

## Year 1

### Fiction week 1

#### Reading week day 1-5

##### Day 1

##### **The secret store**

- Look at the book (not the main book for the week but the one that links).
- Read through the story once. Do not ask children questions at this point.
- Read through again, children to read sections. T to identify words or sections (dependent on ability) for children to read. Children (with T guidance) to notice punctuation and look at the effect it has and what it makes the reader do.
- Ask children questions regarding the text at this point.

##### **Word power**

- Highlight some words from the story and look at what they mean. Children to read these (with the help of the T/TA if needed). What does this word mean? Have these displayed throughout the week. The vocabulary should be slightly stretching for the children. If no words in the book are stretching, choose a simple word and look at synonyms for that word.

##### **Tell me the story**

- Ask children to go back through the story and explore key moments.
- T to identify words or sections (dependent on ability) for children to read. Children (with T guidance) to notice punctuation and look at the effect it has and what it makes the reader do.
- In groups, or individually, record feelings of characters at certain points. Have these displayed throughout the week in class log/board. Could use thought bubbles.

##### **Big Question**

- A big question is a question that provokes debate, opinions from text.

- Read the question as a class. What does this ? mean. Discuss what the punctuation symbolises.

## Day 2

### **Special phrases**

- Using the text or genre being studied, look at special phrases that move the story on i.e. it all started ....suddenly. . From that moment . . . Until . . . . Children to read these phrases (with T support/guidance if needed). Look at what it is trying to do, tell the reader.
- TTYP, children to create sentences using the special phrases. T to choose some to add to the collection of words for the week.

### **Secret Story 1**

- In a basket, give them clues to what the next story will be about. Do not tell them the title, surprises or the ending. E.g. for Hansel and Gretel you could put in sweets, stick, witches hat etc.

### **Secret Story 2**

- Reveal to the children what the story is. Show them the front cover. Read the title together. What might it be about? Why do you think that?
- Read the story to the children, making it exciting for them. Try and grab their attention and engage them

### **Class Log**

-Choose a character, and children to use post-its to describe the character. Add it to the class log.

## Day 3

### **Grammar**

- Focus on an area of the KS1 curriculum for grammar. Look for links within the studied text.
- If they can be found in the text look at the effect it has

and get the children to read these sections either independently or with T guidance if necessary.

### **Word Power**

- Highlight some words from the story and look at what they mean. Children to read these (with the help of the T/TA if needed). What does this word mean? Have these displayed throughout the week. The vocabulary should be slightly stretching for the children. If no words in the book are stretching, choose a simple word and look at synonyms for that word..

### **Read the story**

- Re read the story to the children. Ask them questions to check their understanding.
- T to identify words or sections (dependent on ability) for children to read. Children (with T guidance) to notice punctuation and look at the effect it has and what it makes the reader do.
- In groups, or individually, record feelings of characters at certain points. Have these displayed throughout the week in class log/board. Could use thought bubbles.

### **Story maps**

- Display a story map. Retell the story together as a class. Add vocabulary used in the story to the map as you go along.
- In small groups, children retell the story together using the story map. Can you add in any special phrases from earlier in the week?

## **Day 4**

### **Word Power**

- Choose adventurous words from the text (or create them, use synonyms) to describe what the character is feeling or acting at different points in the story.
- Children to read these (with the help of the T/TA if needed). What does this word mean? Have these displayed throughout the week. The vocabulary should be slightly stretching for the children.

- Display them and explain their meaning.
- Children to act out each word to demonstrate understanding.
- TYTP – one child to act out an emotion and the other to guess what it is.

### **Story maps**

- Individually, or in small groups, retell the story. Add in words from word power to explain how the character is feeling. Children to practise retelling story.
- Encourage children to keep editing the map to remind them of vocabulary they can use, events etc.

### **Big Question**

- Look at a key event in the book. What would they have done? Why?
- Read the question as a class. What does this ? mean. Discuss what the punctuation symbolises.

## **Day 5**

### **Read the story**

- Cover parts of the story. Open the book and look shocked that parts of the book are covered up. Do you think we need the words or do we know what is under the covered bits? When they come to a covered bit TTYP to say what it is or what will happen.
- Parts of the story that are not covered up, encourage children to read or T to guide and help if support is needed.

### **Retelling/recording/recounting**

- Focus on an aspect of the story and children to either
- *Retell a part of the story by recording in books*
- *Predicting what will happen next (writing it down)*
- *Using character pictures and writing speech bubbles as to what they may say*
- *Role playing the conversation characters may have*
- *Hot seating characters*

### **Class Log**

- Give each set of partners' two sticky notes. Children to

record their funniest/scariest/favourite etc part of the story. Record onto their class log.

## Fiction

### Writing week day 6-10

#### Day 6

##### **Story makers**

- TTYP, what makes a good story. Share ideas with the class. Add thoughts and ideas to class wall/log

##### **Character/setting notes**

- Have a large copy of a silhouette of a person/setting. Children to add in feelings, emotions, thoughts etc about the character or setting.
- *This activity is to be done in small groups or with the T or TA.*

##### **Class Log/shared write**

- Model to the children how to use some of the ideas to write a sentence about the character/setting. Practise saying the sentence, count the sounds and then record. Keep reading over the sentence to check it makes sense.
- Children to then write their own on strips of paper. Choose best ones to be on class log.

##### **What if not?**

- Discuss the story and then ask them "What if not...?" e.g. What if not Goldilocks stole the porridge but tidied the house? What if not Hansel and Gretel didn't get lost? Etc Pull children's responses and show them how one incident can change the whole story. Record some ideas.

Day 7

**Build a story/setting/description etc**

- Explain that before we write we need to plan and gather all our information. Model to the children (if possible using another scenario/character than they will do independently) and show them how to gather ideas. i.e. story mountain, character silhouette etc

**Write a story**

- Children to start the planning process independently, using the Ts model as guidance.

**Big Question**

- Consider the text, reactions from the text etc to pose a question. E.g. if you were looking at Goldilocks and the three bears ask, "Was Goldilocks right to steal the porridge?" Why do you think that?

Day 8/9 (to begin with this will just be day 8. As they year goes on and the writing becomes longer pieces it could go over two days)

**Grammar and Punctuation**

- Focus on an aspect of grammar or punctuation that is needed in the style of writing they are using.

**Build a story/setting/description**

- Explain to children that all good writers borrow ideas from other stories. Can they think of anything that they could borrow from the text to help them with their writing? Teacher to re read useful parts of the text for children to magpie ideas.

\*If this is being completed as a day 9 activity as well you would only focus on one aspect here i.e. beginning of the story

**Write a story**

- Shared write a part of the writing together (use another theme, story, character if possible). T to model first sentence (focus on SPG) then children to write and T to

magpie ideas.

- Children to then create individual piece of writing.
- \*If this is being completed as a day 9 activity as well you would only focus on one aspect here i.e. beginning of the story

**Edit (This may take some time to introduce. I would not expect this straight away)**

- Children to take their black pens and look at what they can edit.

Day 9/10 (To begin with this make two days but as the children become better at it it should become a 1 day task).

**Grammar and Punctuation (T or TA)**

- **(Day 9 to start with but moving onto day 10 when they become more secure)** From AFL from piece of writing, pick out an area children are struggling with. T lead leading into independent activities
- Day 10 (only when editing is used for day 9 too) GH

**Editing (T or TA)**

- T or TA to edit 1:1 with the children. Encourage children to find own mistakes and children to then work on their target and comment set.