

**AUTUMN 2: YEAR 1**  
**BOOK 1: Hansel and Gretel**

**WRITING OUTCOME 1**

<b>WRITING OUTCOME:</b>	Recount
<b>READING LESSONS:</b>	<p><b>1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• Where/when does the story take place?</li> <li>• What did s/he/it look like?</li> <li>• Who was s/he/it?</li> <li>• Where did s/he/it live?</li> <li>• Who are the characters in the book?</li> <li>• Where in the book would you find...?</li> <li>• What do you think is happening here?</li> <li>• What happened in the story?</li> </ul> <p><b>1c. Identify and explain the sequence of events in texts</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• What happens first in the story?</li> <li>• Use three sentences to describe the beginning, middle and end of this text?</li> <li>• You've got 'x' words; sum up this story.</li> <li>• Sort these sentences/paragraphs/chapter headings from the story</li> <li>• Make a table/chart to show what happens in different parts of the story</li> <li>• Why does the main character do 'x' in the middle of the story?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• Written in the first person. E.g. First person e.g. 'I was on my way to school.'</li> <li>• Clear beginning, middle and ending.</li> <li>• Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives. Simple recounts and retellings can be written about experiences with which pupils are familiar.</li> <li>• These should:             <ul style="list-style-type: none"> <li>○ Use the past tense accurately.</li> <li>○ Use the conjunction 'and' to join sentences.</li> <li>○ Begin to use full stops, question marks and exclamation marks where appropriate</li> <li>○ Use capital letters for names of people, places, days of the week and the personal pronoun 'I'</li> </ul> </li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Question marks</p> <p>Simple past tense</p> <p><i>*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.</i></p>
<b>SPELLING RULE:</b>	See spelling overview.
<b>MODELLING:</b>	<ul style="list-style-type: none"> <li>▪ Can form all letters clearly, although size and shape may be irregular.</li> <li>▪ Almost always leaves spaces between words.</li> <li>▪ Can retell stories in writing.</li> </ul>

<b>WRITING OUTCOME 2</b>	
<b>WRITING OUTCOME:</b>	Setting Description
<b>READING LESSONS:</b>	<p><b>1a. Draw on knowledge of vocabulary to understand texts</b>  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• What does this... word/phrase/sentence... tell you about... character/setting/mood etc?</li> <li>• Highlight a key phrase or line. By using this word, what effect has the author created?</li> <li>• In the story, 'x' is mentioned a lot. Why?</li> <li>• The writer uses words like ... to describe .... What does this tell you about a character or setting?</li> <li>• What other words/phrases could the author have used?</li> </ul> <p><b>1d. Make inferences from the text</b>  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• What makes you think that?</li> <li>• Which words give you that impression?</li> <li>• How do you feel about...?</li> <li>• Can you explain why...?</li> <li>• I wonder what the writer intended?</li> <li>• I wonder why the writer decided to...?</li> <li>• What do these words mean and why do you think the author chose them?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• Choose a name for the setting.</li> <li>• Use all the senses to describe the setting.</li> <li>• Use 'power of 3' sentences to describe e.g. it was a glorious, sparkling, amazing castle.</li> <li>• Include some extra detail to bring the setting to life e.g. In the enchanted forest, where it was always summer.</li> <li>• Choose adjectives with care.</li> <li>• Include time of day and weather e.g. It was just before lunch on a beautiful sunny day.</li> <li>• Select scary settings and create dilemmas.</li> <li>• Use precise nouns to create a picture in the reader's mind e.g. terrier instead of dog.</li> <li>• Choose adjectives with care and also use a comma e.g. the tiny, delicate petals.</li> <li>• Use power of 3 sentences to describe e.g. the distant, glittering star.</li> <li>• Choose powerful verbs instead of got, came, went, said, look.</li> <li>• Use adverbs to describe how e.g. she whispered softly.</li> <li>• Draw on all the senses when describing.</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Nouns</p> <p>Adjectives</p> <p><i>*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.</i></p>
<b>SPELLING RULE:</b>	<i>See spelling overview.</i>
<b>MODELLING:</b>	<ul style="list-style-type: none"> <li>▪ Can show some control over letter size, shape and orientation in writing.</li> <li>▪ Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.)</li> <li>▪ Can use appropriate vocabulary (should be coherent and sensible) in more than three statements.</li> </ul>