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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. | **1** | | **2** | | **3** | | **4** | | **5** | |
| OBJ: | To consistently include a capital letter, finger spaces and full stops in sentences. | OBJ: | To consistently include a capital letter, finger spaces and full stops in sentences. | OBJ: | To use known information to predict. | OBJ: | To encourage fluency in reading. To remember predictive patterns in language. | OBJ: | To use drama to recreate character roles within the story. |
| SC: | I can write a sentence including a capital letter, finger spaces and full stops. | SC: | I can write a sentence including a capital letter, finger spaces and full stops. | 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 remember the characters of the story and pick out language used to act out characters. |
| Context | Sentence Superheroes! | Context | Sentence Superheroes! | Context | WANTED! A green-warted clawed beast! | Context | “The Gruffalo!” | Context | Walking through the deep dark wood…who can I see?! |
| SENTENCE REVISION  Let’s explore sentences! Use videos and quiz on <https://www.bbc.co.uk/bitesize/articles/zmbmdp3> to help recap sentence toolkit.  On the board, draw 3 simple icons to help children really focus on including all 3 in each sentence they write today. In books, children are to copy icons. Then, using eye spy woodland picture, model write sentences starting with ‘In the woodland…’  Children to write their own sentences in books. | | SENTENCE REVISION  Recap videos from previous session, and then give children A3 printouts of writing to correct in partners. HAPs to have narrative, LAPs/MAPs given sentences. Model on IWB to address any misconceptions.  On the board, show another woodland forest. Model writing a sentence about the woodland, this time including conjunctions to challenge HAPs.  Children to write their own sentences in books. | | HOOK/COLD TASK  Children arrive to school to see muddy paw prints entering classroom. Discuss what could have made them. Decide to go on a hunt! During hunt, you spot brown fur, claw marks, and a giant white tusk! Wander past half-eaten snack, mess and chaos!  Watch clip of breaking news in classroom and discuss clues found during hunt:-   1. Large paw prints 2. Brown fur 3. Giant bites from fruit 4. Giant tusk!   What a chaotic creature! We must find him before he creates more chaos! Children to complete wanted posters of giant beast, predicting what he may look like, writing descriptions to match. | | IMITATION  Read the story ‘The Gruffalo.’  First reading - Teacher  Second reading – Encourage children to join in.  Create a class story map with children completing theirs alongside. Read and perform. | | IMITATION  Recap story using story map.  Tell children today we will be turning into our characters.  Use random selector tool to reveal first character then gather ideas of movement/actions: [https://wheelofnames.com/#](https://wheelofnames.com/). Together, sing ‘walking through the deep dark wood’ and play  <https://www.youtube.com/watch?v=lh5-eXzMZrA> once song finishes, together become the character to crawl/prowl/creep/scuttle around the room! Can the children play ‘guess who’ with a partner, one child becomes a character whilst the other guesses who they are! | |  |  |  |  | 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 | | Sentence construction | | Sentence construction | |  | |  | |

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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 use descriptive words in compound sentences. | OBJ: | I can use speech marks. | OBJ: | To order the structure of the text. | OBJ: | To use my new story characters to create invented foods. | OBJ: |  |
| SC: | I can read the text to find descriptive words | SC: | I can create a character from the story and use speech marks to show what my character is saying. | SC: | I can remember the narrative structure. | SC: | I can use my invented story characters to invent some Gruffalo tasty treats. | SC: |  |
| Context: | Describe, describe, describe! | Context: | Clay Creatures! | Context: | A Mousey Message! | Context: | Lunch with the Gruffalo! | Context: |  |
| IMITATION  Share IWB version of the Gruffalo and together highlight the adjectives used to describe the characters.  Choose one character from the story and model writing descriptive sentences. Children to then write their own descriptions of their chosen character. | | IMITATION  Share IWB version of story. Together, highlight characters and their spoken language with colour key.  Children to pick one character to create using clay and resources. Once completed, children to write the spoken part for their character in a speech bubble. | | IMITATION Boxing up  The mouse has been in touch! He has eaten so much gruffalo crumble he’s become confused and can’t remember the events of the story. Can we help him?  Model creating a plan for the narrative. Children to create their own box it up plans in books. | | INNOVATION  Read story and highlight the parts where the mouse talks about the Gruffalo’s favourite food! Discuss what each character will become when turned into a meal. We need to add some dishes to the Gruffalo’s menu!  Encourage the children to invent their Gruffalo foods by brainstorming ideas for different food inventions.  Children to create and write out Gruffalo menus with their new character inspired foods. | | SPELLINGS  PRACTISE & APPLY:  <https://www.topmarks.co.uk/Search.aspx?q=spelling%20activities%20KS1>  <https://ictgames.com/mobilePage/spookySpellings/index.html>  <https://www.spellingcity.com/sentenceWriting-spelling-game.html?listId=15828987> (NOT Y1 CEW- but useful for sentence writing)  <https://www.education.com/game/sight-words-bingo/>  <https://www.education.com/game/sight-words-balloon-pop/>  <https://www.education.com/game/dino-fishing-spelling-fun/> | |
| **SPAG** | | | | | | | | | | |
|  | Nouns/Adjectives/Verbs  Sentence construction | | Speech marks  Exclamation marks | |  | | Adjectives | |  | |

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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. | **MAY BANK HOLIDAY** | **Tuesday** | | **Wednesday** | | **Thursday** | **Friday** | |
| OBJ: |  | OBJ: | To write their own story. | | OBJ: |  |
| SC: |  | SC: | I can think in sentences. I can use letter sounds to build up words. | | SC: |  |
| Context: |  | Context: | The Gruffalo! | | Context: |  |
| INNOVATION  Shared Write  Classroom chaos! The class cameras show a terrible beast has created chaos once more. We must stop him before he strikes again.  Complete a shared write model of a description of The Gruffalo. Try to encourage the children to think of all of their senses. How does the Gruffalo smell and sound? How does he wander through the deep dark wood? How does he eat? Does he have children? Where does he live? | | INDEPENDENT APPLICATION – HOT WRITE  Remind the children that they are going to write their own version of the story using their planning sheets.  Discuss original story, focussing on repeated language and structures.  Remind children to use the Magpie board and their own planning ideas sheets for their inspiration. | | | SPELLINGS  PRACTISE & APPLY:  <https://www.topmarks.co.uk/Search.aspx?q=spelling%20activities%20KS1>  <https://ictgames.com/mobilePage/spookySpellings/index.html>  <https://www.spellingcity.com/sentenceWriting-spelling-game.html?listId=15828987> (NOT Y1 CEW- but useful for sentence writing)  <https://www.education.com/game/sight-words-bingo/>  <https://www.education.com/game/sight-words-balloon-pop/>  <https://www.education.com/game/dino-fishing-spelling-fun/> | |
|  | Sentence Construction  Description | | Sentence Construction  Description | | |  | |