

Literacy Plan Year 1



Date: 27 Apr

Genre: Cumulative Story

Toolkit: Creating Plots

Class: Bumblebees

Learning Objectives for independent activities:		Success Criteria	Differentiated Learning Outcomes					
VCOP: I can use adjectives to describe.		Think of adjectives to describe Re-write the sentence including adjectives	HA - Will choose and use the best adjectives in their sentence MA- Will choose adjectives to include in a sentence LA- Will think of adjectives to describe					
Text level game: I can re-tell a story.		<u>I must:</u> Tell the story in order and include the main characters <u>I could:</u> Use story Language and time connectives <u>I could even:</u> Use adjectives to add detail and describe. Add speech.	HA - Will use adjectives, time connectives, openers & story language to tell the story in order MA - Will use story language and time connectives to tell the story in order LA - Will tell the story in order including the main characters					
Independent writing: I can write sentences that make sense. I can leave finger spaces between words. I can use capital letters and full stops correctly.		<u>I must:</u> Think about what I am going to write. Write the right sounds I need for words. Leave finger spaces between words <u>I could:</u> Form my letters correctly. Check my writing makes sense regularly by re- reading it. <u>I could even:</u> Use capital letters and full stops correctly. Able to use other punctuation eg exclamation or speech marks.	HA- Able to write sentences that make sense. Able to leave finger spaces between words. Able to use capital letters and full stops correctly. Able to use other punctuation eg exclamation or speech marks. MA- Able to write sentences that make sense. Able to leave finger spaces between words. Able to use capital letters and full stops correctly. LA- Able to write sentences that make sense. Able to leave finger spaces between words. Able to use correct sounds in words.					
Weekly Objective for T Guided writing: I can make changes to a story. I can re-tell a story with changes.			Red	Green	Blue	Yellow	Orange	Plenary
Weekly Objective for LSA guided writing: I can re-tell a story.			Outcome: <u>I must:</u> Change something about the story. Characters, setting What happened at the beginning? What exciting event happened in the middle? How does it end? <u>I could:</u> Use story opening language. <u>I could even:</u> Use a range of story language e.g adjectives to describe character and setting, range of openers.	Outcome: <u>I must:</u> Change something about the story. Characters, setting What happened at the beginning? What exciting event happened in the middle? How does it end? <u>I could:</u> Use story opening language. <u>I could even:</u> Use a range of story language e.g adjectives to describe character and setting, range of openers.	Outcome: <u>I must:</u> Change something about the story. Characters, setting What happened at the beginning? What exciting event happened in the middle? How does it end? <u>I could:</u> Use story opening language.	Outcome: <u>I must:</u> Change something about the story. Characters, setting What happened at the beginning? What exciting event happened in the middle? How does it end?	Outcome: <u>I must:</u> Change something about the story. Characters, setting What happened at the beginning? What exciting event happened in the middle? How does it end?	Review example of work. Have group perform re-tell with changes to class! What was really good? How could it be even better? YY/GG
Day	(VCOP) Word and sentence level work	Introduction / input						
MON	Adjectives - Model VCOP activity improving a sentence from the story.	Re-cap hook for writing and the message from the giant. Can we remember the story he told us? Practise re-telling the story of The Enormous Turnip with actions using the story map. Ask some children to act out the story as the rest of the class narrate. Use masks.	TEACHER: Shared Writing As a group innovate the story of the Enormous Turnip to make a new story map.	Use masks/puppets to re-tell the story of the Enormous Turnip. Story map available for support.	VCOP: Improve the sentence with adjectives	Free writing in independent books - have a stimulus for writing on table, e.g. pictures/objects.	LSA: Re-telling the story of the Enormous Turnip in pairs using story maps. Play games, e.g. tennis.	Repeat
TUES	Adjectives - Brainstorm adjectives to describe the turnip. Write into a sentence. *GET a real turnip*	Recap purpose for writing. Sequence pictures of the Enormous Turnip as a whole class. Discuss what happens in the beginning, the middle and the end. Practise re-telling part of the story - whichever part they need to practise most.	VCOP: Improve the sentence with adjectives	Free writing in independent books - have a stimulus for writing on table, e.g. pictures/objects.	LSA: Re-telling the story of the Enormous Turnip in pairs using story maps. Play games, e.g. tennis.	VCOP: Think of adjectives to describe the turnip. Write one into a sentence.	TEACHER: Shared Writing As a group innovate the story of the Enormous Turnip to make a new story map.	Repeat
WED	Punctuation - Add speech with speech marks into one of the sections of the story.	Practise re-telling the story of the Enormous Turnip. As a class discuss if this is the same as a wishing story (remind them of Pirate Tom) Discuss what type of story this is and highlight the repetition and build up (like a chain that grows) Ask if they know of any other stories that build up in the same way through repetition, e.g. The Gingerbread Man, Chicken Licken, The old lady who swallowed a fly, The house that Jack built.	Use masks/puppets to re-tell the story of the Enormous Turnip. Story map available for support.	TEACHER: Shared Writing As a group innovate the story of the Enormous Turnip to make a new story map.	Free writing in independent books - have a stimulus for writing on table, e.g. pictures/objects.	LSA: Re-telling the story of the Enormous Turnip in pairs using story maps. Play games, e.g. tennis.	VCOP: Think of adjectives to describe the turnip. Write one into a sentence.	Repeat
THURS	Openers- Can we change the opener for the sentence, e.g. improve one of the sentences that starts with so.	Review the term 'toolkit' and what that means. As a class generate a cumulative story toolkit (to later be stuck in books) from what they have learnt this week about Stories. Display on VCOP wall.	Free writing in independent books - have a stimulus for writing on table, e.g. pictures/objects.	VCOP: Improve the sentence with adjectives	TEACHER: Shared Writing As a group innovate the story of the Enormous Turnip to make a new story map.	LSA: Shared Writing As a group innovate the story of the Enormous Turnip to make a new story map.	Free writing in independent books - have a stimulus for writing on table, e.g. pictures/objects.	Repeat
FRI	INSET DAY							
Strategies for chn with specific learning needs - T/LSA support through prompting and differentiated questioning for evie, lucy, Oscar and peter to help with language development. Use class plan to support ordering the story throughout activity. Check orange and yellow groups understanding and help to structure their ideas in particular. Adult to model shared planning and ordering pre independent writing through pre teaching writing activity with yellow and orange groups. Y/ O/ B Group - Chn to be encouraged to rehearse their ideas orally many times before attempting to draw their plan. O/Y to have and use letter cards to locate and form the letters correctly and have bed image available for nikey, aiden, henry, erin, phoebe and esme. Tyler, henry and callum to sit NEXT to / near T or LSA during carpet time to help maintain concentration. Evie, lucy, Olivia and lyla to have instructions repeated to them to ensure they are clear of tasks.								ICT links