

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;">The pupil can after oral rehearsal:</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>Sentences are in a logical order</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; font-size: small;"><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: <u>The Three Billy goats</u> <u>Goldilocks and the three bears</u> <u>Snowman</u>								
	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
Week 1 Text: The Three Billy Goats Purpose: To Entertain Audience: Key vocabulary for the week: Billy Goats Bridge valley river field.	Tuesday Retrieval Recap capital letters, full stops. Teaching/modelling: LO: To be able to talk about a story. Explain to the children that we have a little problem. Over the weekend	Wednesday LO: To be able to discuss vocabulary Read the story and focus on the vocabulary used in today's lesson. Explain how we are going to continue looking at the vocabulary and explaining it. Valley, hills, field, river, bridge,			Thursday LO: : To be able to sequence events in a story. Ask children to sit in a circle on the carpet. Q) What are the main parts of a story? Beginning, Middle and End. Explain to the children that today we are going to sequence the story into the correct order to help us retell the story. Show children a story mountain and break down each part- E.g. beginning, middle, end or beginning, build up, problem, resolution, ending.	Friday To be able to explore events and characters through role play. Recap yesterday's learning. Explain that today we are going to be role playing it in groups using the actions we have been learning. As a whole class act out the story together ensuring we change our voices		

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	<p>somebody has been cutting up one of our books. Explain that you have picked up the pieces but now need some help putting it back together again. Explain that once we have solved the puzzles we need to find out what the story is about, who are the characters, what do they think is going to happen.</p> <p>Task</p> <p>Children to work in mixed ability groups, put together the puzzle pieces and then talk about what they can see. Post-it note responses for display.</p>	<p>gobbled, troll, bridge, hooves, growled, roared, grunted, butted.</p> <p>Activity: children to work in mixed ability pairs – matching vocab, pictures and descriptions. Photocopy work for books</p>				<p>throughout the different parts.</p> <p>Activity: Children to be put into groups of mixed ability and given role play masks etc. Give them time to practice and then take it in turns to perform to the class.</p>		
<p>Week 2 Text: The Three billy goats Purpose: To Entertain Audience: Key vocabulary for the week:</p>	<p>Monday</p> <p>Retrieval Adjectives</p> <p>Teaching/modelling LO: To be able to make predictions about a story.</p> <p>Task</p>	<p>Monday</p> <p>LO: To be able to draw a story map.</p> <p>Explain today that we are going to draw our own story map to help us write our stories.</p> <p>Model drawing a story map adding in key vocabulary.</p> <p>Activity: Children to draw their own story map.</p>			<p>Tuesday</p> <p>LO: To be to add key vocabulary to our story map.</p> <p>Children to use their story maps from yesterday and using post it notes – add in the key vocabulary for that part of the story.</p>	<p>Wednesday: LO To retell the beginning of a story. Thursday - LO To retell the middle of a story. Friday- LO To retell the end of a story.</p> <p>Model to the children using hold a sentence. Write simple sentences using capital letters and full stops.</p>		

