

## Year Two MTP Writing Spring 1: Writing to Inform

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

| PaG knowledge for this term |   |                               | Writing knowledge  |  |  |
|-----------------------------|---|-------------------------------|--|--|--|
| Term                        | Definition  | Example                       | <p style="text-align: center;"><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)                             <ul style="list-style-type: none"> <li>• write about real events, recording these simply and clearly</li> </ul> </li> <li>• 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"> <li>• use present and past tense mostly correctly and consistently</li> </ul> </li> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>• 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"> <li>• spell many common exception words*1</li> </ul> </li> <li>• 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"> <li>• use spacing between words that reflects the size of the letters.</li> </ul> </li> </ul> <p style="text-align: center; margin-top: 20px;"><b>Speaking and listening Disciplinary knowledge</b></p> <p style="text-align: center;"><b><u>Speaking and Listening</u></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<br/>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       |  |  |  |
| Conjunction                 | A word that extends a sentence by allowing you to add another idea to it.   | And or but<br>When because if |  |  |  |
| Tense                       | The verb tells us when the action has taken place. It can be past, present or future.   | Ran run will run              |  |  |  |
| suffix                      | A letter or group of letters added to the end of a root word to change its meaning.   | -ed -ing -es                  |  |  |  |

Explicit PaG taught this term

| Week 1   | Week 2   | Week 3  | Week 4   | Week 5  | Week 6   |
|--|--|---|--|---|--|
| L.O To understand the past and present tense<br>L.O To know how to check for a consistent tense<br>L.O To independently edit so that tenses match. | L.O To understand how to extend sentence using when and if.<br>L.O To know how to extend sentences using or and but<br>L.O To independently extend sentences | L.O To understand how to add the suffix ly<br>L.O To know how to change a y to an I to add es<br>L.O To independently add suffixes. | L.O To understand how to find a verb<br>L.O To know how to find a verb<br>L.O To independently find verbs. | L.O To understand how to find a noun<br>L.O To know how to find a noun<br>L.O To independently find nouns | L.O To understand how to use a comma in a noun phrase<br>L.O To know how to write noun phrases<br>L.O To independently write noun phrases. |

Speeches week (Dear Green Peace) focus on speaking and listening (NC objectives)

Marvellous moon map – instructional writing building on Y1

Goodies v baddies (using Usborne texts from Y1 – LRRH, Three Billy Goats gruff, Hansel and Gretel)

## Year Two MTP Writing Spring 1: Writing to Inform

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

|  | Reading  | Toolkit | Skill   | Speaking and listening   | Planning   | Drafting   | Editing/Revising | Publishing  |
|--|--|---------|---|--|--|--|------------------|---|
| Week 1 (3 days)<br><b>Text:</b><br>Purpose:<br><b>Key vocabulary for the week:</b> | <p><b><u>L.O To understand the purpose of a text</u></b></p> <p>Dear Greenpeace- Share the title with the class 'Dear Greenpeace'. Q) Can you predict what this story might be about? Explain your answer. Read the story to the children. What do you notice about this story? Discuss with the children how this book is mostly written in letter form. Q) Why might this be? Q) Why is Emily writing to Greenpeace? Q) Who is Greenpeace and what is their role? Q) Why might they be important? Q) How do you think Emily is feeling about Greenpeace's reply? Do you think Greenpeace at the moment are very helpful? Q) Why not? Q) Why do you think Emily is desperate to help the Whale? Can you think of any situations at the moment where we might want to help animals? What is changing about the world that is affecting animals?</p> <p>Children to mind map ideas of how they can take the purpose of the text and make a difference to our local area.</p> <p>(last year speeches week was save the bugs)</p> <p>Perhaps the children would like the river to be clean for the fish/water birds?</p> <p>Perhaps the children want hedgehog highways</p> |         | <p><b><u>L.O To know wider vocabulary to express my feelings.</u></b></p> <p>(building upon Y1 sad, happy, excited, angry)</p> <p>Explore different emotions through the text.<br/>Use the vocabulary thermometer<br/>Joy<br/>Love<br/>Surprise<br/>Fear</p> <p>Link back to the texts by playing the statements game</p> | <p><b><u>L.O To give reasons to support my opinions.</u></b></p> <p>Show the children pictures of the animals discussed in lesson 1.</p> <p>Why do you think that British wildlife needs our support?<br/>What could we do to help?<br/>How could we persuade the school community to make a difference to the wildlife?</p> <p>Children to understand how to share their ideas and opinions using the Y2 sentence stems.<br/>Add - in my opinion, I believe, I think, My suggestion is...</p> | <p><b>Monday week 2</b></p> <p><b><u>L.O To plan a speech to share my feelings and idea.</u></b></p> <p>Children to use photos and prompts from last week to create a poster. Children to then add their ideas to this to be able to share their ideas and feelings.</p> <p>Children can then present their poster to their partner and then within a small group giving a small speech. Children need to talk for around a minute (at least).</p> | <p>Tuesday week 2</p> <p><b><u>L.O To practise a speech to share my feelings and ideas.</u></b></p> <p>Model using your poster to talk about your opinions.<br/>Children to practice in pairs and then perform to their group.</p> |                  | <p>Wednesday week 2</p> <p>Record the speeches after rehearsal</p> <p>All children to perform their speeches - even if it is within the small group they have been working in</p> |

