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| **SUMMER 1: YEAR 3**  **Varjak Paw** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Setting 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?   ***2e Prediction***  **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? |
| **SKILLS:** | * Choose an interesting name for the setting. * Select the time of day and weather to create effect e.g. At close to midnight, thunder rumbled through the darkness. * Show how a character reacts to the setting: Jane shivered; Evie beamed joyfully. * Show the setting through the character’s eyes. E.g. Frankie scanned the room searching for the golden key. * Use prepositions/fronted adverbials to direct the reader to different areas of the setting e.g. on the shelf/near the window etc. * Use speech to describe a setting through a character’s reaction. “Wow,” exclaimed Sam staring at the mountain that lay ahead. “I’ve never seen anything that wonderful before.” * Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it ….. |
| **GRAMMAR FOCUS:** | Fronted adverbials  Pronouns to avoid repetition  *\*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 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 adjectives and adverbs for description. * Can develop characters and describe settings, feelings and/or emotions etc. |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Instructions |
| **READING LESSONS:** | ***2b Retrieval***  Look for details that could be used to describe  **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?   ***2f Meaning linked to information and events***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Explain why a character did something. * Explain a character's different/changing feelings throughout a story. How do you know? * What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…? * What is similar/different about two characters? * Why is 'x' (character/setting/event) important in the story? * What is the story (theme) underneath the story? Does this story have a moral or a message? * Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information? * How does the title/layout encourage you to read on/find information? |
| **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. * 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. |
| **GRAMMAR FOCUS:** | Subordinating conjunctions  Organisational devices  *\*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 develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief). * Can develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief). * Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas e.g. when, because, if, after, while, also, as well. |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Explanation Text |
| **READING LESSONS:** | ***2a******Meaning of words***  Looking at technical/impactful vocabulary  Context- 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?   ***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:** | * A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. * The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide. * Express time, place and cause using: Conjunctions e.g. so, because Adverbs e.g. first, then after that, finally. Prepositions e.g. before, after…. * Use of paragraphs to organise ideas. |
| **GRAMMAR FOCUS:** | Time conjunctions  Technical/specific vocabulary  *\*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 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 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 link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually etc) |

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| **WRITING OUTCOME 4** | |
| **WRITING OUTCOME:** | Narrative |
| **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)?   ***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? |
| **SKILLS:** | * Narratives and retellings are written in first or third person. * Narratives and retellings are written in past tense, occasionally these are told in the present tense. * Events are sequenced to create chronological plots through the use of adverbials and prepositions. * Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… * Narratives use typical characters, settings and events whether imagined or real. * Dialogue begins to be used to convey characters’ thoughts and to move the narrative forward. * Language choices help create realistic-sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc. * Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time * Adverbs e.g. first, then, after that, finally are useful for denoting shifts in time and for structuring the narrative. * The use of conjunctions e.g. when, before, after, while, so, because…enables causation to be included in the narrative. * Using prepositions e.g. before, after, during, after, before, in, because of… enables the passage of time to be shown in the narrative and the narrative to be moved on. * Present perfect form of verbs can be used within dialogue or a character’s thoughts, e.g. what has happened to us? What have you done? They have forgotten me… * Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close… etc. * Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed. * Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. * Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. * Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they… the boys… |
| **GRAMMAR FOCUS:** | Vocabulary   * Choosing synonyms * Adding adjectives/adverbs * Expanded noun phrases   Apostrophe for belonging  *\*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 adjectives and adverbs for description * Can develop characters and describe settings, feelings and/or emotions etc. * Can attempt to give opinion, interest or humour through detail. |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Newspaper Report |
| **READING LESSONS:** | ***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?   ***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:** | * Use past and present tense as appropriate throughout writing. * Progressive forms of verbs e.g. the children were playing, I was hoping… * 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. * 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 |
| **GRAMMAR FOCUS:** | Punctuating speech   * Inverted commas * Separating speech and details   Generalising language choices  *\*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 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). * 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 link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually etc) |

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| **WRITING OUTCOME 6** | |
| **WRITING OUTCOME:** | Informal Letter |
| **READING LESSONS:** | ***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'?   ***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:** | * Often written in the first person. E.g. First person e.g. ‘I was on my way to school.’ * 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. I went to the park ...) * 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. * 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 |
| **GRAMMAR FOCUS:** | Co-ordinating conjunctions  Punctuating Speech  *\*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 most punctuation accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe. * Can link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually etc) * Can structure and organise work clearly e.g. beginning, middle, end; letter structure; dialogue structure. |