

## Year Two MTP Writing Autumn 1: Writing to Entertain

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

SPaG knowledge for this term (T1 in blue)			Writing knowledge
Term	Definition	Example	
Sentence	A group of words that express a thought. A sentence conveys a statement, question, exclamation or command. A sentence contains or implies a subject and a predicate. In simple terms, a sentence must contain a verb and (usually) a subject. A sentence starts with a capital letter and ends with a full stop (.), question mark (?) or exclamation mark (!).	I am hungry. The boy plays with the girl. Where is my hat? What big teeth you have grandma!	<p style="text-align: center;"><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>Organise sentences and sequenced to form a short, coherent narrative.</li> <li>'and' is used to extend some sentences</li> <li>Consistent use of capital letters to start sentences and full stops to end sentences.</li> <li>Write with clear spaces between words</li> <li>Accurate spelling of Y1 common exception words and some Y2.</li> <li>Letters are correctly formed and orientated.</li> <li>Capital I to be used for the pronoun</li> </ul> <p style="text-align: center;"><b>Writing to entertain: (building upon Y1)</b></p> <p>Write a simple, coherent narrative after discussion with the teacher. Demarcating sentences with capital letters, full stops, question marks and exclamation marks Uses the present and past tense mostly correctly Use of conjunctions - when, if, that, because, or, and, but Spelling many common exception words</p> <p style="text-align: center;"><b>Poetry (building upon Y1)</b></p> <p>Experiment with alliteration Make adventurous word choices to describe closely observed experiences Create a pattern or shape on the page Use simple repeating phrases or lines as models</p> <p style="text-align: center; color: #4F81BD; font-size: 1.2em;">Speaking and listening Disciplinary knowledge</p> <p style="text-align: center;"><b>Speaking and Listening</b></p> <p>To know how to articulate and justify answers using opinions.</p> <p>To understand how to use language to ask questions and to make possible suggestions.</p> <p>To know how to give descriptions for different purposes To know some wider vocabulary to express feelings</p> <p>To explore new language and use it to develop the standard of language to communicate</p>
Punctuation	Ways we show the start and end of a sentence, or we use punctuation to show names.	Hello my name is Bob.	
Singular	This indicates that there is only one person or object involved.	Cat hat pencil chair	
Plural	This indicates that there is more than one person or object involved.	bananas people children	
Question mark	A mark indicating a question: placed after a question.	Where ___? When ___? How ___? Could ___?	
Exclamation mark	Used in writing after an exclamation. (Children do not need to write how/what exclamations until Y2)	I am so hungry!	
Adjective	Describes a noun	___ and ___	
Joining word	And can be used to join words and ideas.	ABCDEFGHIJKLMN OPQRSTUVWXYZ	
Capital letter	The upper-case form of a letter used for the start of sentences and names.		
Full stop	Shows the end of the sentence.		
Verb	Action words	Skip/hop/dance	
Noun (including proper noun) Noun phrase	A name, place or thing	Pig hat car table Sarah Boston	
comma	The words around the noun that describe which one, how many and the description	slimy, ugly troll white, fluffy cloud	
comma	The punctuation that separates two adjectives in a noun phrase	.	

Explicit PaG taught this term

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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
L.O To understand when to use a question mark L.O To know how to write a question L.O To independently edit to make sure all questions end with a question mark	L.O To understand nouns and verbs L.O To know which word is a noun and which word is a verb L.O To independently find nouns and verbs	L.O To understand how to punctuate a noun phrase L.O To know how to use a comma in between two adjectives L.O To independently write sentences that use noun phrases.	Test week	L.O To understand L.O To know L.O To independently  (use gap analysis from the test to re-teach prior knowledge to and to address misconceptions)	L.O To understand L.O To know L.O To independently  (use gap analysis from the test to re-teach prior knowledge to and to address misconceptions)	L.O To understand L.O To know L.O To independently  (use gap analysis from the test to re-teach prior knowledge to and to address misconceptions)

