

Year Two MTP Writing Summer 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;">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. 		
Apostrophe of omission	When we shorten two or more words, we use an apostrophe to show the missing letters.	Can't don't won't shan't I'm We'll you'll Must've could've	<p style="text-align: center; color: #4F81BD;">Speaking and listening Disciplinary knowledge</p> <p style="text-align: center;">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>		

Explicit PaG taught this term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
L.O To understand how to check the punctuation of a sentence. L.O To know how to make blue pencil changes to a sentence's punctuation. L.O To independently check the punctuation at the end of a sentence.	L.O To understand the apostrophe L.O To know contractions L.O To independently use an apostrophe	L.O To understand conjunctions L.O To know how to use conjunction L.O To independently use conjunctions	L.O To understand when to use a question mark L.O To know how to ask a question L.O To independently write questions	L.O To understand when to use an exclamation mark L.O To know how to say an exclamation L.O To independently write exclamations	L.O To understand how to add adjectives to a sentence L.O To know how to make a sentence more exciting L.O To independently use a blue pencil to edit to improve.
Week 1 handwriting	Week 2 handwriting	Week 3 handwriting	Week 4 handwriting	Week 5 handwriting	Week 6 handwriting

	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
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<p>Week 1 (4 days) Text: Purpose: To inform Audience:</p> <p>Key vocabulary for the week:</p>	<p>L.O To explore a collection of an author's work. (Could be done throughout the day in short bursts between other activities? Story chair?)</p> <p>Give the children pictures of front covers of books by Anthony Browne. (not Zoo or voices in the park). Which story shall we enjoy first?</p> <p>Read at least 3 books. What do you notice about the stories? How can you tell this is the same author?</p>	<p>L.O To understand the toolkit for a book review.</p> <p>Look at a book review of a text they read last term.</p> <p>Have the headings</p> <p>What I enjoy about the book? What is my favourite part? Who are the characters in the book? How did I feel about the book?</p> <p>Ask the children to look at it and show them how to create a toolkit.</p> <p>1: clear sentences that explain the book 2: Conjunctions to extend sentences. 3: Answering the question 4: Give good reasons</p> <p>Re read books at the end of the session/throughout the day.</p>		<p>L.O To explain my opinions about a book</p> <p>Give the children pictures of the front cover of two of the three books</p> <p>Children to choose which one is their favourite then in their group, explain their feelings and answer the question. GO around the circle until everyone has answered the same question - teacher feedback and modelling throughout.</p> <p>Then next question.</p>	<p>L.O To use conjunctions to extend sentences.</p> <p>Modelled write</p> <p>Teacher to modelled write a book looked at last term so children can understand. Ensure that this does not become a shared write.</p> <p>Then give children a very simple book review to extend the sentences using conjunctions.</p>			
<p>Week 2 Text: Purpose: To inform Audience:</p> <p>Key vocabulary for the week:</p>				<p>L.O To write a book review. Re read the third book from last week.</p> <p>Model answering the question or ttyp then children to answer the question in their books.</p>			<p>L.O To use CUPS to check my writing makes sense.</p> <p>Blue pencil C Check all capital letters Blue pencil U have the children used the tense correctly. Blue Pencil P - check all punctuation. Begin with the ? In the headings and then full stops.</p> <p>TA GG pull a table at a time to do blue pencil spelling check.</p>	<p>L.O To publish my book review</p> <p>Children to have a lesson creating art work based upon the book.</p> <p>2nd lesson - children to publish - perhaps on acetate or type up</p>
<p>Week 3 Text: non-chronological</p>	<p>L.O To know the features of a fact file</p>	<p>L.O To write clear sentences</p>		<p>L.O To present facts</p>		<p>L.O To plan my fact file</p>	<p>L.O To write a fact file</p>	

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<p>report – arctic animals. Purpose: To inform Audience: : share with other Y2 classes in the Trust</p> <p>Key vocabulary for the week</p>	<p>Have different text types that children have met this year. Can they name the text type and explain how they know.</p> <p><u>Then dig into the fact file and pull out the tool kit:</u></p> <ul style="list-style-type: none"> * headings and subheadings * diagrams * facts * details * labels 	<p>Explain to the children that they will be writing a fact file this week and one next week.</p> <p>Children to list clear facts and details about an animal from research materials. (guided)</p> <p>Children to then write clear sentences using conjunctions.</p>	<p>Teacher and TA to model presenting facts and Pointing to the animal to explain the parts (tell the children that these would become labels).</p> <p>Children to then practise their sentences orally.</p>		<p>Revisit the activity from yesterday and model writing headings, sub headings and labels.</p> <p>Tomorrow children will fill in the writing under the subheadings</p>		
<p>Week 4 Text: non-chronological report – arctic animals. Purpose: To inform Audience: hare with other Y2 classes in the Trust</p> <p>Key vocabulary for the week</p>			<p>L.O To use snowballing to research an animal</p> <div style="border: 1px solid black; padding: 5px; background-color: #f4a460;"> <p>Snowballing</p> <p>Children are organised to discuss something or to investigate an issue in pairs. The pairs then join another pair to form a group and share their findings. The small groups then join together to make a larger one, for example:</p> <p>2 → 4 → 8 → 16 → whole-class plenary/centre</p> <p>This approach can be useful when controversial material is being read and evaluated, perhaps for bias or for portraying stereotypical images.</p> </div>	<p>L.O To plan a fact file</p> <p>Give the children frames to plan on - adapt according to needs of the learners</p>	<p>L.O To draft a fact file</p> <p>Model then send children to write a section. Repeat.</p>	<p>L.O To use CUPS to check my writing makes sense.</p> <p>Blue pencil C Check all capital letters Blue pencil U have the children used the tense correctly. Blue Pencil P - check all punctuation. Begin with the ? In the headings and then full stops.</p> <p>TA GG pull a table at a time to do blue pencil spelling check.</p>	<p>To publish my fact file.</p>
<p>Week 5 Text: Purpose: To inform Audience:</p> <p>Key vocabulary for the week</p>		<p>L.O To retrieve the features of instructions.</p> <p>Look back at instructions written earlier in the year.</p>	<p>L.O To punctuate a list.</p> <p>Teach punctuating a list using commas</p> <p>Skills</p> <p>Test -style (testbase) questions.</p>	<p>L.O To follow instructions to create a paper windmill.</p> <p>Children to follow the instructions and, when finished, instructions in an envelope on strips. . Children to order them. Then, using a post it, add adverbs of time to open the instructions</p>	<p>L.O To write instructions</p>		
<p>Week 6 Text: Purpose: To inform Audience:</p> <p>Key vocabulary for the week</p>			<p>(skill lesson depending on the gaps in assessment)</p>	<p>L.O To follow instructions to create rocky road.</p> <p>Children to create rocky road by following instructions.</p> <p>Then children to sequence and think of any top tips.</p>	<p>L.O To draft instructions</p>	<p>L.O To use CUPS to check my writing makes sense.</p> <p>Blue pencil C Check all capital letters Blue pencil U have the children used the tense correctly. Blue Pencil P - check all punctuation.</p> <p>TA GG pull a table at a time to do blue pencil spelling check.</p>	<p>L.O To publish instructions</p>

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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.

Snowballing

Children are organised to discuss something or to investigate an issue in pairs. The pairs then join another pair to form a group and share their findings. The small groups then join together to make a larger one, for example:

2 → 4 → 8 → 16 → whole-class plenary/centre

This approach can be useful when controversial material is being read and evaluated, perhaps for bias or for portraying stereotypical images.