AUTUMN 1: YEAR 1 **How to wash a woolly mammoth**	
WRITING OUTCOME 1	
WRITING OUTCOME:	Character Description (Woolly mammoth)
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?
FEATURES:	• Use simple similes to describe e.g. He was a fierce as a lion. • Use power of 3 sentences to describe e.g. he was friendly, helpful and kind. • Use adverbs e.g. she always laughed happily. • Use simple noun phrases e.g. she had long, blonde hair. • Use some alliteration e.g. she always had a gorgeous grin. • Choose adjectives with care. • Include time of day and weather e.g. It was just before lunch on a beautiful sunny day. • Select scary settings and create dilemmas. • 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. • Choose powerful verbs instead of got, came, went, said, look. • Use adverbs to describe how e.g. she whispered softly. • Draw on all the senses when describing.

GRAMMAR FOCUS:	Power of 3
	   - Adjectives
	   - Creating noun phrases
	
	 Verbs
	   - Identifying
	   - Finding synonyms
	
	 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.

MODELLING:	▪ Can spell all CVC words correctly. ▪ Can leave spaces between words. ▪ Can use appropriate vocabulary in more than three statements.
SPELLING RULE:	*See spelling overview.*

WRITING OUTCOME 2	
WRITING OUTCOME:	Instructions (How to look after another animal)
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?
FEATURES:	- Write simple instructions using time words first, next etc. and imperative verbs e.g. Cut the card…. Paint your design… some of these may be negative commands e.g. Do not use any glue at this stage… - 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.
GRAMMAR FOCUS:	Verbs Full stops **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.*
MODELLING:	- Can produce their own ideas for writing. - Can make sensible phonic attempts at words. - Can begin to show awareness of how full stops are used in writing.
SPELLING RULE:	*See spelling overview.*