

Year Two MTP Writing Autumn 1: Writing to Entertain

'Encouraging each other, overflowing with hope.'

SPaG knowledge for this term			Writing knowledge
Term	Definition	Example	<p style="text-align: center;">The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) <ul style="list-style-type: none"> write about real events, recording these simply and clearly demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required <ul style="list-style-type: none"> use present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others <ul style="list-style-type: none"> spell many common exception words*1 form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters <ul style="list-style-type: none"> use spacing between words that reflects the size of the letters. <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;">Speaking and Listening</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>
Verb	Action words	Skip hop dance	
Noun	The name of a place, person or thing.	Boston, tree, sock or hat.	
Noun phrase	An adjective with a noun. There could be two adjectives separated by a comma.	Green eggs	
comma	A piece of punctuation that gives a break in the sentence to pause or breathe. It is used to separate two adjectives in an expanded noun phrase	Tiny, hairy caterpillar	

Explicit PaG taught this term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
L.O To understand the suffix – ed to show the past tense L.O To know if my sentence uses the past tense correctly L.O To independently edit work using U from CUPS so that the past tense is correct.	L.O To understand when to use a question mark L.O To know how to write a question L.O To independently spot and punctuate questions	L.O To understand how to use and or but in a sentence L.O To know if my sentence makes sense when extending it with and or but L.O To independently use and or but to extend sentences.	Test Weej	L.O To understand L.O To know L.O To independently Arises from gaps in testing	L.O To understand L.O To know L.O To independently Arises from gaps in testing	L.O To understand L.O To know L.O To independently Arises from gaps in testing

	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
Week 1 Text: Purpose: To Entertain Audience: Year 1	Retrieval read the ginger bread man book from last term (Usbourne) L.O To know the structure of a traditional tale		L.O To substitute a main character to create my own story about escaping. Give the children a selection of masks.	L.O To know how to write speech bubbles to support my performance. Speech bubbles written so that children can enhance their performance including repetition and key vocabulary.				

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<p>(Gingerbread man reimagined - ESCAPE!)</p> <p>Adventurous vocabulary for the week:</p>	<p>Outcome: Children text map the key events of the gingerbread <u>man</u>.</p>		<p>Ask them to use the paired improvisation S&L strategy to create a story based on the structure of the GB man.</p>	<p>L.O To improve my vocabulary for my escape story</p> <p>Synonym thermometers words for walk, run, eat etc.</p> <p>Children to choose words that would go into their story word banks.</p>				
<p>Week 2</p> <p>Text:</p> <p>Purpose: To Entertain</p> <p>Audience:</p> <p>Adventurous vocabulary for the week:</p>		<p>L.O To read and find conjunctions are used in a modelled text.</p> <p>Use a modelled text written following last week's S&L.</p> <p>Children to see how it is written down and how repetition and conjunctions are used to create a toolkit.</p>			<p>L.O To draw my 'Escape!' story</p> <p>Children to use images linked to the masks /storyboards to sequence and tell their escape story getting it ready for the Year Ones and reception children they are going to tell it to.</p>	<p>L.O To write my 'Escape!' story. (2 days)</p> <p>Children to cut up and glue in their pictures from yesterday, writing the story as they go along.</p> <p>HA children may be able to just write?</p>	<p>L.O To edit to check capital letters and full stops.</p>	
<p>Week 3</p> <p>Text:</p> <p>Purpose: To Entertain</p> <p>Audience:</p> <p>Adventurous vocabulary for the week:</p>	<p>Wednesday</p> <p>L.O To know how to recognise good and bad characters.</p> <p>Reading activity of known good and bad characters (pigs v wolf etc)</p> <p>What common traits do they share.</p> <p>Create a Goodie and Baddie Bank of features.</p>		<p>Thursday</p> <p>L.O To understand how to use commas in a noun phrase.</p> <p>Show the video clips and pictures of Cindy Lou and the Grinch.</p> <p>Give word banks.</p> <p>Model writing descriptive sentences extended with noun phrases and conjunctions.</p>	<p>Monday L.O To read my story to an audience.</p> <p>Using a hand puppet or the face mask, children to perform their story to younger pupils.</p>	<p>Friday</p> <p>L.O To sort statements to describe a character.</p> <p>Give the children 9 cards with descriptive words or noun phrases for the Grinch.</p> <p>Children to arrange into a diamond to decide on what is the most important part of the description.</p> <p>Children to orally rehearse sentences.</p>			<p>Tuesday L.O To publish my story neatly.</p>
<p>Week 4</p> <p>Assessment week</p>						<p>Monday: L.O To describe a mean character</p> <p>Modelled write then children to describe the grinch! Beware of the Grinch!</p>	<p>Tuesday: L.O To check my sentences using CUPS.</p> <p>(arises from AFL)</p>	<p>Children to publish when able due to test week</p>
<p>Week 5</p> <p>Text:</p>	<p>L.O To read and draw a character from a description.</p>		<p>L.O To develop synonyms for a good character.</p>	<p>L.O To create my own good character.</p> <p>Children to cut and stick/colour in to create their own whoville good character.</p>		<p>L.O To write a character description.</p>	<p>(arises from AFL)</p>	

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Purpose: To Entertain Audience: Adventurous vocabulary for the week:	Read a description of Cindy Lou Who (modelled example of what you want them to produce). Children to then draw her using the clues in the text. Children need to articulate the hair colour, style, eyes, rosey cheeks etc using the text. (give an outline of a person's shape to support if children need this).		Show the picture of Cindy Lou from the live action Grinch. Give basic descriptive words on thermometers around the room. Children to use a word bank, given word cards to create their synonym thermometers of how they would like to describe her.	Children to use the thermometers from yesterday to create and describe their character orally, making notes around them (like a spider diagram).	Now the children need to work to do a shared write for Cindy Lou Children to then follow the model to write the character description for their whoville character.			
Week 6 Text: Purpose: To Entertain Audience: Adventurous vocabulary for the week:	L.O TO understand the events of a story Watching and text mapping the story - comprehension questions. Use the text to support if needed.	L.O To text map key events Text map the events of Grinch comes down, tries to steal Christmas!	L.O To develop adjectives to describe a setting. Describe Whoville using noun phrases. Use Christmas decorations to support children to develop a detailed description of how the town of Whoville is decorated.	L.O TO tell the story of how the Grinch tried to steal Christmas. Keep to the part of the story where he tries to steal Christmas (use either movie) Children to use pictures. Sequence them Tell the story using adjectives and noun phrases and conjunction prompts. Perhaps introduce some speech bubbles of 2 key moments.		L.O To retell a story Model writing the Grinch coming down to steal Christmas and describing the town and all the decorations. Model writing one or two bad things he did and include descriptions from previous week. Leave it on the cliff hanger that there is one person who can change him.		
Week 7 Text: Purpose: To Entertain Audience: Adventurous vocabulary for the week:	(in the time left this term, the children may want to plan and write their own grinch story?)					Edit according to AFL	Publish	

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.