



A Writing Root for Astro Girl by Ken Wilson-Max



Literary Theme: Journeys & exploration
Mixed Age Theme(s): Space & our world (R/1) and (1/2)

Recommended Age: Y1

Cross-curricular Coverage: History (Y1): The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Neil Armstrong]

Text(s): Astro Girl by Ken Wilson-Max

Duration: 2+ weeks, 11 sessions

Outcomes: Writing in role, commands, 'how to' guides
Main outcome: Fact file about being an astronaut

Overview and outcomes: This is a 2+ week Writing Root using Astro Girl by Ken Wilson-Max. Children arrive to class to discover a backpack that contains several items and deduce that the owner might be an astronaut. They share part of the text before writing in role as Astrid. Then, reading for retrieval, the children read on in the text before 'book-marking' and using the noun found to create commands in the format of a 'how to' guide. They collaborate to pose questions and write predictions as responses before reading to the end of the text. Then they are asked to write a leaflet about training to be an astronaut, space-travel and other facts and research layout and language features of this type of writing. There is also a session on glossaries and the suggestion that the leaflets be 'instantly published'.

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught [Vowel digraphs and trigraphs, oo, au and igh]
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (Y2)

Writing Transcription (Spelling and Handwriting)

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Distinguishing between homophones and near-homophones
- Apply spelling rules and guidance, as listed in English Appendix 1

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences

Understand both the books they can already read accurately and fluently and those they listen to by:

- Discussing word meanings, linking new meanings to those already known
- Predicting what might happen on the basis of what has been read so far
- Being introduced to non-fiction books that are structured in different ways (Y2)
- Drawing on what they already know or on background information and vocabulary provided by the teacher (Y2)



Vocabulary, Grammar & Punctuation


- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Writing (Composition)

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Writing for different purposes (Y2)
- Planning or saying out loud what they are going to write about (Y2)
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] (Y2)
- To make simple edits, corrections and improvements (Y2)



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>1) To orally rehearse sentences</p> <p>To write statements</p> <p>To make predictions</p>	<p>I can work with a group to write statements</p> <p>I can make predictions</p>	<p>Children arrive to class to find a back-pack containing a rocket, a globe, a telescope and other items that are linked to space travel and the stars e.g. a food pouch or a map of star constellations and so on. On the backpack is the label: <i>Astrid's bag</i>.</p> <p>Ask, <i>what might Astrid do for a job or hobby if this is her bag?</i></p> <p>Tell the children that Astrid is a girl's name and actually the name of the author who wrote the Pippi Longstocking stories. It's a Scandinavian name meaning, 'strength'.</p> <p>Tell the children that you think you know who Astrid might be and share the front cover of the book, <i>Astro Girl</i>. Share predictions about the character depicted and the story within and compare the name Astrid with the word, Astro (although not strictly linked in meaning, linked in sound and spelling pattern.)</p>	Space-travel items	<p>State to predict:</p> <p>Give groups of children a copy of the cover illustration for Astro Girl and let them work together to create statements about the character. Model first by focusing on one of the elements of the illustration:</p> <p><i>Astrid likes the stars.</i></p> <p><i>She has a dog.</i></p> <p>Some children may benefit from having relevant nouns on cards to support their writing. More able children could be extended by using the frame:</p> <p><i>I think that she... because she/there is/are...</i></p>	<p>Share the group statements and tell the children that we can often predict things about a character and story by the clues that the pictures or words give us.</p> <p>Model for the whole class turning a few of their statements into predictions e.g.</p> <p><i>I think that she has a dog because the one on the cover is standing right beside her.</i></p>
<p>2) To use adjectives to describe a noun</p> <p>To make simple inferences</p>	<p>I can describe nouns using adjectives</p> <p>I can write in role</p>	<p>Share the story up to "<i>Of course I will, Jakey</i>".</p> <p>Ask the children why they think that Astrid and Jakey are lying on their backs. Elicit that - as it says in the text - they are gazing up at the sky to where the stars, the moon and space can be found.</p> <p>Freeze-frame then thought-tap the children in role as Astrid thinking about her dream. Children might say things like, <i>I want to be an astronaut and see the stars</i>.</p> <p>Repeat but this time model oral rehearsal of adjectives within the thought-tap:</p> <p><i>I want to be a brave astronaut and see the bright stars.</i></p> <p>Tell children that in this sentence, 'brave' and 'bright' are adjectives as they describe the nouns 'astronaut' and 'stars'.</p>	What were they thinking? Resource provided with sequence	<p>Provide the children with the What were they thinking? Resource so that they can write in role as Astrid:</p> 	Let the children check for their spelling of any tricky words that they have used and underline the adjectives in their sentences too.



