|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 Planning – Talk for Writing Jack and the Beanstalk Week beginning: 4/1/21 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 and discuss what, where, when etc. To join in with a discussion. | OBJ: | To use known information to predict. | OBJ: | To encourage fluency in reading. To remember predictive patterns in language. | OBJ: | To encourage fluency in reading. | OBJ: | SPELLINGS |
| SC: | I can discuss with others, and verbalise my thoughts. | SC: | I can remember what I already know. I can use information given to me to make a sensible prediction. | SC: | I can use phonic skills and apply to reading. I can imagine what is happening in the story. | SC: | I can use phonic skills and apply to reading. I can imagine what is happening in the story. | SC: | SPELLINGS |
| Context | Beginning with a beanstalk! | Context | A golden book! | Context | Jack and the Beanstalk! | Context | Storymap, storymap where shall we go? | Context: | SPELLINGS |
| HOOK AFTER BREAK SESSION  Children arrive into classroom to see a pile of mud, chocolate coins, a golden egg, giant leaves! A harp is playing,  <https://www.youtube.com/watch?v=7TO_oHxuk6c&list=RD7TO_oHxuk6c&start_radio=1&t=21>  Let’s check the class camera! Play FX video of giant beanstalk growing in the middle of the classroom. Discuss possibilities. How did this get here? What is it? Some of the children may be familiar with the story (last year’s panto) who lives at the top of the beanstalk? | | COLD TASK  Recap previous session with class camera video. Have a giant golden story book left at the bottom of the beanstalk pile. Discuss the title, and begin reading the story with harp playing in the background. Oh no! Disaster! Lots of the story is missing.  Children to be given the first part of the story up to Jack finding the beanstalk. Children are to finish the story with their own ideas. | | IMITATION  Introduce story with front cover. Discuss features such as author, illustrator, predictions made through images etc.  Read the story.  First reading - Teacher  Second reading – Encourage children to join in.  Together, create actions for the story. Practise using MTYT, games, girls against boys, table against table competitions. Those watching are the judges. What went well, what have the missed out! | | IMITATION  Recap story with front cover. Discuss features such as author, illustrator, predictions made through images etc.  Read story using actions from previous session.  Create a class story map together. Children to create own alongside teacher.  Read and perform. | | PRACTISE & APPLY SPELLINGS | |  |  |  | SPELLINGS  PRACTISE & APPLY SPELLINGS | 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 Structure | | Sentence Structure  Past/Present Tense | | Sentence Structure  Exclamation marks  Question Marks  Past/Present Tense | |  | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 Planning – Talk for Writing 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. | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| OBJ: | To recognise nouns and adjectives and be able to use these in my own writing. | OBJ: | To include descriptive words in sentences. | OBJ: | To show understanding of the story. | OBJ: | To edit and adapt writing to show improvements. | OBJ: | SPELLINGS |
| SC: | I can write extended sentences using adjectives. | SC: | I can use my own knowledge and imagination to write descriptive sentences. | SC: | I can create a plan for my writing. | SC: | I can edit and adapt writing to show improvements. | SC: | SPELLINGS |
| Context | Nouns & Adjectives | Context: | Describe, describe, describe! | Context: | Box it up! | Context: | Let’s get better! | Context: | SPELLINGS |
| IMITATION  Recap story and then have written IWB written version on board. Introduce children to nouns and adjectives. Together, highlight examples of each.  Play game <https://wordwall.net/resource/547802/english/nouns-adjective-match-jack-beanstalk> - various alternatives of same game on right hand side.  Model a short sentence describing the noun.  e.g. A brown hen.  Think about what it is first and then add adjective.  Children use sheet to complete matching adjective and noun. Challenge: Can they write sentences for their matches? | | IMITATION  Recap story with front cover. Discuss features such as author, illustrator, predictions made through images etc.  Show children a picture of the giant on IWB. Ask children to suggest what sort of character he is, what he looks like, sounds like etc. from what we have read about him, brainstorm these adjectives on board and use the ideas to model descriptive sentence writing. Continue with voice, mouth. Encourage the children to imagine how he would do things –eat, chew etc  Can they use their senses?  Children have a go.  Model and have children write their ideas in books. | | INNOVATION  Boxing it up  Tell children today we’ll be making a plan for our story, which features the key parts, characters and setting. Begin from the board, modelling with the children’s thought and ideas.  Children then complete different sections as directed on boxing it up sheet. | | INNOVATION  Show edited version of story. Ask children to suggest how the story could be improved. As a class, 'up-level' the story by adding additional features, e.g. expanded noun phrases, conjunctions, exciting verbs. Edit story using different colours.  Children to have their own sentences to improve in books. | | SPELLINGS  PRACTISE & APPLY SPELLINGS | |
| **SPAG** | | | | | | | | | | |
|  | Nouns/Adjectives | | Nouns/Adjectives/Verbs  Sentence construction | |  | | Sentence Structure  Exclamation marks  Question Marks  Past/Present Tense | |  | |

|  |
| --- |
| **Year 1 Planning- Talk for Writing 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. | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | **Friday** | |
| OBJ: | To invent a new main character. | OBJ: | To use my new story character to create a new story. | OBJ: | To write our own story.  I can think in sentences. I can use letter sounds to build up words. | | OBJ | SPELLINGS |
| SC: | I can use my own knowledge and use this to reinvent my story character. | SC: | I can use my invented story characters to invent a different story. | SC: | I can show improvements in my writing. | | SC | SPELLINGS |
| Context: | Create your main character. | Context: | A new villain! | Context: | HOT WRITE | | Context: | SPELLINGS |
| 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.  Children to be given innovation sheet in books to create their own version. Can anyone retell their story using the changes made? | | INNOVATION  Shared writing  Modelled from the board.  Children help to compose sentences which include description. Model hold a sentence and re reading to make sure work is accurate. | | INDEPENDENT APPLICATION – HOT WRITE  Remind the children that they are going to write their own version of the story.  Discuss original story, focussing on language and structures.  Remind children to use the Magpie board and their sentence toolkits. | | | SPELLINGS  PRACTISE & APPLY  SPELLINGS | |
|  |  | | Sentence construction | | Sentence construction | | |  | |