

**SUMMER 1: YEAR 5****Treasure Island****WRITING OUTCOME 1**

<b>WRITING OUTCOME:</b>	Letter (Written as R.L.Stevenson about his travels in the style of the time period)
<b>READING LESSONS:</b>	<p><b>2a Meaning of words</b> Looking at technical/impactful vocabulary Context- What is it? How can we use it? Application of dictionary skills to understand definitions <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>- Which word tells you that....?</li> <li>- Find one word in the text which means.....</li> <li>- Find and highlight the word that is closest in meaning to.....</li> <li>- Find a word or phrase which shows/suggests that.....</li> <li>- What other words/phrases could the author have used?</li> <li>- Which word most closely matches the meaning of the word x?</li> </ul> <p><b>2b Retrieval</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What happened in the story?</li> <li>- Which part of the story best describes the setting?</li> <li>- Give one example of.....</li> <li>- Where/when does the story take place?</li> <li>- What did s/he/it look like?</li> <li>- Where did s/he/it live?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• Often written in the first person.</li> <li>• Clear beginning, middle and ending.</li> <li>• A strong opening (paragraph in KS2) to hook the reader.</li> <li>• Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)</li> <li>• An account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <li>• Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials.</li> <li>• Some additional detail about each event (He was surprised to see me.)</li> <li>• Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> <li>• Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.</li> <li>• Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , the owls had hunted</li> <li>• Modals can be used to indicate degrees of possibility e.g....I should never have... they must be allowed...</li> <li>• Create cohesion within paragraphs using adverbials e.g. therefore, however.</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Past perfect tense</p> <p>Changes in chronology</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 <i>spelling overview</i> .
<b>MODELLING:</b>	<ul style="list-style-type: none"> <li>▪ Can use appropriate informal and formal styles with confidence (e.g. conversational, colloquial, dialect, Standard English).</li> </ul>

	<ul style="list-style-type: none"><li>▪ Can select from a wide range of known imaginative and ambitious vocabulary (they should be words that are not usually used by a child of that age) and use them precisely. (All spelling, including that of complex words, is almost always correct.)</li><li>▪ Can use a range of narrative techniques with confidence, interweaving elements when appropriate e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense.</li></ul>
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<b>WRITING OUTCOME 2</b>	
<b>WRITING OUTCOME:</b>	Character Description (Jim/Pirates)
<b>READING LESSONS:</b>	<p><b>2b Retrieval</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What happened in the story?</li> <li>- Which part of the story best describes the setting?</li> <li>- Give one example of.....</li> <li>- Where/when does the story take place?</li> <li>- What did s/he/it look like?</li> <li>- Where did s/he/it live?</li> </ul> <p><b>2g Author choice of words</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What does the word 'x' tell you about 'y'?</li> <li>- Find two or three ways that the writer tells you 'x'.</li> <li>- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?</li> <li>- Highlight a key phrase or line. By writing a line in this way 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> <li>- The writer uses ... words/phrases to describe ... How does this make you feel?</li> <li>- What do you think the writer meant by... 'x'?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• Use a name to suggest character traits e.g. Mr Durable / Mrs Meek.</li> <li>• Use clauses to drop in details about the character e.g. The girl, crossing her fingers and breathing deeply, cautiously approached the two boys.</li> <li>• Show (not tell) how characters' feel by what they do, say or think e.g. "NO!!! He yelled, snatching the telephone receiver.</li> <li>• Use parenthesis to reveal (show not tell) a character's true feelings. Can be effective when outward appearances contrast with what's going on inside. Jack, quivering and shaking, reached for the dagger.</li> <li>• Use other character's comments or reactions to reveal character traits e.g. 'She's angry again', whispered Kevin.</li> <li>• Use a character who is hiding their feelings and discuss the contrast between outward words/ actions and internal thoughts e.g. Outwardly, he could seem unsure of himself, but inside he thought deeply and only ever acted if he was confident.</li> <li>• Use past progressive forms to reveal additional information about a character's feelings/thoughts/wishes. E.g. James had been frightened of spiders ever since he found one in his bed when he was young.</li> <li>• When discussing characters, use adverbials to create cohesion within paragraphs e.g. James had been frightened of spiders ever since he was young. Despite this...</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Past progressive tense</p> <p>Parenthesis for 'Show not tell'</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 use literary features to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile etc.)..</li> <li>▪ Can use a wide range of punctuation mainly accurately, including at least three of the following (as appropriate to the text): comma, apostrophe, bullet points, inverted commas, hyphen, brackets, colon or semi-colon.</li> <li>▪ Can use paragraphs consistently and appropriately.</li> </ul>

