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| **SPRING 1: YEAR 2**  **Masai and I** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Informal letter |
| **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?   ***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? |
| **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, then progressing to more complex fronted adverbials. |
| **GRAMMAR FOCUS:** | Past progressive tense (continued.)  Pronouns  *\*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:** | * Structures basic sentences correctly, including capital letters and full stops for a longer piece (one error is acceptable). * 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 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 2** | |
| **WRITING OUTCOME:** | Non-chronological Report  (Kenya/African village geography focus/culture) |
| **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:** | * Non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. * 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:** | Present progressive tense  Determiners  *\*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 in three or more text forms with reasonable accuracy. (If the writing is narrative, simple report or recount of a known story, this cannot be ticked as thy should already know these three text forms. If it is another genre, it can be ticked). * Can provide enough detail to interest the reader e.g. beginning to provide additional information or description beyond a simple list. * 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) |