a list of health and unhealthy food together.

Guided group activity: Draw pictures and write a list of healthy and unhealthy food— encourage to write at least the initial sounds using phonics so far.

Phonics: g, o, c, k. TWs/HFWs: to, **dog, on, can, ask**

**Week 7: T4W The Little Red Hen:** Whole class inputs: Intro key vocab, animal names, wheat, flour, read the story 3 times in a row, encouraging chn to join in more each time, story map/teach actions for Intro. In topic sessions improve understanding of text by focusing on farms and how they grow crops, explore how bread is made from wheat. Bake bread if possible!

Guided group activity: Sequence pictures from the story, orally retell and explain what happens at each stage, label dog, cat and duck

Phonics: ck, e, u, r. TWs/HFWs: no, go, **up, mum, get, put**

**Week 8: T4W The Little Red Hen:** Whole class inputs: Story map and learn: Build Up, Resolution and Ending to retell the story as a class, hot seat the characters on last day, discuss how their actions made each other feel, were they good friends?

Guided group: Label character 'red hen', write in speech bubble 'Not I'

Phonics: h, b, f/ff, l/l, ss. I into **big, all, his, has, pull, full**

#### On Going Writing Development ideas

- Fine motor practice—Dough Disco with playdough, threading, tweezers, cutting activities
- Opps to mark make on vertical services, building motor skills (Whiteboard, chalkboards, easels, IWB paint programme)
- Emergent writing opportunities in Role Play area— calendar, recipes, shopping lists, doctors prescriptions (use clipboards)
- Range of tools for mark making in Creative Table—paint brushes, chalks, felt tips, finger painting
- Mark Making table— free access to paper, coloured pencils and pens with topic based colouring sheets and tracing
- Name writing practice each morning and alphabet laminates for letter formation practice—also sent home
- Focus on forming each graphemes in phonics lessons—easier for them to mark make on mini WBs than paper

#### Stickability - how are you going to ensure the children remember the learning?

- Fun actions to remember text
- Repeated refrains which are easy to join in with
- Focusing and recalling key vocab
- Acting out the story, pretending to be the animals
- Name writing practice each morning using WB pens and laminated name writing sheets
- Also provide name writing, full alphabet handwriting and Phase 2 sound mats for chn to use at home

#### Progression Statements

- Show a preference for a dominant hand
- Show good control over pencil
- Understand that writing goes from left to right
- Write their own name with support
- Ascribe meaning to marks
- Hear and writes the initial sounds of words
- Write some letters accurately
- Read a few common exception words (phase 2)
- Recognise sounds taught (phase 2)

#### RSC Techniques

- Act out animal characters, using different voices for them
- Hot seat characters to look at their different perspectives—discuss whether they're good friends.

#### Outcome:

The children will have a deep understanding of the story and be able to recall each section.

They will have learnt the key vocabulary within the text.

They will have practiced writing the initial sound of words and had a go at writing CVC words