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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?
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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 phrasesCo-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?
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| **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
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| **GRAMMAR FOCUS:** | Subordinating conjunctionsPresent 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.
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