

## **Introduction to Writing Overview:**

This document has been designed to support the planning and teaching of writing for the academic year. The document also ensures coverage of a wide range of writing opportunities and skills.

The **key texts for narrative units** are taken directly from the curriculum overviews, ensuring consistency with whole-school planning. Where appropriate, there are also selected **key texts for non-fiction and poetry units**, which act as the central stimulus for teaching and learning within each of these units.

The units of work for **Autumn, Spring, and Summer** are mapped to give pupils the best opportunity to meet the STAR assessment objectives for that term. The specific objectives you should plan for are highlighted in **yellow**—these reflect the core skills required for each writing genre, while also aligning with the assessment criteria for that term.

Where possible, the texts and units have been chosen so that they link meaningfully with year group topics. In non-fiction and poetry units, additional **suggested texts** are included, alongside ideas for **possible written outcomes**, to support modelling and provide inspiration.

For each unit, there are **suggested steps for learning** (highlighted in **purple**). These are not prescriptive but are offered as a starting point to help you consider how lessons might be sequenced towards the final written outcome.

Finally, the way these units are structured ensures clear **progression of writing skills**—both across the academic year within each year group, and from year to year as pupils move through the school.

## YEAR 1 WRITING OVERVIEW

### **Key Objectives for the Spring term:**

#### **Children are developing the Year 1 objectives:**

##### Composition:

- With support can say out loud what they are going to write about.
- With prompting, orally rehearses sentences before writing.
- Writes meaningful words, phrases and statements about their own experiences.
- Begins to sequence sentences into narratives, although occasionally mediation may be required in some writing.
- Uses some words, phrases and single-clause sentences.
- Reads their writing back to an adult, with support and when prompted.
- Can identify if writing makes sense, although they may rely upon an adult to suggest improvements.

##### Grammar:

- Uses regular plural noun suffixes –s, e.g. dog, dogs.
- Writes grammatically accurate phrases and single-clause sentences.
- Sometimes joins words and phrases with coordinating conjunctions, e.g. and.
- Leaves spaces between words.
- Uses some of the correct grammatical terminology for Year 1 (from Appendix 2: [https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)) e.g. when discussing writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

##### Punctuation:

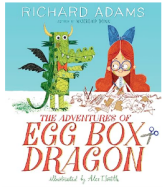
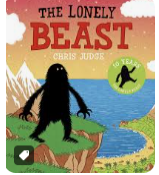
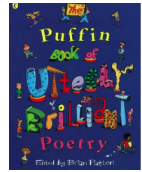
- Begins to punctuate sentences using a capital letter and a full stop and sometimes uses question marks or exclamation marks.
- Begins to use capital letters.

##### Spelling:

- Spells simple CVC words containing some of the 40+ phonemes and some common exception words.
- Uses the spelling rules for Year 1 and some of the spelling rules for Year 2, (from Appendix 1: [https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf)) accurately, including adding s and es to words (plural of nouns and the third person singular of verbs).

##### Handwriting:

- Begins to hold a pencil correctly and forms some lower-case, capital letters and some single-digit numbers correctly.
- Writes letters using anti-clockwise movements.