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>3) To be able to write commands</p> <p>To use the conjunction <i>because</i></p>	<p>I can write commands</p> <p>I can use because to explain or reason</p>	<p>Re-read the first two double pages of the text and then on to "...but I'll do it!" Astrid whispered. Ask, <i>what does Astrid and her Papa do and which items in the pictures help us to understand just how much Astrid loves the idea of space-travel?</i></p> <p>Book marking: Provide the children with noun cards to place between the pages as book-marks once they have found the clues in the text and pictures.</p> <p>Tell children that they are going to create a guide for training to become an astronaut. Use one of the bookmarks to model writing a command:</p> <div data-bbox="501 651 808 730" style="border: 2px solid purple; border-radius: 15px; padding: 5px; display: inline-block;"> <p style="color: purple; font-size: 1.2em; margin: 0;">Space Hoops</p> </div> <p style="color: purple; margin-top: 10px;">Eat Space Hoops for breakfast.</p>	<p>Book-marks (noun cards) provided with sequence</p>	<p>Let the children continue to write their guides by placing imperative verbs (sometimes referred to as bossy verbs but try to use both terms) at the beginning to create commands. Some children may benefit from being given a range of imperative verbs to match with the book-marks.</p> <p style="color: purple; font-style: italic;">Eat space hoops. Get used to zero gravity. Spin round and round.</p> <p>You may wish for some children to write one or two commands each that can then be placed on strips of paper and glued onto one sheet to create a group 'how to' guide. The important thing is for those children who are at the more developmental stage of writing to still be exposed to - and take part in- the writing of a complete 'narrative' so that audience and purpose is retained.</p>	<p>Let the children swap guides with each other to check for capital letters, full stops and finger spaces.</p>
<p>4) To predict what might happen on the basis of what has been read so far</p> <p>To use a question mark at the end of a question</p>	<p>I can predict what might happen next</p> <p>I can use a question mark in the right place</p>	<p>Re-read the text from the beginning, this time reading up to (but not letting the children see the page!)...<i>just in time for the doors to open.</i></p> <p>Talk to the hand:</p> <div data-bbox="680 954 1021 1150" style="text-align: center;"> </div> <p>Invite the children to pose questions, modelling orally selecting a stem to open a question: <i>Why are they at the airbase?</i></p> <p>Now model writing the question down, saying each word as you write and placing the question mark at the, explaining that this takes the place of the full stop but that you can see the full stop has joined forces with the question!</p>	<p>Talk to the hand resource</p>	<p>Think: Provide the children with strips of paper on which to write questions in mixed ability pairs. Pairs could have different coloured strips to avoid confusion!</p> <p>Pair: Pairs then swap with another pair and write a response to the question they have been given - this forms the prediction:</p> <p style="color: purple; font-style: italic;">Why are they at the airbase? I think they are at the airbase because Astrid Loves space.</p> <p>Share: Each pair joins with the pair they swapped with and share predictions.</p>	<p>Invite 4's to share the questions they posed and the responses they received and check for capital letters and question marks when needed.</p> <p>Place some of the question and response strips onto the working wall.</p> <p>Share the story to the end and compare with the children's predictions.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
5) To identify the correct homophones (or near homophone) in context	I can choose the right spelling for the sentence	<p>Provide children with the homophone pair cards. Can they match the pairs together? <i>Say/ask, Each word sounds the same or almost the same as its partner but what is the difference in spelling? How might each word be used in context?</i></p> <p>Hunting for homophones: Read (but don't show) the children the following passage about Astrid:</p> <p><i>Astrid new/knew that she wanted to/two be/bee an astronaut from the age of to/two. There/their was nothing quite/quiet like the thought of being able to see/sea the stars and the moon in the night/knight sky.</i></p> <p>As you read, pairs of children are to hold up the card that has the correct spelling of each of the words.</p>	Homophone pairs (provided with sequence)	Children to use the words in context to write their own passage about Astrid and her dream.	Let the children underline each homophone word they have used and check they have selected the correct spelling. You may want to do this as small-group conferencing.
6) To name the features of a simple non-fiction text.	I can identify a title, sub-heading, caption, blurb, contents and glossary	<p>A letter from a now grown-up Astrid arrives to class:</p> <p><i>Dear children, I followed my dream and, like Mae Jemison, Helen Sharman, Kalpana Chawla and my amazing Mama, I made it to space!</i></p> <p><i>I want to help other children - girls and boys - who dream of space travel have this amazing experience too! And for those who don't want to go to space, I want to give them information about the wonders that I have seen.</i></p> <p><i>I've been asked to write a Space Travel Factfile. Can you help me? I've left you some books for ideas.</i></p> <p><i>Yours sincerely, Astrid</i></p>	Letter Selection of information books	<p>Tell the children that they will need to investigate what this kind of writing - information writing - is like in terms of how we set the writing out and the sorts of words we might use.</p> <p>Provide the children with a selection of non-fiction/information books (at this stage, the topic doesn't matter as it's the layout features that are being explored). The children are to pull out features of this text type - <i>can they identify headings and sub-headings? What about indexes, contents pages and glossaries? How are they used?</i></p>	Share findings and use these to create a set of success criteria for writing a fact file.



