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| **SPRING 1: YEAR 2**  **Anna Hibiscus** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Instructions |
| **READING LESSONS:** | ***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?   ***1c. Identify and explain the sequence of events in texts***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * 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:** | * Begin by defining the goal or desired outcome. E.g. How to make a board game. * List any material or equipment needed, in order. * Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. * Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) * A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat. * Use of command sentences; Write simple instructions using time words first, next etc. and imperative verbs e.g. Cut the card…. Paint your design… some of these may be negative commands e.g. Do not use any glue at this stage… * Commas in lists may be used to separate required ingredients/materials. |
| **GRAMMAR FOCUS:** | Imperative verbs  Commas for a list  *\*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 match organisation to purpose e.g showing awareness of the structure of a letter, openings and endings, the importance of the reader, organisational devices, beginnings of paragraphing etc. * 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). * Can make their writing lively and interesting e.g provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc. |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Narrative |
| **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?   ***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? |
| **SKILLS:** | * Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed. * The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her… * Apostrophes can be used for possession, e.g. Granny’s house, baby bear’s bed. * Apostrophes to show contraction can be used, e.g. Goldilocks couldn’t believe her eyes. * Personal retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school. * Sentences are demarcated using full stops, capital letters and finger spaces. * Use of conjunctions e.g. and, so, because, when, if, that, or, but … to join ideas and enable subordination of ideas. * Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! * Question marks can be used to form questions, including rhetorical questions used to engage the reader. * Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. * Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. * Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond. * Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc. |
| **GRAMMAR FOCUS:** | Apostrophes for belonging/possession  Verb choice  *\*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 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). * Can use conjunctions other than ‘and’ to join two or more simple sentences, thoughts, ideas e.g but, so, then, or, when, if, that, because. * 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) |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Persuasive poster |
| **READING LESSONS:** | ***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?   ***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? |
| **SKILLS:** | * 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.) * 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 |
| **GRAMMAR FOCUS:** | Co-ordinating conjunctions  Second person perspective (you)  *\*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 match organisation to purpose e.g showing awareness of the structure of a letter, openings and endings, the importance of the reader, organisational devices, beginnings of paragraphing etc. * Can use conjunctions other than ‘and’ to join two or more simple sentences, thoughts, ideas e.g but, so, then, or, when, if, that, because. * 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) |