	Spring 1	Spring 2
<b>Key text</b> <i>(from the Curriculum Overview)</i>	The Adventures of the Egg Box Dragon  (Narrative unit and Non-Fiction stimulus)	The Lonely Beast      Puffin book of Utterly Brilliant Poetry   (Narrative unit)      (Poetry unit)
<b>Fiction/Narrative unit of work</b>	<b>Chronological Narrative: Fantasy</b> Suggested Outcome: write a short narrative to <b>retell or imitate</b> events from a familiar story.	<b>Narrative: Stories with Dilemmas</b> Suggested Outcome: write a short <b>diary entry</b> to write from the character's point of view to convey the character's opinion or feelings
<b>Specific Objectives for the unit</b>	<ul style="list-style-type: none"> <li>Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event;</li> <li>Includes story language and sentence patterns e.g. one day, suddenly, in the end, there was once</li> <li>Makes some choices of appropriate vocabulary.</li> <li>Sequences sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>Use of the first person to write in role as the character</li> <li>Joining words and joining clauses using 'and' and 'because' to relay the character's feelings</li> <li>Includes story language and sentence patterns e.g. one day, suddenly, in the end, there was once</li> <li>Makes some choices of appropriate vocabulary.</li> <li>Sequences sentences to form short narratives</li> </ul>
<b>Suggested steps for learning</b>	<p><b>Phase 1: Story Immersion &amp; Familiarisation (Steps 1–3)</b></p> <p><b>Step 1 – First Read &amp; Enjoy</b>  <b>Objective:</b> Listen to and enjoy the story; identify main characters and settings.  <b>Activities:</b>            Read <i>The Adventures of Egg Box Dragon</i> aloud with expression.            Discuss: who is in the story, where events happen, and what occurs.            Draw Egg Box Dragon and label his materials.            Key Story Language: <i>Once there was..., one day, suddenly, off they went...</i></p> <p><b>Step 2 – Mapping the Main Events</b>  <b>Objective:</b> Retell main events in sequence using images.  <b>Activities:</b>            Sequence picture cards from the story.            Create a class story map.            Oral retelling using repeated phrases.</p> <p><b>Step 3 – Retelling with Actions</b>  <b>Objective:</b> Orally retell the story in sequence using sentence patterns.  <b>Activities:</b>            Add actions to key lines.            Practise paired retelling.            Emphasise full, clear sentences.</p> <p><b>Phase 2: Deepening Understanding &amp; Vocabulary (Steps 4–6)</b></p> <p><b>Step 4 – Exploring Who, Where, What</b>  <b>Objective:</b> Identify story elements in each event.</p>	<p><b>Event:</b>  <i>The moment when the Lonely Beast finally meets someone who understands him and is no longer lonely (near the end of the story).</i>  <i>-Strong emotional shift (lonely → happy/relieved)</i>  <i>- Clear opportunity to explore <b>feelings</b></i>  <i>- Natural fit for <b>because</b> (explaining why feelings changed)</i>  <i>- Allows contrast with earlier loneliness using <b>and</b></i></p> <p><b>Step 1 – Immersion in the Story and Character</b>  <b>Objective:</b> Children understand the story and identify the Lonely Beast's feelings.  <b>Activity (summary):</b>            Read the story and discuss how the Beast feels at different points using talk and drama.  <b>Outcome:</b> Children can talk about the character's feelings at key points in the story.</p> <p><b>Step 2 – Exploring First Person (Writing in Role)</b>  <b>Objective:</b> Children explore using the first person to write in role as the character.  <b>Activity (summary):</b>            Model and rehearse first-person sentences spoken in role as the Lonely Beast.  <b>Outcome:</b> Children can speak in role using I to express feelings.</p> <p><b>Step 3 – Exploring Feelings and Joining Clauses with and / because</b>  <b>Objective:</b> Children join clauses using and and because to explain feelings.  <b>Activity (summary):</b>            Orally practise extending feeling sentences using and and because.  <b>Outcome:</b> Children can orally join clauses to explain how and why the Beast feels.</p>

**Activities:**  
Use a simple chart to note who is involved, where events take place, and what happens.  
Children record on their own simplified chart.

**Step 5 – Key Story Language & Sentence Patterns**  
**Objective:** Practise repeated story patterns.  
**Key patterns:** *Once there was...*, *One day...*, *Suddenly...*, *He/She went to...*, *At last...*

**Activities:**  
Build sentences with word/picture cards.  
Children generate new sentences using patterns.

**Step 6 – Vocabulary for Describing Actions & Places**  
**Objective:** Make appropriate vocabulary choices.  
**Activities:**  
Create a class word bank of nouns, verbs, and adjectives.  
Vocabulary sorting games.

**Phase 3: Shared Writing & Innovation (Steps 7–9)**

**Step 7 – Modelled (Shared) Writing: Beginning**  
**Objective:** Write the beginning using familiar patterns.  
**Activities:**  
Teacher models a story opening using *Once there was...*  
Children write one or two supported sentences

**Step 8 – Modelled Writing: Middle Events**  
**Objective:** Sequence and write middle events.  
**Activities:**  
Model sentences such as *One day he went to the palace...*  
Children write about a middle event using who/where/what.