<b>WRITING OUTCOME 3</b>	
<b>WRITING OUTCOME:</b>	Setting Description (Immersive learning – Captain's cabin)
<b>READING LESSONS:</b>	<p><b>2h Comparison</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- Describe different characters' reactions to the same event in a story.</li> <li>- How is it similar to ...?</li> <li>- How is it different to ...?</li> <li>- Is it as good as ...?</li> <li>- Which is better and why?</li> <li>- Compare and contrast different character/settings/themes in the text</li> <li>- 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?</li> </ul> <p><b>2d Inference</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- How can you tell that.....</li> <li>- What impression of ..... do you get from these paragraphs?</li> <li>- What voice might these characters use?</li> <li>- What was .... thinking when.....</li> <li>- Who is telling the story?</li> <li>- What does this... word/phrase/sentence... imply about... (character/setting/mood)?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• Choose a name that suggests something about the setting e.g. Dead Man's Hollow.</li> <li>• Show the scene through the character's eyes adding details to show character's reactions to new surroundings e.g. Jill peered around the gloomy cave, her eyes fighting against the darkness.</li> <li>• Use detailed 'power of 3' sentences to describe what can be seen, heard or touched e.g.</li> <li>• The room was adorned with shabby furniture, tatty curtains and strange paintings.</li> <li>• Pick out unusual details to hook the reader and lead the story forwards e.g. On the shelf, was a small golden statue of a man clutching a key.</li> <li>• Introduce something unusual to hook the reader and lead the story forwards e.g. On the table, was a strange footprint left by a creature that Holly, who was an animal expert, was unfamiliar with.</li> <li>• Change atmosphere by altering weather, place or time and use a metaphor or personification. E.g. the wind howled, the fog descended over the houses like a thick cloak.</li> <li>• Reflect a character's feelings in the setting e.g. As the rain lashed against the window pane, tears streamed down Harry's face.</li> <li>• Use parenthesis to add additional information e.g. the house, old and decrepit, stood at the bottom of Haunted Hill.</li> <li>• Use relative clauses to add further information, adding commas when required e.g. The windows, which were dirty and cracked, swung on their hinges in the breeze.</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Figurative language to create an atmosphere</p> <p>Semi-colons for lists</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 use literary features to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile etc.).</li> <li>▪ Can use a wide range of punctuation mainly accurately, including at least three of the following (as appropriate to the text): comma, apostrophe, bullet points, inverted commas, hyphen, brackets, colon or semi-colon.</li> <li>▪ Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide (e.g. commas, colons, semicolons, dashes, ellipses).</li> </ul>

<b>WRITING OUTCOME 4</b>	
<b>WRITING OUTCOME:</b>	Narrative
<b>READING LESSONS:</b>	<p><b>2a Meaning of words</b>            Looking at technical/impactful vocabulary            Context- What is it? How can we use it?            Application of dictionary skills to understand definitions  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>- Which word tells you that...?</li> <li>- Find one word in the text which means.....</li> <li>- Find and highlight the word that is closest in meaning to.....</li> <li>- Find a word or phrase which shows/suggests that.....</li> <li>- What other words/phrases could the author have used?</li> <li>- Which word most closely matches the meaning of the word x?</li> </ul> <p><b>2e Prediction</b>  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>- Which word tells you that...?</li> <li>- Find one word in the text which means.....</li> <li>- Find and highlight the word that is closest in meaning to.....</li> <li>- Find a word or phrase which shows/suggests that.....</li> <li>- What other words/phrases could the author have used?</li> <li>- Which word most closely matches the meaning of the word x?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• The third person and past tense are used.</li> <li>• This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).</li> <li>• Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ...</li> <li>• Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly).</li> <li>• Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to...</li> <li>• Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...</li> <li>• Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in play script or commas – Paul, on the other hand, was considered trustworthy.</li> <li>• Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close...</li> <li>• Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required.</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Adverbs of possibility</p> <p>Layout devices (Writing in chapters – allowing for change of location/time etc.)</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 use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullet points, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).</li> <li>▪ Can interweave implicit and explicit links between sections.</li> <li>▪ Can use a range of narrative techniques with confidence, interweaving elements when appropriate e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense.</li> </ul>

