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| Talk for Writing – English Plan  We use talk because ‘You can’t write it unless you can say it.’ | | | | |
| Term: Autumn 1 | UNIT: - Cumulative Finding Tale | MODEL TEXT: Goldilocks and the Three Bears | Year Group: 1 | Staff: |

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| **Year 1 Planning – Week Beginning: Focus: Assessment & Immersion** | | | | | | | | | | |
| **Target Tracker:**   * **Target 1 – I can use letter sounds to work out and read new words. I can read many common exception words.** * **Target 2 - I can join in with words when I can guess what is coming next. I can say what might happen next in a story.** * **Target 3 - I can speak a sentence before writing it.** | | | | | | | | | | |
| **Lesson** | **LO and SC** | **SPAG: Daily sentence/**  **word game** | | **Direct Teaching** | **Independent Activities** | | **Guided Activities** | | **Plenary** | |
| **1** | LO: Show what I already know about the WAGOLL (G&TTB).  SC:  I can describe the evidence in as much detail as possible, using adjectives.  I can say how the evidence links to the model text. | **Focus on CEW, CVC and CCVC words.**  Engage the children in a game of scramble the words using the Sounds-Write approach.    Challenge the chn to use the word in an orally rehearsed sentence. | | **Hook:**  Crime Scene – Table cornered off by police tape, ransacked breakfast table containing 3 different sized bowls of porridge, spoons, mugs etc and evidence: red ribbon, blond lock of hair, red ribbon, porridge handprint, photo of a broken chair/ slept in bed and a necklace with a G on it. Chn explore the crime scene and look at the evidence left while you talk about them using adjectives.  Higher order questions:   * Do the objects remind you of a familiar story? What do you know about the sequence of events in this story? From the story, what would you say is the cause of the messy sheet? * Why is it important to collect evidence? * What other reasons could there be for having a broken chair in the house? * Is this enough evidence to arrest Goldilocks? * What other evidence was there in the book that Goldilocks committed the crimes? * **Provide the chn with clipboards and the evidence collection frame and ask them to write about the evidence. Model this on the board first: ‘There was a big spoon found in the cottage, it had porridge on it which shows that someone was eating porridge.** | | | | | Read the part of ‘Roald Dahl’s Revolting Rhymes in which they recap the crimes.  Have a class vote on whether Goldilocks is guilty or not then write a sentence on our whiteboards:  ‘Goldilocks is guilty / not guilty because… [insert evidence]. | |
| **2** | LO: Retell or write a story  SC: I can write G&TTB in my own words. | **Focus on CEW, CVC and CCVC words.**  Engage the children in a game of scramble the words using the Sounds-Write approach.    Challenge the chn to use the word in an orally rehearsed sentence. | | **Cold Task: What happened after the Three Bears went for a walk?**  Extended writing time for Cold Task – short input if needed.  Use the T4W progression document to set relevant writing targets for class/individuals.  Ensure consolidation of reception list focus before targeting Y1. | | | | | Look at the story map for G&TB.  Begin to talk the text  Add map to washing line.  Re-tell the story as often as possible in and out of the English session. | |
| **Year 1 Planning – Week Beginning: Focus: Imitation** | | | | | | | | | | |
| **Target Tracker:**   * **Target 1 – I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.** * **Target 2 – I can talk about the title and events in books I have read or heard.** * **Target 3 – I can join in a talk about the title and what happens in a book.** | | | | | | | | | | |
| **Lesson** | **LO and SC** | | **SPAG: Daily sentence/**  **word game** | **Direct Teaching** | | **Independent Activities** | | **Guided Activities** | | **Plenary** |
| **3** | LO: Retell the WAGOLL. Respond to questions about the WAGOLL.  SC:  I can join in an oral re-telling of G&TTB.  I can respond to questions about what they have heard. | | **Re-visit Simple Sentences**  Say a sentence, write and read it back to check it makes sense.  Contextualise sentences where possible & make them relevant to the model text. | Reading as a Reader – Book Talk   * Orally rehearse G&TTB, introducing actions to the story for emphasising language patterns and for connectives; add props if wanted e.g. 3 different sized teddies, bowls, chairs, beds, Goldilocks puppet. Re-tell x 2. * All chn actively join in with actions and re-telling of the story. Then all chn joining in a discussion about the text shared using G&TTB High order questions- see resources.   Carousel of activities chn choose at least 1:   * Chn draw/paint a scene from G&TTB (language support to discuss what is happening in the picture/who the characters are/how are the characters feeling etc.) * Chn make own story puppets. * Chn make own story scenes/boxes/trays, use to play at re-telling the story in small groups, supporting adults to listen in to assess whether language patterns are internalised. (Be aware of chn reverting to ‘and then.’) * Chn make masks of characters – write a speech bubble of what the character might say. | | | | | | Talk about the different painted scenes created.  Which pictures reflect the beg/middle /end?  Look at ordering of pictures. |