**Step 9 – Modelled Writing: Ending**  
**Objective:** Write the ending event.  
**Activities:**  
**Retell and model:** *At last he found the diamond...*  
Children write the final part.

**Phase 4: Independent Imitation Writing (Steps 10–12)**

**Step 10 – Planning Their Short Narrative**  
**Objective:** Create a simple story plan.  
**Activities:**  
Use a 3–4 box plan (Beginning / Problem / What EBD does / Ending).  
Oral rehearsal with a partner.

**Step 11 – Writing the Short Narrative**  
**Objective:** Write a sequenced narrative using learned patterns.  
**Activities:**  
Independent writing with story openers and word banks available.

**Step 4 – Exploring Story Language and Sentence Patterns**  
**Objective:** Children explore story language suitable for diary-style recount.  
**Activity (summary):**  
Identify and rehearse story openers such as one day, suddenly and in the end.  
**Outcome:** Children can use story language orally in sentences.

**Step 5 – Shared Writing: Diary Entry in Role (Teacher Scribes)**  
**Objective:** Children contribute to a shared diary entry written in role.  
**Activity (summary):** Co-construct a diary entry about the chosen event with the teacher modelling writing.  
**Outcome:** A shared diary entry demonstrating expected features.

**Step 6 – Vocabulary Choices for Feelings**  
**Objective:** Children make choices of appropriate vocabulary to convey feelings.  
**Activity (summary):**  
Explore and select feeling words that best describe the Beast’s emotions.  
**Outcome:** Children select appropriate vocabulary to describe emotions.

**Step 7 – Planning and Sequencing the Diary Entry**  
**Objective:** Children plan and sequence sentences for their diary entry.  
**Activity (summary):**  
Sequence and orally rehearse 3–4 sentences for the diary entry.  
**Outcome:** Children have a clear, sequenced plan for writing.

**Step 8 – Independent Writing: Diary Entry**  
**Objective:** Children write a short diary entry from the Beast’s point of view.  
**Activity (summary):** Write independently using plans, focusing on first person, feelings and joined clauses.  
**Outcome:** Children write a short diary entry conveying the character’s feelings.

