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| **AUTUMN 1: YEAR 2****Lights on Cotton Rock** |
| **WRITING OUTCOME 1** |
| **WRITING OUTCOME:** | Setting Description(Alien planet/arrival of spaceship) |
| **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?

***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?
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| **SKILLS:** | * Choose a name for the setting.
* 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 and 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.
* Select scary settings and create dilemmas.
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| **GRAMMAR FOCUS:** | Co-ordinating conjunctionsAdjectives - synonyms*\*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 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 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 2** |
| **WRITING OUTCOME:** | Newspaper Report(About the aliens leaving etc.) |
| **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?

***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?
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| **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.
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| **GRAMMAR FOCUS:** | Time conjunctionsSubordinating 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.
* 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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