| **4** | LO: Recognise the main elements that shape a text  SC: I can pick out the main elements of the story  I can make a story-map of G&TTB. | | **Re-visit Simple Sentences**  Say a sentence, write and read it back to check it makes sense. | Reading as a Reader   * Sing When Goldilocks went to the house of the bear. * Orally rehearse G&TTB using taught actions. * Model creating a story map on the board, taking ch’s suggestions. * All chn create own story map for G&TTB. LA: Key words on table to support. TA to support. Chn to use story maps to re-tell G&TTB in groups before moving to pairs. Supporting adults to listen in to group and paired re-tellings assess language patterns being used as previously. | | | | | | Story Circle  Can we pass the story word for word around the circle? |
| **5** | LO: Act out parts of the story  SC: I can act out parts of the story.  I can suggest what the character might be thinking or feelingat different parts of the story. | | **Capital Letters**  **I can put capital letters at the start of sentences.**  Show chn a simple sentence from G&TTB without capital letters.  Discuss where they should go. Partner talk. Correct with the chn and green pen. Orally rehearse, repeat. | **Reading as a Reader:**   * Sing When Goldilocks went to the house of the bear. * Orally rehearse G&TTB using taught actions, handover to the children saying, ‘If I stop saying, you keep going.’ * Drama activities: * Free Role Play – Provide a box of props from the story along with previously made masks for chn to use to ‘play at’ the story. * More able chn to work with TA. Give children a picture or part to mime. Explain this means no speech. Give time to re-hearse.. Chn to mime their story part. Can rest of class guess which part they are acting out? (Freeze frame) What would your character be saying if they could talk in this part? TA and teacher to support groups as necessary. * Simplify the above if needed by telling the story and whilst in role, ask chn what they can see, hear and what they are thinking. | | | | | | Use the pictures from the drama act and order along washing line.  Can we say the story in pairs like a mirror? |
| **6** | LO: Recognise the main elements that shape a text.  SC: I can pick out the main elements of G&TTB; understanding the terms beginning, middle and end.  I can sequence events into the 3 part story structure. | | **Finger Spaces**  **I can put finger spaces in a sentence.**  Recap from previous day with a different sentence.  Pair work with sentence cards. Orally rehearse with Kung Fu Punctuation.  Re-write on whiteboards with finger spaces. | **Reading as a Reader:**   * Sing When Goldilocks went to the house of the bear.. * Orally rehearse G&TTB using taught actions, handover to the children saying, ‘If I stop saying, you keep going.’ * Look at some pictures from the story on the board - introduce that there is a beginning, a middle and end. Ask for suggestions about events for each part. * Begin to develop and extend chn’s repertoire of story and language patterns by looking at ways of opening/closing the model text and share WAGOLLs. (Page 53 EY book) Add to magpie wall. * Now give talk partners up to 5 pictures from the storybook - can they put them in the correct order? Ask the children to talk through the story using the pictures to help. Listen and encourage use of the story language. * Challenge chn to add captions/ story language to their ordered pictures. | | | | | | Chn share how they have ordered their pictures and what captions, language, and dialogue they have included.  5 minutes – Go around the circle with everyone saying their favourite line/ word. |
| **7** | LO: Recognise the main elements that shape a text.  SC: I can pick out the main elements of G&TTB; understanding the terms beginning, middle and end.  I can box up the story of G&TTB; adding captions and dialogue. | | **Full Stops**  **I can put full stops at the end of sentences.**  Show chn a simple sentence from G&TTB without full stops.  Discuss where they should go. Partner talk. Correct with the chn and green pen. Orally rehearse, repeat. | **Reading as a Reader:**   * Sing When Goldilocks went to the house of the bear.. * Orally rehearse G&TTB using taught actions, handover to the children saying, ‘If I stop say, you keep going.’ * Ask children for the main points in the story (beginning/middle 1/middle 2/end – TPs) and model the main activity. * HAPs/MAPs to pick out main elements of the story and draw/write these in sequence. Challenge chn to add captions/ story language/dialogue using speech bubbles to their sequence of events. * LAPs chn to work with TA to walk a story map, working collaboratively to contribute to the drawing and writing on long rolls of paper. (Photograph for Tapestry and books to show story patterns used in oral re-tellings. | | | | | | 5 mins chn to share their beginning middle and end boxes and describe what is happening with a story buddy. |

