



Writing: Year 1 – Summer 2 **Week 6**

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
W r i t i n g	<p>Listen to a book and answer questions</p> <p>Watch Madeline In London Stop the video when the gardener's tree is bare.</p> <p>Answer these questions about the chapter:</p> <ol style="list-style-type: none"> 1. What is Pepito's father's job? 2. Why does Pepito become thin? How do you know? 3. Look at the page from the book below. Do you think that the book is set in modern day London? How do you know? 4. What does the word shore mean? 5. What do you think has happened to all the gardener's fruit, vegetables and flowers? <p>Finish the story to see if you were right about question 5.</p>	<p>Draw and describe a setting</p> <p>Listen to the story again.</p> <p>Watch this video.</p> <p>This week you are going to plan and write a story about your own adventure in London or local area.</p> <p>You can choose whether you write one set in modern times or in the past.</p> <p>Use your information text from last week to draw your story setting.</p> <p>Label your drawing with adjectives to describe the features.</p>	<p>Plan a story</p> <p>Watch this video of me planning my adventure.</p> <p>You are going to plan your adventure in London or your local area.</p> <ul style="list-style-type: none"> - Draw and label characters - Draw and describe a problem - Draw and describe a resolution <p>Use the grid below (3A) to help you.</p>	<p>Write a story</p> <p>Look at your plan from Day 3. Use your plan to help you write your story.</p> <p>Remember to describe:</p> <ul style="list-style-type: none"> - Where your story is set. - Who your characters are. - What the problem is. - What the resolution is. - How the story ends. <p>Read Miss Baker's adventure story (Resource 4A) to give you some ideas.</p>	<p>Publish and read a story</p> <p>Publish your story from Day 4.</p> <p>Remember to:</p> <ul style="list-style-type: none"> • Write neatly and clearly • Form your letters correctly • Draw pictures to decorate your story <p>When you have published your story can you read it aloud to someone.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Speak clearly - Add expression - Face the audience
R e s o u r c e s	<p>Video - Madeline in London</p> <p>Resource 1A – Photo from book.</p>	<p>Video- Madeline in London</p> <p>Video -How to plan a setting</p> <p>Resource 2A – Setting design grid</p>	<p>Video – How to plan a story</p> <p>Resource 3A – Planning grid</p>	<p>Resource 4A – Model story</p>	



