

Year 1 Writing Distance Learning

Week beginning: 27th April 2020

Lesson 5		
Learning Intention: WALT: write a setting description.	Key Vocabulary: Setting Noun adjective Capital Letter Full stop Finger Space Senses- smell, touch, sight, taste, hear	What you will need: Computer or tablet Pencil Crayon or felt tip Paper
Starter (5 minutes)		
<u>Draw it Game</u> In this game you work in partners. Miss Ottley will describes a noun (a place) and the children have to draw the setting that is being described from the description. <ul style="list-style-type: none"> • Read the setting description for the children to draw. <p>The hot and steamy world where enormous trees loom up to the sky. The floor is covered with thick, long vines that curl around the tall trunks. Flowers burst into incredible swirls of colour. Beautiful butterflies fill the air and emerald snakes glisten along the branches. Countless, vivid, green plants fill every corner. The bright sun rises over the enormous palm trees. The slit of the pale moon can be seen behind wispy clouds. The setting could look something like this.</p> 		
Main Teaching		
Model writing three sentences for a setting description. Watch the video or look at the pictures on yesterday's plan (Lesson 4) of the insect garden. Use the adjectives and the nouns from your plan yesterday that you created during the lesson.		

My setting is: insect garden	Sight: mouldy mushroom tiny ant clear sky spotty ladybird beautiful butterfly white cloud
Hear: buzzing bee rustling wings croaking frog wiggly worm fluttering butterfly chirping birds	Touch: sticky mud shiny snail hard stick huge legs silky flower
Smell: rotten apple sweet flowers fresh grass soaking dirt	Simile The grass was as tall as a house.

Try to include Miss Ottley's three favourite conjunctions (words used to connect words, phrases, or clauses) **but**, **and** and **because**.

Phase 2 Phonemes

s a t p i n m d h b f ff l ll ss

g o c k ck e u r

Phase 3 Phonemes

j v w x y z zz qu oo oo ar or ur ow oi ear

ch sh th ng ai ee igh oa air ure er

Phase 4 Blends and Clusters

st nd mp nt nk ft sk lt cr br fr bl fl gl pl cl sn nch scr shr

lp lf lk pt xt tr dr gr sl sp st tw sm pr sc sk thr str

Phase 5 Phonemes

ay ou ie ea oy ir ue ue a-e e-e i-e o-e u-e u-e

aw wh ph ew ew oe au ey

Phase 2 to 5 Sounds

Use the phonics mat to help you when writing.

Show the tick list in the mark scheme.

You can use this as you are writing to show what you have used.

	Child	Teacher
<u>Capital Letters</u> A B C		
<u>Full Stop</u> .		
<u>Finger Spaces</u>		
<u>Cursive letters</u> Don't forget to use lead in lines.		
<u>Exclamation Mark</u> !		
<u>Question Mark</u> ?		
<u>Phonics</u> Digraphs (ay, ow, ie, ue, ea) trigraphs (ure, air, igh, ear)		
split digraphs (a_e e_e i_e o_e u_e)		
Using and in a sentence.		
Using because in a sentence.		
Using but in a sentence		

Model writing (show the children how you would write the sentences) three sentences for a setting description.

Remind them about capital letters, full stops, finger spaces and sounding out their words.

The mouldy mushroom towers over the insects and the sticky mud. The buzzing of bees fills the air but the croaking of frogs is louder. Rotten apples can be smelt and they are as big as a car!

Main Writing Task

Write a setting description for a video setting of the insect garden.

Use the video or pictures made by Miss Ottley to describe what you can see, touch, hear and smell.

You have 30 minutes to write your setting description.

You should write a minimum of six sentences but no maximum.

If you finish writing 6 sentences you can carry on writing.

You can have a break after 15 minutes.

Go through items on the tick list for children to use.

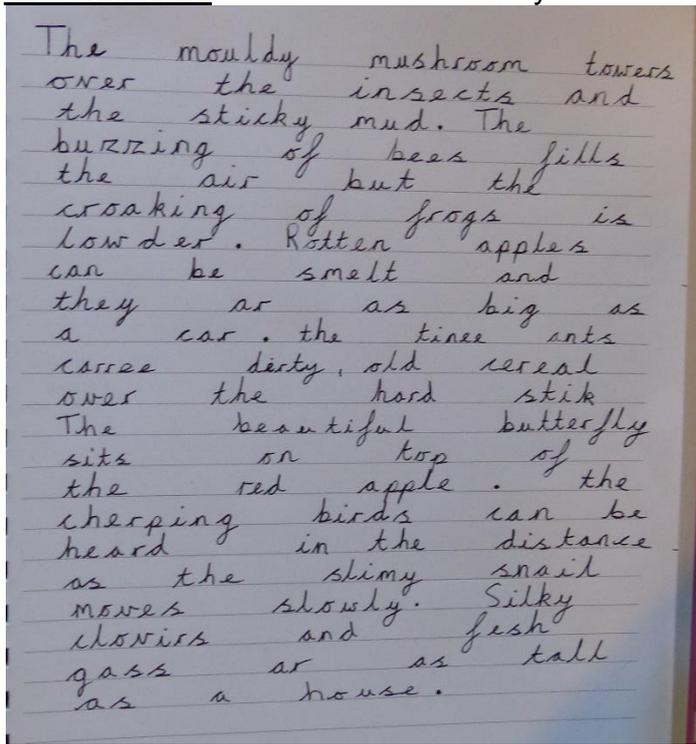
Learning Review

Edit your writing (with support).

- Use your tick list (see mark scheme) to check your writing.
- Choose a different coloured crayon to edit your work.

Start at the top of the list and check your writing for capital letters. If they are missing use the different coloured crayon to edit your work.

Mark Scheme Use the tick list to edit your work.



	Child	Teacher
<u>Capital Letters</u> A B C		
<u>Full Stop</u> .		
<u>Finger Spaces</u>		
<u>Cursive letters</u> Don't forget to use lead in lines.		
<u>Exclamation Mark</u> !		
<u>Question Mark</u> ?		
<u>Phonics</u> Digraphs (ay, ow, ie, ue, ea) trigraphs (ure, air, igh, ear)		
split digraphs (a_e e_e i_e o_e u_e)		
Using and in a sentence.		
Using because in a sentence.		
Using but in a sentence		

Start at the top of the list and check your writing for capital letters.
 If they are missing use the different coloured crayon to edit your work.
 See the example below.

The mouldy mushroom towers
 over the insects and
 the sticky mud. The
 buzzing of bees fills
 the air but the
 croaking of frogs is
 lower. Rotten apples
 can be smelt and
 they are as big as
 a car. The tiny ants
 carry ^{it} ~~the~~ dirty, old cereal
 over the hard stick.
 The beautiful butterfly
 sits on top of
 the red apple. The
 chirping ^{is} birds can be
 heard in the distance
 as the slimy snail
 moves slowly. Silky
 flowers ^{is} and fresh
 grass are as tall
 as a house! The sweet
 flowers grow in the huge
 lego because they need to
 reach the sunlight.
 a
 and fresh