

Learning Wall content available from day one for the block e.g WAGOLL, visual representations, etc		Book cover, exclamation mark poster, WAGOLL						
Year group/class: 1	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level)				Plenary
				WBA	Support	Core	Extension	
Monday	Hunted, buzzed, jumped, walked, shouted, was Teach chn spelling pattern for this week. Practice adding the suffix 'ed' and explain that this means it is past tense so it has already happened.	Monday 30th November, 2020 Guided Reading LO: Explain	Guided reading – please see plan attached below.					
Tuesday	Share the ! symbol to chn and discuss what it is and when it is used. https://www.bbc.co.uk/bitesize/articles/zvryvbdm	LO: To write a command SC: 1) Use spaces between words 2) Explain what has been read to them 3) Discuss writing with a peer New concept Y /N Resources: LO, word bank, pictures from story	Read the book 'What you shouldn't do at school' again to chn. Explain to chn that the book is written in 'commands' because it is telling them what not to do/giving an instruction. Ask chn what instructions the book tells them to check understanding of what they have heard being read. Model to chn writing a command for one of the pictures in the book (bear picture) and ask chn to talk to partner about what the command could be e.g. Get off of the bear. Whilst modelling emphasise the use of finger spaces. Chn are going to imagine they are a teacher at the school in the story and think of commands they would say to the character for 3 pictures of the book, using what they have heard in the story.	Work with adult to write a command sentence. TA support	Chn to write commands for the book using the commands word bank.	Chn to write own commands for the book using the commands word bank and ideas from what they have read.	Chn to write commands for the book using what they have read for ideas. Chn to read their writing to peer to check it makes sense.	Share good examples of commands to class.
Wednesday	Practice spellings adding 'ed' – look,	LO: To use an exclamation mark SC: 1) Form an exclamation mark accurately	Recap the story with chn and what the character was doing. Ask chn what a command is to check understanding.	Write a sentence about the boy and begin to	Work with adult to write about the boy using an	Chn to use exclamation marks to describe the	Chn to use exclamation marks to describe the	Sort the sentences into ones that need an

	cover, write, check	2)Begin to use an exclamation mark in writing 3) Use an exclamation mark for a command New concept Y /N Resources: LO, book,	Explain to chn that today they are going to be writing exclamation sentences using an exclamation mark. Model on board how to draw an exclamation mark and chn to copy on WOWO boards. Chn are going to write exclamations to describe the boy and what he is doing e.g. What a silly boy! How naughty! How scary!	form an exclamation mark.	exclamation mark.	boy and the things he is doing. TA support	boy and the things he is doing. Write a command to the boy with an exclamation mark.	exclamation and ones that need a full stop.
				Challenge: Include verbs in a sentence.				
Thursday	Subject and verb recap – Ask chn to write sentences about the picture from the book using subject and verb. Chn to underline the subject and verbs in their writing. E.G. <u>He rode</u> the bear.	LO: To write a set of rules SC: 1) Say out loud what they are going to write 2) Form letters 3) Spell using phonics knowledge New concept Y /N Resources: LO, wagoll on IWB, books, word bank	Remind chn of the story and what happened. Discuss with chn why the rules in the story are a good idea. Explain to chn that they are going to write their own rules for what you should do at school. Give chn time to discuss ideas with their partners and feedback. Mind map their ideas on whiteboard for them to refer to. Share a WAGOLL and then model task with chn and leave up as WAGOLL. Emphasise when modelling saying sentence before writing it out loud and using phonics for spellings. Shared write the title in books 'What You Should Do At School' and then chn to write independently for 15 minutes. After 15 minutes chn to stop and check their writing, have they used full stops, capital letters, phonics to spell?	Work with CT in small group to share ideas and write what they should do at school together. Chn to sound out words to CT to spell.	Use word bank to write their own version of rules for school. Chn to have letter prompts to support formation. TA support	Write their own set of rules, using phonics to spell. Word bank for ideas.	As core but chn to be encouraged to include an exclamation sentence.	Share good piece of writing.
				Challenge: Include an exclamation sentence in writing.				
Friday	Chn to add the correct punctuation to sentences on WOWO boards.	LO: Write a character description SC: 1) Use capital letters correctly 2) Discuss ideas orally 3) Use and to join two clauses New concept Y /N Resources: LO, A3 character, word bank	Read the story to the chn and then give chn 2 minutes to talk to partner about how they can describe the character. Mind map children's ideas of how to describe the character for them to refer to. Chn to have the outline of the character on A3 paper in pairs. Chn to discuss what he looks like and what his personality is like and write a description of the character around the outline – photo to be taken.	Use word bank to describe the character from the story with simple labels.	Use word bank to write sentences to describe the character.	Discuss with partner what the character looks like and what his personality is like. Write sentences to describe.	Same as core but chn to include 'and' to joining two clauses.	Share picture from literacy shed and mind map adjectives around it to describe the scene.
				Challenge: Include a range of adjectives to describe.				

Day	Staff Member	Pupils to work with	Instructions
Mon	SH/VDS	Support	Work with chn to understand the story. Discuss with chn what they think is the best rule from the book and why. Chn to draw pic of favourite rule and then adult to support with sentence to explain why.
Tues	JB/VDS	WBA	Scaffold chn's ideas for command sentences, scribe where necessary and discuss spellings with chn.
Weds	JB/VDS	Core	Help chn with the correct use of an exclamation mark.
Thurs	JB/VDS	Support	Verbally discuss chn's ideas with them before they write. Remind chn of good writing features – full stops, capitals etc.
Fri	JB/VDS	Core	Help chn to describe the character's appearance and personality in sentences.

Text/stimulus (linked to novel studies where possible)	VIPERS strand	Questions		
		Support	Core	Challenge/ Extend
<p>'What You Shouldn't Do At School'. Joshua McManus</p> <p>Resources: Book</p>	<p>Explain: Example questions Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?</p> <p>Questions to ask after reading the book:</p> <p>Which rule from the book do you think is the best? Why does the book say you shouldn't hang upside down on the door? Would you like to go to school with the character? Why? What rules can you think of?</p>	<p>Chn to draw a picture to show what rule they think is the best and then with adult support explain why in a sentence. Adult to scribe on WOWO for chn to copy.</p> <p>TA support.</p>	<p>Chn to come up with their own rule of what you shouldn't do at school.</p>	<p>Do you like this book and why?</p> <p>Chn to explain what they like about the book in a sentence by writing a book review and who they would recommend it to.</p> <p>'What You Shouldn't Do At School'.</p> <p>CT support.</p>