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
7) To identify the difference in format between a fiction and non-fiction book	I can identify the function of a sub-heading	<p>Remind children of session 4 where they wrote questions and punctuated them with question marks.</p> <p>Shared writing: Using the final double-page in <i>Astro Girl</i> as a starting point, what more do the children want to find out? e.g. <i>How did Laika the dog travel?</i> <i>Who was the youngest person in space?</i> <i>What might a daily menu in space look like?</i> <i>How long does it take to train as an astronaut?</i> <i>Which countries have space stations?</i> <i>What is it like on the moon?</i></p> <p>Scribe some questions that you devise as a whole class, writing each question on a strip of paper. Use the Talk to the Hand resource to vary the stems</p>	Information books about space travel and the moon	<p>Share the questions on strips between mixed ability groups. Provide the children with a selection of books about space and space travel that were used yesterday. You may want this session to happen in small groups across the day if numbers of texts are limited and you could also extend to key-word searches in an IT session. Use an online children's encyclopedia if possible.</p> <p>Ask the children to find out facts about space and astronauts that answer the questions posed. At this point they could return to the text, <i>Astro Girl</i> as there are facts within the story.</p> <p>Let the children who are able to record ideas/findings as statements in response to the questions. Some children may need you to scribe what they have found.</p>	<p>Conclude the session by taking each question in turn and having groups share what they discovered.</p> <p>Tell the children that these questions can be used as sub-headings.</p>
8) To plan for writing	I can plan a fact-file	<p>Provide the children with a pre-folded and stapled/bound booklet made out of 2 sheets of A4 paper.</p> <p>Model how to set out the fact-file so that there is a front cover, a page for the contents, 3 pages for facts, each of which will have their own sub-heading and then the final page for a glossary. You may want to have printed guide-lines and the headings: 'Contents' and 'Glossary' so that the children don't become muddled over the days that they are writing on.</p>	Pre-folded blank fact-file booklets (possibly printed with lines and heading spaces)	<p>Children are to select three questions that were devised and used for research in session 7. Each child should use the question that they and their group researched and then a further two questions.</p> <p>Children are to write the questions on the correct pages of their fact-file (this is 'instant publishing' as children are writing straight into the fact-file rather than drafting in books first.) and then place numbers at the bottom of each fact page. Finally, the children are to create a contents page to show which information can be found on which page.</p> <p>Some children may benefit from completing a group fact-file where each child contributes one page and they all help with the contents. This could be done using the questions on paper strips from session 7 and gluing them in.</p>	Tell the children that their final page will be the Glossary and remind them, using a few information books that have glossaries and were used in session 6, what the job of the glossary is and how it works.



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>9) To revise and use digraphs and trigraphs <i>au</i>, <i>igh</i> and <i>oo</i></p> <p>To create a glossary for the information book</p> <p>To place things in alphabetical order</p>	<p>I can identify the phonemes /au/, /igh/ and /oo/ within words.</p> <p>I can create a glossary for my book</p> <p>I can use alphabetical order</p>	<p>Spelling glossary activity. Children to match words to definitions:</p> <p><i>astronauts, night, moon, light, flight</i></p> <p>Identify the digraphs and trigraphs <i>oo</i>, <i>igh</i> and <i>au</i> within words by highlighting. Show the children how to order alphabetically, collecting the matched-up terms and definitions in order by going through the alphabet - children to join in reciting the alphabet.</p>	<p>Have words prepared on card with <i>au</i>, <i>oo</i> digraphs and <i>igh</i> trigraph</p>	<p>Create glossary with words on table. Order the content alphabetically. Use other words relevant to the text as well.</p>	<p>Look at other books with glossaries within them. <i>What have they got in common? How are they arranged? How can we use some of these technical words and phrases within our writing? Can you think of any sentences with them in?</i></p>
<p>10) To write using full sentences with capital letters and full stops</p>	<p>I can write sentences using full stops and capital letters all the time</p>	<p>Model writing a section of the fact-file where all of the findings are pieced together under the relevant sub-heading.</p> <p>Use oral rehearsal for each sentence, saying the sentence, counting the number of words then writing each word at a time and modelling finger spaces. Draw upon ideas from the plenary of session 9.</p> <p>Model using language typical of this type of writing such as 'did you know' type questions and also model writing words from session 9's glossary activity using a different colour so that they are easily identified:</p> <p><i>Did you know that astronauts train in water so that they get used to the floaty feeling in space?</i></p> <p>and statements:</p> <p><i>The first dog in orbit was called Laika. The first cat went to space in 1963.</i></p>		<p>Let the children start writing their fact-files, section by section. This might mean children writing a sentence or two relating to each sub-heading, maybe more.</p>	<p>Check for finger-spacing, capital letters and full-stops.</p>




Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>11)+ To write coherent narratives</p> <p>To make simple edits, corrections and improvements</p> <p>To use coordinating and subordinating conjunctions</p>	<p>I can make sure my writing makes sense</p> <p>I can edit my writing</p> <p>I can use and, but, because and so within my sentences to extend them</p>	<p>Share the work so far – identify the sentence types and starters that support presenting facts, such as “Did you know...’</p> <p>Use one of the children’s writing so far to show on the visualizer or whiteboard how to edit for improvement using conjunctions (because, so, but, even though) for coherence.</p>		<p>Children to continue to write so that they complete their fact-files. Allow time for this and use guided sessions to meet individual group needs.</p> <p>Ensure that each child adds to a glossary either as they write or completes one after they’ve finished their 3 fact pages.</p>	<p>Play ‘Find the feature’ with their own and each other’s fact-files, using post it notes as they did with the non-fiction books.</p> <p>Additional written outcome: Let the children write letters to Astrid explaining how they’ve written their fact-files and that they hope the information helps others realise their own dreams one day.</p>




Mixed Age Planning Suggestions (to be used alongside main Writing Root sessions)



If teaching a mixed-age class, these additional planning suggestions will support coverage of appropriate National Curriculum objectives. Teachers may wish to use suggested models and resources, however further personalisation of children's independent work may be necessary.

Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
<p>Session 1</p> <p>YR) To offer their own ideas, using recently-introduced vocabulary</p> <p>Y2) To make predictions using <i>because</i></p>	<p>If working with a mixed age class including Reception children, include labels for the different items in the bag. Encourage children to explore the initial sounds of the labels (and sound buttons where appropriate) to support them to match up the labels with the objects. The labelled objects can then be added to the Space Station for Continuous Provision e.g. <i>bag, map, stars, rocket, telescope, food.</i></p> <p>Encourage children to verbally consider who the bag might belong to or what the objects might be for, orally modelling use of the labelled words. Some children could create their own labels using graphemes they know.</p>	<p>Space Station:</p> <p>Use the items from Astrid's bag and other space-related objects to set up a roleplay space station in the classroom. You could set this up with a rocket windscreen on black sugar paper looking out onto the stars and planets (think tin foil, keyboards, headsets and fairy lights!) Include 'space log' paper to encourage children to create their own space logs and rocket lists for children to create lists for things to take into space.</p>	<p>Encourage Year 2 children to extend their predictions with <i>because</i> to give reasons. They could make links between the items in Astrid's bag and the front cover, perhaps joining ideas using 'and'.</p> <p><i>I think Astrid likes space because she is wearing a spacesuit.</i></p> <p><i>I think Astrid wants to go on a space adventure because there is a rocket and a star map in her bag.</i></p>
<p>Session 2</p> <p>YR) To represent own ideas, thoughts and feelings through roleplay</p> <p>Y2) To create expanded noun phrases to describe</p>	<p>In the story, Astrid wants to be an astronaut. Encourage children to think about what they want to be when they grow up. Provide children with a range of roleplay costumes and props for different jobs, as well as images of each of the jobs for them to discuss and match up.</p> <p>Children can then create their own speech bubbles to complete the sentence "<i>I want to be a _____</i>". This could be scribed for them. Also take photos of the children in their chosen costume to add the speech bubbles to.</p>		<p>Provide a bank of adjectives to help children create lucky dip descriptions. Sentence strips can be used to support this. Model using two adjectives plus a comma to describe the noun e.g.</p> <p><i>the bright, twinkling stars</i> <i>big, dark space</i> <i>brave, adventurous astronaut</i></p> <p>Children can then apply these noun phrases to their thought bubbles in role as Astrid.</p>
<p>Session 3</p> <p>YR) To write simple words and phrases that can be read by others To express their ideas using full sentences</p> <p>Y2) To use the conjunctions <i>because</i> and <i>so</i></p>	<p>Alongside the illustration of Astrid and Papa in the kitchen, ask children to think about what they would need to become an astronaut (some additional photos of astronauts would be helpful here). Create some instructions together for how to be an astronaut, focusing on more concrete aspects with Year R children, e.g.</p> <p><i>Wear a helmet.</i> <i>Get your space suit.</i> <i>Fly the rocket.</i> <i>See the stars.</i></p> <p>Use phoneme frames where appropriate to support children in using familiar graphemes.</p>		<p>Include an additional model of how to use <i>so</i> and <i>because</i> to extend commands by asking the children 'why' after each, e.g.</p> <p><i>Eat Space Hoops because you will need lots of energy.</i> <i>Get used to zero gravity so you don't feel dizzy.</i></p>




Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
<p>Session 4</p> <p>YR) To listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>Y2) To predict what might happen on the basis of what has been read so far</p>	<p>Introduce some simple question stems and model creating questions linked to the story and topic so far e.g.</p> <p><i>How do you get to space? Why are there stars in the sky? What do you eat in space?</i></p>	<p>Preparing to launch!</p> <p>Have cuddly toys / models ready for children to dress for space. Provide children with a range of resources to create their helmets, space suits, boots and other equipment from to reinforce understanding of the equipment an astronaut needs. Provide luggage labels for children to use to label the parts of the astronaut. You could also use a Tuff Tray with an outline of an astronaut and cut outs of the various pieces of equipment to put in the right places.</p>	<p>Focus on the use of modal verbs, providing children with the words on cards to allow them to build sentences around them:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">could</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">would</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">should</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">might</div> </div> <p>This can allow children to practise the 'ould' spelling pattern and they could also use these to pose their predictions as questions e.g.</p> <p><i>They could be at the airbase because Astrid loves space. I think Astrid might be excited to be there. Could it be someone she knows? should Astrid go and explore?</i></p>
<p>Session 5</p> <p>YR) To write simple words and phrases that can be read by others</p> <p>Y2) To identify the correct homophones (or near homophones) in context</p>	<p>Show children an image of Astrid and explain that we are going to create some sentences about what we know about her. Once created, you could scribe the ideas onto a sentence strip and chop them up to create jigsaw sentences for the children to reorder e.g.</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">Astrid / likes / the / stars / .</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">Astrid / wants / to / go / to / space / .</div> </div>		<p>Follow the session for Y1 focusing on homophones but challenge Y2 children to incorporate previous learning of expanded noun phrases. Revisit the lucky dip description adjectives used in Session 2 – can children add to these and include them in Astrid's dream passage?</p> <p><i>Astrid always knew she wanted to be a brave, adventurous astronaut. She dreamed of flying into deep, dark space and wanted to see the bright, twinkling stars.</i></p>
<p>Session 6</p> <p>YR) To retell narratives using their own words and recently introduced vocabulary</p> <p>Y2) To name the features of a simple non-fiction text</p>	<p>While Y1/2 children are exploring non-fiction books and researching over the next two sessions, provide any YR children with 5 or 6 key illustrations from the story on pegs on a washing line. Let children order and then practise telling the story using the vocabulary explored in the sequence so far.</p>	<p>Space dust:</p> <p>Using a Tuff Tray or similar, set up a space scene using moon dust (you could use cornflour, oil and food colouring for this) and other moon / space objects. In the moon dust, hide relevant graphemes according to need and matching space-themed images for the children to find and pair up. You could also use this as an opportunity to introduce alien characters to use known graphemes in phoneme frames to create alien names.</p>	<p>Follow the session for Y1.</p>



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
<p>Session 7</p> <p>YR) To retell narratives using their own words and recently-introduced vocabulary</p> <p>Y2) To identify the difference in format between a fiction and non-fiction book</p>	<p>Provide children with their own copies of the illustrations used in the previous session and encourage them to sequence and stick them into a logical order so there is a clear start and end to the story.</p>		<p>Follow the session for Year 1 but focus Year 2 children on the range of sentence types used in the non-fiction texts explored. Can they find examples of statements, questions, exclamations and commands?</p> <p>If necessary, provide children with a pre-written model of the start of a non-fiction page using all of these to facilitate discussion e.g.</p> <p><i>Would you like to find out more about space? Read on to discover more. How fascinating it will be! Soon you will be an expert in everything about space and the planets.</i></p>
<p>Session 8</p> <p>YR) To make use of props and materials when role playing characters in narratives</p> <p>Y2) To plan for writing a fact-file using subheadings</p>	<p>While Y1/2 make their fact-files over the next few sessions, encourage YR to create their own space themed stories using props and roleplay materials. Take photos of their roleplay to support them to create sentences to accompany the photos. This could be through scribing, jigsaw sentences or children creating their own captions for the photos if they are ready.</p>	<p>Small world:</p> <p>Set up key character puppets using lollipop sticks and relevant small world props to encourage children to roleplay and create their own narratives using the characters and objects from the story. They could retell the original story or send Astrid off on her own space adventure!</p>	<p>For children in Year 2, encourage more structured planning using a bubble plan to allow them to select their subheadings and write down some of their ideas under each subheading (which could be written as questions or statements, drawing on yesterday's learning). This could be completed in pairs or groups.</p> 



