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| **SPRING 1: YEAR 2**  **A Bear called Paddington** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Recount  (Mystery Week – Recount of children’s exploration of clues) |
| **READING LESSONS:** | ***1c. Identify and explain the sequence of events in texts***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happens first in the story? * Use three sentences to describe the beginning, middle and end of this text? * You’ve got ‘x’ words; sum up this story. * Sort these sentences/paragraphs/chapter headings from the story * Make a table/chart to show what happens in different parts of the story * Why does the main character do ‘x’ in the middle of the story?   ***1e. Predict what might happen on the basis of what has been read so far***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Look at the cover/title/first line/chapter headings…what do you think will happen next? How have the cover/title/first line/chapter headings…helped you come up with this idea? * What do you think will happen to the goodie/baddie/main character? Why do you think this? * What will happen next? Why do you think this? Are there any clues in the text? * Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? * Which stories have openings like this? Do you think this story will develop in the same way? * Why did the author choose this setting? How will that effect what happens next? |
| **SKILLS:** | * Often written in the first or third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind.’ First person e.g. ‘I was on my way to school.’ * 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. I went to the park ...) * 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. * Use past and present tense as appropriate throughout writing. * Use progressive forms of verbs e.g. the children were playing, I was hoping… * Use conjunctions for coordination and subordination e.g. we went to the park so we could play on the swings. * Use of noun phrases e.g. some people, most dogs, blue butterflies to interest the reader. |
| **GRAMMAR FOCUS:** | Prepositions  Adverbs  (How/when/where)  *\*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 make their writing lively and interesting e.g provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc. * Structures basic sentences correctly, including capital letters and full stops for a longer piece (one error is acceptable). * Begins to show evidence of joined handwriting. |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Character Description  (Found poster) |
| **READING LESSONS:** | ***1a. Draw on knowledge of vocabulary to understand texts***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What does this… word/phrase/sentence… tell you about… character/setting/mood etc? * Highlight a key phrase or line. By using this word, 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?   ***1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Where/when does the story take place? * What did s/he/it look like? * Who was s/he/it? * Where did s/he/it live? * Who are the characters in the book? * Where in the book would you find…? * What do you think is happening here? * What happened in the story? |
| **SKILLS:** | * Use precise nouns to create a picture in the reader’s mind e.g. terrier instead of dog. * Choose adjectives with care and also use a comma e.g. the tiny, delicate petals. * Use power of 3 sentences to describe e.g. the distant, glittering star or he was friendly, helpful and kind * Choose powerful verbs instead of got, came, went, said, look. * Use adverbs to describe e.g. she whispered softly or she always laughed happily * Use ‘as’ and ‘like’ similes. Use simple similes to describe e.g. He was a fierce as a lion. * Draw on all the senses when describing. * Use simple noun phrases e.g. she had long, blonde hair. * Use some alliteration e.g. she always had a gorgeous grin. |
| **GRAMMAR FOCUS:** | Commas for a list  Similes   * Using as/like   *\*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 use a range of punctuation, mainly correctly, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma (at least in lists), apostrophe for simple contraction and for singular possession (at least). * 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 provide enough detail to interest the reader e.g. beginning to provide additional information or description beyond a simple list. |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Postcard  (Sent to Aunt Lucy) |
| **READING LESSONS:** | ***1c. Identify and explain the sequence of events in texts***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happens first in the story? * Use three sentences to describe the beginning, middle and end of this text? * You’ve got ‘x’ words; sum up this story. * Sort these sentences/paragraphs/chapter headings from the story * Make a table/chart to show what happens in different parts of the story * Why does the main character do ‘x’ in the middle of the story?   ***1d. Make inferences from the text***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What makes you think that? * Which words give you that impression? * How do you feel about…? * Can you explain why…? * I wonder what the writer intended? * I wonder why the writer decided to…? * What do these words mean and why do you think the author chose them? |
| **SKILLS:** | * Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) * An account of the events that took place, often in chronological order (The first person to arrive was ...) * Use past and present tense as appropriate throughout writing. * Use progressive forms of verbs e.g. the children were playing, I was hoping… * Use conjunctions for coordination and subordination e.g. we went to the park so we could play on the swings. * Use of noun phrases e.g. some people, most dogs, blue butterflies to interest the reader. * Time sentence signposts for coherence that become more complex as children get older e.g. First, next. |
| **GRAMMAR FOCUS:** | Past progressive tense  Extending sentences using conjunctions  *\*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:** | * Use past and present tenses correctly. * Can use conjunctions other than ‘and’ to join two or more simple sentences, thoughts, ideas e.g but, so, then, or, when, if, that, because. * Can make their writing lively and interesting e.g provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc. |

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| **WRITING OUTCOME 4** | |