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<p>Week 3 Text: Goldilocks and the Three bears. Purpose: To Entertain Audience:</p> <p>Key vocabulary for the week:</p>	<p>Monday</p> <p>Retrieval: Capital letters, full stops and finger spaces</p> <p>Teaching/modelling LO: To be able to make predictions about a story.</p> <p>Task Explain to the children that we have a group of items. What do we predict these items are from? 3 different sized bowls, porridge, bear ears, blonde hair/headband.</p> <p>Take ideas from the chn. Explain that we are going to be reading Goldilocks and the three bears and these items are in the story.</p>	<p>Tuesday</p> <p>LO: To be able to discuss the meaning of words.</p> <p>Read the story with the chn and identify key vocabulary, highlighting their meanings. Encourage the chn to question meanings of different words throughout the story and have shared conversations about word meaning.</p> <p>Activity: Photo page – using key words from story. Take photos of chn playing bingo to identify words and discussing meaning.</p>	<p>Wednesday</p> <p>LO: To be able to sequence events in a story.</p> <p>Ask children to sit in a circle on the carpet What are the main parts of a story? Beginning, Middle and End. Explain to the children that today we are going to sequence the story into the correct order to help us retell the story.</p> <p>Have some simple sentences from the story, ask the children to listen and then repeat the sentence back before deciding where abouts the sentence came in the story.</p> <p>As a class order the story of Goldilocks and the three bears.</p> <p>Thursday</p> <p>LO: To be able to use role play to become familiar with events and characters.</p> <p>Recap yesterday's learning. Explain that today we are going to be role playing it in groups using the actions we have been learning. As a whole class act out the story together ensuring we change our voices throughout the different parts.</p> <p>Activity: Children to be put into groups of mixed</p>	<p>Friday</p> <p>LO: To be able to create a story map.</p> <p>Recap yesterday when they chose their vegetable for their own story. Explain today that we are going to draw our own story map to help us write our stories.</p> <p>Model drawing a story map adding in key vocabulary.</p> <p>Activity: Children to draw their own story map.</p>				
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<p>Week 4</p> <p>Text: Goldilocks and the Three bears</p> <p>Purpose: To Entertain</p> <p>Audience:</p> <p>Key vocabulary for the week:</p>	<p>Retrieval</p> <p>Teaching/modelling</p> <p>Task</p>			<p>Monday / Tuesday</p> <p>LO: To write key phrases from the story.</p> <p>Children to use hold a sentence and complete speech bubbles.</p> <p>Children to use repeated refrains from the story.</p>		<p>Wednesday: L.O To retell the beginning of a story.</p> <p>Thursday - L.O To retell the middle of a story.</p> <p>Friday- L.O To retell the end of a story.</p> <p>Model to the children using hold a sentence. Write simple sentences using capital letters and full stops.</p>		
<p>Week 5</p> <p>Text: The snowman</p> <p>Purpose: To Entertain</p> <p>Audience:</p> <p>Key vocabulary for the week:</p>	<p>Monday</p> <p>Retrieval Adjectives</p> <p>Teaching/modelling LO: To be able to make predictions</p> <p>Task Children to be given pictures taken from the books and then working together write down their predictions. Children to come back onto the carpet and share their ideas as a class. CT to create a mind map for the children to use.</p> <p>In books children to have a picture taken from story</p>	<p>Tuesday</p> <p>LO: To be able to develop vocabulary.</p> <p>Using the tuff tray – fill with snow and objects relating to the story. Ask children to choose something and describe using adjectives. CT to create mind-map on board.</p> <p>Activities: LA – working with TA using the tuff tray create adjectives to describe the story setting and characters. MA/HA – children to create a mind map</p>	<p>Wednesday</p> <p>LO: To be able to sequence pictures from instructions</p> <p>Explain to the children that today they are going to be sequencing the events of making a snowman.</p> <p>Show them the pictures from the story and ask them to help you place them in the correct order.</p> <p>Thursday LO: To be able to order instructions.</p> <p>Children to be given the instructions for writing instructions, then read them and place them in the correct order.</p>	<p>Friday</p> <p>LO: To understand what a bossy verb and time connective is.</p> <p>Explain to the children that today they are going to listen to instructions and then identify the bossy verb.</p> <p>CT to read out instructions, children to listen and then on white boards write down the bossy verb they heard.</p>				

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	and then using post it notes write down their predictions.							
<p>Week 6 Text: The snowman Purpose: To Entertain Audience:</p> <p>Key vocabulary for the week:</p>	<p>Retrieval</p> <p>Teaching/modelling</p> <p>Task</p>				<p>Monday</p> <p>LO: To be able to plan a set of instructions.</p> <p>Children to be given a planning sheet and then draw pictures to help them build a snowman.</p>	<p>Tuesday</p> <p>LO: To be able to add in key vocabulary to their instructions.</p> <p>Children to use their planning sheet from yesterday and add in time connectives and bossy verbs</p>		<p>Wednesday/ Thursday/ Friday</p> <p>LO: To be able to write simple sentences to make a snowman.</p> <p>Children to create a zigzag book to write a set of instructions for building a snowman.</p>