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
<p>Session 9</p> <p>YR) To use recently-introduced vocabulary during discussions</p> <p>Y2) To create a glossary for an information book using subject-specific vocabulary</p>	<p>Children work with a TA or adult to create a group fact-file about being an astronaut by first creating a mind map about what they know e.g.</p> <p><i>Wear a helmet. Put on your space suit. Get in your rocket. Look at the stars. Go into space.</i></p> <p>Provide children with some simple example adjectives to describe some of the nouns e.g.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #800040; color: white; padding: 5px 10px; border-radius: 5px;">shiny</div> <div style="background-color: #800040; color: white; padding: 5px 10px; border-radius: 5px;">speedy</div> <div style="background-color: #800040; color: white; padding: 5px 10px; border-radius: 5px;">sparkly</div> <div style="background-color: #800040; color: white; padding: 5px 10px; border-radius: 5px;">twinkly</div> </div>		<p>Children to add their own choices of words for the glossary in addition to those explored in the main session, asking them which specific language would be helpful for readers to have the meaning of.</p>
<p>Session 10</p> <p>YR) To write simple phrases and sentences that can be read by others</p> <p>Y2) To use a range of sentence types to write a fact-file</p>	<p>Over the next two sessions,, children work collaboratively with an adult to create a group fact-file as a big book with a page per sentence. The sentences could be created using human sentences or jigsaw sentences, appropriate to the needs of the cohort. Provide children with key vocabulary (including adjectives where appropriate) to support.</p>		<p>Referring to Session 7, encourage children to write an introduction to their fact-file drawing on the range of sentence types practised, e.g.</p> <p><i>Would you like to find out about being an astronaut? There is lots to know about travelling into space. Imagine shooting into the sky in a rocket. What an adventure it would be! Read on to find out everything you need to know about space.</i></p>
<p>Session 11</p> <p>Y2) To write a fact-file using conjunctions and a range of sentence types</p>			<p>Children continue writing their fact-files, focusing on all learning objectives covered for Year 2 through the sequence of learning, including expanded noun phrases, conjunctions (and, but, so , because) and a range of sentence types.</p> <p><i>How did Laika travel? Do you know what's special about Laika the dog? She was the first dog to travel to space. How amazing! Laika travelled in a rocket called Sputnik 2 but it was not her first time in space...</i></p>



Glossary

Role on the Wall – Activity where children are provided with an outline of a character. Within the outline they add words and phrases to describe how that character might be feeling or what they might be thinking. Outside the outline, they add words and phrases to describe other people's perceptions of that character.

Talk to the Hand – Children use 6 question stems (who, what, when, where, why and how) to ask questions about a story, setting or character.

Zone of Relevance – A strategy for activating dormant vocabulary by providing children with a range of adventurous/ambitious vocabulary that they order and arrange on a 'target' depending on their relevance to a setting, atmosphere, character or theme.

Shades of Meaning – Children choose a 'base' word and, using a colour chart (with different shades of the same colour) and then identify different words with the same meaning, matching their strength to the intensity of colour. This is best done collaboratively, giving children an opportunity to put words in sentences.

Book Talk – 'Book-talk' is about the ability to talk about books, developing the confidence to offer ideas and then reshape them in the light of other contributions. It helps children to trust their own ideas and interpretations, to talk effectively about a book, deepening their understanding, shifting their ideas, thinking together as a group and moving comprehension forwards.

Likes, Dislikes, Puzzles and Connections – Children work collaboratively to shape ideas about a text, expressing opinions about aspects they enjoyed and also disliked, as well as asking questions about things that may have puzzled them and making links to other texts, films, theatre productions, school visits or any other valid experience they have had. Encourage children to justify their responses with reasons.

Grammar Splat – Use the text to identify a specific word class, write them on a post-it and stick them to the grammar splat to form a word bank based upon the author's vocabulary choices.

Bare-bones – Identify the main elements of the narrative and use boxes to sequence them in order.

Talking Partners – Usually in whole-class teaching, each child has a partner, with whom they feel comfortable and with whom they share ideas, opinions and planning, before feeding back to the class.

Independent Writing – Remind pupils of the specific writing focus before they write. Some pupils may need support. Prior to writing, refer to models of quality examples, including those developed in class. Refer to prompts on working wall. Display examples of pupil work during plenaries or further class sessions to support editing process.

Teacher-in-Role – Teacher takes on a role from the text.

Writing-in-Role – Whilst in role, model writing as a character from the story.

Shared Writing (may refer to):

