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| **AUTUMN 2: YEAR 2**  **The Couch Potato** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Diary |
| **READING LESSONS:** | **1a. Draw on knowledge of vocabulary to understand texts**   * 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?   **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? |
| **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. |
| **GRAMMAR FOCUS:** | Noun phrases  Co-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 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 use conjunctions other than ‘and’ to join two or more simple sentences, thoughts, ideas e.g but, so, then, or, when, if, that, because. * Structures basic sentences correctly, including capital letters and full stops for a longer piece (one error is acceptable). |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Explanation text  (How to keep yourself healthy and active) |
| **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?   **1d. Make inferences from the text**   * 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:** | * A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. * The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide. * 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? * Question marks are used to denote questions (Y1) * Use conjunctions e.g. so…because |
| **GRAMMAR FOCUS:** | Subordinating conjunctions  Present Tense  *\*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 provide enough detail to interest the reader e.g. beginning to provide additional information or description beyond a simple list. * Can vary the structure of sentences to interest the reader e.g. questions, direct speech or opening with a subordinate clause etc. * 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. |