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| **AUTUMN 1: YEAR 2****The Storm Whale** |
| **WRITING OUTCOME 1** |
| **WRITING OUTCOME:** | Diary |
| **READING LESSONS:** | ***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?

**1c. Identify and explain the sequence of events in texts*** 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?
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| **SKILLS:** | * 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.
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| **GRAMMAR FOCUS:** | Noun phrasesAdjectives*\*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 spell most common words correctly and most of the Reception, Year 1 and Year 2 High Frequency Words and the Year 1 &2 words in the National Curriculum.
* Can use accurate and consistent handwriting (in print at a minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).
* 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.)
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| **WRITING OUTCOME 2** |
| **WRITING OUTCOME:** | Informal Letter(Writing to someone who could help) |
| **READING LESSONS:** | **1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information*** 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?

***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?
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| **SKILLS:** | * 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.
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| **GRAMMAR FOCUS:** | Identifying past tenseCo-ordinating 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 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.
* Use past and present tenses correctly.
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