

Year One MTP Writing Autumn 1: Writing to Entertain

'Encouraging each other, overflowing with hope.'

SPaG knowledge for this term			Writing knowledge
Term	Definition	Example	
Lower case letter	Letters that are not capital letters used within words and to start words within a sentence.	abc	<p style="text-align: center;"><u>The pupil can after oral rehearsal:</u></p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters · saying out loud what they are going to write about · composing a sentence orally before writing it</p> <p>Leave spaces between words</p> <p>Begin to punctuate sentences using a capital letter and a full stop,</p> <p>Children can use high frequency words with the correct spelling and attempt adventurous words with phonetically plausible spellings</p> <p style="text-align: center; color: #4F81BD; font-weight: bold;">Speaking and listening Disciplinary knowledge</p> <p style="text-align: center; color: #4F81BD; font-weight: bold;"><u>Speaking and Listening</u></p> <p>To know how to listen and to respond appropriately to adults and peers.</p> <p>To understand how to ask relevant questions to extend their understanding and knowledge.</p> <p>To know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>
Upper case or capital letter	Tall letters that start names and sentences.	ABC	
Full stop	A dot that marks the end of a sentence.	.	
Grapheme	The smallest unit of sound written down - one letter.	//f //d //s//	
Digraph	The smallest unit of sound written down - two letter.	//ea//ff//sh/	
Trigraph	The smallest unit of sound written down - three letter.	//igh//	
segment	To sound out to spell a word by counting the phonemes in a word.		

Texts to use this term:

Usbourne – The Three Little Pigs
 Usbourne – The Little Red Hen
 Aliens Love Underpants
 Poetry Week- Autumn

	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
Week 1 The three little pigs Purpose: To entertain Audience: The nursery next door	Wednesday 6th September 2023. <u>L.O To know a traditional tale.</u> Introduce story chest. Inside to hold a number of clues to engage children into story. Children to make predictions using thinking stems. How do you know? What makes you think this? Read the story together –		Thursday 7th September 2023. <u>L.O To understand where capital letters should go.</u> Practice of upper-case letters. Children to find the start of sentences and to glue on/write on the missing capital letters. After sessions- Retell the story of The Three Little Pigs.	Friday 8th September 2023. <u>L.O To use masks and props to retell a story.</u> Re-read the story of The Three Little Pigs. Encourage children to join in with repeated refrains. Children to work in groups to retell the story using masks and props. Perform elements of their story to the class. Photo sheet to be created for English books.				

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	<p>encouraging the children to join in. Questions and VIPERS discussion. (See power point)</p> <p>Photo sheet to be created- Linked to reading element and VIPERS.</p>		<p>Encourage children to join in with repeated refrains.</p>					
<p>Week 2 <i>The three little pigs</i> Purpose: To entertain Audience: The nursery next door</p>			<p>Monday 11th September 2023- <u>L.O To understand where capital letters should go.</u></p> <p>Revisit skill of capital letters and full stops. In the style of RWI, children to edit a sentence and highlight where Mrs Harris and Mrs Tiwari have made a mistake. Where should the capital letters go?</p>		<p>Monday 11th September 2023. <u>L.O To explore vocabulary to describe building materials.</u></p> <p>Tuff trays for straw, sticks and bricks.</p> <p>Introduce the vocabulary thermometer and develop vocabulary and oral sentences.</p> <p>Photo sheet for English Books.</p> <p>Tuesday 12th September 2023.</p> <p><u>LO: To retell the story of the Three Little Pigs.</u> Children to draw their own story map of The Three Little Pigs. Children to label with key vocabulary. HA challenged to write sentences or simple labels. Encourage use of vocabulary from yesterday's lesson.</p>	<p>Wednesday: <u>L.O To retell the beginning of a story.</u> Thursday- <u>L.O To retell the middle of a story.</u> Friday- <u>L.O To retell the end of a story.</u></p> <p>Illustrate and write the story for each pig's section</p>	<p>Activity where needed – perhaps intervention to add on capital letters where appropriate.</p>	<p>Friday <u>L.O To publish work that I am proud of.</u></p> <p>Children to publish at least one part of their story to share with the nursery next door.</p> <p>Children to read stories to each other in preparation to Nursery visit.</p>
<p>Week 3 <i>The Little Red Hen</i> Purpose: To entertain Audience: Year 1 book corners</p>	<p><u>L.O To form predictions</u> Use props Children to hold objects and to verbalise predictions Model say hold and write sentence.</p>		<p><u>L.O To ask questions and answer questions to develop vocabulary</u> Reread Share key words with sound buttons Tuff tray and vocabulary thermometer</p>	<p><u>L.O To be able to sequence events in a story</u></p> <p><u>L.O To use drawings to develop technical words for the little red hen.</u> Children to learn anatomical vocabulary for the hen</p>	<p><u>L.O To tell a story using a picture plan.</u> Give the picture plan Children to add their key vocabulary they would like to use. Use this plan to tell the story themselves.</p>			
<p>Week 4 <i>The Little Red Hen</i> Purpose: To entertain Audience: Year 1 book corners</p>						<p><u>L.O To shared write using my plan</u> Shared then modelled write <u>L.O To write to entertain</u> Revisit the modelled write</p>	<p><u>L.O To check my capital letters and full stops</u></p>	<p><u>L.O To publish my story for the book corner display (2 days for decoration)</u></p>

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						On white boards practice say hold write sentence		
<p>Week 5</p> <p><i>Aliens love underpants</i></p> <p>Purpose: To entertain</p> <p>Audience: a display in the library</p>	<p><u>L.O To explore character's emotions.</u></p> <p>Read the story</p> <p>Then explore P1-3 (up to breeze) an develop vocabulary for feelings on the thermometer</p>		<p><u>L.O To use adjectives to describe</u></p> <p>Set the scene.</p> <p>Classroom has been attacked with pants (paper colourful pants)</p> <p>Describe the pants on the back of them</p>	<p><u>L.O To say, hold and write my sentences.</u></p> <p>Set the scene</p> <p>Washing line with pants and teddy aliens. Children to tell the story of the aliens who love the underpants</p> <p>Children to retell the experience</p>	<p><u>L.O To sequence the events of a story</u></p>	<p><u>L.O To retell a story</u></p>		
<p>Week 6</p> <p><i>Aliens love underpants</i></p> <p>Purpose: To entertain</p> <p>Audience: a display in the library</p>				<p><u>L.O To describe a character using simple adjectives</u></p>	<p><u>L.O To design a character</u></p> <p>Create an alien (perhaps cut and stick from a selection of alien parts/draw/colour in a template)</p> <p>Children to explore vocabulary on the thermometer</p>	<p><u>L.O To describe my own character</u></p> <p>Children to have a thermometer of vocabulary</p> <p>Children to describe their character in sentences.</p>		<p><u>To publish my writing neatly.</u></p>
<p>Week 7</p> <p><i>Adjective poems</i></p> <p>Purpose: To entertain</p> <p>Audience: To bring joy to the elderly in the care home.</p>			<p><u>L.O To experience Autumn and develop vocabulary</u></p> <p>Spend time in leaves – have an experience and choose one leaf to bring inside they really like (to be laminated)</p> <p>Children to record their vocabulary</p>	<p><u>L.O To follow sentence opener models.</u></p> <p>My leaf...</p> <p>When I touch it..</p> <p>When I smell it..</p> <p>Etc</p> <p>Model saying and applying adjectives</p>		<p><u>L.O To write a poem about my leaf</u></p>		<p><u>L.O To publish my poem</u></p>