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| **Year 1 Planning – Week Beginning: Focus: Imitation into Invention** | | | | | | |
| **Target Tracker:**   * **Target 1: I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.** * **Target 2: I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.** * **Target 3: Writing – See composition: I can say my sentence out loud before I write it.** | | | | | | |
| **Lesson** | **LO and SC** | **SPAG: Daily sentence/**  **word game** | **Direct Teaching** | **Independent Activities** | **Guided Activities** | **Plenary** |
| **8** | LO: Recognise and talk about characters.  SC: I can identify the main characters, talk about and describe their appearance and personality. | **Oral Composition**  **I can rehearse and punctuate a sentence correctly.**  Show a picture depicting a character/ events from G&TTB. Chn orally compose and write a sentence about it. Re-read to check with kung fu punctuation | **Reading as a Reader:**   * Sing When Goldilocks went to the house of the bear.. * Orally rehearse G&TTB using taught actions, handover to the children saying, ‘If I stop say, you keep going.’ * Characters - Who are the characters in the story? Are they similar or different? Are they good/bad? Use role on the wall to explore both appearance and personality. Goldilocks/ Baby Bear – What do they look like? What kind of person are they? Any distinguishing features/ physical traits? Words to describe - TPs. Share. * Model Guess who’s in my box using puppets/ small world puppets. * **Groups of chn have a question hand and answer questions that require a yes/no answer to find out which story characters are hidden in the box.** * **Short Burst Writing: Chn produce a role on the wall for one of the Three Bears or Goldilocks; alternatively create a Wanted Poster for one of the characters.** | | | Tell me about one of the characters in the story?  How did they feel when….. |
| **9** | LO: Read the WAGOLL and discover new vocab; finding their meaning to deepen understanding of text.  SC: **I** can read G&TTB and discuss what I have read.  I can identify words I have never heard before.  I can ask friends to help and talk in a group to discuss possible meaning and think of alternative words. | **Oral Composition**  **I can rehearse and punctuate a sentence correctly.**  Show a picture depicting a character/ events from G&TTB. Chn orally compose and write a sentence about it. Re-read to check with kung fu punctuation | **Reading as a Reader:**   * Babble gabble GT&TTB – Say it as fast as possible to see who can get to the end first. * Introduce the written text – use simple model text with key sentence signposts highlighted either enlarged on the whiteboard or made into a Big Book. * Spend some time discussing the story read e.g. predict what might have happened before the story and what might happen when Goldilocks ran away. * Focus on word choices/sentences and how they can be changed using post it notes and the opening sentence: Once upon a time there was a little girl called Goldilocks who lived in a village. E.g. Many years ago there was a quiet girl called who lived in a city. In a land far, far, away there was a noisy/ bossy/mean girl called Goldilocks who lived on the edge of a farm. (Create a toolkit of examples for the chn to use – see page 53 T4W EY Book) * Chn play ‘Never heard the word’ using the prepared grid in table groups. Can they think of a word from the story they have never heard? (wood, cottage, steaming, porridge, small, tiny) identify a word and discuss meaning on table. Write these down on the grid, more able to scribe? * Short Burst Writing: Chn work with a Talk Buddy using choice board to make simple innovations to a given sentence by changing the opener and character description and setting on whiteboards. Photograph for books and tapestry. | | | Begin to use plenary and end of sessions to read alternative versions of the text to enrich the reading phase.  <https://www.getepic.com/app/read/47403> |
