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| **Year 1 Planning – Talk for Writing - Minibeasts** | | | | | | | | | | |
| **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 use descriptive words in compound sentences. | OBJ: | COLD TASK | OBJ: | To ask questions and record them using a question mark. | OBJ: | To begin to identify features of a non-fiction book. | OBJ: |  |
| SC: | I can read the text to find descriptive words | SC: | COLD TASK | SC: | I can recognise a question mark and use it correctly. | SC: | I can begin to recognise some features of a non- fiction book. | SC: |  |
| Context: | Describe, describe, describe! | Context: | COLD TASK | Context: | Question Time! | Context: | Non-Fiction Features | Context: |  |
| HOOK  Explorers at the ready! Grab your exploration toolkits and let’s go! Take the children on a minibeasts hunt with clipboards. Spend some time in the outdoor area investigating. Whilst the children are outside, have TA set up a surprise visit from the forest fairies (could be in one room due to resources). The fairies have left a box of caterpillar goodies as they can see how excited we are to explore! Inside the box there is an exploration hat, magnifying glasses, minibeasts jars, a story of The Very Hungry Caterpillar, and a Butterfly Garden! Together, set up the butterfly gardens. | | COLD TASK  Show children image of butterfly life cycle and briefly discuss what children see. Share the box of caterpillar goodies sent yesterday again.  Give the children cold task sheet to complete. | | IMMITATION  Introduce the lesson by showing children a video clip: <https://www.youtube.com/watch?v=kVm5k99PnBk> Ask children to discuss what they see. What would we like to find out? Today we are going to be asking questions. Discuss with table and feedback.  Teacher model writing a question using capital letters, finger spaces and a question mark. Make deliberate mistakes for children to spot; in particular, miss out or miswrite a sound in a word, to go back and check. Repeat for several questions. Children to write their own questions in their books. | | IMMITATION  Pose a question to the children- ‘How does a caterpillar turn into a butterfly?’ Ask the children how could we find out the answer? Discuss options; information book, TV, internet, Siri, Alexa! Ask the children what sort of things they may use at home when needing to find something out.  Introduce the text: <https://www.getepic.com/book/9042431/national-geographic-readers-caterpillar-to-butterfly?utm_source=t2t&utm_medium=link&utm_campaign=content&share=18878903034> and together think about how we could go about finding the information we need – eg use the contents page, index, subheadings. Introduce each part briefly to the children, without reading the main text. | | SPELLINGS  PRACTISE & APPLY:  <https://www.topmarks.co.uk/Search.aspx?q=spelling%20activities%20KS1>  <https://ictgames.com/mobilePage/spookySpellings/index.html>  <https://www.spellingcity.com/sentenceWriting-spelling-game.html?listId=15828987> (NOT Y1 CEW- but useful for sentence writing)  <https://www.education.com/game/sight-words-bingo/>  <https://www.education.com/game/sight-words-balloon-pop/>  <https://www.education.com/game/dino-fishing-spelling-fun/> | |
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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. | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| OBJ: | To identify features of a non-fiction book. | OBJ: | To begin to recognise and use alphabetical order. | OBJ: | To begin to recognise and use alphabetical order. | OBJ: | To use a non-fiction text to find information. To pick out relevant information. |  |  |
| SC: | I understand the difference between fiction and non-fiction. | SC: | I can recall the alphabet and use it to find definitions in a glossary. | SC: | I can recall the alphabet and use it to find definitions in a glossary. | SC: | I can use a non-fiction text to find information. |  |  |
| Context: | Fiction Vs. Non Fiction | Context: | Alphabet | Context: | Alphabet | Context: | Finding Information |  |  |
| IMMITATION  Begin by sharing clip: <https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zty8xfr>  Show children Epic! Book and read title together. Ask children to predict what this book will be about and ask: Is this a non-fiction or fiction book? Hold discussion, and then go through book and identify why this book is non-fiction, looking for different features children would expect to find in a non-fiction book (eg photographs/labels/contents page/index/glossary/headings). Explore the book together, using the contents page to choose chapters to read, and the glossary to find the meanings of words we don’t know. Encourage children to read sections of the book, not forgetting to read the headings (what are headings? Why are they big and bold?). As we explore the book, encourage children to continue to identify different features of the non-fiction book. On the tables, have a selection of fiction and non-fiction books. In groups, ask children to look closely at the books and sort them into two hoops according to whether they are fiction or non-fiction – why do you think that? Use tick sheets in books to support. | | IMMITATION  Begin session by recapping alphabet through games such as fizz buzz, around the world, etc. Ensure children can confidently recall the alphabet.  On the board have two lists of words. They have the same words in, but one in alphabetical order, and the other not. Ask children to look closely at the two lists and discuss anything they notice with their talking partners. Then add the same word to each list, putting one at the bottom of the random list, and the other in the correct place in the alphabetically ordered list. Repeat the process, discussing with children what I am doing using TOL. Explain that alphabetical order is very useful and it can help us to find words more easily. Demonstrate this by asking two children to come to the front, one to the alphabetical order list and the other to the random list. Ask them to find the words ant, bat, cat, dog... in that order. Point out that it is much easier to find a word in alphabetical order! Can the children think of anytime we may put things in alphabetical order? Challenge the children to put themselves into alphabetical order in small groups, then as a class! Photographs for books. | | IMMITATION  Begin session by recapping alphabet through games such as fizz buzz, around the world, etc. Ensure children can confidently recall the alphabet.  