



The Spring Partnership Trust English Plan



Over the 3-phase model, all Writing plans will contain:

- A set of clear skills based lessons which build up to an extended written outcome
- Clear grammar and punctuation elements that link to the extended piece of work
- Starters that address gaps in children’s grammar knowledge (see QLAs for recent assessment information)
- Oracy embedded throughout the unit
- Links to prior learning
- Use of model text
- Daily opportunities for live marking
- Shared writing and editing
- Art links - where appropriate
- Opportunities to publish work – where appropriate


Book Title: Aesops Fables	
Contemporary links: Relationships, kindness, acceptance of others	Cross Curricular Links: PSHE- having morals
Writing Outcome: character description	
Purpose: To entertain	Audience: Year 1 and 2 children
Tense: Past tense	Person: 3rd person
Writing Toolkit: <ul style="list-style-type: none">● Two adjectives to describe a noun separated by a comma● pronouns● Conjunctions	



	<p>understand how to use adjectives</p>	<p>Know what an adjective is. Describe a picture of a lion using adjectives.</p> <p>Children watch a video of a lion to support understanding of the task and vocabulary development. After watching the video the class creates a mindmap of adjectives that describe the lion. Teachers can model these as two adjectives before a noun as this has been covered previously and will be covered again the following day. Children can then write adjectives around their own picture of the lion.</p>	<p>Children can confidently and independently write two adjectives separated by a comma.</p>
	<p><u>WALT:</u> use a comma to separate adjectives</p>	<p><u>Outcome:</u></p> <p>Identify features from the model text.</p> <p>Teacher to recap what an expanded noun phrases is with the children. T to have some examples on the board to show the children and look at the number of adjectives and the punctuation used in detail. T will then go through the model text and highlight all of the expanded noun phrases in the text. Children will do the same with their own model text and then write their own expanded noun phrases about the lion using the vocabulary they collected the previous day under the picture in their book from the previous day's learning.</p>	<p><u>Depth/Challenge:</u></p> <p>Children will use more adventurous vocabulary and be able to punctuate the sentences correctly without support. Children can also use a descriptosaurus page to support with vocab choices.</p>
	<p>WALT: use coordinating conjunctions</p>	<p><u>Outcome:</u></p> <p>Children to recap FANBOYS and identify FANBOYS in the model text.</p> <p>Teachers show the children FANBOYS and explain which ones we will use in year 2. Teachers can model colouring these in on the model text and then the children can do this on their own model.</p> <p>Teachers will then model writing sentences using coordinating conjunction linked to the lion in the story under the visualiser. Children can have a new picture of the lion if needed or use the previous few days' picture. Can re read the story if needed. Write their own sentences using coordinating conjunctions and, but, so and for.</p>	<p><u>Depth/Challenge:</u></p> <p>Children to use but, so and for with confidence</p>



			characteristics and personality to their description.
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 WALT	Tasks/resources/additional adult focus	Support/Scaffold/Challenge
Create WALT: paint a picture for their new character	<u>Task:</u> Teachers to explain to the children that this week we are going to 'create' a character description of a new character. Children can choose from a hare or tortoise to write their own character description about. Teacher to model under the visualizer drawing their chosen character and then adding adjectives, expanded noun phrases and pronouns around the picture that they will use in their own description.	<u>Depth/Challenge:</u> Children to use adventurous language to describe their characters.
WALT: plan a character description	<u>Task:</u> Children to plan their character description using boxing up for each different feature of their character. Children to draw a picture of each of the features and then add some key words and phrases they want to use. This model will be the same as the plan in the twist week so children have familiarity with the structure.	<u>Depth/Challenge:</u> Children deepen their description with additional details of their character's personality and characteristics.
WALT: write a description	<u>Task:</u> Children to write their own character description. Teacher to model under the visualizer turning a section of their plans into full sentences. Children then write the first 2-3 features of their character description in full sentences.	<u>Depth/Challenge:</u> Children deepen their description with additional details of their character's personality and characteristics.
WALT: write a description	<u>Task:</u> Children to write their own character description. Teacher to model under the visualizer turning another section of their plans into full sentences. Children then write the first 2-3 features of their character description in full sentences.	<u>Depth/Challenge:</u> Children deepen their description with additional details of their character's personality and characteristics.

