

AUTUMN 2: YEAR 1
BOOK 2: The Princess and the Pea

WRITING OUTCOME 1

WRITING OUTCOME:	Diary
READING LESSONS:	<p>1d. Make inferences from the text REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • 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? <p>1c. Identify and explain the sequence of events in texts REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • 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 LESSON:	<ul style="list-style-type: none"> • Written in the first person. E.g. First person e.g. 'I was on my way to school.' • Clear beginning, middle and ending. • 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. • These should: <ul style="list-style-type: none"> ○ Use the past tense accurately. ○ Use the conjunction 'and' to join sentences. ○ Begin to use full stops, question marks and exclamation marks where appropriate ○ Use capital letters for names of people, places, days of the week and the personal pronoun 'I'
GRAMMAR FOCUS:	<p>Conjunction 'and'</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>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.) ▪ Can use any conjunction (may only ever be 'and') to join two simple sentences, thoughts, ideas etc ▪ Can retell stories in writing.

WRITING OUTCOME 2	
WRITING OUTCOME:	Character Description
READING LESSONS:	<p>1a. Draw on knowledge of vocabulary to understand texts REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • What does this... word/phrase/sentence... tell you about... character/setting/mood etc? • Highlight a key phrase or line. By using this word, 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? <p>1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • 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?
SKILLS LESSON:	<ul style="list-style-type: none"> • Use simple similes to describe e.g. He was as fierce as a lion. • Use power of 3 sentences to describe e.g. he was friendly, helpful and kind. • Use adverbs e.g. she always laughed happily. • Use simple noun phrases e.g. she had long, blonde hair. • Use some alliteration e.g. she always had a gorgeous grin. • Choose adjectives with care. • Include time of day and weather e.g. It was just before lunch on a beautiful sunny day. • Select scary settings and create dilemmas. • 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. • Draw on all the senses when describing.
GRAMMAR FOCUS:	<p>Using multiple adjectives</p> <p>Simple noun phrases</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>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can show some control over letter size, shape and orientation in writing. ▪ Can make recognisable attempts at spelling words not known (almost all decodable without the child's help) *If all are spelt correctly, tick the criterion. ▪ Can use appropriate vocabulary (should be coherent and sensible) in more than three statements.