## Year Two MTP Writing Spring 1: Writing to Inform

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

|  |   |   |  |  |  |   |  |  |
|--|---|---|--|--|--|---|--|--|
|  | <p>Squirrels - nut trees planting<br/>Birds nesting boxes<br/>Bats nesting boxes (reverend sally could come in to show the children bats if interested on doing bat conservation)</p>   |   |  |  |  |   |  |  |
| <p>Week 2<br/><b>Text: Marvellous Moon map (final 2 pages)</b><br/>Purpose: To inform<br/>Audience: Shelf in the library</p> <p><b>Key vocabulary for the week:</b><br/>Colour<br/>Fold<br/>Put<br/>Pull<br/>Take<br/>turn</p> | <p>Thursday<br/>L.O To identify commands within instructions</p> <p>Teach - command sentences begin with a present tense verb. The simple present tense does not use any suffixes on the end of the root word. (progressive is covered in Y3).</p> <p>Play the game Simon says using commands.</p> <p>Children to read the instructions from the back of Marvellous moon map and identify command sentences. Finding the verb at the start. (we do not need to use the term imperative or bossy verb here - just that these are clear commands for instructions).</p> | <p>Friday<br/>To know the importance of a clear order</p> <p>Have the instructions cut up<br/>Pick one out of the basket at random.<br/>Try to follow the instructions.</p> <p>Tell the children you don't know why it has gone wrong because they are written with clear commands.</p> <p>Children to respond to a concept cartoon about the importance of time order.</p> <p>Show the word bank of time words (first, next, then, after, finally - from Y1)</p> <p>Children to reorder.</p> |  |  |  |   |  |  |
| <p>Week 3<br/><b>Text: Marvellous Moon map</b><br/>Purpose: To inform<br/>Audience: Shelf in the library</p> <p><b>Key vocabulary for the week:</b><br/>Colour<br/>Fold<br/>Put<br/>Pull<br/>Take<br/>turn</p>                 | <p>L.O To create a toolkit for clear instructions</p> <p>Read p1-6 (to where the mouse is making the map).</p> <p>How can we give the mouse a clear toolkit for successful instructions?</p> <p>Look at the instructions from last week.<br/>Create the tool kit. (enjoy the rest of the story at the end of the lesson)</p>  | <p>L.O To develop clear instructions from an experience.</p> <p>The mouse and bear tried sailing to the Moon but you are going to prepare a new set of instructions.</p> <p>Instructions for a paper aeroplane using image from the final page after the instructions).</p> <p>Talk the children through making the plane.</p> <p>Children to make doodles/take photos.<br/>Children to articulate the steps after making 3 planes.</p>   |  |  |  | <p>L.O To write about real events recording them clearly.</p> <p>Revisit yesterday's paper aeroplane lesson.</p> <p>Model recording this next to your doodles</p> | <p>L.O To check my instructions are clear.</p> <p>Children to follow each other's instructions.</p> <p>Children to edit to ensure present tense commands are used and some words are used to order some (not all) instructions</p> | <p>Children to publish onto a piece of A3 paper (that would fit in the back of the book for the library display)</p> |

