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| **Year 1 planning – Fiction ‘Jack and the beanstalk Week beginning: Staff:** | | | | | | | | | | |
| **Y1 Teacher Assessment Framework:**   * Capital letters and full stops correctly used most of the time. * Say sentences before writing * Sequence sentences to for short narratives * Joining sentences with ‘and’. * Using descriptive words. | **1** | | **2** | | **3** | | **4** | | **5** | |
| OBJ: | To use clues to work out a story. | OBJ: | To write the beginning of the story | OBJ: | To tell the story using a story map. To act out a section of the story. | OBJ: | Respond as a reader Magpie ideas | OBJ: | I can write words to describe characters and actions. |
| SC: | To discuss with others,  To verbalise their thoughts. | SC: | To remember the order of events. | SC: | To remember the order of events in the story. To imagine what the characters might say. | SC: | To use phonic knowledge to read unfamiliar words. | SC: | To remember and imagine the story |
| Context | Story-J&tB | Context | Story opening | Context | Wagoll | Context | Story vocabulary | Context |  |
| HOOK  Children enter to sounds of a harp playing in the class room, golden coins and a golden egg in the classroom.  <https://www.youtube.com/watch?v=7TO_oHxuk6c&list=RD7TO_oHxuk6c&start_radio=1&t=21>  Music only (no white board)  Can the children link the three items?  Can they link them to a story?  Listen/look at the big book of Jack and the Beanstalk. | | COLD TASK  Explain that we are going to write the beginning of the story for our Cold Write Task.  Listen to the beginning of the story on:-  <https://www.storynory.com/jack-and-the-beanstalk/>  Start at 1.26 and stop at 5.32  Encourage the children to relax, close their eyes and listen.  Children write the beginning of the story. | | IMMITATION  -Look at TAP (SB1)  Read the Wagoll (SB2) or use the big book, recording the story map (beginning – 1st and 2nd paragraph, middle – 3rd paragraph and ending-4th and 5th paragraph in three sections) as you read.  Drama – Children look at the middle part of the story and act it out (groups of three)  Characters – Jack, the giant, the giant’s wife.  WALT sticker for books so take photos of children acting out the story. | | IMMITATION  Use the sight vocabulary words to establish vocabulary.  Can the children recognise any Nouns?  Add to the Magpie board.  Look at the other 2 words; these can be used to describe nouns. (poor & golden)  Model a short sentence describing the noun.  e.g. A brown hen.  Think about what it is first and then add adjective.  Children use pictures from the story to write short descriptive sentences. Making sure they use capital letters, finger spaces and full stops.  WALT sticker | | IMMITATION  Read through and use actions from the story map to establish story order.  Use examples from yesterday’s work showing descriptive words for the giant.  On SB3 use the children’s ideas to model short burst writing for the giant’s voice.  e.g. a booming voice, a loud voice, a shouting voice.  With talking partners discuss what words they could use to describe his mouth.  Encourage the children to imagine how he would do things –eat, chew etc  Can they use their senses?  .  Children have a go.  Repeat with feet and footsteps thinking about how | |  |  |  |  | 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** | | | | | | | | | | |
|  |  | | Sentence construction. | |  | | Nouns – Recap from last term.  Adjectives – describe a noun | | Adjectives – Write down any other useful adjectives for the Magpie board | |

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| **Year 1 PLANNING - Instructions Week beginning:** | | | | | | | | | | |
| **Y1 Teacher Assessment Framework:**   * Capital letters and full stops correctly used most of the time. * Say sentences before writing * Sequence sentences to for short narratives * Joining sentences with ‘and’. * Using descriptive words. | **6** | | **7** | | **8** | | **9** | | **10** | |
| OBJ: | I can show you the different parts of the story. | OBJ: | To innovate/plan the innovated version of the WAGOLL by making substitutions. | OBJ: | To compose and share sentences | OBJ: | To write the middle part of the story | OBJ: |  |
| SC: | I can remember the story order. | SC: | Think of alternative ideas to change the story | SC: | I can remember how to hold a sentence, how to construct a sentence and use description. | SC: | I can use my planning sheet, magpie board and remember the story sequence. | SC: |  |
| Context: | Box it up plan | Context: | Story map | Context: | Innovated stories | Context: |  | Context: |  |
| INNOVATION  Boxing up.  Begin from the board, modelling with the children’s thought and ideas.  Children then complete different sections as directed.  Use the wagoll (paragraphs correspond to the boxes – opening, build up, problems, resolution, ending).  (Look at box up example for direction).  Boxing up sheet | | INNOVATION  Discuss what could be changed on the story map – character, objects to steal, what is at the top of the beanstalk.  Use post it notes to innovate original story map.  Can anyone retell the story using the changes made?  Walt sticker to use on explanation sheet. | | INNOVATION  Shared writing  Modelled from the board.  The middle section of the innovated story.  Children help to compose sentences which include description. Model Hold a sentence and re reading to make sure work is accurate.  WALT sticker | | INDEPENDENT APPLICATION – HOT WRITE  Remind the children that they wrote the beginning of the story for their hot write.  Today they are going to complete the story in their books.  Remind them that we have done a lot of work using descriptive words which they need to use in their independent work today. | | INDEPENDENT APPLICATION – HOT WRITE  Finish hot write. | |
| **SPAG** | | | | | | | | | | |
|  |  | |  | | Using adjectives. Sentence construction. | | Handwriting | | Handwriting | |