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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 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: | To use drama to recreate character roles within the story.  To develop understanding of narrative order. |
| 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: | I can remember the story and order a sequence of events. |
| Context | Classroom chaos! | Context | WANTED! A green tiny terror! | Context | SUPERTATO! | Context | Storymap, storymap where shall we go? | Context | Off to the supermarket! |
| HOOK  Children arrive into classroom to see classroom chaos! Act shocked and wonder who has made such a mess?!  Decide to go on a hunt around classroom! During hunt, you spot vegetables taped, stuck etc! Wander past half-eaten snack, mess and chaos! Something has been in our classroom! Let’s investigate! Discuss possibilities. Who is this villain? Is it a human, animal, or much worse? How can we capture this terrible creature?  Set up email from Mrs S to give clues. Create traps, using clues to help plan your structures. | | COLD TASK  Read email from previous session and discuss clues:-   1. Tiny terror! 2. Peculiar green colour 3. Evil cackle   What a chaotic creature! We must find him before he creates more chaos! Children to complete wanted posters, predicting what he may look like, writing descriptions to match. | | IMITATION  Introduce story with front cover. Discuss features such as author, illustrator, predictions made through images etc.  Read the shortened T4W version of ‘Supertato.’  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. | | IMITATION  Use storymap to share story together. Play charades (a child picks a part to act out and the rest of class have to guess which part- no talking just actions!)  Show children written version of the story. Highlight the words ‘first’ ‘next’ and ‘after that.’ Our sequencers help us remember the story order! Model using these sequencers to write simple sentences about the carrot, broccoli and cucumber. | |  |  |  |  | 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  Exclamation marks  Question Marks  Past/Present Tense | | Sentence Structure  Exclamation marks  Question Marks  Past/Present Tense | | Sentence sequencers | |

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| **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 include descriptive words in sentences. | OBJ: | To include correct sentence structure independently. | OBJ: | To edit and adapt writing to show improvements. | OBJ: | To edit and adapt writing to show improvements. | OBJ: | HANDWRITING |
| SC: | I can use my own knowledge and imagination to write descriptive sentences. | SC: | I can write about my story setting using correct sentence structure. | SC: | I can edit and adapt writing to show improvements. | SC: | I can edit and adapt writing to show improvements. | SC: | HANDWRITING |
| Context: | Describe, describe, describe! | Context: | Supermarket setting! | Context: | Check it out! | Context: | Creating a checklist! | Context: | HANDWRITING |
| IMITATION  Recap story with front cover. Discuss features such as author, illustrator, predictions made through images etc.  Show children a picture of Supertato on IWB. Ask children to suggest what sort of character he is from what we have read about him, e.g. brave, strong, heroic, powerful, caring, etc. Provide children with sentence prompts to support their answers, e.g. Supertato is …  Encourage children to provide reasons for their answers by making links to the story.  Model and have children write their ideas in books. Could HAPs extend their sentences? Supertato is … because … | | IMITATION  Recap story with front cover. Discuss features such as author, illustrator, predictions made through images etc.  Tell the children we’ve been sent a video! Supertato has been trapped again! He misses the supermarket terribly- can we help cheer him up? Let’s send him a description of the supermarket to remind him of his home.  Use:- <https://www.youtube.com/watch?v=EjT3emte-CM> as a prompt, then model write ‘I can see’ sentences. | | IMITATION Boxing up  On IWB, show a poor example of the story retold. Ask: *is this a good or bad retelling of Supertato? Why?* Children to explain their thoughts and explain their reasons. Encourage children to explain why they think it is a bad example, e.g. Sentence toolkit, the sentences are too short and it is boring because there are very few adjectives, etc.  Children to have their own sentences they can edit and rewrite in books. | | IMITATION Boxing up  Show yesterday’s 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 colour and add this to ‘checklist’ which children will refer to during independent writing task. Keep checklist on IWB throughout hot task for children to refer to and magpie ideas from if necessary.  Children to have their own sentences to improve in books. | | IMITATION Boxing up  Show previous sessions WAGOLL. Use for handwriting practise in books. | |
| **SPAG** | | | | | | | | | | |
|  | Nouns/Adjectives/Verbs  Sentence construction | | Nouns/Adjectives/Verbs  Sentence construction | | Sentence Structure  Exclamation marks  Question Marks  Past/Present Tense | | Sentence Structure  Exclamation marks  Question Marks  Past/Present Tense | | Sentence Structure  Exclamation marks  Question Marks  Past/Present Tense | |

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| **Year 1 Planning- Talk for Writing Week beginning:** |

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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 invent a new main character. | OBJ: | To use my new story character to create a new story. | OBJ: | To use reinvention to tell a story. | OBJ: | To write our own story. | |
| 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 share my story orally. | SC: | I can think in sentences. I can use letter sounds to build up words. | |
| Context: | Create your main character. | Context: | A new villain! | Context: | IPad Innovation! | Context: | Supertato! | |
| INNOVATION  Fear not! Evil pea has been captured! BUT… a different type of villain is on the loose! Could it be the sneaky squash? Or how about the lurking leek? Have vegetables and doodle to create new villains, adding facial expressions to the characters and discuss how you know if a character is evil in the book just from looking at their face. Show the picture of Evil Pea and discuss how his facial expression is different to Supertato’s. Collect ideas from the children about the mischief these villains could cause in a supermarket, scribe children’s ideas. For example: Sneaky Sprout,  Terrible Turnip, Cunning Corn! Children should create their own villain and write sentences on what they get up to in the supermarket. Children use performa in books. | | INNOVATION  Show children story map of the Supertato story. As a class, retell the story, remembering key actions and vocabulary.  This week we will be changing parts of our story map to create a brand new Supertato story involving our new villain. At this point, recap children’s villains – remind them that they have created a new villain for Supertato to defeat and they thought about the different ways they caused chaos in the supermarket. Ask children to share their villains.  Model editing story map using post-it notes to replace key character. Throughout, return to the beginning and retell story with children. Model how to edit key character to still make the story make sense.  Children to use performa. | | INNOVATION  Children use iPads and innovative plans to retell their new story. Children record themselves telling partner their innovative story, recording this for Seesaw.  Remind the children to their expression, their use of punctuation etc. | | 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. | | |
|  |  | |  | | Oral sentence construction | | Sentence Construction | | |