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| **Year 1 planning – Narrative writing Week beginning: Staff:** | | | | | | | | | | |
| **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 tell write a story. | OBJ: | To encourage fluency in reading. To remember predictive patterns in language. | OBJ: | To become a character and visualise events. To understand the term question. |
| SC: | To discuss with others,  To verbalise their thoughts. | SC: | To remember what I already know. To use information given to me to make a sensible prediction. | SC: | To write in sentences. To sequence sentences to tell a story. | SC: | To use phonic skills and apply to reading. To imagine what is happening in the story. | SC: | To remember the story. To be able to ask questions. |
| Context | Large egg found in the playground. | Context | What might hatch out of the egg? | Context | Using prediction from the 2 previous days. | Context | “The Little green Dinosaur” | Context | Hot seating the LGD |
| HOOK  Ask the children if they have seen any strange unusual animals walking around Danesmoor over Christmas as you heard on the news that there had been and since you don’t live around here could they tell you anything about it?  Lead the discussion towards finding evidence outside (footprints) and suggest we go and look.  In the junior playground make big footprints in the soil and leave the 2 dinosaur eggs for the children to find.  Bring the eggs back to the classroom and discuss which animals come out of eggs and what we will have to do to them for them to hatch..  Make a nice warm nest and keep in the classroom. | | HOOK  Look at the egg again this morning and remember the evidence that we found yesterday:-   1. Large footprints near the eggs. 2. The size of the eggs. 3. News reports about large animals being seen in Danesmoor. (Photo of Dinosaur spotted in Liverpool (2 Dinosaur in Liverpool))   Children complete the Dinosaur prediction sheet showing what they think the dinosaur might look like. Use the descriptions at the bottom of the sheet to help them decide what it may look like. | | COLD TASK  Children to write a story about the dinosaur egg. What happens when it hatches?  Write ‘The story of the egg’ in their books. | | IMITATION  Read the story from the Smart board presentation called “The Little Green Dinosaur”  First reading – Teacher only  Second reading - Children read with the teacher  Create a class story map.  Read and perform. | | IMITATION  Explain how ‘Hot seating’ works (Someone becomes a character from the story and others ask them questions).  As a class decide upon some questions that they may like to ask the LGD.  (Some are already written on the SB6)  In small groups children take it in turns to be the LGD. If someone has a question they hold up their question mark and the LGD will point to them and they can ask their question. | |  |  |  |  | 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** | | | | | | | | | | |
|  |  | |  | |  | | Questions need a ? | | Questions (verbal with a ? flashcard) | |

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| **Year 1 PLANNING – Story 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 use descriptive words. | OBJ: | I can use letter sounds to read unfamiliar words. | OBJ: | To order the structure of the text. | OBJ: | I can invent a story character. | OBJ: | I can change the middle part of a story. |
| SC: | I can read the text to find descriptive words | SC: | I can read hfw with fluency.  I can visualise the text. | SC: | I can remember the story order. | SC: | I can remember which animals hatch from eggs. | SC: | I can think of new characters. |
| Context: | LGD story | Context: | LGD (beginning) | Context: | LGD boxing up | Context: | LGD story | Context: | LGD story |
| IMITATION  Tell the story from the story map, then, read the text and highlight sentence openers (First, Then, Next and Suddenly)  Discuss how we have used these words many times before to order events.  Highlight all the characters in the story (little green dinosaur, fierce T-Rex, slow Brontosaurus, spiky Stegosaurus and big green dinosaur) discussing which words are nouns and which are the adjectives.  Children complete the prepared worksheet writing the different openers and then describing the characters. | | IMITATION  Reading as a reader.  Using SB7 read through the beginning of the story with the children. Recapping all the information we find out within each sentence.  Make sure the children close their eyes so they can imagine/visualise the beginning/setting of the story.  Then, read through the text on SB8 and writing in the missing words from the children’s suggestions. (Teaching the skill of reading around the word to help work out what is missing).  WALT sticker. (Sheet for LA)  Children copy and complete the text from the board into their English books (SB8 words missing again) filling in the missing words by themselves. | | IMITATION Boxing up  Recap yesterday’s work where we looked at the beginning of the story.  Show the children SB9 and point out the main character and the egg hatching. Can any of the children suggest what the LGD could be saying? (Where’s my mummy?) Add as a speech bubble.  Continue with the middle, drawing in the different dinosaurs and the LGD asking a question (Are you my mummy?)  What happens in the end of the story? (LGD finds his mummy.  Recap stpry sequence:-  Beginning –hatching out of the egg and wondering where his mummy is.  Middle – Asking other dinosaurs if they are his mummy.  End – LGD finding his mummy.  Children complete worksheet 8 | | INNOVATION  Ask the children what happens in the beginni9ng of the story (we meet the main character; find out where he is and what he wants).  Discuss what also could come out of the egg (lizard, crocodile, bird, caterpillar, fish, snake).  Watch the video clip on hatching animals.  <https://www.youtube.com/watch?v=WDGMUDoGgOk>  Show the children the worksheet with the story character and beginning events.  Explain that they are going to change the story by choosing their own animal that will come out of the egg.  Complete 9 Changing the characters.  Shared writing – With the children’s help write 2 sentences on the board telling the story of the LGD hatching from the egg, where it is and what it’s looking for.  Children now write their own sentences with their new character. | | INNOVATION  As yesterday’s lesson but changing the characters that are met along the way.  Try to get the children to think about the setting they have chosen and what they might meet in that environment.  Remind the children to use descriptive words when labelling their new characters.  Children complete worksheet 10 showing their innovations. | |
| **SPAG** | | | | | | | | | | |
|  | Nouns and adjectives | | Speech marks | | ? for questions | | Sentence construction. adjectives | | adjectives | |

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| **Year 1 PLANNING – Story 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** | |
| OBJ: | To use different voices to telll a story. | OBJ: | To write their own story. | OBJ: | To write their own story. |
| SC: | I can use different voices. I can keep the story structure. | SC: | I can think in sentences. I can use letter sounds to build up words. | SC: | I can think in sentences. I can use letter sounds to build up words. |
| Context: | LGD story/innovated stories. | Context: | Dinosaur story | Context: | Dinosaur story |
| INNOVATION  Model how to use worksheet 10 to re tell the story of TLGD.  Children use their Innovative plans to retell their new story to a partner.  Children move to other children to share their ideas.  Remind the children to think about their repeated sentences, what their main character is saying to other characters and the use of descriptive words when talking to different characters.  WALT sticker or take photos of story telling and use with WALT sticker for a record of the lesson. | | INDEPENDENT APPLICATION – HOT WRITE  Remind the children that they are going to write their own version of the story using their planning sheets (9 & 10)  Discuss different openers (Long ago, A very long time ago, One day, Early one morning,  One evening etc)  Children HaS for their own story then go and write it.  Repeat with different sections reminding the children to use the Magpie board and their own planning ideas sheets. | | INDEPENDENT APPLICATION – HOT WRITE  Finish hot write from yesterday.  Support as previous day. | |
|  | Questions  Use of ‘and’. | | Good sentence construction.  Description.  Conjunction – and.. | | Good sentence construction.  Description.  Conjunction – and.. | |