<p><b>Non-fiction unit of work</b></p>	<p><b>Instructions:</b> write a sequenced set of instructions following a practical experience. This could be linked to the children making their own Egg Box Dragon. Suggested contexts: Recipes and Familiar games</p>	<p><b>Discussion:</b> write a simple discussion as a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another Suggested contexts: role play, drama, <b>points of view</b></p>
<p><b>Specific Objectives for the unit</b></p>	<ul style="list-style-type: none"> <li>● Listen to and follow a single more detailed instruction and a longer series of instructions</li> <li>● Read and follow a short series of instructions in a shared context</li> <li>● Plan and give clear single oral instructions</li> <li>● Contribute to class composition of instructions with teacher scribing</li> <li>● <b>Explore</b> the use of imperative verbs</li> <li>● Practice joining clauses using ‘and’ and ‘because’</li> <li>● Explore using exclamation marks and question marks</li> <li>● Use of capital letters for names and the pronoun I</li> <li>● Write consecutive instructions independently</li> </ul>	<ul style="list-style-type: none"> <li>● Through talk and role play explore how others might think, feel and react differently from themselves and from each other</li> <li>● In reading explore how different characters might think, feel and react differently from themselves and from each other</li> <li>● Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another e.g. character from a book or peer in the class etc e.g. <i>I think that he should give the toy back. James thinks that he should keep the toy.</i></li> <li>● Sequencing sentences to form short passages</li> </ul>
<p><b>Suggested steps for learning</b></p>	<p><b>Week 1 – Developing Understanding of Instructions</b>  <b>Step 1 — Listening to and Following a Single Detailed Instruction</b>  <b>Objective:</b> Children listen to and follow a more detailed instruction.  <b>Activity (summary):</b>  Play a command-based game where children follow increasingly detailed instructions.  <b>Outcome:</b> Children follow instructions successfully.  <b>Step 2 — Following a Longer Series of Oral Instructions</b>  <b>Objective:</b> Children follow a series of 3–4 linked instructions.  <b>Activity (summary):</b>  Children complete a short oral treasure trail following a sequence of instructions.  <b>Outcome:</b> Children follow and remember multi-step instructions.  <b>Step 3 — Reading and Following Simple Written Instructions</b>  <b>Objective:</b> Children read instructions in a shared context.  <b>Activity (summary):</b>  Shared reading of simple instructions followed by completing the task as a class.  <b>Outcome:</b> Children successfully follow simple written instructions.  <b>Step 4 — Giving Clear Oral Instructions (Planning and Saying Single Instructions)</b>  <b>Objective:</b> Children plan and give one clear oral instruction.  <b>Activity (summary):</b>  Children practise giving a clear instruction to a partner for a simple classroom task.  <b>Outcome:</b> Children speak single clear instructions aloud.  <b>Step 5 — Practical Experience: Making the Egg-Box Dragon</b>  <b>Objective:</b> Complete the practical task while rehearsing instructional language.</p>	<p><b>Step 1 – What is a castle and where were they built?</b>  Hook: Look at pictures of castles on hills, near rivers, by coasts, in forests.  Discussion: Why might people build castles in different places?  Activity: Children sort castle pictures into “hill / coast / river / forest”.  Talk: In pairs, share one reason why a castle might be built there.  Outcome: Children orally practise “I think a castle should be built on a hill because it is high up.”  <b>Step 2 – Exploring different viewpoints through role play</b>  Hook: Teacher-in-role as a <i>king/queen</i> wanting safety. Children suggest castle locations.  Role play: Some children take roles (farmer, soldier, villager, fisherman) and give their own viewpoint.  Discussion: How do different people feel about where to build? (e.g., a farmer wants flat land, a soldier wants a high hill).  Outcome: Speaking sentences: “The soldier thinks... but the farmer thinks...”  <b>Step 3 – Reading focus: contrasting characters’ views</b>  Text: A simple story or picture book extract with contrasting ideas (e.g., <i>The Knight Who Said “No!”</i> or a castle-themed story).  Shared reading: Pause to ask – how do the characters feel? Why?  Activity: Children use thought bubbles to record what different characters might say.  Outcome: Children begin to practise “X thinks... but Y thinks...” orally and in short written phrases.  <b>Lesson 4 – Writing simple opinions</b>  Modelling: Teacher models writing “I think castles should be built on a hill because it is safe.”  Guided writing: Children write their own opinion sentence with support.  Extension: Add “because” to explain.  Outcome: One clear sentence of personal opinion.  <b>Step 5 – Writing contrasting opinions</b></p>

**Activity (summary):**  
Children follow modelled steps to make their own egg-box dragon, using photos for each stage.  
**Outcome:** Children have a completed dragon and a shared experience to write about.

**Week 2 – Exploring Language Features & Composing Instructions**  
**Step 6 — Exploring Imperative Verbs; Joining Clauses with *and* / *because***  
**Objective:** Identify and use imperative verbs; join clauses using *and* and *because*.  
**Activity (summary):**  
Children rehearse steps orally using imperative verbs and extended sentences linked with *and/because*.  
**Outcome:** Children generate orally several complete instruction sentences.

**Step 7 — Punctuation: Exclamation Marks, Question Marks, Capital Letters**  
**Objective:** Use correct punctuation within instructional writing.  
**Activity (summary):**  
Children edit and improve example sentences that contain missing or incorrect punctuation.  
**Outcome:** Children recognise and apply correct punctuation in short sentences.

**Step 8 — Shared Composition of Instructions (Teacher Scribes)**  
**Objective:** Children contribute to a class set of instructions.  
**Activity (summary):**  
Class orally generates each step while the teacher models scribing clear, sequenced instructions.  
**Outcome:** Completed shared text on the board.



