

Year One MTP Writing Spring Term1: Writing to Inform

'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>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;"><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.		
Sentence	A set of words that makes up a complete thought.		
Adjective	A word that describes the noun (a person, place or thing).		
noun	A person, place or thing.		

Protect our bugs! Speeches week. How to make a bug hotel (instructions) How to make a pirate hat (instructions) SHH we have a plan! Performance instructions Ravi's roar – speaking and listening – talking about my feelings, others feelings, hopes and wishes.								
	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	
Week 1 (3 days) Text: Purpose: To inform Audience: Mr Adcock Key vocabulary for the week:	<u>L.O To know how to listen and to share my ideas.</u> Show the children a picture of our school field. Share the letter from the bugs or Use an app (such as morpho) so that the insect can speak to the children. 'Dear children, It is cold outside. It is now winter. Please can you help us? We don't have anywhere to live. The bugs are in danger! The bugs have no places to hibernate for winter. The bugs need help. Please can you help us to find a home?' Use VIPERS questions and sit the children in circle groups of 4-6. Eg. Why do you think they need our help?			<u>L.O To know how to speak and to stay on topic</u> Share second letter/app video from the insects 'Hello children. Thank you for yesterday. Your caretaker, Mr Adcock, has said that we need a bug hotel for the winter so that we can survive. Will you help us? Mr Adcock said that you would need to tell him all about us and how you are going to help us to stay warm and safe during the winter. Some of us need places to lay our eggs ready for the spring. Some insects need to hide away safely. Can you tell the whole school about us and how we need help?'		(rehearsing and performing) <u>L.O To speak to an audience.</u> Give the children props: Picture of the bug hotel items, picture of a butterfly and a bumble bee. Ask the children to, in pairs, give a short speech to Mr Adcock about what has happened this week (insects asking for help) and what we need to do about it. Film the children speaking because we are going to show		

