|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 planning - INSTRUCTIONS Week beginning:** | | | | | | | | | | |
| **Y1 Teacher Assessment Framework:**   * Capital letters and full stops correctly used most of the time. * Write instructions using time conjunction * Use bossy verbs to indicate action. * Say sentences before writing | **1** | | **2** | | **3** | | **4** | | **5** | |
| OBJ: | Show what I already know about instructions | OBJ: | To think about the order of actions to make a jam sandwich | OBJ: | Respond as a reader | OBJ: | Respond as a reader Magpie ideas | OBJ: | Magpie ideas I can order instructions using the openers. |
| SC: | SC: I can orally give instructions | SC: | I can imagine what a sandwich looks like. | SC: | I can sequence events correctly. | SC: | I can read and understand sentence openers. | SC: | To read the openers carefully. |
| Context | Practical – putting on a coat | Context | Practical – Making a sandwich | Context | Wagoll: How to make a jam sandwich (SB5) | Context | Instruction map | Context |  |
| COLD TASK  To prepare for the cold write discuss with the children what they think ‘instructions’ are (a set of sentences that tell you what to do).  -Each child to get their coat and put it on.  -Take it off and do it again but this time thinking about what they are actually doing.  -Tell their partner exactly what they need to do. Give instructions.  Children complete their COLD WRITE writing down how to put their coat on. | | HOOK  -Find the three bears and a letter from Goldilocks in the class room.  -Read the letter and discuss if this was the right thing for Goldilocks to do.  -The letter to the children arrives in an envelope addressed to the class. (TA’s bring into the room all excited about what has arrived in the post!)  -Read the letter and discuss. **Shall we help? Can we help? Do we know how to make a sandwich?**  -Time for chn to use the resources on table to make own jam sandwich. Talk through the process. | | IMMITATION  -**Can we remember how we made our sandwiches yesterday? What did we do?**  -Watch – How to make a jam sandwich (video) to remind chn.  <https://www.youtube.com/watch?v=w2KxoWtb2VE>  -Read the WAGOLL (SB5) and  -Create an instruction map and rehearse with actions.  -Look at TAP  -Power point if needed to explain why we use instructions (first part of power point only useful) | | IMMITATION  --Rehearse the instructions using the instruction map.  -Look at the beginning of each line and read openers (First, Next, After that, Finally).  -Discuss how these openers tell you what order to do things in.  Children to create their own instructions map. | | IMMITATION  --Rehearse the instructions using the instruction map.  Look at the WAGOLL (SB5) and explain that titles are always underlined. Then read green words (First, Next, After that and Finally)  -**Why do they all start with a capital letter?** (Sentence openers)  They help us get the sentences in the correct order. **Do instructions need to be in a certain order?**  Read SB7 and ask the children if they can tell you the openers.  Explain worksheet (Children cut out sentences and arrange in their books in the correct order writing the sentence opener before each sentence). | |  |  |  |  | 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** | | | | | | | | | | |
|  | **Nouns –** Explain that nouns are things you can give names to (place, person, thing or idea). Point around the classroom for children to name objects. | | Nouns - Look at the smart board (SB1), read the words and circle the nouns only. | | Nouns – Move words into correct place in the table. (SB4) | | Nouns – Fred finger and model spelling of nouns needed for instructions for jam sandwiches. Put on the Magpie board.  (Jam, bread, knife, plate, butter) | | Verbs - Look at the words from the WAGOLL(SM5) in blue (Verbs). Explain that these words tell us what to do. Put on magpie board. (wash, cut, spread, eat, turn) | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 PLANNING - Instructions Week beginning:** | | | | | | | | | | |
| **Y1 Teacher Assessment Framework:**   * Capital letters and full stops correctly used most of the time. * Write instructions using time conjunction * Use bossy verbs to indicate action. * Say sentences before writing | **Monday** | | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| OBJ: | I can read and sequence in the correct order. | OBJ: | To innovate/plan the innovated version of the WAGOLL by making substitutions. | OBJ: | To compose and share sentences | OBJ: | To write instructions independently. | OBJ: | To write instructions independently. |
| SC: | I can remember how I made a sandwich.  I understand that actions need to be done in a correct order. | SC: | I can make simple innovations to the:-  filling, type of bread, how to cut it up and ending.    Using a choice board. | SC: | I can identify key features of a text - openers, bossy verbs.  I can remember to use good sentence construction. | SC: | I can think about the correct order.  I can use my instruction map to help me write my instructions. | SC: | I can think about the correct order.  I can use my instruction map to help me write my instructions. |
| Context: |  | Context: |  | Context: | Innovated stories | Context: | How to make a Jam Sandwich – Instructions. | Context: | How to make a Jam Sandwich – Instructions. |
| IMITATION  Respond as a reader  Orally rehearse Sandwich making instructions.  Children to order sentences by reading the captions.  WALT sticker | | INNOVATION  Orally rehearse Sandwich making instructions.  Look at the plan on SB6 and discuss the 4 stages of instruction writing.  Using the class instructions map make innovations.  Re-read together.  Children make their own innovations. | | INNOVATION  Shared writing  Using the class innovations from yesterday write a set of instructions.  Modelled from the board.  WALT sticker | | INDEPENDENT APPLICATION – HOT WRITE  Model how to use the instruction map to begin to create final hot write.    Discuss each section from the plan on the carpet and rehearse sentences with talking buddies. | | INDEPENDENT APPLICATION – HOT WRITE  Continue and complete hot write, writing each instruction with talking partners as yesterday. | |
| **SPAG** | | | | | | | | | | |
|  | Reading bossy verbs | |  | | Handwriting | | Handwriting | | Handwriting | |