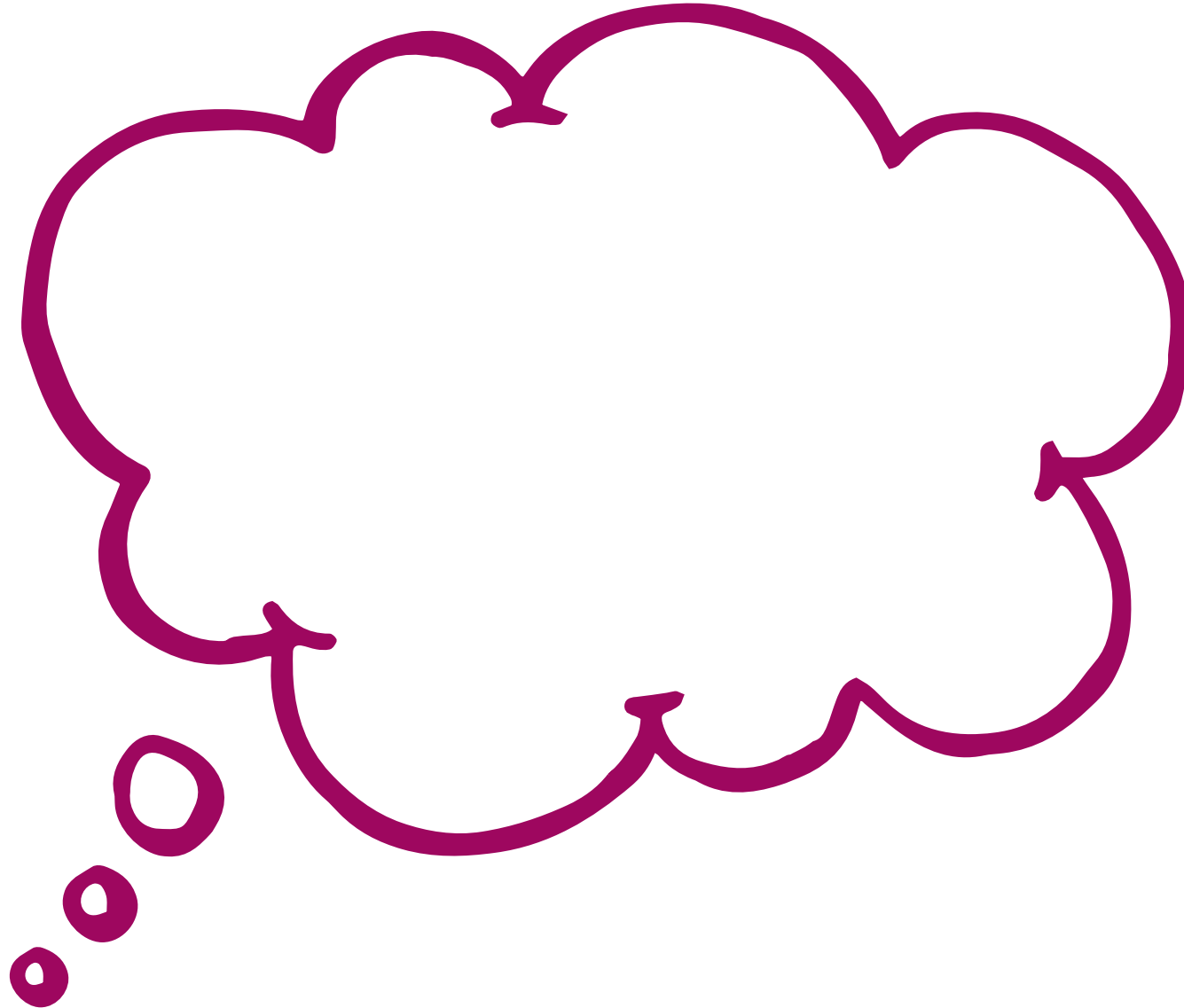
Modelled Writing – Demonstrate by explaining aloud, talking as a writer, focusing upon the objective, include: new and difficult aspects of writing; transforming a plan into writing; rehearsing, evaluating, rereading, referring to checklists, scaffolds & models.

Teacher as Scribe – Pupils participate with the teacher as editor and scribe. Keep focus clearly on the learning objective. Encourage pupils to rehearse sentences and reconsider children's suggestions when necessary. Maintain pace.

Supported Writing – Practise trying out words, sentences or paragraphs on whiteboards or sentence strips. Use a range of strategies such as writing partners, working from modelled text, writing frames, sentence prompts etc.



What were they thinking?