Recap previous session using a group of children and placing them in alphabetical order. How quickly can the tables organise themselves alphabetically?  Show children a glossary in a non-fiction book and discuss what it is for. Point out that the words are in alphabetical order (why do you think this is?) Model looking for a word in the glossary using alphabetical order. Can the children use a dictionary to find definitions? In books. | | IMMITATION  Check in on the butterflies! Use a visualizer to magnify this to the children on the board and generate questions about it – what do you want to know? How could we go about finding out this information? Think about our learning this week! Establish that we could use a non-fiction book.  Show children our non-fiction book on Epic. I really want to find out where a caterpillar comes from– how could I find the information I need? I could read the whole book, but that would take me a while! Use the skills you have learnt this week. Children discuss with tables how we could find the information we need, and try out ideas using the non-fiction book until we have found the information we want. Then give out paper copies of books between two and challenge children to find another piece of information. As they find the answer, ask children how they went about finding it! Children to write the information found out in their books. | | SPELLINGS PRACTISE & APPLY | |
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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 sort sentences from non-fiction and fiction texts. | | OBJ: | To write a sentence which is suitable for a non-fiction text. | OBJ: | To gather information from non-fiction texts. | OBJ: | To know the features of a non-fiction book. |  |  |
| SC: | I can recognise the difference between fiction and non-fiction. | | SC: | I can write a sentence which is suitable for a non-fiction text. | SC: | I can gather information from non-fiction texts. | SC: | I can work together to create a good example of a non-fiction text. |  |  |
| Context | Non-Fiction Sentences | | Context | Non-Fiction Sentences | Context | Gathering Non-Fiction | Context | WAGOLL |  |  |
| IMMITATION  Discuss with the children the work we have been doing on non-fiction books. What are some of the features of non-fiction books? How do we tell the difference between a non-fiction and a fiction book?  Children are not allowed to look at the books you are about to read from – explain they won’t be able to see if they have a contents page, index, glossary or photographs they just have to listen and decide if the words read from the book sound like fiction or non-fiction. Discuss how we might tell, giving some examples. Then challenge children to a competition; you are going to read out a sentence, and children vote for whether they think it is fiction or non-fiction. If they are correct they get a point, if not the teacher does.  Give tables cut out sentences and a piece of sugar paper. Can they sort the sentences? | | | IMMITATION  Have prepared a PPT ‘book’ with photographs and headings on, about the life cycle. Explore the features of the text with the children, and then discuss what is missing – there is no information in the book! We need to write a non-fiction sentence on each page. Taking a page at a time, ask children to suggest a suitable sentence (talking partners) and write it together. Emphasise the fact that we are talking about all caterpillars not just this one – so we will not write ‘the caterpillar is...’ but we will begin with ‘caterpillars...’  Give children pictures in books to write non –fiction sentences about. | | IMMITATION  Show children clip of butterfly life cycle again, and discuss what children see, and what they have already found out about butterflies. Discuss how we could find out more about butterflies. We could use books, or we could use the computer. Model to the children how to use Epic books, and how to navigate around the website by clicking on the different book options. Then show children the selection of non-fiction books that they can also use to find information. Allow the children to explore the different things they have found out about butterflies, and in partners create posters of information. | | WAGOLL  Explain this week we will become authors and create our own non-fiction book! Go through the EPIC! Text and highlight the different features we will need to include; you could create a checklist of these. Then, model each step using same proforma children will use for hot task. Encourage the children to give ideas and examples of things to include | | SPELLINGS  PRACTISE & APPLY:  <https://www.topmarks.co.uk/Search.aspx?q=spelling%20activities%20KS1>  <https://ictgames.com/mobilePage/spookySpellings/index.html>  <https://www.spellingcity.com/sentenceWriting-spelling-game.html?listId=15828987>  (NOT Y1 CEW- but useful for sentence writing)  <https://www.education.com/game/sight-words-bingo/>  <https://www.education.com/game/sight-words-balloon-pop/>  <https://www.education.com/game/dino-fishing-spelling-fun/> | |  |  |  |  | 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. |
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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. | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| OBJ: |  | OBJ: | COLD TASK | OBJ: | To ask questions and record them using a question mark. | OBJ: | To begin to identify features of a non-fiction book. | OBJ: |  |
| SC: |  | SC: | COLD TASK | SC: | I can recognise a question mark and use it correctly. | SC: | I can begin to recognise some features of a non- fiction book. | SC: |  |
| Context: |  | Context: | COLD TASK | Context: | Question Time! | Context: | Non-Fiction Features | Context: |  |
| HOT TASK  Design front cover and contents page. Children can be given title pages i.e. the life cycle of a butterfly & butterfly facts | | HOT TASK  Design information on life cycle | | HOT TASK  Design information on butterfly facts the children can recall – i.e. what do butterflies eat? What colour are butterflies? | | HOT TASK  Design glossary | |  | |
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