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| **SUMMER 2: YEAR 2**  **James and the Giant Peach** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Setting Description  (New York/The sky/The sea- depending on where you are in the book!) |
| **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?   ***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? |
| **SKILLS:** | * Use all the senses to describe the setting. * Use ’power of 3’ sentences to describe e.g. it was a glorious, sparkling, amazing castle. * Include some extra detail to bring the setting to life e.g. In the enchanted forest, where it was always summer. * Choose adjectives with care. * Use ‘like’ and ‘as’ to make similes. * Include time of day and weather e.g. It was just before lunch on a beautiful sunny day. |
| **GRAMMAR FOCUS:** | Creating power of 3  Commas for a list  *\*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 usually sustain narrative and non-narrative forms (can write at length – close to a side of A4 at least- staying on task). * 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). * 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:** | Instructions  (How to get a peach to fly or land/How to survive in a peach) |
| **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?   ***1e. Predict what might happen on the basis of what has been read so far***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Look at the cover/title/first line/chapter headings…what do you think will happen next? How have the cover/title/first line/chapter headings…helped you come up with this idea? * What do you think will happen to the goodie/baddie/main character? Why do you think this? * What will happen next? Why do you think this? Are there any clues in the text? * Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? * Which stories have openings like this? Do you think this story will develop in the same way? * Why did the author choose this setting? How will that effect what happens next? |
| **SKILLS:** | * 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. * Use of command sentences (see Y1) * Commas in lists may be used to separate required ingredients/materials. |
| **GRAMMAR FOCUS:** | Using a range of sentence starters  Organising Writing   * Lists * Numbering/ordering events * Glossary   *\*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 usually maintain the use of basic sentence punctuation (full stops followed be a capital letter) in a piece close to a side of A4. * Can link ideas and events, using strategies to create ‘flow’ e.g last time, also, after, then, soon, at last, and another thing etc. |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Diary entry  (As James) |
| **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?   ***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? |
| **SKILLS:** | * Often written in the first or third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind.’ First person e.g. ‘I was on my way to school.’ * Clear beginning, middle and ending. * A strong opening (paragraph in KS2) to hook the reader. * 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 ...) * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. * 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:** | Range of verbs  Subordinating 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 link ideas and events, using strategies to create ‘flow’ e.g last time, also, after, then, soon, at last, and another thing 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. * 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 4** | |
| **WRITING OUTCOME:** | Informal Letter |
| **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:** | * Often written in the first or third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind.’ First person e.g. ‘I was on my way to school.’ * Clear beginning, middle and ending. * 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 ...) * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. * 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:** | Revision of capital letters  Writing in first person  *\*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 usually maintain the use of basic sentence punctuation (full stops followed be a capital letter) in a piece close to a side of A4. * Can make their writing lively and interesting e.g provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc. |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Narrative (Adventure) |
| **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?   ***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? |
| **SKILLS:** | * Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed. * The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her… * Apostrophes can be used for possession, e.g. Granny’s house, baby bear’s bed. * Apostrophes to show contraction can be used, e.g. Goldilocks couldn’t believe her eyes. * Personal retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school. * Sentences are demarcated using full stops, capital letters and finger spaces. * Use of conjunctions e.g. and, so, because, when, if, that, or, but … to join ideas and enable subordination of ideas. * Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! * Question marks can be used to form questions, including rhetorical questions used to engage the reader. * Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. * Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. * Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond. * Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc. * Choose and decide how a character feels, thinks or behaves and show this through what they say e.g. “I’m terrified,” he said. * Use powerful speech verbs e.g. shouted, whispered, squealed. * Use ‘said’ plus an adverb e.g. he said hopefully. |
| **GRAMMAR FOCUS:** | Reporting clauses (alternative for said)  Direct speech punctuation  *\*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 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 use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g a title: Big Billy Goat Gruff) |

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| **WRITING OUTCOME 6** | |
| **WRITING OUTCOME:** | Concrete Poetry  (Shape of New York Skyline/James/Peach) |
| **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?   ***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? |
| **SKILLS:** | Features of a concrete poem:   * Language choices * Adjectives to add detail * Alliteration * Similes * Layout * Short snappy sentences |
| **GRAMMAR FOCUS:** | Similes   * Using ‘like’ * Build on previous learning- can they become more adventurous?   Nouns   * What is a noun? * What nouns could they discuss in their poem?   Adjectives   * Describe a noun * Add interest for reader * Give us an image in our head   SEE POETRY WRITING OVERVIEW |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g a title: Big Billy Goat Gruff) * 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 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. |