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| **Year 1 Planning – Talk for Writing SUPERHEROES** | | | | | | | | | | |
| **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 gather ideas and discuss what, where, when etc. To join in with a discussion. | OBJ: | To use prior knowledge to write simple sentences. | OBJ: | To encourage fluency in reading. | OBJ: | To use drama to recreate character roles within the story. | OBJ: | To develop understanding of story narrative. |
| 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 write sentences. | SC: | I can use phonic skills and apply to reading. I can imagine what is happening in the story. | SC: | I can remember parts of the story and act out scenarios. | SC: | I can remember the story and create a list of parts featured. |
| Context | Might missions for the superheroes! | Context | Calling all superheroes! | Context | Ready to read! | Context | Act it out! | Context | Superkid’s powers |
| HOOK  Children arrive to school dressed in their superhero outfits. Greetings, superheroes! Are you ready to visit superhero HQ? Get ready to *zoom, zap and kapow*! as we train to be as strong as hulk, as fast as flash!  Children to complete sports day style superhero activities. | | COLD TASK  Look at photos from previous day and discuss the superhero skills we had at superhero HQ.  Children to complete cold write repetitive ‘I am a superhero. I can…’ sentences independently. | | IMITATION  Read the story ‘Superkid’ by Claire Freedman.  First reading - Teacher  Second reading – Encourage children to join in.  Create a class story map.  Read and perform. | | IMITATION  Recap story using story map.  Tell children today we will be looking at the different parts of our story.  Use random selector tool to reveal first problem Superkid encounters then gather ideas of how Super kid saves the day. How would you save the day? Would you do something differently? Can the children play ‘act it out’ with a partner, taking it in turns to become Superkid and save the day. | | IMITATION  Read the story together on IWB. Together, pick out parts of the story that show Superkid’s super powers. Model write a list of the powers Superkid has, discuss what superpower would you like? How would you use Superkid’s powers?  Children to write a list of Superkid’s superpowers taken from the book. | |  |  |  |  | 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  Present tense | | Questions  Speech marks  Exclamation marks | | Past/Present Tense | |  | |

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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 write simple sentences. | OBJ: | I can write captions to match parts of the story. | OBJ: | To order the structure of the text. | OBJ: | To invent a new main character. | OBJ: | To invent new scenarios for the story. |
| SC: | I can read the text to find descriptive words | SC: | I can remember parts of the story and write captions to match. | SC: | I can remember the narrative structure. | SC: | I can use my own knowledge to reinvent my story character. | SC: | I can think of different ways to Superkid saves the day. |
| Context: | Describe, describe, describe! | Context: | Creating captions! | Context: | I have who has? | Context: | Create your main character. | Context: | Superkid saves the day! |
| IMITATION  Share IWB image of Superkid and together brainstorm adjectives used to describe Superkid.  Model using your ideas to write simple sentences. Children to then write their own descriptions of Superkid.  “Superkid has...” | | IMITATION  Show freeze frames of story on IWB and have ready written captions to match. Together, read the simple captions and match them together. Discuss their choices and then have them write their own captions to given freeze frames. | | IMITATION Boxing up  Read through the story together. Give children story card and play ‘I have who has’ game. Can the children work together to put the story in order? Once complete, mix up the cards and play again! | | INNOVATION  Begin with outline of person on IWB. Let’s bring Superkid to Sharley! What would a superkid need to be at Sharley? How about kind, caring, courageous? Model writing ‘The Sharley Superkid is…’ Use ideas about how a superkid might behave at school and what they might do, sharing their ideas with others in the class. Have children draw their own Superkid and have a go at writing ‘The Sharley Superkid is…’ | | INNOVATION  Read story and highlight the parts where Superkid saves the day, discuss how he saves the day in each situation.  Children to be given new missions for Superkid, can they come up with ideas of what Superkid does? | |
| **SPAG** | | | | | | | | | | |
|  | Nouns/Adjectives/Verbs  Sentence construction | | Sentence structure | |  | | Adjectives  Sentence construction | | Sentence construction | |

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| **Year 1 Planning- Talk for Writing** |

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| **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 create a superhero alphabet using my own knowledge of superheroes. | To use prior knowledge to write sentences. | | OBJ: | To develop my understanding of sentence structure and use my phonic knowledge to decode the words I need. | OBJ: | To develop my understanding of sentence structure and use my phonic knowledge to decode the words I need. |
| SC: | I can write a list of superpowers my superhero has. | I can remember what I already know. I can use information given to me to write sentences. | | SC: | I can write sentences that include a capital letter, finger spaces, and a full stop to end. My words can be phonetically decoded. | SC: | I can write sentences that include a capital letter, finger spaces, and a full stop to end. My words can be phonetically decoded. |
| Context: | Superhero ABC! | Calling all superheroes! | | Context: | COLD WRITE | Context: | SUPER SENTENCES |
| INNOVATION  Tell children today we will be inventing our own superhero! An alphabet superhero. Show children IWB ‘Superhero Invention’ and together work through the alphabet to come up with the superheroes powers. How many superpowers can they think of? Children to create their own ABC superhero in books. | | HOT WRITE  Recap previous learning, focussing on different superpowers we have looked at.  Children to complete hot write repetitive ‘I am a superhero. I can…’ sentences independently. | | COLD WRITE  Give children a photo stimulus on board: <https://www.pobble365.com/look-down>  What can they see? Discuss and model a sentence idea. Children to write ‘They can see…’ sentences. | | SUPER SENTENCES  Follow ‘Writing in a book’ ppt.  Have children work through ‘writing in a book’ performa in books. | |
|  |  | | Sentence construction | | Sentence construction | | Sentence construction | |

