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| **Year 1 planning – Poetry Week beginning: Staff:** | | | | | | | | | | |
| **Y1 Teacher Assessment Framework:**   * Capital letters and full stops correctly used most of the time. * Say sentences before writing * Consistent finger spaces. | **1** | | **2** | | **3** | | **4** | | **5** | |
| OBJ: |  | OBJ: | To recognise repeated language within text. | OBJ: | I can write a sentence using the suffix ing. | OBJ: | To think of rhyming words to complete the lines of a poem. | OBJ: | To complete a poem using rhyming words. |
| SC: |  | SC: | I can remember the poem and imagine I am there. | SC: | I can hold a sentence. | SC: | I can read carefully and understand the poem.  I understand the term ‘rhyme’ | SC: | I can read the lines written so far and think of rhyming words. |
| Context |  | Context | Poem – We’re all going on a dinosaur hunt. | Context | List of equipment needed for the dinosaur hunt. | Context | Dinosaur poem “Stegosaurus Wayne” | Context | Dinosaur Poem “Stegosaurus Stan” |
| **INSET** | | Read with the children  “We’re all going on a dinosaur hunt” encouraging them to join in with actions and repeated words.  Ask the children to help you draw a story map to show you the different places you had to go through to find the dinosaur.  In groups make a list of equipment they would need to travel through these different places (white board)  *(boots, a torch, a swimming costume, a walking stick, a scarf, warm clothes)*  While sharing the groups lists with each other discuss the use of s for more than one item.  Photocopy lists and record in children’s books.  WALT sticker 1 | | Repeat the poem “we’re all going on a dinosaur hunt” and ask the children what they wrote down yesterday.  Discuss what we need the items for. E.g.  I need boots for walking through the forest.  I need boots for paddling across the river.  I need a torch for seeing in the dark.  Record some of the ideas on the board then teach the suffix ing.  Children record their own sentences using the suffix.  WALT sticker 2 | | The last 2 days we have been using the poem “We’re all going on a dinosaur hunt. Today we are going to listen to a different poem.  Using the Power point – Dinosaur poems read through the first poem, about Wayne the stegosaurus.  Do they notice any differences from the previous poem – discuss.  (Rhyming, line length, set rhythm)  Re read the poem leaving out the last word for the children to say.  Children complete 3-Meet the stegosaurus, Wayne.  Children highlight the rhyming words and then read each verse and illustrate next to it.  Highlighter pens needed. | | Can the children remember any special features about yesterday’s poem (rhyming)  Read p2 Stegosaurus Stan (Power point-Dinosaur poems) with the children completing the lines. (plan, place and feet).  As a class make up a poem about Diplodocus Dan (P3 of power point).  Modelling how to end with a rhyming word.  Differentiated worksheets, 4-completing Diplodocus Dan poem then illustrating. | |  |  |  |  | IMMITATION  Use your pre-prepared story map and the agreed T4W actions to teach your children the story from your WAGOLL. You do not need actions for everything, just enough to remember the story.  Children can make their own story maps if helpful.  The story should be re-told as much as possible throughout the day, not just in English lessons. |
| **SPAG** | | | | | | | | | | |
|  |  | | S or es for plurels | | Suffix - ing | |  | |  | |

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| **Year 1 planning - Poetry Week beginning:** | | | | | | | | | | |
| **Y1 Teacher Assessment Framework:**   * Capital letters and full stops correctly used most of the time. * Say sentences before writing * Consistent finger spaces. | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| OBJ: | To form letters correctly. | OBJ: | I can answer questions correctly. I can find answers to questions within the text. |  |  | OBJ: |  | OBJ: |  |
| SC: | I can read what I am writing. I am aware of letter sounds while I am writing words. | SC: | I can read and remember.  I can read accurately. |  |  | SC: |  | SC: |  |
| Context: | Poem “Roar” | Context: | Poem “Roar” |  |  | Context: |  | Context: |  |
| Lesson 5  Read the poem “Roar” from the presentation making the expression obvious at the beginning of each first line showing the exclamation marks.  Discuss the use of exclamation marks (shows surprise in the text and instructs you how to read with expression).  Complete handwriting sheets  LA – overwriting to help with correct formation  MA?HA – Placing the words neatly on the line. | | Lesson 6  Explain that today we are going to do some really careful reading, trying to remember what we have read while we are reading it.  Then we are going to read some questions and then find the answers in the poem.  We can use a highlighter pen ( as lesson 3) to show we have found the answer to the question.  Then we can read the question again and check the answer makes sense before we write it.  3 differentiated comprehension sheets. | |  | |  | | . | |
| **SPAG** | | | | | | | | | | |
|  | Exclamation marks (How they affect our reading) | | Questions and answers | |  | |  | |  | |