|  |
| --- |
| **AUTUMN 2: YEAR 3****The Wind in the Willows** |
| **WRITING OUTCOME 1** |
| **WRITING OUTCOME:** | Character Description(Base it on one of the animal characters) |
| **READING LESSONS:** | ***2b Retrieval*** **REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What happened in the story?
* Which part of the story best describes the setting?
* Give one example of……
* Where/when does the story take place?
* What did s/he/it look like?
* Where did s/he/it live?

***2d Inference*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** How can you tell that……
* What impression of …… do you get from these paragraphs?
* What voice might these characters use?
* What was …. thinking when…..
* Who is telling the story?
* What does this… word/phrase/sentence… imply about… (character/setting/mood)?
 |
| **SKILLS LESSON:** | * Show not tell – describe a character’s emotions using senses e.g. Her spine tingled. Describe a setting by using language to suggest the atmosphere e.g. rather than the trees were dark and scary – shadows loomed from the dark, finger like branches.
* Select powerful, precise and wellchosen nouns, adjectives and adverbs that really match the purpose. E.g. smeared, smothered.
* Use personification e.g. even the sun seemed to beam with spring time excitement.
* Use metaphors and similes to create atmosphere e.g. From the waterfall, droplets sparkled, danced and shone like diamonds.
* Use alliteration to add effect e.g. Tim trembled, terrified that he would get something wrong.
* Use expanded noun phrases to add intriguing detail e.g. On the table, was a tiny, golden cage containing a rare, exotic bird.
* Developed descriptions through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition).
* Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The haunted house…….It……..This terrifying place….In this creepy house….
 |
| **GRAMMAR FOCUS:** | Co-ordinating ConjunctionsExpanded noun phrases*\*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 adapt their chosen form to the audience e.g provide information, about characters or setting, make a series of points, use brackets for asides etc.
* 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 develop characters and describe settings, feelings and/or emotions etc.
 |

|  |
| --- |
| **WRITING OUTCOME 2** |
| **WRITING OUTCOME:** | Setting Description(Select one home/area in the book) |
| **READING LESSONS:** | ***2b Retrieval*** **REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What happened in the story?
* Which part of the story best describes the setting?
* Give one example of……
* Where/when does the story take place?
* What did s/he/it look like?
* Where did s/he/it live?

***2h Comparison*** **REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** Describe different characters' reactions to the same event in a story.
* How is it similar to …?
* How is it different to …?
* Is it as good as …?
* Which is better and why?
* Compare and contrast different character/settings/themes in the text
* What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?
 |
| **SKILLS LESSON:** | * Select the time of day and weather to create effect e.g. At close to midnight, thunder rumbled through the darkness.
* Show how a character reacts to the setting: Jane shivered; Evie beamed joyfully.
* Show the setting through the character’s eyes. E.g. Frankie scanned the room searching for the golden key.
* Use prepositions/fronted adverbials to direct the reader to different areas of the setting e.g. on the shelf/near the window etc.
* Use speech to describe a setting through a character’s reaction. “Wow,” exclaimed Sam staring at the mountain that lay ahead. “I’ve never seen anything that wonderful before.”
* Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it …..
 |
| **GRAMMAR FOCUS:** | Fronted adverbialsPrepositions*\*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 develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief).
* Can usually use correct grammatical structures in sentences (nouns and verbs generally agree).
* Can use adjectives and adverbs for description.
 |

|  |
| --- |
| **WRITING OUTCOME 3** |
| **WRITING OUTCOME:** | Persuasive Advertisement(Selling ‘Toad Hall’) |
| **READING LESSONS:** | ***2a******Meaning of words***Looking at technical/impactful vocabularyContext- What is it? How can we use it?Application of dictionary skills to understand definitions**REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What do the words ...... and …… suggest about the character, setting and mood?
* Which word tells you that….?
* Find one word in the text which means……
* Find and highlight the word that is closest in meaning to…….
* Find a word or phrase which shows/suggests that…….
* What other words/phrases could the author have used?
* Which word most closely matches the meaning of the word x?

***2e Prediction*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What do the words ...... and …… suggest about the character, setting and mood?
* Which word tells you that….?
* Find one word in the text which means……
* Find and highlight the word that is closest in meaning to…….
* Find a word or phrase which shows/suggests that…….
* What other words/phrases could the author have used?
* Which word most closely matches the meaning of the word x?
 |
| **SKILLS LESSON:** | * 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.)

