

## All the elements of the writing process

From handwriting and spelling, to constructing and punctuating sentences, and ensuring that their sentences link, we provide rehearsal of all the skills necessary for children to become confident writers.

## In-depth notes

Each double-page offers guidance for a 30-minute session and relates to one Writing Log page. The guidance is in detailed yet easy-to-follow notes. The written outcomes are highlighted in bold.

### UNIT 1

## BANG! SESSION 1

### Outcome:

Speech bubbles

### Writing Targets:

- Handwriting: 'y' and 'p'
- Target words: 'help', 'you'
- Sentences: a question and an answer

### You will need:

- Writing Logs page 1
- Whiteboards and pens
- Cards to cover spellings



Observe how the children hold their pens. Correct any awkward grips.

Check that the children know the letter names for 'y-o-u'.

Ensure that the children write the whole word from memory.

### Warm Up

#### Handwriting: 'y' and 'p'

3 minutes

- Ask the children what the following words have in common: yes, you, your, yellow.
- Ensure that all children can hear the 'y' phoneme and say its letter name.
- Demonstrate how to form the letter 'y' correctly positioned on the line. (See page xx.)
- Ask the children to trace the letter with their 'writing finger' on their whiteboards. Then ask them to write the letter five times in the Handwriting box.
- Repeat the sequence with the letter 'p'. Start by asking the children what the following words have in common: pen, pet, paper, purple.

#### Spelling: 'you'

3 minutes

- Explain that 'you' is an irregular word so they will learn to spell it using letter names.
- Demonstrate spelling the word 'you', saying the letter names as you write.
- Wipe the board clean and ask the children to trace the word on their whiteboard, saying the letter names as they do so.
- Ask the children to write the word on their whiteboards three times.
- Tell the children to wipe their boards clean and to write 'you' in the Spelling box three times.

#### Phonics: 'help'

3 minutes

- Robot-speak the word 'h/e/l/p'. Then ask the children to blend the sounds to make the word.
- Listen as they robot-speak 'h/e/l/p' and then blend the whole word.
- As they robot-speak again, write the graphemes on the board.
- Wipe your board clean and ask the children to write the word on their whiteboards and add 'phoneme buttons'.
- Tell the children to wipe their boards clean and to write 'help' in the phoneme frame in the Phonics box, cover it and write it again twice underneath.

### Guiding the Writing

#### Talk for Writing

3 minutes

- Look together at the first picture. Set the scene by reading the following story starter to the group:  
*Rusty is a robot. He is old and rusty but he likes to help people. One day, Rusty saw a man with a motorbike.*
- Ask the children to discuss what is happening in the picture. What is the problem for the man? What might he be asking Rusty? What is Rusty going to do? Share the children's ideas.

### Demonstration Writing

4 minutes

- *I think the man is asking Rusty to help him and so in the speech bubble I am going to write: **Can you help?** I will start my sentence with a capital letter and finish it with a question mark, because it is a question.*
- First demonstrate writing the word 'Can', with a capital letter, and ask the children to write it in the Have a go box, reminding them about the capital letter. Then, as you finish writing the sentence, ask the children to write 'you' and 'help' in the Have a go box.
- Demonstrate how to write a question mark and get the children to practise it in the Have a go box.
- Read the sentence together.

Remind the children that they practised the words 'you' and 'help' earlier in the session.

### Independent Writing

2 minutes

- Allow the children to look at your sentence for 10 seconds, and then wipe your board clean.
- Tell the children to cover their practised words.
- Ask the children to turn to a partner and to repeat the whole question and then write it in the first speech bubble.
- Check the children's work.

### Talk for Writing

2 minutes

- *Look at the second picture on the page. What is Rusty doing? What do you think Rusty is saying to the man? Turn to a partner and think of a sentence that starts: 'I can ...'*
- Share the children's ideas.

### Demonstration Writing

4 minutes

- *I think Rusty is saying that he can help the man. So in the speech bubble I am going to write: **I can help you.***
- Demonstrate how to write the sentence on the board.
- Ask the group if you need to put a question mark at the end. Explain that because it is not a question, you don't need a question mark, but you do need a full stop.
- Reread the sentence together.

### Independent Writing

2 minutes

- Allow the children to look at your sentence for 10 seconds, and then wipe your board clean.
- Tell the children to cover their practised words.
- Ask the children to turn to a partner and repeat the sentence, and then write it in the second speech bubble. Remind them about the full stop.
- Check the children's work.

Praise children who remember the whole sentence without prompting.

### Rounding Off

2 minutes

- Invite two children to take the parts of the man and Rusty. They should read the conversation they have written with expression.
- Do they think the man is pleased that is Rusty is helping?

### Review

2 minutes

- Ask the children to tell you the difference in the punctuation between the first sentence and the second sentence? (One is a question with a question mark.)
- Challenge the children to pick one of the words from the start of the session ('you', 'help') to spell from memory on a whiteboard.
- How well do the children think they did? Ask them to colour in one of the thumbs.
- Share the joke!