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| **AUTUMN 1: YEAR 2**  **Cinnamon** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Character Description  (Tiger/Princess) |
| **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:** | * Use precise nouns to create a picture in the reader’s mind e.g. terrier instead of dog. * Choose adjectives with care and also use a comma e.g. the tiny, delicate petals. * Use power of 3 sentences to describe e.g. the distant, glittering star. * Choose powerful verbs instead of got, came, went, said, look. * Use adverbs to describe how e.g. she whispered softly. * Use ‘as’ and ‘like’ similes. * Draw on all the senses when describing. |
| **GRAMMAR FOCUS:** | Identifying nouns  Commas in 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 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 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). |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Book Review  (Encouraging others to read it) |
| **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? |
| **SKILLS:** | * An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea). * Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) * A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It’s quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) * Written in present tense. * Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class? * Effective use of noun phrases to create persuasive devises e.g. delicious chocolate |
| **GRAMMAR FOCUS:** | Rhetorical questions  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 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). * Use past and present tenses correctly. * Can usually sustain narrative and non-narrative forms (can write at length – close to a side of A4 at least- staying on task). |