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| **AUTUMN 2: YEAR 2****The Invisible** |
| **WRITING OUTCOME 1** |
| **WRITING OUTCOME:** | Informal Letter |
| **READING LESSONS:** | ***1e. Predict what might happen on the basis of what has been read so far*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** Look at the cover/title/first line/chapter headings…what do you think will happen next? How have the cover/title/first line/chapter headings…helped you come up with this idea?
* What do you think will happen to the goodie/baddie/main character? Why do you think this?
* What will happen next? Why do you think this? Are there any clues in the text?
* Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
* Which stories have openings like this? Do you think this story will develop in the same way?
* Why did the author choose this setting? How will that effect what happens next?

***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?
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| **SKILLS:** | * Use past and present tense as appropriate throughout writing.
* Use progressive forms of verbs e.g. the children were playing, I was hoping…
* Use conjunctions for coordination and subordination e.g. we went to the park so we could play on the swings.
* Use of noun phrases e.g. some people, most dogs, blue butterflies to interest the reader.
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| **GRAMMAR FOCUS:** | Question marksSentence identification: command/statement/question/exclamation*\*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 usually sustain narrative and non-narrative forms (can write at length – close to a side of A4 at least- staying on task).
* 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).
* Structures basic sentences correctly, including capital letters and full stops for a longer piece (one error is acceptable).
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| **WRITING OUTCOME 2** |
| **WRITING OUTCOME:** | Setting Description |
| **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?

***1a. Draw on knowledge of vocabulary to understand texts*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** 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?
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| **SKILLS:** | * Use all the senses to describe the setting.
* Use ’power of 3’ sentences to describe e.g. it was a glorious, sparkling, amazing castle.
* Include some extra detail to bring the setting to life e.g. In the enchanted forest, where it was always summer.
* Choose adjectives with care and use ‘like’ and ‘as’ to make similes.
* Include time of day and weather e.g. It was just before lunch on a beautiful sunny day.
* Select scary settings and create dilemmas.
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| **GRAMMAR FOCUS:** | AdjectivesSimiles*\*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 provide enough detail to interest the reader e.g. beginning to provide additional information or description beyond a simple list.
* 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 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)
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