

Text: The Magic Paintbrush (3 weeks 12 lessons) WEEK1
(TPS = Time Pair Share)

Learning objectives	Teaching & learning activities	Resources
<p>I can make my New Year's Writing Resolutions Y1 & Y2: I can participate in a collaborative conversation.</p>	<p>TPS: Christmas news. Teach chn to thank each other. Discuss New Year – fireworks etc. Explain about resolutions & discuss any resolutions chn have made. Chn think about something they'd like to get better at in lessons – TPS. Generate a word bank. Chn complete New Year's resolutions on first page of new English books. E.g. I will remember to use full stops. I will remember capital letters for names.</p>	
<p>key vocabulary from the story Y1: I can write on the line Y2: Spoken: I can learn new vocabulary Starting to read story</p>	<p>Intro to book - draw props from box. What's it about? Show key words and read: e.g. gather, wealthy, crush, scowls, bellows, seize, gracious, swiftly, distant Model writing sentence that uses key word or prop. Y1: label pictures of key items – writing on the line Y2: compose sentences using new vocab – can you use two words in one sentence? After lesson: read story to 'And seize the girl called'</p>	<p>Props for selected items from book e.g. paintbrush, plastic melon, fan, dragon Plus pictures (borrow bag from Heather) ½ size A4 worksheet with pictures of key items for pupils to label black and white so they can colour in afterwards Add key vocab to working wall</p>
<p>writing a letter to Shen Y1: I can write sentences that make complete sense Y2: I can write to advise Shen</p>	<p>Recap story to prison page. If I had a magic paintbrush then I would draw ... What can Shen do? What's your advice? Partner work (Rally Robin) Model writing advice for Shen: 'If I were you, I would ...' For Y2, model elaborating idea with subsequent sentence. Generate a word bank together as a class. Y1: Write 2 good sentences Y2: Write 3-4 sentences</p>	
<p>best version of letter to Shen Y1: I am beginning to form lower case letters correctly Y2: I can clearly and correctly write a best version of my letter</p>	<p>Explain ideas for display. Model slow and careful rewriting of advice from previous day paying particular attention to letter formation. Y1&Y2: Write a letter to Shen telling her what she should do Finish reading the story</p>	<p>Handwriting focus lesson Model correct handwriting</p>

WEEK 2

Learning objectives	Teaching & learning activities	Resources
I can put the events of the story in order	TPS Verbally re-telling the story Put pictures in order Add sentence/ words as a caption	Printed and cut copies of key events from the story
I can use exclamation marks correctly	Lesson focus on using exclamation marks and writing exclamations. ➔ Remind children they are like spicy chilli – to be used sparingly!	Exclamation mark worksheets Add to Working Wall examples of exclamations from the story
I can use -er and -est with adjectives	Lesson focus on using -er and -est Link to objects in the story	
I can re-tell the story using actions I can write a story map	Re-tell simplified version of story using actions – children to think of their own actions Model how to create a story map (then produce a ‘here’s one I made earlier) Children to create own story maps using example	Add story map to working wall

WEEK 3

Learning objectives	Teaching & learning activities	Resources
I can re-tell the story of The Magic Paintbrush (abridged version)	Re-telling writing session Set targets for their innovated version based on this	Fill in the gaps sheet for first part of story for y1
I can plan my own version of The Magic Paintbrush	Innovate: plan own story changing certain elements: <ul style="list-style-type: none"> - The character who receives the paintbrush - What he/she paints - Who locks him/her up - How he/ she escapes LA Y1 children to work on group plan.	boxed up plan with parts to change made clear use key vocab from the original story to help children remind them of using 1 exclamation mark using -er and -est words
I can write my own version of The Magic Paintbrush (2 lessons)	TPS pupils to talk through their own plans and ideas Teacher to model writing the first couple of sentences Use iPad to mirror and share good examples Encourage them to share good ideas	Steps to success checklists printed and in books