(BUILDING ON YEAR 2 SKILLS)* 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
* Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
* Use present perfect form of verbs e.g. people have said that this is the most amazing product because…
 |
| **GRAMMAR FOCUS:** | Present perfect tenseFact or opinion*\*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 pronouns appropriately to avoid the awkward repetition of nouns.
* Can adapt form and style for purpose (e.g. there is a clear difference between formal and informal letters; use of abbreviated sentences in notes and diaries etc).
* Can use generalising words for style (e.g. sometimes, never, always, often, mainly, mostly, generally etc.) and/or modal verbs/the conditional tense (e.g. might do it, may go, could rain, should win).
 |
| **WRITING OUTCOME 4** |
| **WRITING OUTCOME:** | Non-chronological Report(Base it on research on one of the animals e.g. toads, badgers, moles etc.) |
| **READING LESSONS:** | ***2b Retrieval*** **REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What happened in the story?
* Which part of the story best describes the setting?
* Give one example of……
* Where/when does the story take place?
* What did s/he/it look like?
* Where did s/he/it live?

***2f Meaning linked to information and events*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** Explain why a character did something.
* Explain a character's different/changing feelings throughout a story. How do you know?
* What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…?
* What is similar/different about two characters?
* Why is 'x' (character/setting/event) important in the story?
* What is the story (theme) underneath the story? Does this story have a moral or a message?
* Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information?
* How does the title/layout encourage you to read on/find information?
 |
| **SKILLS LESSON:** | * In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations.
* A common structure includes:
	+ An opening statement, often a general classification (Sparrows are birds)
	+ Sometimes followed by a more detailed or technical classification (Their Latin name is...)
	+ Description of whatever is the subject of the report organised in some way to help the reader make sense of the information.

For example:* + - It’s qualities (Like most birds, sparrows have feathers.)
		- It’s parts and their functions (The beak is small and strong so that it can ...)
		- It’s habits/behaviour/ uses (Sparrows nest in...)
* Express time, place and cause using conjunctions e.g. so, because, adverbs/adverbial phrases e.g. Daffodils start to grow in early February and prepositions e.g. before, after…
* Paragraphs, headings and subheadings used to aid presentation
 |
| **GRAMMAR FOCUS:** | Subordinating Conjunctions (wider range)Commas for lists*\*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 most punctuation accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe.
* Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas e.g. when, because, if, after, while, also, as well.
* Can use generalising words for style (e.g. sometimes, never, always, often, mainly, mostly, generally etc.) and/or modal verbs/the conditional tense (e.g. might do it, may go, could rain, should win).
 |

|  |
| --- |
| **WRITING OUTCOME 5** |
| **WRITING OUTCOME:** | Diary(Consider an event/character’s experiences) |
| **READING LESSONS:** | ***2c Summarise*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** You’ve got ‘x’ words; sum up these paragraphs.
* Sort the information in these paragraphs
* Do any of them deal with the same information?
* Make a table/chart to show the information in these paragraphs.
* Which is the most important point in these paragraphs? How many times is it mentioned?

***2d Inference*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** How can you tell that……
* What impression of …… do you get from these paragraphs?
* What voice might these characters use?
* What was …. thinking when…..
* Who is telling the story?
* What does this… word/phrase/sentence… imply about… (character/setting/mood)?
 |
| **SKILLS LESSON:** | * 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.
* Some additional detail about each event (He was surprised to see me.)
* Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions (e.g. then, next, first, afterwards, just before that, at last, meanwhile).
* Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter….
* Use of paragraphs to organise ideas
 |
| **GRAMMAR FOCUS:** | Sentence openersDirect 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 use most punctuation accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe.
* Can use adjectives and adverbs for description.
* Can develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief).
 |

|  |
| --- |
| **WRITING OUTCOME 6** |
| **WRITING OUTCOME:** | Poetry (Free Verse Poem)*Recommended poem: School* |
| **READING LESSONS:** | ***2a******Meaning of words***Looking at technical/impactful vocabularyContext- What is it? How can we use it?Application of dictionary skills to understand definitions**REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What do the words ...... and …… suggest about the character, setting and mood?
* Which word tells you that….?
* Find one word in the text which means……
* Find and highlight the word that is closest in meaning to…….
* Find a word or phrase which shows/suggests that…….
* What other words/phrases could the author have used?
* Which word most closely matches the meaning of the word x?

***2d Inference*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** How can you tell that……
* What impression of …… do you get from these paragraphs?
* What voice might these characters use?
* What was …. thinking when…..
* Who is telling the story?
* What does this… word/phrase/sentence… imply about… (character/setting/mood)?
 |
| **SKILLS LESSON:** | SEE THE POETRY WRITING PROCESS DOCUMENT |
| **GRAMMAR FOCUS:** | * Alliteration
* Adverbs
* Similes

*\*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 chosen forms appropriately and consistently. (If the writing is narrative, simple report or recount of a known story, this cannot be ticked as they should already know these three text forms. If it is another genre, it can be ticked).
* 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 adjectives and adverbs for description.
 |