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| **SPRING 1: YEAR 3**  **Charlie and the Chocolate Factory** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Character Description |
| **READING LESSONS:** | ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live?   ***2d Inference***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * How can you tell that…… * What impression of …… do you get from these paragraphs? * What voice might these characters use? * What was …. thinking when….. * Who is telling the story? * What does this… word/phrase/sentence… imply about… (character/setting/mood)? |
| **SKILLS LESSON:** | * Show not tell – describe a character’s emotions using senses e.g. Her spine tingled. * Select powerful, precise and well-chosen nouns, adjectives and adverbs that really match the purpose. E.g. smeared, smothered. * Use speech to reveal a character’s emotions. Can be effective when this contrasts with internal thoughts/feelings. E.g. “I’m not scared,” boasted Jim to   his classmates, but inside he had a strange sinking feeling.   * A distinctive feature e.g. he always wore sunglasses even if it wasn’t sunny. * Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy And John… they… the boys… * Select powerful, precise and wellchosen nouns, adjectives and adverbs that really match the purpose. E.g. smeared, smothered. * Use personification e.g. even the sun seemed to beam with spring time excitement. * Use metaphors and similes to create atmosphere e.g. From the waterfall, droplets sparkled, danced and shone like diamonds. * Use alliteration to add effect e.g. Tim trembled, terrified that he would get something wrong. * Use expanded noun phrases to add intriguing detail e.g. On the table, was a tiny, golden cage containing a rare, exotic bird. |
| **GRAMMAR FOCUS:** | Expanded noun phrases   * Determiner + noun + adjective + prepositional phrase   Similes   * Using ‘as’ and ‘like’ * Go beyond basic ones such as ‘as fast as lightning’   *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can write neatly, legibly and accurately, mainly in a joined style. * Can develop characters and describe settings, feelings and/or emotions etc. * Can use generalising words for style (e.g. sometimes, never, always, often, mainly, mostly, generally etc.) and/or modal verbs/the conditional tense (e.g. might do it, may go, could rain, should win). |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Story opening/Narrative  (Life for Oompa Loompas before) |
| **READING LESSONS:** | ***2a******Meaning of words***  Looking at technical/persuasive vocabulary  Context- What is it? How can we use it?  Application of dictionary skills to understand definitions  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What do the words ...... and …… suggest about the character, setting and mood? * Which word tells you that….? * Find one word in the text which means…… * Find and highlight the word that is closest in meaning to……. * Find a word or phrase which shows/suggests that……. * What other words/phrases could the author have used? * Which word most closely matches the meaning of the word x?   ***2g Author choice of words***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What does the word 'x' tell you about 'y'? * Find two or three ways that the writer tells you 'x'. * What does this… word/phrase/sentence… tell you about… character/setting/mood etc? * Highlight a key phrase or line. By writing a line in this way what effect has the author created? * In the story, 'x' is mentioned a lot. Why? * The writer uses words like … to describe …. What does this tell you about a character or setting? * What other words/phrases could the author have used? * The writer uses …words/phrases to describe … How does this make you feel? * What do you think the writer meant by… 'x'? |
| **SKILLS LESSON:** | * Use a variety of openings incl. fronted adverbials to orientate the reader e.g.: Time: ‘Late one night’ Weather: ‘Snow fell’ Place: ‘In the enchanted forest’ * Start by introducing your character and use ‘show’ not ‘tell’ techniques to reveal important facts about their feelings or personality e.g. ‘James trembled as Billy entered the class.’ * Start with questions or exclamations to hook the reader’s interest. E.g. “Scarper!! They yelled. / “What is it?” she whispered. * The use of conjunctions e.g. when, before, after, while, so, because…enables causation to be included in the opening/ending. * Use adverbials e.g. therefore, however to creates cohesion within and across paragraphs. |
| **GRAMMAR FOCUS:** | Fronted adverbials  Tenses   * Past progressive (sometimes seen as past continuous) |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can write neatly, legibly and accurately, mainly in a joined style. * Can develop characters and describe settings, feelings and/or emotions etc. * Can use generalising words for style (e.g. sometimes, never, always, often, mainly, mostly, generally etc.) and/or modal verbs/the conditional tense (e.g. might do it, may go, could rain, should win). |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Explanation Text (Based on factories/Cadbury)  E.g. How is chocolate made? |
| **READING LESSONS:** | ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live?   ***2c Summarise***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * You’ve got ‘x’ words; sum up these paragraphs. * Sort the information in these paragraphs * Do any of them deal with the same information? * Make a table/chart to show the information in these paragraphs. * Which is the most important point in these paragraphs? How many times is it mentioned? |
| **SKILLS LESSON:** | * Consistent use of present tense e.g. Hedgehogs wake up again in the spring. * Questions can be used to form titles e.g. How do hedgehogs survive in the winter? Why does it get dark at night? * Express time, place and cause using:   Conjunctions e.g. so, because  Adverbs e.g. first, then after that, finally.  Prepositions e.g. before, after….   * Use of paragraphs to organise ideas. |