<b>Texts for this term:</b> Farmer Duck Pumpkin Soup The Gingerbread Man (Usbourne)								
	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
Week 1 Farmer Duck Purpose: To Entertain Audience: Tattershall Farm Park	L.O To compare characters.  Introduce Y2 sentence stems Read the opening of the story Develop thermometer of vocabulary for the character traits (not appearance) of the Farmer and the Duck using the text.		L.O To understand adjectives.  Cover adjective noun and adjective, adjective noun.	L.O To use a freeze frame to pretend to be a character.  Masks needed  Children to pretend that they are farmer duck and animals. Choose a picture to recreate as a freeze frame to then talk about the character of the duck or the farmer.				
Week 2 Farmer Duck Purpose: To Entertain Audience: Tattershall Farm Park	<u>L.O To explore echo reading.</u>			<u>L.O To know the story of Farmer Duck.</u>  Children to retell the story and perform it in groups using their given adjectives.	<u>L.O To understand how to plan a story</u>  Use images to match adjectives to the story. End with a modelled write	<u>L.O To apply adjectives to describe a character</u> Begin with a shared write	<u>L.O To create a published story with clear handwriting.</u>	
Week 3 Pumpkin Soup Purpose: To Entertain Audience: St Thomas' Church Harvest	<u>L.O To identify settings</u>  (Read up to the pumpkin patch)	<u>L.O To know that there are 5 senses which are key to a setting description.</u>  Set up a scene (bed/or perhaps	<u>L.O To write in whole sentences.</u>	<u>L.O To explore settings through a statements game.</u>			<u>L.O To create a setting description.</u>  Use the resources from the week to create setting descriptions as a group.	

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		pumpkin patch on the field) Create a toolkit of the 5 senses and collect ideas for each sense for the settings.						
Week 4 <u>Pumpkin Soup</u> Purpose: To Entertain Audience: St Thomas' Church Harvest				<u>L.O To be able to retell a story</u>	<u>L.O To sequence the events of a story</u>	<u>L.O To write in clear sentences to retell a story</u>	<u>L.O To (arises from the needs of the class)</u>	<u>L.O To create a published story to entertain.</u>
Week 5 <u>The Gingerbread Man</u> Purpose: To Entertain Audience: Corridor Display	<u>L.O To know the structure of the Gingerbread Man.</u>  Repetitive phrases.		<u>L.O To use joining words to extend sentences.</u>  'and' 'because'	<u>L.O To organise vocabulary to create descriptions.</u>  (Thermometer grade vocabulary relating to the Beginning and the description of GBM Then children to use them to retell orally)		<u>L.O To create a traditional tale story opening</u>	<u>L.O To arises from the needs of the class)</u>	
Week 6 <u>The Gingerbread Man</u> Purpose: To Entertain Audience: Corridor Display				<u>L.O To develop freeze frames to retell a traditional tale.</u>  Children could use a cut out of the GBM to create freeze frame still images to retell the story	<u>L.O To plan a traditional tale</u>	<u>L.O To use repetition to tell a traditional tale.</u>	<u>L.O To (arises from the needs of the class)</u>	<u>L.O To create a published story to entertain.</u>
Week 7 <u>Calligrams</u> Purpose: To Entertain Audience:	<u>L.O To understand calligrams</u>			<u>L.O To develop an awareness of Harvest produce.</u>  Explore produce and develop vocab Wheat/marrows/apples etc.	To explore how to present vocabulary to create a poem. (2 lessons)			<u>L.O To create a published calligram</u>
tall BIG smaller								

**Drama strategies**

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### Statements game

A group is given a set of cards on which statements are written. The group is asked to agree, through discussion, how to categorise the statements, e.g. either agree or disagree with the statement or place them in order of importance or relevance, when some might be considered of equal importance, using the power triangle:

(x = a statement)



### Freeze frames

Freeze frames are still images or silent tableaux used to illustrate a specific incident or event. They are useful for enabling close scrutiny of an incident or situation. Individual children or groups are asked to represent the characters at a significant moment. Freeze frames can be improvised or planned briefly. Positioning and body shape have to be considered carefully in order to represent ideas or emotions. Freeze frames also help establish roles by giving children thinking time. Sequential frames can be used to represent the key events as a narrative progresses. Freeze frames can be brought to life through improvisation or used as the basis for thought tracking.

### Paired improvisation

This strategy helps to get children quickly into a drama. Pairs are given roles or agree them for themselves. They begin a dialogue on a signal, making the conversation up, in role as the characters, as they go along.