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	<p>Who has written to us and why? What does hibernate mean? What could we do to help?</p> <p>Model turning shoulders and head to listen. Model using the question: 'What do you think Harry?' at the end of what you say so that the children's conversation's flow. A talking object could be used to help. Encourage the children to develop their listening and speaking skills. Ask children to feedback another child's idea.</p> <p>Create a mind map of children's ideas and feelings (using the Y1 sentence stems). Record this as a photo page.</p>		<p>https://www.youtube.com/watch?v=OexxoXo9uFk</p> <p>key ideas: The weather is cold. Insects need somewhere warm to hibernate in winter. Our field has no safe places for the bugs to rest. The bugs are in danger. The insects need a safe place so that children don't disturb them. We need to make an insect hotel to keep the insects safe. We need to save the bugs.</p> <p>Children in their talk circle developing their skills from yesterday. Can children stand up and feedback whole class giving key ideas in full sentences? This is the basis of their speech for tomorrow.</p>	<p>Mr Adcock the videos so that he will know how we can help the bugs.</p> <p>(ensure conjunctions and and because and other prompt words are available to scaffold).</p>		
<p>Week 2 Text: Purpose: To inform Audience: other children who want to make an insect hotel (we could ask Jenny's wood if we can put some up around there.. why did this!)</p> <p>Key vocabulary for the week: First Next Then After that Finally</p> <p>Where...? Who...? Why ...? When ...? What...?Where...? ? How..?</p>	<p>L.O To know how to use words to sequence events. https://www.youtube.com/watch?v=OexxoXo9uFk Share the good news with the children that Mr Adcock has said that we can make one bug hotel as a class to help protect the insects! Well done!</p> <p>Print of still images Can children order the pictures? Can children talk through the steps? Show sentence openers: First Next Then Finally Children to orally tell the instructions</p>	<p>L.O To know what instructions are. Play a simple instructions game. Why do we need instructions? Do you think instructions need to be clear? Have some instructions for making a cake chopped up and follow them all in the wrong order (acting it out). What is missing? Bring in the words from yesterday and order the instructions. What makes good instructions? The instructions are in order. They use words to show the order. They are short and clear sentences They don't miss any steps out. Add the toolkit to the working wall. Children to orally tell the instructions from yesterday.</p>	<p>L.O To ask appropriate questions. Show the 'you will need' List. Can I just say to you, 'Year 1 off you go and make hotels?' What would you need? (Clear instructions!) What questions do you have about making them? Model using the question stems. Children their talk groups with question stems. End the lesson by orally telling the instructions.</p>	<p>L.O To read and follow instructions carefully, taking turns. Number the instructions. Chop them up and share them around the talk group. Today each group is going to make one tube so that, as a class, we have an insect hotel! This will then be placed behind the outdoor area for the bugs to live in! End the lesson by children orally retelling the instructions</p>	<p>L.O To write clear instructions. Children to write. Use the pictures from Monday or from the making session yesterday to scaffold.</p>	<p>During this week, use the talk circles from speeches week to further develop this skill).</p>
<p>Week 3 Text: Purpose: To inform Audience: Captain Blue Beard</p> <p>Key vocabulary for the week:</p>	<p>L.O To put sentences into a clear order. After break display a pirate ship on the board and have music playing. Have a scroll attached to the board and a pirate hat (made from black card, a white circle with the skull/crossbones on</p>	<p>L.O To follow instructions. Children to use their work from yesterday and edit the instructions to put time words on the front of the sentences (cut and stick?) Children to then each make a pirate hat</p>	<p>L.O To begin to write clear instructions. What was missing from our instructions yesterday? (You will need) What did we actually use? Talk in your groups and feedback ensuring turns are taken to speak and to listen.</p>	<p>L.O To understand how to say instructions clearly and to then write them. Now we must talk through the instructions before we write them. Live model making a hat (it's okay if there is some variation in the middle section). Children to sequence the pictures in pairs and to tell their instructions. Children to write the instructions for Blue Beard while all wearing their pirate hats on piratey paper. Photocopy and glue in books because the real ones are being sent off to Blue Beard tomorrow.</p>	<p>L.O To write a letter to share a hope. <u>Look back at the letter from Monday. When do we need to give the instructions to Blue beard? What is he doing this weekend?</u> <u>Show the children the big envelope</u> Model writing to Blue Beard. Dear Blue Beard.</p>	<p>Cut out the white circle. Cut out the red circle Put the template onto the black card Get the black card Draw around the template Cut the hat shape out of the card. Glue the white circle onto the red circle to make the badge. Glue the feather onto the hat.</p>

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	<p>backed on a red circle and a feather glued to it)</p> <p>following their instructions.</p> <p>'Hello there Year 1. My name is Blue-beard and I am a pirate. I have sailed the seven seas all my life. I have docked my ship near your school and I need your help. I need to make some pirate hats for my crew. They need to look just like this one. I will send you a box of all of the things you will need to make them because I need your help. Please will you write me some instructions on how to make the hat so I can follow the instructions to make hats for my crew? I need them before Saturday because I will sail to Pirates bay on Sunday. All of my crew need to look their best for Sunday lunch in their new hats! Please help me. From Blue Beard.'</p> <p>Give the children instructions with no time order words. Children to sequence them into a logical order and then read them out. (see final column)</p> <p>Children to glue them down and keep this ready for tomorrow's lesson.</p> <p>(photo page)</p>	<p>Children to write a 'you will need' list in their books.</p> <p>Now we must talk through the instructions before we write them tomorrow Children to sequence the pictures in pairs and to tell their instructions.</p>				<p>I have written you some clear instructions. Good luck making your pirate hats. We had lots of fun making ours.</p> <p>I hope you (???? Discuss this part as children are writing their own hope)</p> <p>From Mrs Tiwari.</p> <p>Give the children small slips of paper to write a note to Blue Beard to paperclip to their instructions before they place it in the envelope.</p> <p>Make sure the envelope has a big sticker on it for Captain Blue Beard!</p>		<p>Glue the badge onto the hat Get the sticky tape. Put the hat around your head and measure it. Stick the hat into a circle using the sticky tape.</p>
<p>Week 4 Text: Look Up! Purpose: To inform Audience:</p> <p>Key vocabulary for the week:</p>	<p>L.O To be able to ask questions to find out more information.</p> <p>Share p1 only.</p> <p>What questions would you like to ask to find out more about this character.</p>	<p>Use P1-5. L.O To know how to talk about dreams and wishes.</p> <p>Share the toolkit.</p> <p>I was...</p>		<p>L.O To talk about myself.</p> <p>Ask the children to think about what they want to be when they grow up? Connect to learning. Support with prompts.</p>		<p>L.O To write about myself.</p> <p>Modell writing about yourself, your family and pets. Perhaps favourite food or fact and then what you might like to be when you are grown up and why.</p>		<p><u>L.O To ask questions to find out more information.</u></p> <p>Children to share their work from this week.</p> <p>Children to have question prompts to</p>