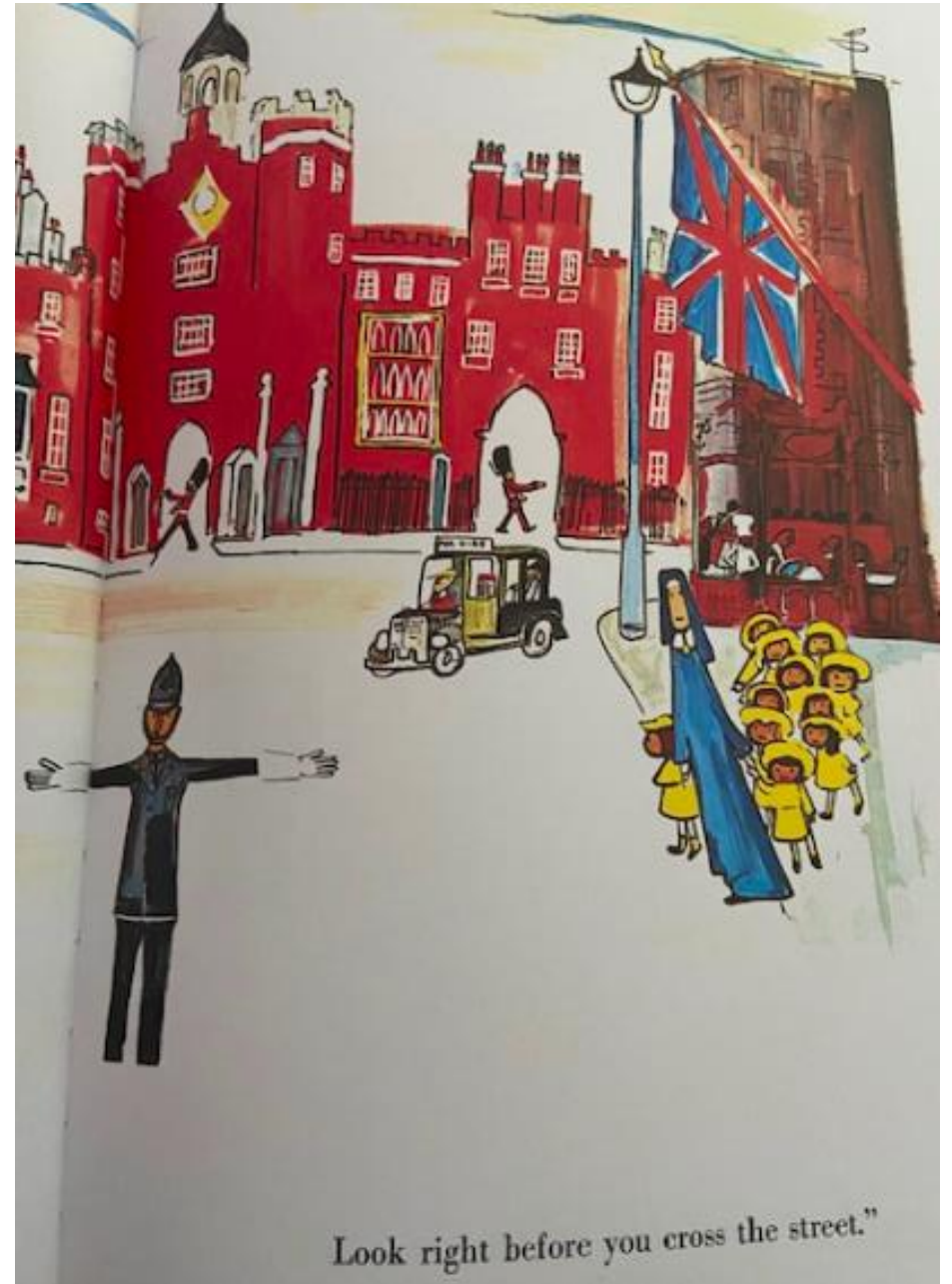


Reading: Year 1 – Summer 2 **Week 6**

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
R e a d i n g	Whole class	Two Frogs	The Magic Finger - part 5	All the ways to be smart	The Adventures of the Dish and the Spoon	Ready Steady Moo
	Phonics	Revision Phonics play - Username: march20 Password: home Log into Phonics Play and practise reading Phase 5 sounds using the various games and interactive resources.				
	Independent	*	Busy Bear	The Pied Piper		Airplane Adventure
		*	The Cat that Disappeared	Shells Alive		A Saltwater Stumper
		*	Holy Guacamole and other scrumptious snacks	Krystal Ball - The Great and Powerful		Honestly, Red Riding Hood was Rotten
Spelling		Challenge! Choose 5 more words that you find tricky from the Year 1 list and practise spelling those too.				



Resource 1A – Pictures from Madeline in London



Resource 2A – Draw and label your setting

<u>Draw your setting</u>	<u>Add some adjectives to describe</u>

Resource 3A – Plan your story

<p>Beginning</p> <p>Who are your characters?</p>	
<p>Problem</p> <p>What is the problem in your story?</p>	
<p>Resolution</p> <p>How do you resolve the problem?</p>	
<p>Ending</p> <p>How do the characters celebrate or live happily ever after?</p>	

Resource 4A – Model Story

One sunny day in Clapham Common, Francesca and Teddy decided to go for a walk. They lived at number 45 Freke Road in the middle of a row of red brick terraced houses. Their house had a blue door and was in the centre of the cobbled street.

It was the summer holidays and Francesca and Teddy decided to go for a short walk around the common. The children were very lucky to be able to go to school, their father worked as a teller in a bank so could pay a penny every day. Walking as a leisure activity was much more popular now and Francesca had a new straw hat she wanted to show off. The hat was golden like the sun and had an emerald green bow tied around it.

The brother and sister set off on their short walk to the grassy park but on the way Teddy's attention was captured by the new ruby red London buses that had started to drive around the area. More and more people were moving to London and Clapham needed these buses to take people into the centre of town. Without his big sister noticing, Teddy slipped away and hopped onto a bus that was travelling along the wide road near the common.

Francesca turned to tell her brother about the ducks on the pond but realised that he was gone! Francesca was so worried. Where had her brother gone? What could have happened to him? Suddenly she heard the tinkling bell of the shiny red buses and the conductor shouting to her. Teddy jumped off the bus that had stopped. He looked a little sheepish but excited nonetheless.

Teddy explained to Francesca that he was just so excited to see the strong grey horses pulling the coaches and buses around town. The horses' hooves clipped and clopped on the cobbles and Teddy loved the sound! To celebrate finding her brother, Francesca took him for a carriage ride around the common and used a shiny halfpenny to pay the driver.

The two children walked home to tell their parents all about their day. Teddy promised Francesca never to wander off again and she in turn promised to take him to see the carriages and horses when she could.



Spelling Words to help with your writing

Reception Words to learn

a	at	go	is	in	my	she	they
all	be	he	has	it	no	so	you
and	by	her	have	like	of	to	was
are	do	his	I	me	said	the	we

Tricky words (bold)

Tricky= Cannot be spelt correctly using the usual representation of sound
eg '**is**' will be pronounced but not spelt '**iz**'


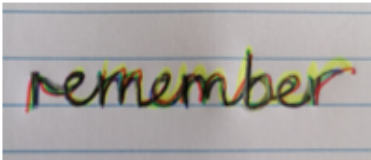

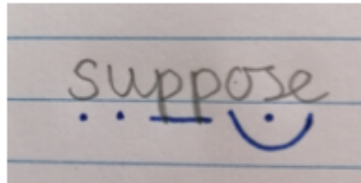
Year 1 Words to learn

ask	full	little	people	today	Monday	zero	
asked	here	looked	pull	want	Tuesday	one	eleven
called	house	love	push	were	Wednesday	two	twelve
come	I'll	Mr	put	what	Thursday	three	thirteen
does	I'm	Mrs	says	when	Friday	four	fourteen
eye(s)	it's	once	school	where	Saturday	five	fifteen
friend		our	some	who	Sunday	six	sixteen
			their	why		seven	seventeen
			there	your		eight	eighteen
			these			nine	nineteen
						ten	twenty

Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

Spelling Strategies

<p>Pyramid Writing</p> 	<p>Rainbow writing</p> <p>Write the word over and over again using different colours.</p> 	<p>Create a mnemonic</p> 
<p>Sound Buttons</p>  <p>**Note, this may not work for words you cannot 'sound out'</p>	<p>Underline the tricky part</p> <p>se<u>p</u>arate</p> <p>lib<u>r</u>ary</p> <p>na<u>u</u>ghty</p>	<p>Look, Say, Cover, Write, Check</p> <p>Look at the word Say it out loud Cover it up Write it Check whether it is spelt correctly</p>

