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| **Year 1 planning – Diary writing Week beginning: Staff:** | | | | | | | | | | |
| **Y1 Teacher Assessment Framework:**   * Capital letters and full stops correctly used most of the time. * Say sentences before writing * Consistent finger spaces * Order the days of the week. | **1** | | **2** | | **3** | | **4** | | **5** | |
| OBJ: | To write clear sentences telling the reader what they did over the weekend. | OBJ: | To understand that the diary was written by Little Red Riding Hood herself. | OBJ: | To internalise and remember events in the correct order. | OBJ: | To become a character and write how I would speak. | OBJ: | I can remember the order of events. |
| SC: | I can remember what I did.  I can write this down using sentences. | SC: | I can help to read the diary.  I can imagine what she did on the day. | SC: | I can read the days of the week. | SC: | .I can read the sentences carefully.  I can imagine I am Jack. | SC: | I can use resources from around the room. |
| Context | Weekend diary recount, | Context | Little Red Riding hood diary. | Context | Jack’s diary | Context |  | Context |  |
| COLD TASK  Tell the children about your week end. Where you went, what you did, what you enjoyed, who you saw etc.  Use the flashcards **Saturday** and **Sunday** while talking to the children then put on the Magpie board.  Children to work with talking partners taking turns to recount their weekend adventures.  Explain that telling their news to others will help them to remember what they did.  Children to write about their weekend. What they did on Saturday and Sunday?  *Prepared cold writing sheet for children to write underneath on the lines in their books.* | | HOOK  Look in the jumper basket and find a red cloak.  Inside the pocket is a piece of paper.  Does anyone know who it may belong to?  Is it a letter?  Who is Diary, in Dear Diary?  Is it a person?  Read the letter and discuss what it says.  Use talking partners to see what they can remember from the letter.  Children work in groups to complete comprehension. | | IMMITATION  Creating the class Diary story map for the wall.  Explain that when we write a diary we need to make sure we write in a certain way.  (Make sure it is written/retold in the first person). Jack=I.   |  |  | | --- | --- | | On Monday… |  | | On Tuesday… |  | | On Wednesday… |  | | On Thursday… |  | | On Friday… |  | | On Saturday… |  | | On Sunday… |  |   Using *2 Jack’s daily activities* sheet draw daily story maps to show his activities. Don’t forget to include how Jack felt.  Rehearse with actions and using the words for the days of the week.  Children practise ordering the days of the week. | | IMMITATION  -Using SB 1 & 2 read what is happening to Jack and then write in the speech bubble what he might say.  (Remind the children that Jack is writing a diary and that we need to become Jack. We have to pretend we are him. We are talking about what happened to us).  Children read the sentences (SB3) and rewrite as if they were Jack. Read through the first sentence explaining the activity.  *4 Becoming Jack*  (The last sentence is more difficult) | | IMMITATION  Rehearse the Diary entries by reading through the class diary story map.  Children make their own diary story maps.  *5 Diary story map* | |  |  |  |  | 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** | | | | | | | | | | |
|  | Handwriting | |  | | Pronouns – I, we  Past tense | |  | |  | |

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| **Year 1 PLANNING – Diary writing Week beginning:** | | | | | | | | | | |
| **Y1 Teacher Assessment Framework:**   * Capital letters and full stops correctly used most of the time. * Say sentences before writing * Consistent finger spaces * Order the days of the week. | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| OBJ: | To use the conjunction – and. | OBJ: | To write sentences which record events. | OBJ: | To use the conjunction – and. | OBJ: |  | OBJ: |  |
| SC: | I can use capital letters, finger spaces and full stops. | SC: | I can use capital letters, finger spaces and full stops. | SC: | I can use capital letters, finger spaces and full stops. | SC: |  | SC: |  |
| Context: | Diary entry for Monday | Context: | Recording what Jack did on Tuesday. | Context: | Diary entry for Tuesday | Context: |  | Context: |  |
| IMITATION  Shared writing  Using a larger version of  *6 Recording what Jack does* ask the children to help you complete sentences about Monday (Eg ‘took the cow to market’, ‘met a man with magic beans’, was very sad and hungry’) – use the diary map. Write these around the picture of Jack in different bubbles.  Show the children the word and and verbally demonstrate how to join two phrases together to make a more interesting sentence.  Shared writing:- Model a sentence put together by the children using the conjunction ‘and’. Start with ‘On Monday…  WALT sticker | | IMITATION  Orally rehearse the events of Tuesday from the diary map to remind the children of events.  Children have a go of the first part of yesterday’s activity, recording their own sentences on their own sheet.  *7 recording what Jack does* | | IMITATION  Show the flashcard ‘and’ and ask the children if they can remember what we use it for.  Remind them of the shared writing from Monday where we used and to join 2 sentences together to make a more interesting sentence.  Use children’s examples for verbal modelling.  Children use their work from yesterday to make longer sentences using the conjunction ‘and’.  WALT sticker | | IMITATION  Rehearse the correct order and reading of the days of the week.  Children to cut out and match the day of the week to the diary entry.  *9 ordering sentences* | | INDEPENDENT APPLICATION – HOT WRITE  Children rehearse the story map from Monday to Friday.  Make sure they use their expression to show how Jack was feeling.  Children use talking partners to explain what happens to them and how they feel on Saturday, then Sunday.  Children complete Saturday and Sunday diary entries for their Hot Write. | |
| **SPAG** | | | | | | | | | | |
|  | Sentence construction  Conjunction - and | | Sentence construction | | Sentence construction  Conjunction - and | |  | |  | |