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| **Year 1 Planning – Talk for Writing** | | | | | | | | | | |
| **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 listen to and discuss a poem. | OBJ: | To listen to and identify main points of a poem. | OBJ: | To identify alliteration as key feature of a chosen poem. | OBJ: | To use alliteration in a poem. | OBJ: | To create my own poem using a given structure. |
| SC: | I can listen to simple poetry, and say why I like/dislike them. | SC: | I can listen to simple poetry and identify main points. | SC: | I can spot alliteration in a poem. | SC: | I can use alliteration in poetry. | SC: | I can create my own poem using a given structure. |
| Context | Poetry Intro | Context | Poetry Discussion | Context: | Alliteration | Context: | Alliteration | Context: | Adjectives in poetry |
| POETRY  Share ‘In Woods Dark and Deep’ to the class, asking them to simply listen as you share. You could share this with the children closing their eyes, and a crackling fire or a night scene playing in the background. Have a brief discussion, asking if they notice anything i.e. is this a story? Is it a song? Or does it sound different? Why? Can the children recall any familiar rhymes or poems?  Read the poem again and display it on the IWB. In groups, have a ‘give me 5’ carousel:   1. What we think the poem is about. 2. What we think about it – good bits, not so good bits and things I’m not sure about. 3. Noticing techniques used – alliteration, similes, lack of full stops, presentation. Finding the poem’s pattern. 4. Final thoughts – most memorable aspect; how it makes me feel.   Have paper on tables for children to record responses. Will require modelling. | | POETRY  Reshare ‘In Woods Dark and Deep’ with the class- remember to set the scene with music, props etc! Have the children’s ideas from the carousel activity ready to share and discuss.  Have the poem up on the board. Thumbs up- did you imagine the woodland in your head when you listened to the poem? Which parts did you see in particular? Discuss how the poem’s image helps to focus your mind and imagination. Highlight particular parts and discuss what the children imagined.  In the children’s books, challenge them to draw the setting of the poem. Which parts of the poem helps them to draw? The sheet has the poem written down, can the children highlight the parts they have drawn? | | POETRY  Introduce the children to the poem ‘A Home for Nervous Newts’ and discuss using the ‘give me five’ focus points.  Tell the children that tomorrow we are going to be writing our own version of the poem together! Which features do we need to include to make sure these poems are similar? Some of the children may notice the alliteration, if not highlight this on the board. Introduce alliteration- ensure the children understand that this is not the letter, just the sound. So a hard ‘c’ and a ‘k’ still count together, as in “The kite clung close to the clouds” as would phrases like “the naughty gnome” or “Now you know”. Can the children think of any examples of alliteration they may know? For example, Peter Pan, Paw Patrol, Coca Cola, Willy Wonka, King Kong. Give further examples by using the children in your class as examples i.e. Speedy Sauleja! Outstanding Ollie! Can the children think of their own nicknames? Write a few silly sentences on the board to help the children see the alliterative pattern. For example, Clever Carson can count quick! Terrific Thomas takes ten tadpoles! Children to complete alliteration sheet in books. | | POETRY  Recap previous session and alliteration. Children to walk around the room to music, when the music stops, find an object and tell a partner an alliteration example. Share examples across the class.  Share the poem ‘A Home for Nervous Newts’ again. Can the children help highlight the alliteration? Together, decide on a family of woodland animals to create your own poem. For example, Henry, Harry and Hattie the hedgehogs. Brainstorm the different activities they may be doing. Then, using your ideas write out your poem together.  Children to copy this into books. HAPs children could have a go at doing this independently. | | POETRY  Introduce the poem ‘Mr Magoo’s Amazing Zoo’ to the children. Use the ‘give me 5’ to discuss.  Today we are going to use Roger Steven’s poem to create our own woodland version. What do we need to change? Come to an agreement on the beginning of your poem, i.e. ‘In Curious Caterpillars wonderful woodland you will find…’ write this at the top of your flipchart paper.  Beneath this, draw a line down the middle of the board and ask the class to suggest an animal that might be found in a woodland. Write the suggestion in the right hand column. Ask for five more suggestions and encourage some variety i.e. creatures that may be found in water, minibeasts, predators etc. Now ask the class for an adjective to go with each animal. Write these in the left hand column. Encourage the children to recite the new version of the poem together. Can the children think of their own poem and write these in their books? | |  |  |  |  | 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** | | | | | | | | | | |
|  |  | | Repetition  Alliteration | | Alliteration Adjectives  Sentence Construction | |  | | Adjectives | |