**Step 9 — Independent Planning: Sequencing the Steps**  
**Objective:** Children plan their own instructions.  
**Activity (summary):**  
Children sequence pictures or notes of their dragon-making steps to form a writing plan.  
**Outcome:** Children have a clear plan ready for writing.

**Step 10 — Independent Writing: Instructions for Making an Egg-Box Dragon**  
**Objective:** Write a sequenced set of instructions independently.  
**Activity (summary):**  
Children use their plans to write instructions using imperative verbs, sequencing, connectives and punctuation.  
**Outcome:** Independent set of consecutive, sequenced instructions describing how they made their dragon.

Modelling: Teacher shows another view: “But other people think castles should be built near a river because they need water.”  
Paired practice: Children orally rehearse their sentence starters: “But some people think...”  
Writing task: Children write a contrasting sentence to go with their own opinion.  
Outcome: Two sentences side by side – their opinion and the contrasting one.

**Step 6 – Sequencing sentences into a short passage**  
Shared writing: Teacher models combining opinion + contrast into a mini-discussion: “*I think castles should be built on a hill because it is high and safe. But other people think they should be near a river because they need water.*”  
Independent writing: Children write their own 2–3 sentence discussion.  
Support: Sentence stems and word banks (*I think... because... / But other people think...*).  
Outcome: First draft of their final piece.

**Lesson 7 – Publishing and sharing (optional extension)**  
Editing: Re-read aloud, check sense, add full stops and capital letters.  
Publishing: Children write neat versions with an illustration of their chosen castle site.  
Sharing: Read aloud to class; celebrate different viewpoints.

<p>Poetry unit of work</p>	<p><b>Vocabulary building poetry (free verse):</b>  A Conversation poem: Read, write and perform a conversation poem such as, <i>Please Mrs Butler</i> by Allan Ahlberg. Children generate their own short 4-line short response verse.  <a href="https://childrens.poetryarchive.org/poem/please-mrs-butler">https://childrens.poetryarchive.org/poem/please-mrs-butler</a>    <i>(This poem can also be found in Spring term 2 stimulus:)</i></p>	<p><b>Structured poetry: Rhyming couplets (2)</b>  Recite and perform familiar poems by heart; <b>write an example of a structured poem (rhyming couplet) based on a model.</b>  <b>Suggested model from the poetry book:</b> <i>Silly Old Baboon</i> by Spike Milligan  <i>(avoid using the Ning Nang Nong as this is a Year 2 text)</i>  <b>Supporting texts:</b>  <i>Poetry collections including poems with rhyming couplets:</i>  <i>Puffin Book of Fantastic First Poems</i>  </p>
<p><b>Specific Objectives for the unit</b></p>	<ul style="list-style-type: none"> <li>• Discuss own response and what the poem is about;</li> <li>• Talk about favourite words or parts of a poem;</li> <li>• Be aware of a significant poet and be able to join in with some of their poems</li> <li>• Perform in unison, following the rhythm and keeping time</li> <li>• Imitate and invent actions</li> <li>• Read aloud clearly enough to be heard by peers and teachers</li> <li>• List words and phrases</li> <li>• Write a short conversation poem with two or more voices present; can be a dialogue taking place: a question and answer, as in the traditional poem, <i>Please Mrs Butler</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss own response and what the poem is about;</li> <li>• Talk about favourite words or parts of a poem;</li> <li>• Notice the poem's pattern</li> <li>• Perform in unison, following the rhythm and keeping time</li> <li>• Imitate and invent actions</li> <li>• Read aloud clearly enough to be heard by peers and teachers</li> <li>• Write an example of a rhyming couplet based on a model.</li> <li>• Begin to use noun phrases for description e.g. with adjectives</li> </ul>

## Suggested steps for learning

### Step 1 – Exploring the Poem & First Responses

#### Objectives:

Discuss own response and what the poem is about  
Talk about favourite words or parts of a poem  
Join in with parts of Allan Ahlberg's poems

#### Warm-up:

Play a few lines from *Please Mrs Butler* (teacher reads or audio).  
Children echo key lines.

