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| **SPRING 2: YEAR 3**  **Charlie and the Chocolate Factory** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Biography (Roald Dahl’s Biography) |
| **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?   ***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 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 ... * Third person e.g. ‘they all shouted, she crept out, it looked like an animal of some kind.’ * 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:** | Expanded noun phrases  Past perfect tense   * Had + verb   *\*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:** | Persuasive letter  (Persuading Willy Wonka to start producing their chocolate bar/Persuading the public to try their chocolate bar/vote for their chocolate bar to win a competition) |
| **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?   ***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? |
| **SKILLS:** | * Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions * Use present perfect form of verbs e.g. people have said that this is the most amazing product because… * 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.) |
| **GRAMMAR FOCUS:** | Subordinating conjunctions  Exclamation marks  *\*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 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. * 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 use most punctuation accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe. |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Narrative  (Fantasy story) |
| **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 LESSON:** | * 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:** | Paragraphs  Repetition of pronouns  *\*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:** | * Is beginning to use paragraphs. * Can use pronouns appropriately to avoid the awkward repetition of nouns. * Can use adjectives and adverbs for description. |

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| **WRITING OUTCOME 4** | |
| **WRITING OUTCOME:** | Diary |
| **READING LESSONS:** | ***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?   ***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 LESSON:** | * Written in the first person. E.g. First person e.g. ‘I was on my way to school.’ * 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:** | Prepositions  Time conjunctions  *\*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 link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually etc) * Can use most punctuation accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe. * Can develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief). |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Poetry  Chocolate Cake – Michael Rosen  Write own poem |
| **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?   ***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'? |
| **SKILLS LESSON:** | Features of a poem:   * Title * Verses * Punctuation * Bullet points * Similes * Structure * Adjectives * Adverbs * Rich vocabulary |
| **GRAMMAR FOCUS:** | Types of nouns  Adjectives  *\*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 attempt to give opinion, interest or humour through detail. * Is beginning to develop a sense of pace (writing is lively and interesting). |