| **10** | LO: Recognise and talk about characters.  SC:  I can identify the main characters.  I can use a speech bubble to show what the character might say in the story. | **Oral Composition**  **I can rehearse and punctuate a sentence correctly.**  Show a picture depicting a character/ events from G&TTB. Chn orally compose and write a sentence about it. Re-read to check with kung fu punctuation | **Reading as a Reader:**   * Whole class shared re-reading of model text. * Re-visit characters. What did the characters say in the story? What does this tell us about the character. Model and encourage chn to think about what the characters could have said if the situation was changed. * **Short Burst Writing – What they said: Draw characters from the story; use large speech bubbles to recall different things the character said. Model and ensure all children have the appropriate speech patterns and spellings to add the refrains to their Year 1 Writing Secrets toolkits.** | | | **Play Mr Copycat!**  Puppet says a sentence and the chn repeat it! Vary HOW you say the sentence loudly, softly, rhythmically, musically, word by word, like a robot. |
| **11** | LO: identify parts of cumulative tale.  SC: I can identify an opening, build-up, dilemma, resolution and ending.  I can use a story mountain or Box it up frame to split G&TTB into the identified story parts. | **Muddled Sentences**  **Focus capital letters, full stops and finger spaces** | **Reading as a Writer:**   * Introduce the story mountain and use it to demonstrate the main patterns of the story. * See IWB Presentation – Story Mountain – Session 11. * Create a Year 1 Writing Secrets Toolkit * **Boxing Up. Explain we use boxing up to help us write the story and make each part of the story clear. Talk about the first line being the beginning. The second line being the problem. The third line being the problem. The fourth line being the problem fixed and the last line being the end.** * **How would we box up G&TTB. Model to the class on our joint one then ask the children to have a go at doing their first box, model and repeat for the remaining boxes.** | | | **Play Mr Copycat!**  Try different sentence types.  Long  Short  Simple  Compound  Complex  When starter  Where starter  Instructional  Informational  Question |
| **12** | LO: To innovate/plan the innovated version of the WAGOLL by making substitutions.  SC:  I can make simple innovations to the   * opener, * characters, * setting * events in the build up * ending     Using a choice board. | **Muddled Sentences**  **Focus capital letters, full stops and finger spaces** | **Innovating the WAGOLL**   * Shared planning and innovation of a new opening of the WAGOLL. How could we change the story? How will we open the story? Who will the main characters be? What will they be like and where will the setting be? Model making the innovations using the choice board. Create a new image of the substitution to the character and add to original story map/ box it up frame. * **Send all chn off to make the simple innovation using previously created story map with post its over the top or by writing and drawing onto their box it up frame.** * Return to the carpet and continue by innovating the build-up through making substitutions to the objects in the build-up. How will our story continue? What were the characters eating before they went for a walk? What will Goldilocks find in the new setting? What will happen to the things they find? What will happen when the characters return? How will the story end? Create new images and add to story map. Orally rehearse new version of the story with the innovations. * **Chn continue to make the innovations to the rest of the story. Once completed, get them to take their map anywhere in the classroom and have a go at acting out their new story, what actions do they need? Do they need new actions; can they think of their own?** | | |

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| **Year 1 Planning – Week Beginning: Focus: Innovation and Invention** | | | | | | |
| **Target Tracker:**   * **Target 1: I can write sentences by saying aloud what I am going to write about.** * **Target 2: I can join my sentences together to make a story.** * **Target 3: I can talk about my writing with my teacher or children in my class.** | | | | | | |
| **Lesson** | **LO and SC** | **SPAG: Daily sentence/**  **word game** | **Direct Teaching** | **Independent Activities** | **Guided Activities** | **Plenary** |