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	<p>Talk activity.</p> <p>Can children make connections between the objects in the pictures? Can children make a prediction about what this text will be about?</p>	<p>I wish I were ...</p> <p>Explain to the children when we wish, we use the word were instead of was.</p> <p>What are Rocket's dreams? What are her wishes? Complete speech bubbles for Rocket and then talk circle children's wishes and dreams. Expand using because. Children to write their wish sentence.</p>		<p>Ask the children to talk about themselves, what they like and what they might like to do or be when they grow up.</p> <p>Children to draw themselves on a poster to help them (key objects to talk around).</p>				<p>ask questions to find out more about other children.</p>
<p>Week 5</p> <p>Text: Ravi's roar</p> <p>Purpose: To inform Audience: Class mates</p> <p>Key vocabulary for the week: Emotions vocabulary</p>				<p>L.O To understand the names for different emotions. Read the story. How is he feeling?</p> <p>Have 4 vocabulary thermometers for different emotions. Angry Sad Happy Excited</p> <p>Explore the words and act them out to show how they are different on the thermometer. Eg tired, flat, miserable etc.</p>	<p>L.O To know how to describe other people's emotions. Look at photographs of people with a speech bubble (covered up if appropriate) – Send children may need additional support here.</p> <p>It might be helpful to use cartoons/cartoon animals if any children with SEND need struggle with recognising emotions from photos of faces.</p> <p>How are they feeling? Use the thermometer so the children say more than sad. Develop it using because and and.</p> <p>Children to talk around the circle – using the listening stick or whatever is working at this point.</p>	<p>L.O To describe other people's emotions. <u>As yesterday</u> <u>Children to write sentences.</u></p>	<p>L.O To check some sentences using CUPS. Show the children some work you have done from the activity yesterday.</p> <p>Show the children the red C and P on the display and explain that these are in every classroom all the way up to Y6.</p> <p>Teach them to edit to put capital letters for the start of sentences, for proper nouns and full stops for the end of sentences. Use a blue pencil to do this.</p>	
<p>Week 6</p> <p>Text: Little Red Riding Hood</p> <p>Purpose: To inform Audience: children</p>	<p>L.O To know the story of Little Red Riding Hood.</p> <p>Read the story to the children from the Usbourne book - not video.</p>			<p>L.O To know how to talk about Little Red Riding hood's hopes and feelings.</p> <p>Share a picture of LRRH at the beginning, in the forest, meeting granny and inside the wolf's belly.</p>	<p>L.O To write about Little Red Riding Hood</p> <p>Revisit yesterday's learning</p> <p>Children to write next to the pictures (perhaps a zig zag book?)</p>	<p>L.O To know about The Big Bad Wolf's hopes and feelings.</p> <p>Share a picture of the wolf in the bed and in the forest.</p> <p>Use the feeling s thermometer. How is she feeling?</p>	<p>L.O To write about The Big Bad Wolf's hopes and feelings.</p> <p>Revisit yesterday's learning, Children to complete writing.</p>	



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Key vocabulary for the week:	Children to sequence the story in their books. HA may want to write some key sentences.			Use the feeling s thermometer. How is she feeling? What are her hopes and dreams?		What are her hopes and dreams?		
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