|  |
| --- |
| **SPRING 1: YEAR 2****Lila and the Secret of Rain** |
| **WRITING OUTCOME 1** |
| **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?

***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:** | * 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.
* 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.
 |
| **GRAMMAR FOCUS:** | Expanded noun phrasesAdverbs(How/when/where)*\*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 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)
* Can spell most common words correctly and most of the Reception, Year 1 and Year 2 High Frequency Words and the Year 1 &2 words in the National Curriculum.
* Can provide enough detail to interest the reader e.g. beginning to provide additional information or description beyond a simple list.
 |

|  |
| --- |
| **WRITING OUTCOME 2** |
| **WRITING OUTCOME:** | Diary |
| **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:** | * 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 ...)
* 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.
* Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials.
 |
| **GRAMMAR FOCUS:** | Past progressive tenseApostrophes for contraction/omission*\*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 control use of ascenders/descenders and upper/lower case letters in handwriting.
* 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).
* Use past and present tenses correctly.
 |