

# BAD HAIR DAY: SESSION 1

## Outcome:

- A report

## Writing targets:

- Target words: 'wash', 'their', 'bigger'
- Revision word: 'people'
- Sentences: three bullet points, a summary sentence

## You will need:

- Writing Logs page 1
- Whiteboards and pens
- Card for covering spellings



## Warm Up

### Spelling: 'wash' 2 minutes

- Explain that 'wash' is an irregular word so they will learn to spell it using letter names.
- Demonstrate how to spell the word 'wash', saying the letter names as you write.
- Wipe your board clean and ask the children to trace the word with their finger on their whiteboard, saying the letter names as they do so. Then ask them to write 'wash' on their whiteboards.
- Tell the children to wipe their boards clean, then write the word three times in the Spelling box.

The word 'wash' is irregular as the letter 'a' is making an 'o' sound.

### Spelling: 'their' 2 minutes

- Explain that 'their' is an irregular word so they will learn to spell it using letter names.
- Demonstrate how to spell the word 'their', saying the letter names as you write. Tell the children that this spelling of 'their' always refers to something belonging to someone or something.
- Wipe your board clean and ask the children to trace the word with their finger on their whiteboard, saying the letter names as they do so. Then ask them to write 'their' on their whiteboards.
- Tell the children to wipe their boards clean, then write the word three times in the Spelling box.

Children might find it useful to remember the spelling of 'their' by thinking of 'the' + 'ir'.

### Phonics: 'bigger' 2 minutes

- Robot-speak the word 'b/i/gg/er' then ask the children to blend the phonemes to make the word.
- Listen as they robot-speak and then blend the whole word.
- As they robot-speak 'bigger' again, write the letters on the board.
- Wipe your board clean, then ask the children to write the word on their whiteboards and add phoneme buttons.
- Tell the children to wipe their boards clean and to write 'bigger' three times in the Phonics box.

Point out that the letters 'gg' represent one phoneme, and the letters 'er' represent one phoneme.

## Guiding the Writing

### Talk for Writing 3 minutes

- Look at the picture. It shows the aliens Ziggy and Pod who have been sent to Earth to find out how humans live, but they always misunderstand what is going on. Ziggy and Pod are going to send a Mission Report back to their planet explaining what happens in a hairdresser's. Ziggy and Pod think that hairdressers are where you go to get your brain washed! They also think that it hurts when your hair is cut!
- Tell the children they will be writing as if they were Ziggy and Pod so they will be using 'We'. Explain that the report will start: 'We think that:'.

- Turn to a partner and think about what Ziggy and Pod might write. Start the first bullet point: 'people wash ...'. Start the second bullet point: 'they let people cut ...'.
- Share the children's ideas.

## Demonstration Writing 4 minutes

- For the first bullet point I am going to write: **people wash their brains**. Watch as I write the word 'people'. As I write it, say the letter names. I have not put a full stop because it is not the end of a sentence.
- For the second bullet point I am going to write: **they let people cut their hair**. As I write 'people' I want you to practise it in the Have a go box. I need to show how wrong Ziggy and Pod are. They think it hurts when your hair is cut, so I am going to add in brackets: **(that must hurt!)**.
- Read your writing together. Point out that you have put an exclamation mark after 'that must hurt' to show how awful the aliens think it must be to have your hair cut.

Ask the children if they know a way to remember how to spell 'people'. (Pronounce it 'pe-ople'.)

## Independent Writing 3 minutes

- Allow the children 20 seconds to study your writing then wipe your board clean, leaving the word 'brains' for them to copy.
- Ask the children to turn to a partner and read the two bullet points on the board.
- Tell them to cover their practised words and then write the bullet points.
- Check the children's work.

## Talk for Writing 3 minutes

- Now we are going to sum up what Ziggy and Pod think about people.
- What did we know about Ziggy and Pod? (They always get things wrong.) When they see the hairdryers they think they are machines that make your brain bigger!
- Turn to a partner and think of a bullet point that will describe what Ziggy and Pod think the hairdryers are used for. Start the bullet point: 'they use hairdryers ...'.
- Then think of a sentence that sums up what Ziggy and Pod think about people. Start your sentence: 'People are ...'.
- Share the children's ideas.

## Demonstration Writing 3 minutes

- I am going to write: **they use hairdryers to make their brains bigger**. As I write, I want you to practise 'use' in the Have a go box.
- I am going to write: **People are very silly**. This time I will start 'People' with a capital letter. Why? (because it's at the start of a sentence)
- Read the sentence together.

Remind the children that they practised 'used' in a previous session. The word 'use' is just 'used' without the 'd'.

## Independent Writing 2 minutes

- Allow the children 20 seconds to study your sentence, then wipe your board clean, leaving the word 'hairdryers' for them to copy.
- Ask the children to turn to a partner and repeat what they are going to write.
- Tell them to cover their practised words and then to write the final bullet point and the summing up sentence on the final line.
- Check the children's work.

## Rounding Off 3 minutes

- What did Ziggy and Pod get wrong? (people wash their brains; it hurts to have your hair cut; hairdryers make your brains bigger)
- What might Ziggy and Pod think a car wash is? (where cars are taken for a shower)

## Review 3 minutes

- Write the word 'big' on your board. Then write 'bigger'. Ask the children what has changed. (double the 'g' before adding 'er') Ask the children to tell you how to spell 'biggest'. Wipe your board clean and challenge children to write 'big', 'bigger' and 'biggest' on their whiteboards.
- Ask the children why we did not start the bullet points with capital letters. (It was not the start of a sentence.)
- How well do the children think they did? Ask them to colour in one of the thumbs.
- Share the joke!