Book marking

Space Hoops

near-zero gravity

telescope

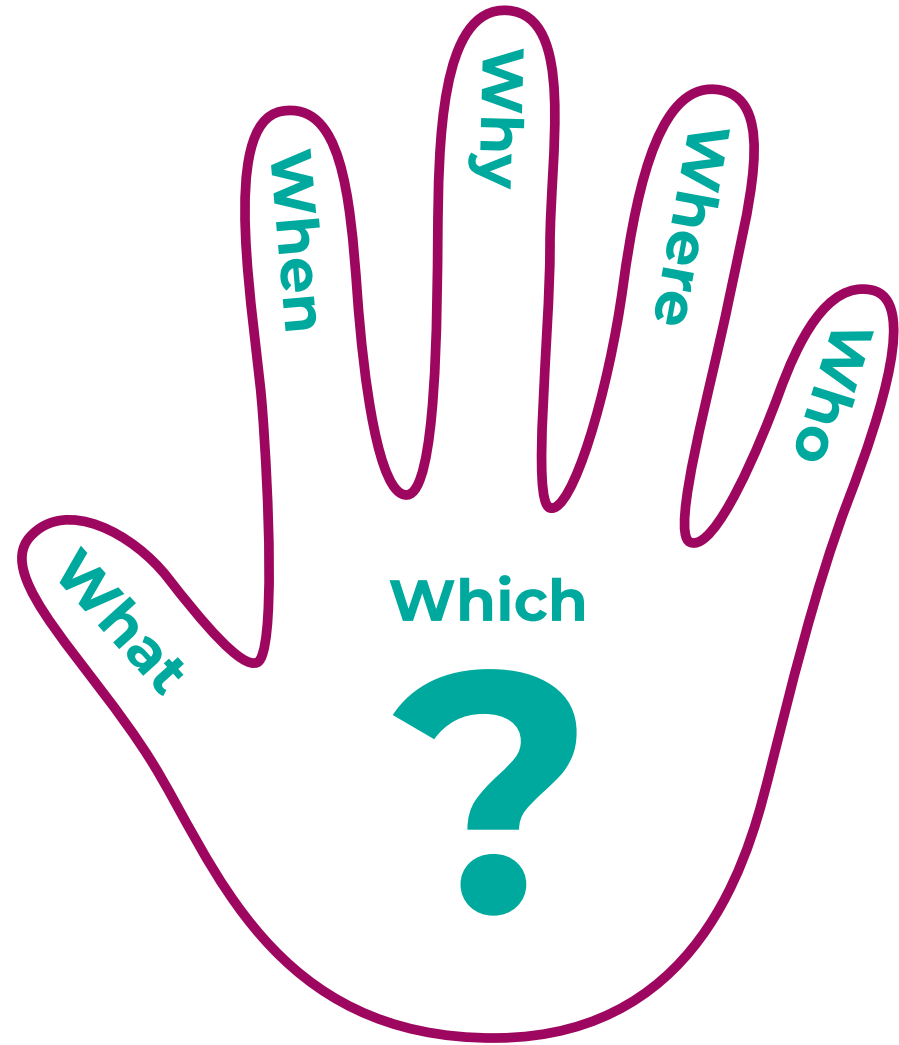
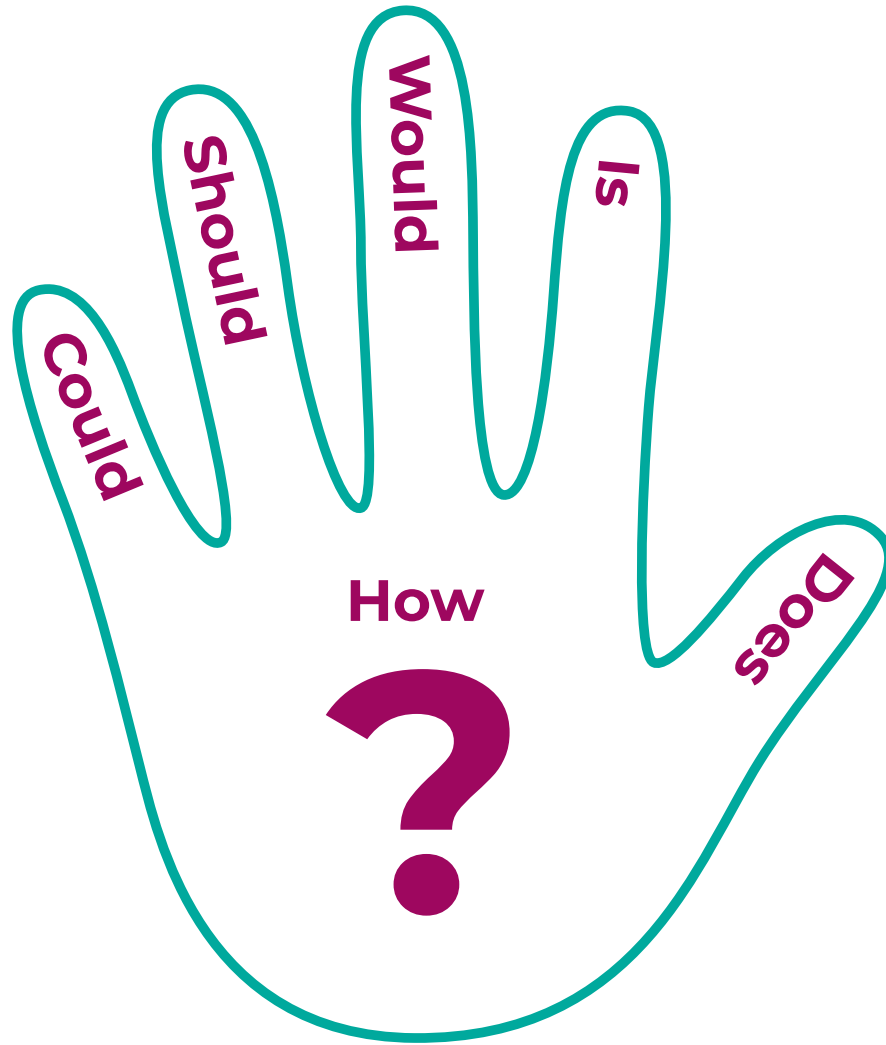
rocket cookies

spinning

food in tubes



Talk to the hand



Hunting for homophones

there

new

knew

to

two

their

be

bee

quite

quiet

see

sea

night

knight