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| **Year 1 Planning- Talk for Writing** |

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| **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 develop my understanding of sentence structure and use my phonic knowledge to decode the words I need. | OBJ: | To develop my understanding of sentence structure and use my phonic knowledge to decode the words I need. | OBJ: | To develop my understanding of sentence structure and use my phonic knowledge to decode the words I need. | OBJ: | To develop my understanding of sentence structure and use my phonic knowledge to decode the words I need. | OBJ: | To develop my understanding of sentence structure and use my phonic knowledge to decode the words I need. |
| SC: | I can write sentences that include a capital letter, finger spaces, and a full stop to end. My words can be phonetically decoded. | SC: | I can write sentences that include a capital letter, finger spaces, and a full stop to end. My words can be phonetically decoded. | SC: | I can write sentences that include a capital letter, finger spaces, and a full stop to end. My words can be phonetically decoded. | SC: | I can write sentences that include a capital letter, finger spaces, and a full stop to end. My words can be phonetically decoded. | SC: | I can write sentences that include a capital letter, finger spaces, and a full stop to end. My words can be phonetically decoded. |
| Context: | Super Sentences | Context: | Sentence Scramble | Context: | Sentence Prompts | Context: | Writing Stimulus | Context: | Book Review |
| SUPER SENTENCES  Using sentence smart notebook, model correcting sentences.  Children are to use highlighter to identify errors on performa sticker. Children to rewrite sentence. | | SENTENCE SCRAMBLE  Use smart notebook to model reading words and sorting to see if sentence makes sense.  HAPs/MAPs children to be given generic sentence word cards, can they construct their own sentences?  LAPs work together with words on IWB. | | SENTENCE PROMPTS  Use smart notebook to model reading sentence starter and thinking of ideas to complete sentence.  Children to take a sentence starter card and write their own sentences.  HAPs challenge: Finish the story! | | WRITING STIMULUS  Show children:  <https://www.youtube.com/watch?v=uKr9HGLCbUs&list=PLzDOGMsmDvev9eeJeNUAJx7N8SOGLRwMJ&index=16>  Model writing repetitive sentences: ‘The villain…’ | | BOOK REVIEW  Together, read a RWI book via Oxford Owl. Then, model writing performa.  Have children use their own reading book to respond to book review. | |
| Sentence construction | | Sentence construction | | Sentence construction | | Sentence construction | | Sentence construction | |

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| **Year 1 Planning- Talk for Writing W/B 19/10/2020** |

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| **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 develop my understanding of sentence structure and use my phonic knowledge to decode the words I need. | OBJ: | To develop my understanding of sentence structure and use my phonic knowledge to decode the words I need. | OBJ: | To develop my understanding of sentence structure and use my phonic knowledge to decode the words I need. | OBJ: | To develop my understanding of sentence structure and use my phonic knowledge to decode the words I need. | OBJ: | To develop my understanding of sentence structure and use my phonic knowledge to decode the words I need. |
| SC: | I can write sentences that include a capital letter, finger spaces, and a full stop to end. My words can be phonetically decoded. | SC: | I can write sentences that include a capital letter, finger spaces, and a full stop to end. My words can be phonetically decoded. | SC: | I can write sentences that include a capital letter, finger spaces, and a full stop to end. My words can be phonetically decoded. | SC: | I can write sentences that include a capital letter, finger spaces, and a full stop to end. My words can be phonetically decoded. | SC: | I can write sentences that include a capital letter, finger spaces, and a full stop to end. My words can be phonetically decoded. |
| Context: | Super Sentences | Context: | Sentence Scramble | Context: | Sentence Prompts | Context: | Writing Stimulus | Context: | Hot Write |
| SUPER SENTENCES  Using sentence smart notebook, model correcting sentences.  Children are to use highlighter to identify errors on performa sticker. Children to rewrite sentence. | | SENTENCE SCRAMBLE  Use smart notebook to model reading words and sorting to see if sentence makes sense.  HAPs/MAPs children to be given generic sentence word cards, can they construct their own sentences?  LAPs work together with words on IWB. | | SENTENCE PROMPTS  Use smart notebook to model reading sentence starter and thinking of ideas to complete sentence.  Children to take a sentence starter card and write their own sentences.  HAPs challenge: Finish the story! | | WRITING STIMULUS  Show children:  <https://www.youtube.com/watch?v=uKr9HGLCbUs&list=PLzDOGMsmDvev9eeJeNUAJx7N8SOGLRwMJ&index=16>  Model writing repetitive sentences: ‘The villain…’ | | HOT WRITE  Give children a photo stimulus on board: <https://www.pobble365.com/look-down>  What can they see? Discuss and model a sentence idea. Children to write ‘They can see…’ sentences. | |
|  | Sentence construction | | Sentence construction | | Sentence construction | | Sentence construction | | Sentence construction | |