## WRITING OUTCOME 5

<b>WRITING OUTCOME:</b>	Persuasive Speech (To convince the Captain to leave the pirates)
<b>READING LESSONS:</b>	<p><b>2d Inference</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- How can you tell that.....</li> <li>- What impression of ..... do you get from these paragraphs?</li> <li>- What voice might these characters use?</li> <li>- What was .... thinking when.....</li> <li>- Who is telling the story?</li> <li>- What does this... word/phrase/sentence... imply about... (character/setting/mood)?</li> </ul> <p><b>2b Retrieval</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What happened in the story?</li> <li>- Which part of the story best describes the setting?</li> <li>- Give one example of.....</li> <li>- Where/when does the story take place?</li> <li>- What did s/he/it look like?</li> <li>- Where did s/he/it live?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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 ...)</li> <li>• 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.)</li> <li>• Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to...</li> <li>• Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this.</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Cohesion using adverbials</p> <p>Persuasive devices: Using the triple</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 interweave implicit and explicit links between sections.</li> <li>▪ Can use different techniques to open or conclude work appropriately (e.g. opinion, summary, justification, comment, suspense or prediction).</li> <li>▪ Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.</li> </ul>

<b>WRITING OUTCOME 6</b>	
<b>WRITING OUTCOME:</b>	Debate (Whose gold is it?)
<b>READING LESSONS:</b>	<p><b>2a Meaning of words</b> Looking at technical/impactful vocabulary Context- What is it? How can we use it? Application of dictionary skills to understand definitions <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>- Which word tells you that....?</li> <li>- Find one word in the text which means.....</li> <li>- Find and highlight the word that is closest in meaning to.....</li> <li>- Find a word or phrase which shows/suggests that.....</li> <li>- What other words/phrases could the author have used?</li> <li>- Which word most closely matches the meaning of the word x?</li> </ul> <p><b>2d Inference</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- How can you tell that.....</li> <li>- What impression of ..... do you get from these paragraphs?</li> <li>- What voice might these characters use?</li> <li>- What was .... thinking when.....</li> <li>- Who is telling the story?</li> <li>- What does this... word/phrase/sentence... imply about... (character/setting/mood)?</li> </ul>
<b>SKILLS LESSON:</b>	<p>The most common structure includes:</p> <ul style="list-style-type: none"> <li>• A statement of the issues involved and a preview of the main arguments;</li> <li>• Arguments for, with supporting evidence/examples</li> <li>• Arguments against or alternative views, with supporting evidence/examples</li> <li>• Another common structure presents the arguments 'for' and 'against' alternatively</li> <li>• Discussion texts usually end with a summary and a statement of recommendation or conclusion</li> <li>• The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided</li> <li>• Create cohesion within paragraphs using adverbials e.g. therefore, however...</li> <li>• Use layout devices to provide additional information and guide the reader e.g. diagrams, illustrations, moving images, sound.</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Contrasting language</p> <p>Semi-colons to join clauses</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 select from a wide range of known imaginative and ambitious vocabulary (they should be words that are not usually used by a child of that age) and use them precisely. (All spelling, including that of complex words, is almost always correct.)</li> <li>▪ Can use a wide range of punctuation mainly accurately, including at least three of the following (as appropriate to the text): comma, apostrophe, bullet points, inverted commas, hyphen, brackets, colon or semi-colon.</li> <li>▪ Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide (e.g. commas, colons, semicolons, dashes, ellipses).</li> </ul>