**Main Activities:** 1. First read-through of the poem with expression. 2. Paired talk: What is happening in the poem? Who is talking? 3. Class discussion: Why might this be called a “conversation poem”? 4. Text spotlight: Display the poem. Highlight favourite words or funny parts. Let pupils place sticky notes on lines they like.

**Independent Activity:** Children draw a simple cartoon showing the two characters speaking and write one favourite line underneath.

**Plenary:** Choral reading of a selected stanza.

### Step 2 – Performance, Rhythm & Voices

#### Objectives:

Perform in unison, following rhythm, keeping time  
Read aloud clearly enough to be heard  
Join in with some of Allan Ahlberg's poems

#### Warm-up:

Clap simple rhythms; practise call-and-response clapping.

**Main Activities:** 1. Choral reading practice: Assign groups to read the “Please Mrs Butler” voice and “Mrs Butler” responses. Practise changing tone for each speaker. 2. Action invention: Children create simple actions for repeating lines (“Please Mrs Butler...”) Add gestures for frustration, worry, etc. 3. Whole-class performance: Perform the poem once or twice, keeping rhythm and unison.

**Independent Activity:** In small groups, children select a short extract from another Allan Ahlberg poem (e.g., *Dog in the Playground*) and rehearse a mini performance.

**Plenary:** Quick “What helped us perform well?” discussion.

### Step 3 – Understanding Conversation Poems & Gathering Ideas

#### Objectives:

Discuss what poem is about  
List words and phrases they could use in their own verse

#### Warm-up:

Short game: “Guess the voice!” – teacher reads a line in different tones; children guess who might be speaking (teacher, child, friend, parent, etc.).

**Main Activities:** 1. Model features of conversation poems: Two (or more) speakers, Repetition, Short lines, Sometimes funny, complaining, or problem-solving. 2. Idea storm: What school-based conversations do we have? *Examples: asking for help, complaining, falling out, needing the toilet, forgetting homework, a broken pencil, etc.* 3. Teacher-name prompts: “Please Mrs/Mr \_\_\_\_\_!” Children brainstorm things they might ‘tell’ or ‘ask’ their teacher. 4. Word & phrase collection: Create a shared word bank: *please, help me, he’s bothering me, it’s not fair, I forgot, I can’t find my..., Why do I have to...?* Children write 4–6 words/phrases they like on their own recording sheets.

**Independent Activity:** Children sketch who will be the two speakers in the class poem and jot down possible lines.

**Plenary:** “Share one phrase you think will fit in a poem.”

### Step 1: Enjoying and Understanding the Poem

**Learning intention:** To listen to and talk about a poem.

#### Activities:

1. First reading (teacher-led): Read *Silly Old Baboon* aloud with expression; Ask children to listen and enjoy — no interruptions.
2. Initial response: *What do you think the poem is about? Is it a serious poem or a silly poem?* Encourage full sentences orally.
3. Discuss favourite parts: Children share: a favourite word, a favourite line, a favourite funny part. Model responses: “*My favourite word is... because...*”  
Link to meaning: Discuss how the poem makes us feel and why silliness is enjoyable.

### Step 2: Noticing Rhyme and Pattern

**Learning intention:** To notice rhyme and patterns in a poem.

#### Activities:

1. Re-read the poem together: Read aloud again, inviting children to join in with repeated parts.
2. Spotting rhyme: Say two rhyming words from the poem aloud: *Do these words sound the same at the end?* Clap or tap when rhyming words occur.
3. Pattern discussion: Draw attention to: short lines; pairs of lines that rhyme (couplets); Explain simply: “Two lines that rhyme are called a rhyming couplet.”
4. Oral rhyme play: Give a word (e.g. *cat*); Children suggest silly rhymes (real or nonsense).

### Step 3: Performing the Poem Together

**Learning intention:** To perform a poem in unison, keeping the rhythm.

#### Activities:

1. Unison reading: Read the poem together, following the teacher's pace; Use clapping or tapping to keep time.
2. Actions and movement: Invent actions for: the baboon, silly behaviours; Repeat verses with actions.
3. Performance focus: Remind children to: speak clearly, use loud voices, keep together
4. Mini performance: Perform to another class or a small audience (e.g. teaching assistant).

