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| **Year 1 Planning – Talk for Writing CHRISTMAS! The Little Red Elf** | | | | | | | | | | |
| **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 | Elfing about! | Context | Dear Santa… | Context | The Little Red Elf | Context | Storymap, storymap where shall we go? | Context | Off to the North Pole! |
| HOOK  Children arrive into classroom to see classroom chaos! The board is wrapped up, there is snow, glitter and some very little footprints! Who could it be? Listen carefully, can you hear the Christmas bells? Unwrap the board to see a video...It’s Santa! Watch and discuss. I wonder who sent us the video, and who wrapped up our board? Maybe we could write a letter to Santa and find out! Model write a letter ready for following day. | | COLD TASK  Recap previous lesson, show children Santa video.  Only 1 month until Christmas! We must write a letter to Santa before we end up on the naughty list! Recap features of yesterday’s letter and children to independently complete cold write. | | IMITATION  Ho ho ho! Santa’s sent us a gift! He’s thanked us for the letters and in return had sent us a story! Introduce story with front cover. Discuss features such as author, illustrator, predictions made through images etc. Read ‘The Little Red Elf.’  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 others 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 story map 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 speech marks used in the story. Our speech marks help us understand who is talking in our story! Model using speech marks to write out ‘Who will... Not I’ part of story.  Children to take a question TLRE asks in the story and use speech marks to write out narrative. | |  |  |  |  | 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. |
| FOCUS GROUP |  | |  | |  | | Story map with boxes and arrows to support. Children to stay in classroom to see whole class story map model. | | Children to have sentences cut out and speech marks. Play game with speech marks. Children to have “Where do the speech marks go?” sheet. | |  |  |  |  |  |
| SPAG |  | | Sentence Structure | | Sentence structure  Exclamation marks  Past/Present tense | | Sentence Structure  Speech marks  Question marks  Past/Present tense | | Speech marks | |

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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. | **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: | Off on a snowy adventure! | Context: | Checking it twice! | Context: | He’s making a list! | Context: | HANDWRITING |
| IMITATION  Recap story with front cover. Discuss features such as author, illustrator, predictions made through images etc.  Show children a picture of the elf on IWB. Ask children to suggest what sort of character he is from what we have read about him, e.g. caring, friendly, helpful etc. Provide children with sentence prompts to support their answers, e.g. The elf 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? The elf is … because … | | IMITATION  Recap story with front cover. Discuss features such as author, illustrator, predictions made through images etc.  Tell the children this morning the Elves sent us a video! They are so happy to be with us at Sharley Park but misses Santa’s workshop terribly- can we help cheer him up? Let’s send him a description of the workshop!  It’s adventure time! We are going somewhere very chilly, snowy and magical…the North Pole! Grab your coats and hats; hold on tight, it’s going to be a bumpy ride! Arrive at the North pole, playing <https://www.youtube.com/watch?v=3wbyRTW8fNQ> 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 TLRE? 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. | |
| FOCUS  GROUP | Colourless Elf in middle of the table. Children work together to complete elf then design and label in books. | | Worksheet with picture prompts of CVC words. | | Practical activity with muddled CVC words, then worksheet to link. Challenge: Use these words in a sentence. | | Missing word worksheet for simple adjectives. Practical objects i.e. Gift, Elf, Santa. Follow RWI structure. | | Letter formation intervention- initial sound formation. Letter families. | |
| SPAG | Adjectives  Conjunctions | | Sentence structure | | Sentence structure | | Sentence structure | |  | |

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| **Year 1 Planning- Talk for Writing** |

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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 part of narrative. | 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 narrative. | 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 own path! | Context: | Who will help me? | Context: | IPad Innovation! | Context: | The little red elf! | |
| INNOVATION  Busy, busy! Elf does not stop! With only a few more weeks until Christmas, Elf has written us a letter to say he is ever so tired due to all of his jobs! Collect ideas from the children about what the Elf may be up to. For example: writing the gift tags, checking Santa Cam, feeding the reindeer! Model write using story structure and then have children write at least one different scenario in books. | | INNOVATION  Show children story map of the 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 Elf story. Elf to be given new jobs. For example, who will help me check the Santa cam?  Model editing story map using post-it notes to replace parts. Throughout, return to the beginning and retell story with children. Model how to edit key parts to still make the story make sense.  Children to use performa to create own edit. | | 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 ‘The Little Red Elf.’  Discuss story, focussing on language and structures.  Remind children to use the Magpie board and their story maps. | | |
| FOCUS  GROUP | Given reinvention, guided read and RWI structure for making missing words. | | Group reinvention, modelled step by step. Challenge: can you write a corresponding sentence? | | Film as a group | |  | | |
| SPAG | Sentence structure | | Sentence structure | |  | |  | | |