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| **SPRING 1: YEAR 3****Charlie and the Chocolate Factory** |
| **WRITING OUTCOME 1** |
| **WRITING OUTCOME:** | Character Description |
| **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)?
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| **SKILLS LESSON:** | * Show not tell – describe a character’s emotions using senses e.g. Her spine tingled.
* Select powerful, precise and well-chosen nouns, adjectives and adverbs that really match the purpose. E.g. smeared, smothered.
* Use speech to reveal a character’s emotions. Can be effective when this contrasts with internal thoughts/feelings. E.g. “I’m not scared,” boasted Jim to

his classmates, but inside he had a strange sinking feeling.* A distinctive feature e.g. he always wore sunglasses even if it wasn’t sunny.
* Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy And John… they… the boys…
* 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.
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| **GRAMMAR FOCUS:** | Expanded noun phrases* Determiner + noun + adjective + prepositional phrase

Similes* Using ‘as’ and ‘like’
* Go beyond basic ones such as ‘as fast as lightning’

*\*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 write neatly, legibly and accurately, mainly in a joined style.
* Can develop characters and describe settings, feelings and/or emotions 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).
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| **WRITING OUTCOME 2** |
| **WRITING OUTCOME:** | Story opening/Narrative(Life for Oompa Loompas before) |
| **READING LESSONS:** | ***2a******Meaning of words***Looking at technical/persuasive 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?

***2g Author choice of words*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What does the word 'x' tell you about 'y'?
* Find two or three ways that the writer tells you 'x'.
* What does this… word/phrase/sentence… tell you about… character/setting/mood etc?
* Highlight a key phrase or line. By writing a line in this way 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?
* The writer uses …words/phrases to describe … How does this make you feel?
* What do you think the writer meant by… 'x'?
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| **SKILLS LESSON:** | * Use a variety of openings incl. fronted adverbials to orientate the reader e.g.: Time: ‘Late one night’ Weather: ‘Snow fell’ Place: ‘In the enchanted forest’
* Start by introducing your character and use ‘show’ not ‘tell’ techniques to reveal important facts about their feelings or personality e.g. ‘James trembled as Billy entered the class.’
* Start with questions or exclamations to hook the reader’s interest. E.g. “Scarper!! They yelled. / “What is it?” she whispered.
* The use of conjunctions e.g. when, before, after, while, so, because…enables causation to be included in the opening/ending.
* Use adverbials e.g. therefore, however to creates cohesion within and across paragraphs.
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| **GRAMMAR FOCUS:** | Fronted adverbialsTenses* Past progressive (sometimes seen as past continuous)
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| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can write neatly, legibly and accurately, mainly in a joined style.
* Can develop characters and describe settings, feelings and/or emotions 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).
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| **WRITING OUTCOME 3** |
| **WRITING OUTCOME:** | Explanation Text (Based on factories/Cadbury)E.g. How is chocolate made?  |
| **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?

***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?
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| **SKILLS LESSON:** | * Consistent use of present tense e.g. Hedgehogs wake up again in the spring.
* Questions can be used to form titles e.g. How do hedgehogs survive in the winter? Why does it get dark at night?
* Express time, place and cause using:

Conjunctions e.g. so, becauseAdverbs e.g. first, then after that, finally.Prepositions e.g. before, after….* Use of paragraphs to organise ideas.
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| **GRAMMAR FOCUS:** | Tenses* Simple present
* Present progressive (sometimes seen as present continuous)

Technical vocabulary* Glossary
* Upskilling words
* Sophisticated vocabulary choices
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| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * 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 usually use correct grammatical structures in sentences (nouns and verbs generally agree).
* Can use most punctuation accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe.
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| **WRITING OUTCOME 4** |
| **WRITING OUTCOME:** | Newspaper Report (Based on event from story) |
| **READING LESSONS:** | ***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)?

***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?
 |
| **SKILLS LESSON:** | * 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
* Often written in the third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind.’
* 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.)
* 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.
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| **GRAMMAR FOCUS:** | Inverted commas for direct speech with variety of reporting clausesPast Perfect Tense* Had + past participle
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| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can structure and organise work clearly e.g. beginning, middle, end; letter structure; dialogue structure.
* 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 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).
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| **WRITING OUTCOME 5** |
| **WRITING OUTCOME:** | Instructions |
| **READING LESSONS:** | ***2a******Meaning of words***Looking at technical/persuasive 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?

***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?
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| **SKILLS LESSON:** | * Use of command sentences (see Y1)
* Commas in lists may be used to separate required ingredients/materials.
* Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions e.g. when this has been done… next add… after doing this….
* Heading and subheadings used to aid presentation e.g. separating equipment from steps or procedure.
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| **GRAMMAR FOCUS:** | Imperative VerbsOrganisational devices* Ordering
* Selecting information for a bullet point
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| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * 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 most punctuation accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe.
* Can attempt to give opinion, interest or humour through detail.
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| **WRITING OUTCOME 6** |
| **WRITING OUTCOME:** | Informal Letter |
| **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:** | * 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
* Often written in the first person
* 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.)
* 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.
 |
| **GRAMMAR FOCUS:** | Structuring an openingFirst person perspective |
| **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 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).
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