

## Year One MTP Writing Spring Term 2: Writing to Inform

*'Encouraging each other, overflowing with hope.'*

SPaG knowledge for this term			Writing knowledge
Term	Definition	Example	
Single/singular	One on its own	Cat child	<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>
Plural	More than one (we add the suffix s or es or it has its own word!	Cats children	
Noun	The name of a person, place or thing.	Molly Boston table chair	
Verb	An action word.	Run hop skip	
adjective	A word that describes a noun.	Green spiky tasty	

Jack and the Bean stalk – retell Jack and the bean stalk – poster for the lost items (written by the giant) Fact Files The gingerbread Man								
	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
Week 1 <b>Text: Jack and the Beanstalk</b> Purpose: To inform Audience: Key vocabulary for the week:	LO : To be able to make predictions about a text.  Show the children some key pictures relating to the text and then working with a partner they write down their predictions - add to working wall.	LO: To be understand the meaning to different vocabulary.  Give the children some pictures, word and the definition for them to match together.	LO :To be able to sequence the events of a story.  Give the children a story mountain and five pictures from different points of the story - talk to the children about the beginning , middle and end of the story.  Where is the story set? Who are the characters?	LO: To be able to explore events and characters through role-play.  Give the children role play masks and put them into groups for them to work together and retell the story.  Use freeze frame to capture different events from the story.	LO: To be able to draw a story map.  Children to listen to the story again and then draw their own map to help them retell the story.			
Week 2 <b>Text:</b> Purpose: To inform Audience:		LO: To be able to write a character description.  Children to receive a letter from the Giant				LO: To be able to retell the story of Jack and the beanstalk - split this into 3 days so writing the beginning, middle and ending.		

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<p><b>Key vocabulary for the week:</b></p>		<p>asking for help in finding Jack. Children to explore adjectives before writing simple sentences to describe Jack.</p> <p>LO: To be able to write a setting description.</p>						
<p>Week 3 <b>Text: Fact Files.</b> Purpose: To inform Audience:</p> <p><b>Key vocabulary for the week:</b></p>	<p>LO: To be able to create a list of different pets.</p> <p>Share the PPT and create a mind map of all the different types of pets that the children can recall.</p> <p>Children to create a list in their books.</p>	<p>LO: To know what a fact is.</p> <p>Talk with the children about the difference between a fact and opinion and how its important that fact files only contain facts.</p> <p>Children to sort sentences into facts and not facts.</p>			<p>LO: To be able to create a plan of a fact file.</p> <p>Share 6 different pets on the board and explain how they can choose 4 different ones.</p> <p>Children to choose 4 pets and then create a mind map of different facts about them.</p>	<p><u>LO: To be able to write facts about pets.</u></p> <p><u>Over 4 days children to write factual sentences about one pet.</u></p>		
<p>Week 4 <b>Text: Fact files</b> Purpose: To inform Audience:</p> <p><b>Key vocabulary for the week:</b></p>			<p>LO: To be able to write a contents page.</p> <p>LO: To be able to write a blurb.</p> <p>LO: To be able to create a front cover.</p> <p>LO: To be able to include pictures and a caption.</p>					
<p>Week 5 <b>Text: The Gingerbread Man</b> Purpose: To inform Audience: Class mates</p> <p><b>Key vocabulary for the week:</b> Emotions vocabulary</p>	<p><b><u>LO: To be able to talk about a story.</u></b></p> <p>Give the children some different pictures from the story so that they can put them together and make a jigsaw - Children to record their thoughts about the story on post-it notes.</p>	<p><b><u>LO: To be able to discuss different vocabulary.</u></b></p> <p>Today we looked at the different words we found within the text and then we played Bingo</p>		<p><b><u>LO: To be able to explore events and characters through role-play.</u></b></p> <p>Give the children role play masks and put them into groups for them to work together and retell the story.</p> <p>Use freeze frame to capture different events from the story.</p>	<p><b><u>LO: To be able to draw a story map.</u></b></p> <p>Children to listen to the story again and then draw their own map to help them retell the story.</p>			

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<p>Week 6</p> <p><b>Text:</b></p> <p>Purpose: To inform</p> <p>Audience:</p> <p><b>Key vocabulary for the week:</b></p>	<p>LO: to be able to follow instructions to make a Gingerbread Man.</p> <p>All children to make their own Gingerbread man to take home.</p>	<p>LO: To be able to describe a character.</p> <p>Using the pictures from yesterdays lesson - children to label their Gingerbread Man and then write sentences using adjectives.</p>			<p>To be able to create a story plan.</p> <p>Children to identify the key characters and setting and plot the main events as they happen.</p>	<p>LO: To be able to retell the story of the Gingerbread man.</p>		
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