| **13** | LO: To write the innovated opening to our story.  SC:  I can recite my story into the google app for it to type. I can write one caption.  I can write the first box of my cumulative story using my story map for prompts.  I can write the first box of my story, using my story map only when needed. I can punctuate my writing accordingly. | **Play Finish**  Provide part of a sentence for the children to complete.  The Three Bears……  Goldilocks saw a cottage……  ……. and laughed | **Shared Writing – Opener**   * Orally rehearse new version of the story with the innovations. * All chn to babble gabble the opening of the innovated story with a Talk Buddy. * Shared write the opening of the new version with innovations. Model scribing, orally saying the story as you write. At this stage model writing the story pattern and appropriate language word for word. WE are teaching the children to be successful writers. * Highlight when to use punctuation e.g. What story opener have we decided to use? Once upon a time, so my first word is Once, a tricky word because it starts with an o and therefore we need a capital O. (Get all chn to write this down)… Slow process and engage all chn in the thought, planning and written process. * **All chn to use their story map/box it up frame to write the opening of the innovated story. (4 sentences with change of character and first object)** | | | Chn work with a Talk Buddy to read through the opening to their cumulative tale.  What would they choose in their own opening? |
| **14** | LO: To write the innovated build-up to our story.  SC: I can recite my story into the google app for it to type. I can write one caption.  I can write the build-up of my cumulative story using my story map for prompts.  I can write the build-up of my story, using my story map only when needed. I can punctuate my writing accordingly. | **Play Finish**  Provide part of a sentence for the children to complete.  The Three Bears……  Goldilocks saw a cottage……  ……. and laughed | **Shared Writing – Build-up**   * Orally rehearse new version of the story with the innovations. * All chn to babble gabble the build-up of the innovated story with a Talk Buddy. * Shared write the build-up of the new version with innovations. Model scribing, orally saying the story as you write. Highlight when to use punctuation. * **All chn to use their story map/box it up frame to write the build-up of the innovated story.** | | | Chn work with a Talk Buddy to read through the build-up to their cumulative tale.  What would they choose in their own build-up? |
| **15** | LO: To write the innovated dilemma and ending to our story.  SC: I can recite my story into the google app for it to type. I can write one caption.  I can write the dilemma and ending of my cumulative story using my story map for prompts.  I can write the dilemma and ending of my story, using my story map only when needed. I can punctuate my writing accordingly. | **Re-visit if needed or repeat game above using new sentences starters.** | **Shared Writing – Dilemma + ending**   * Orally rehearse new version of the story with the innovations. * All chn to babble gabble the dilemma and ending of the innovated story with a Talk Buddy. * Shared write the dilemma and ending of the new version with innovations. Model scribing, orally saying the story as you write. Highlight when to use punctuation. * **All chn to use their story map/box it up frame to write the dilemma and ending of the innovated story.** | | | Chn work with a Talk Buddy to read through the dilemma and ending to their cumulative tale.  How would their story end? |
| **16** | **LO:** To plan and write the hot task. | **Explore personal pronoun I and explain what a pronoun is.** | **Hot Task: Can you write what happened after The Three Bears left the cottage?**   * Extended writing time for Hot Task – short input if needed. Ask chn to repeat the Cold Task at the start of the unit; ask them to have another go at writing what happened after The Three Bears left the cottage. At this stage we are looking at the progress in children being able to retain, recall and re-write a shared story. * Alternatively, return to the choice board used for the innovation. Model first, showing children how you would plan the Hot Task.   **Chn can plan in different ways:**   * By using a Story map. * By boxing up or using a Story board * By using a story mountain   **Share-write 1-2 paragraph. Then children start their independent planning task.** | | | Shared Reading of some of stories created.  Edit and improve some sentence examples**.** |
| **17** | LO: Show what I already know about the WAGOLL (Instructions)  SC: I can orally give instructions to make a jam sandwich.  I can use the cold writing frame to set out instructions appropriately. | **Revisit then focus on pronouns, verbs and nouns…**  **Questions**  **Exclamation Marks** | **Hook and Cold Task for new unit:**   * Share the video message from Goldilocks, explaining that she would like to say sorry to The Three Bears by making them some jam sandwiches but she does not know how. Can the chn help? * Time for chn to use the resources on table to make own jam sandwich. Talk through the process. * Extended writing time for Cold Task – Set out instructions appropriately.   Use the T4W progression document to set relevant writing targets for class/individuals.  Ensure consolidation of reception list focus before targeting Y1. | | | Share instructions PPT |