| **WRITING OUTCOME:** | Instructions  (Making the perfect marmalade sandwich) |
| **READING LESSONS:** | ***1a. Draw on knowledge of vocabulary to understand texts***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What does this… word/phrase/sentence… tell you about… character/setting/mood etc? * Highlight a key phrase or line. By using this word, 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?   ***1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Where/when does the story take place? * What did s/he/it look like? * Who was s/he/it? * Where did s/he/it live? * Who are the characters in the book? * Where in the book would you find…? * What do you think is happening here? * What happened in the story? |
| **SKILLS:** | * Begin by defining the goal or desired outcome. E.g. How to make a board game. * List any material or equipment needed, in order. * Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. * Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) * A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat. * Use of command sentences (see Y1) * Commas in lists may be used to separate required ingredients/materials. |
| **GRAMMAR FOCUS:** | Command sentences – imperative verbs  Commas for a list  *\*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 use a range of punctuation, mainly correctly, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma (at least in lists), apostrophe for simple contraction and for singular possession (at least). * Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words. (If all spellings are correct in a long enough piece to provide secure evidence, tick criteria.) * Can make their writing lively and interesting e.g provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc. |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Narrative  (Adventure story – journey) |
| **READING LESSONS:** | ***1d. Make inferences from the text***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What makes you think that? * Which words give you that impression? * How do you feel about…? * Can you explain why…? * I wonder what the writer intended? * I wonder why the writer decided to…? * What do these words mean and why do you think the author chose them?   ***1e. Predict what might happen on the basis of what has been read so far***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Look at the cover/title/first line/chapter headings…what do you think will happen next? How have the cover/title/first line/chapter headings…helped you come up with this idea? * What do you think will happen to the goodie/baddie/main character? Why do you think this? * What will happen next? Why do you think this? Are there any clues in the text? * Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? * Which stories have openings like this? Do you think this story will develop in the same way? * Why did the author choose this setting? How will that effect what happens next? |
| **SKILLS:** | * Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed. * The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her… * Apostrophes can be used for possession, e.g. Granny’s house, baby bear’s bed. * Apostrophes to show contraction can be used, e.g. Goldilocks couldn’t believe her eyes. * Personal retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school. * Sentences are demarcated using full stops, capital letters and finger spaces. * Use of conjunctions e.g. and, so, because, when, if, that, or, but … to join ideas and enable subordination of ideas. * Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! * Question marks can be used to form questions, including rhetorical questions used to engage the reader. * Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. * Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. * Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond. * Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc. * Choose and decide how a character feels, thinks or behaves and show this through what they say e.g. “I’m terrified,” he said. * Use powerful speech verbs e.g. shouted, whispered, squealed. * Use ‘said’ plus an adverb e.g. he said hopefully. |
| **GRAMMAR FOCUS:** | Direct speech  Apostrophes for possession  *\*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 vary the structure of sentences to interest the reader e.g. questions, direct speech or opening with a subordinate clause 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 usually sustain narrative and non-narrative forms (can write at length – close to a side of A4 at least- staying on task). |

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| **WRITING OUTCOME 6** | |
| **WRITING OUTCOME:** | Non-chronological Report  (Bears/Peru/London) |
| **READING LESSONS:** | ***1a. Draw on knowledge of vocabulary to understand texts***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What does this… word/phrase/sentence… tell you about… character/setting/mood etc? * Highlight a key phrase or line. By using this word, 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?   ***1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Where/when does the story take place? * What did s/he/it look like? * Who was s/he/it? * Where did s/he/it live? * Who are the characters in the book? * Where in the book would you find…? * What do you think is happening here? * What happened in the story? |
| **SKILLS:** | * Use present tense and third person e.g. They like to build their nests….It’s a cold and dangerous place to live… * Sometimes use past tense e.g. in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothes. They did dangerous things. Questions can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian School? * Question marks are used to denote questions (Y1) * Use conjunctions to aid explanation e.g. because * Use adjectives including comparative adjectives to create description e.g. polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear’s nose is as black as a piece of coal. |
| **GRAMMAR FOCUS:** | Rhetorical questions  Subordinating conjunctions  *\*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 control use of ascenders/descenders and upper/lower case letters in handwriting * Can match organisation to purpose e.g showing awareness of the structure of a letter, openings and endings, the importance of the reader, organisational devices, beginnings of paragraphing etc. * Can use conjunctions other than ‘and’ to join two or more simple sentences, thoughts, ideas e.g but, so, then, or, when, if, that, because. |