### Step 4: Preparing to Write – Building Descriptive Language

**Learning intention:** To use adjectives to describe a noun.

#### Activities:

1. Revisit the model: Focus on how the poem describes the baboon; Identify adjectives (e.g. *silly, old*).
2. Noun phrase building: Model orally: *the silly old baboon, the grumpy green frog*; Children practise saying noun phrases aloud.
3. Rhyme bank: Choose a new animal together, Create a simple rhyme list (teacher scribes): *cat – hat – mat, frog – log – dog*
4. Oral rehearsal: Children orally rehearse a possible couplet with a partner.

### Step 5: Writing a Rhyming Couplet

**Learning intention:** To write a rhyming couplet based on a model.

#### Activities:

1. Model writing: Write a shared example on the board:

#### Step 4 – Imitating the Pattern (Shared Write)

##### Objectives:

List words/phrases to use  
Understand how the original poem is structured  
Prepare to write own verse

##### Warm-up:

Re-read the opening stanza of *Please Mrs Butler* together.

**Main Activities:** 1. Shared writing: Teacher models a new stanza using the class as co-creators.

Example (using teacher's name):

##### **Please Mrs Turner,**

Tim won't stop talking!  
Please Mrs Turner,  
He's driving me mad!

Show how the second speaker responds ("Tell him to stop then...")

2. Identify the repeated pattern (complaint → response). 3. Children practise orally in pairs: One child is "the complainer"; one is the "teacher/friend" responding.

Encourage silly, safe, humorous ideas.

**Independent Activity:** Children write 2–3 draft lines imitating the rhythm of the response (teacher scribes where needed).

**Plenary:** Share a few strong examples.

#### Step 5 – Drafting Their Own Verse

##### Objectives:

Write a short response to a modelled complaint using gathered vocabulary  
Read aloud clearly to peers  
Show understanding of conversation structure

**Warm-up:** Quick call-and-response using patterns from *Please Mrs Butler*.

**Main Activities:** 1. Recap the plan: Two speakers, Complaining, asking questions, or telling a problem, A short humorous response

##### **Independent writing:**

Children write their own short humorous response verse (4 lines).

Provide scaffolds as needed (e.g., speech bubbles, sentence starters, line starters like *Please Mrs/Mr... / Just tell him...*).

**Plenary:** Pair-share read-throughs; partners give warm feedback ("I liked your repeating line...").

#### Step 6 – Rehearsal, Editing & Performance

##### Objectives:

Perform in unison, keeping rhythm  
Read aloud clearly  
Celebrate completed poems

##### Warm-up:

"Poetry voices" warm-up (loud/quiet, high/low, fast/slow).

**Main Activities:** 1. Editing by reading aloud: Children check if their poem 'sounds right' and adjust lines for clarity or rhythm. 2. Add actions. 3. Paired or small-group performance.

**Plenary:** Display poems around the room as a "Conversation Poetry Gallery".

*Silly old lion, sitting on a chair,*

*Silly old lion, with a mane of hair.*

2. Explain where their couplet fits in the model

3. Independent writing: two lines, same animal in both lines, rhyming end words, at least one adjective

#### Step 6: Reading Aloud and Sharing

**Learning intention:** To read aloud clearly and share writing.

##### Activities:

1. Children practise reading their couplets aloud with a partner.
2. Performance

**Deepening Understanding:**

- Demonstrates application of writing composition, appropriate grammatical devices and accurate spelling within a wide range of writing across different areas of the curriculum that start to include some detail to engage readers' interest.
- Shows enjoyment in the writing process and frequently chooses to write.
- Reads back own writing and makes changes to grammar, punctuation and spelling that start to improve the overall composition.
- Applies grammatical, punctuation and spelling knowledge across some different types of writing, choosing some different tools to vary writing.
- Begins to identify new spelling and grammatical rules and starts to apply these to words and sentences, and can sometimes identify when these rules are broken.
- Makes some adventurous word choices that make writing interesting for a reader.