

## Year Two MTP Writing Spring Term 2: Writing to Entertain

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

SPaG knowledge for this term (building on previous learning)			Writing knowledge
Term	Definition	Example	
Statement	A sentence that tells you something.	I like cheese.	<p style="text-align: center;"><b><u>The pupil can after oral rehearsal:</u></b></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;"><b><u>Speaking and Listening</u></b></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>
Question	A sentence that asks something	Do you like cheese.	
Command	A sentence that starts with a verb and gives a bossy instruction.	Give me the cheese.	
exclamation	A sentence that begins with 'how' or 'what' that exclaims something.	What a lovely selection of cheese you have!	

Handa's surprise Goldilocks and the three bears Goldilocks and the three crocodiles Retel an experience								
	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
Week 1 -2 (test week in here) <b>Text: Handa's surprise</b> Purpose: To inform Audience:  <span style="background-color: yellow;">Key vocabulary for the week:</span>	L.O To sequence a story		L.O To understand how to use adjectives in a noun phrase  Teach expanded noun phrases or adjectives using commas in a list to HA	L.O To retell a story	L.O To plan character description  Shared write	L.O To write a character description	L.O To edit to make sure I have used the past tense.	L.O to publish my character description.
Week 2 <b>Text:</b> Purpose: To inform Audience:								<span style="background-color: yellow;">During this week, use the talk circles from speeches week to further develop this skill).</span>

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Key vocabulary for the week:								
<p>Week 3</p> <p><b>Text:</b> <u>Goldilocks and the three bears</u></p> <p>Purpose: To inform</p> <p>Audience:</p> <p style="background-color: yellow;">Key vocabulary for the week:</p>	L.O To retell a story using repeated language			<p>L.O To hotseat Goldilocks and the three bears</p> <p>Hot seat and fill in speech bubbles.</p>	<p>L.O To plan a letter.</p> <p>We are going to be writing a letter. We are going to be Goldilocks and we are going to write to the bear family to say sorry for everything that happened on the day we got lost in the woods.</p> <p>What happened that day? What do we need to apologise for? How did we make Mummy/Daddy/Baby feel? What do you wish had been different?</p> <p>Bring out feeling thermometer. How can we use the expanded noun phrases to make us sound like we really are sorry?</p>	<u>L.O To write a letter of apology</u>	<u>L.O To know how to check my punctuation.</u>	
<p>Week 4</p> <p><b>Text:</b> <u>set a scene</u></p> <p>Purpose: To inform</p> <p>Audience:</p> <p style="background-color: yellow;">Key vocabulary for the week:</p>			<p>L.O To understand how to use different conjunctions to extend a sentence.</p> <p>Look at the different conjunctions for Y2 expected and use them to extend sentences.</p>	<p>L.O To sequence the story of Goldilocks and the three bears.</p> <p>Sequence and retell the story.</p>	<p>L.O To develop a story opener.</p> <p>Shared write a story opener including a character description of Goldilocks.</p> <p>Children to then write theirs independently.</p>	L.O To write the story of goldilocks and the three bears (over 2 days if needed?)		
<p>Week 5</p> <p><b>Text:</b> <u>Goldilocks and the three crows.</u></p> <p>Purpose: To inform</p> <p>Audience: Class mates</p> <p style="background-color: yellow;">Key vocabulary for the week:</p> <p>Emotions vocabulary</p>				<p>Do not read the story. Just look at the pictures.</p> <p><u>L.O To tell my own story about Goldilocks.</u></p> <p>Children to have photo copies of the photos and to tell the story of Goldilocks to the group.</p>	<p>L.O To develop vocabulary for the senses.</p> <p>Have different stations set up – one for each of the five senses linked to the sea-side/cave.</p> <p>Touch – sand in a water tray Smell – (sea air candle to smell?) See – picture of the crocodile's cave Hear – sea sounds Taste – sea weed</p> <p>Develop vocab thermometers for each station.</p>	<p><u>L.O To plan a twisted tale.</u></p> <p>Share the pictures in sequence for children to develop their plans. <u>Adding vocabulary and their ideas for feelings, noun phrases and use of conjunctions.</u></p> <p><u>Modelled writing to support</u></p>	<p><u>L.O To write my own Goldilocks story.</u></p>	Read the story to the class at the end of the week.
<p>Week 6</p> <p><b>Text:</b></p> <p>Purpose: To inform</p> <p>Audience:</p> <p style="background-color: yellow;">Key vocabulary for the week:</p>	<p>Set a scene in the classroom of flour tiny elf foot prints. Have 3 things markedly different in the classroom as if the bears have been to visit (eg - books all open on the</p>	<p>L.O To create a toolkit for a story with an unwanted visitor.</p> <p>What story do we know already that has an unwanted visitor?</p>	<p>L.O To write a story based on an experience.</p> <p>Set up the same scene as Monday!</p>		<p><u>L.O To publish my own story.</u></p> <p>Children to publish their own story to send to another school in infinity.</p>			

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	<p>floor like someone has been reading them all, biscuit crumbs in a pile and some cups that look like milk has been drunk).</p> <p><u>L.O To look for clues to explain what has happened.</u></p> <p>Use inference skills to guess what has happened. Write the story together - shared write of what must have happened in the classroom.</p>	<p>Goldilocks! What makes that a really good story that we keep reading again and again?</p> <p>Create a toolkit!</p>	<p>Not again!!!</p> <p>Children to write the story themselves this time... using the time openers, expanded noun phrases and conjunctions.</p>					
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