| **GRAMMAR FOCUS:** | Tenses   * Simple present * Present progressive (sometimes seen as present continuous)   Technical vocabulary   * Glossary * Upskilling words * Sophisticated vocabulary choices |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can adapt form and style for purpose (e.g. there is a clear difference between formal and informal letters; use of abbreviated sentences in notes and diaries etc). * Can usually use correct grammatical structures in sentences (nouns and verbs generally agree). * Can use most punctuation accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe. |

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| **WRITING OUTCOME 4** | |
| **WRITING OUTCOME:** | Newspaper Report  (Based on event from story) |
| **READING LESSONS:** | ***2d Inference***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * How can you tell that…… * What impression of …… do you get from these paragraphs? * What voice might these characters use? * What was …. thinking when….. * Who is telling the story? * What does this… word/phrase/sentence… imply about… (character/setting/mood)?   ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live? |
| **SKILLS LESSON:** | * Express time, place and cause using conjunctions (e.g. so, because),   adverbs and prepositions (e.g. then, next, first, afterwards, just before that, at last, meanwhile).   * Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter…. * Use of paragraphs to organise ideas * Often written in the third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind.’ * Clear beginning, middle and ending. * A strong opening (paragraph in KS2) to hook the reader. * Orientation such as scene-setting or establishing context (It was the school holidays.) * An account of the events that took place, often in chronological order (The first person to arrive was ...) * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. |
| **GRAMMAR FOCUS:** | Inverted commas for direct speech with variety of reporting clauses  Past Perfect Tense   * Had + past participle |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can structure and organise work clearly e.g. beginning, middle, end; letter structure; dialogue structure. * Can adapt their chosen form to the audience e.g provide information, about characters or setting, make a series of points, use brackets for asides etc. * Can use generalising words for style (e.g. sometimes, never, always, often, mainly, mostly, generally etc.) and/or modal verbs/the conditional tense (e.g. might do it, may go, could rain, should win). |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Instructions |
| **READING LESSONS:** | ***2a******Meaning of words***  Looking at technical/persuasive vocabulary  Context- What is it? How can we use it?  Application of dictionary skills to understand definitions  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What do the words ...... and …… suggest about the character, setting and mood? * Which word tells you that….? * Find one word in the text which means…… * Find and highlight the word that is closest in meaning to……. * Find a word or phrase which shows/suggests that……. * What other words/phrases could the author have used? * Which word most closely matches the meaning of the word x?   ***2h Comparison***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Describe different characters' reactions to the same event in a story. * How is it similar to …? * How is it different to …? * Is it as good as …? * Which is better and why? * Compare and contrast different character/settings/themes in the text * What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done? |
| **SKILLS LESSON:** | * Use of command sentences (see Y1) * Commas in lists may be used to separate required ingredients/materials. * Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions e.g. when this has been done… next add… after doing this…. * Heading and subheadings used to aid presentation e.g. separating equipment from steps or procedure. |
| **GRAMMAR FOCUS:** | Imperative Verbs  Organisational devices   * Ordering * Selecting information for a bullet point |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can adapt form and style for purpose (e.g. there is a clear difference between formal and informal letters; use of abbreviated sentences in notes and diaries etc). * Can use most punctuation accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe. * Can attempt to give opinion, interest or humour through detail. |

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| **WRITING OUTCOME 6** | |
| **WRITING OUTCOME:** | Informal Letter |
| **READING LESSONS:** | ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live?   ***2d Inference***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * How can you tell that…… * What impression of …… do you get from these paragraphs? * What voice might these characters use? * What was …. thinking when….. * Who is telling the story? * What does this… word/phrase/sentence… imply about… (character/setting/mood)? |
| **SKILLS LESSON:** | * Express time, place and cause using conjunctions (e.g. so, because),   adverbs and prepositions (e.g. then, next, first, afterwards, just before that, at last, meanwhile).   * Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter…. * Use of paragraphs to organise ideas * Often written in the first person * Clear beginning, middle and ending. * A strong opening (paragraph in KS2) to hook the reader. * Orientation such as scene-setting or establishing context (It was the school holidays.) * An account of the events that took place, often in chronological order (The first person to arrive was ...) * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. |
| **GRAMMAR FOCUS:** | Structuring an opening  First person perspective |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can adapt their chosen form to the audience e.g provide information, about characters or setting, make a series of points, use brackets for asides etc. * Can sometimes use interesting and ambitious words (they should not be usually used by a child of that age, and not technical words used in a taught context * Can adapt form and style for purpose (e.g. there is a clear difference between formal and informal letters; use of abbreviated sentences in notes and diaries etc). |