## Year Two MTP Writing Spring 1: Writing to Inform

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

|   |  |  |  |  |  |   |  |  |
|---|--|--|--|--|--|---|--|--|
| <p>Week 4<br/><b>Text: Three Billy Goats Gruff</b><br/>Purpose:<br/>Audience:</p> <p><b>Key vocabulary for the week:</b><br/>Sit<br/>Crouch<br/>Perch<br/>Lurk<br/>Squat<br/>skulk</p> <p>Growl<br/>Snarl<br/>Howl<br/>Roar<br/>grumble</p> <p>Walk<br/>Plod<br/>Creep<br/>trudge<br/>skulk<br/>slink</p> |  | <p><b>L.O To revisit a toolkit to describe a 'baddie'</b></p> <p>Bring out the toolkit template and ask the children to look at the work from T2 The Grinch.</p> <p>How did we inform our audience about The grinch?</p> <p>Where it is found<br/>How to recognise it<br/>Noun phrases</p> <p>Say that today we are going to explore verbs that would suit the character we are describing... The troll!</p> <p>Have vocab thermometer for Walk<br/>Growl<br/>Sit<br/>Children to sort vocabulary and act out the thermometer (troll masks?)</p> | <p><b>L.O To understand how to write to inform.</b></p> <p>Shared write a warning poster</p> <p>We are going to write a poster to inform anyone travelling over the bridge that they need to beware!</p> <p>Use verbs from yesterday and toolkit as a checklist.</p> | <p><b>L.O To improvise a warning</b></p> <p>Give the children warning signs to hold.<br/>Set up a 'bridge' and model warning everyone (in the style of a youtuber).</p> <p>Follow the toolkit and use the verb thermometers.</p> <p>Children to act out warning travellers of the dangers of the bridge.</p> |  | <p><b>L.O To draft a warning to inform travellers.</b></p> <p>Revisit learning from the week.</p> <p>Children to write their own warning to inform the travellers of the troll and how to recognise one... and what to do if one appears!</p>   |  | <p><b>L.O To publish a warning to inform travellers</b></p>        |
| <p>Week 5<br/><b>Text: LRRH</b></p> <p>Purpose:<br/>information leaflet to inform<br/>Audience: Little girls travelling in the forest</p> <p><b>Key vocabulary for the week:</b></p>  |  |  |  | <p><b>L.O To use a freeze frame to describe a character.</b></p> <p>Children to act out being the BBW spying on LRRH.</p> <p>Photos of freeze frames.</p>  | <p><b>L.O To plan a description of a Big Bad Wolf</b></p> <p>Look at images of the wolf from the story.</p> <p>How does the wolf behave? How does it travel? How does it move?</p> | <p><b>L.O To draft a description</b></p> <p>How to recognise a wolf.</p> <p>Show the children a picture of a dog and a wolf.</p> <p>How would we tell little girls, who walk in the woods, all about the BBW? How is he different to a dog?</p> <p>Plan together.<br/>Use vocab thermometers from eh term so far.</p> <p>Label pictures</p> | <p>L.O To write a description of the Big Bad Wolf.</p> <p>How to recognise a wolf</p> <p>Model<br/>Children use plans to then support the text to be completed as a shared write.<br/>Children to write a leaflet of how to recognise a wolf.</p> <p>HA could write two parts - how to recognise a dog in one half and a wolf in the other half.</p> | <p><b>L.O To publish an information leaflet for travellers</b></p> |
| <p>Week 6<br/><b>Text: LRRH</b><br/>Purpose:<br/>Audience:<br/>Baddies</p>  | <p>This week, we are going to write a leaflet for baddies! What are the dangers of meeting good characters in the woods? What are the dangers of being</p> |  |  | <p><b>L.O To use the statements game to sort the dangers of good characters.</b></p> <p><b>Wood cutter</b><br/><b>LRRH</b><br/><b>granny</b></p>   | <p>L.O To know how baddies could be successful in a story.</p> <p>How could the wolf have gotten away with eating granny?<br/>How could the troll have eaten a goat and lived?</p> | <p>L.O To draft an information leaflet for baddies</p> <p>Modelled write<br/>Planning activity</p>  | <p>L.O To write an information leaflet for baddies</p> <p>Independent write</p>  | <p>L.O To publish an information leaflet for Baddies!</p>          |

## Year Two MTP Writing Spring 1: Writing to Inform

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

|                                     |   |  |  |   |   |  |  |  |
|-------------------------------------|---|--|--|---|---|--|--|--|
| <p>Key vocabulary for the week:</p> | <p>greedy? What should the baddie do instead?</p> |  |  | <p><u>3 pigs</u><br/> <u>3 billy goats</u><br/> <u>Always 3 characters vs the baddie.</u><br/> <u>Dangers they face:</u><br/> <u>Smiles</u><br/> <u>Cakes</u><br/> <u>Laughter</u><br/> <u>Etc.</u></p> | <p>How could the BBW in the 3 pigs have managed to eat one pig and not get boiled in the pot?</p> <p>Watch out for...</p> <p>Only take...</p> <p>Run away from...</p> |  |  |  |
|                                     |   |  |  |   |   |  |  |  |

### Drama strategies

#### 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.