

AUTUMN 2: YEAR 1
BOOK 3: Jack and the Beanstalk

WRITING OUTCOME 1

WRITING OUTCOME:	Informal letter
READING LESSONS:	<p>1d. Make inferences from the text REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • 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? <p>1e. Predict what might happen on the basis of what has been read so far REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • 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?
SKILLS LESSON:	<ul style="list-style-type: none"> • Written in the first person. E.g. First person e.g. 'I was on my way to school.' • Clear beginning, middle and ending. • Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives. Simple recounts and retellings can be written about experiences with which pupils are familiar. • These should: <ul style="list-style-type: none"> ○ Use the past tense accurately. ○ Use the conjunction 'and' to join sentences. ○ Begin to use full stops, question marks and exclamation marks where appropriate ○ Use capital letters for names of people, places, days of the week and the personal pronoun 'I'
GRAMMAR FOCUS:	<p>Conjunction 'and'</p> <p>Personal pronouns (Capital 'I')</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>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can write their own first name with appropriate upper and lower case letters (may not be totally accurate) ▪ Almost always leaves spaces between words. ▪ Can show some control over word order, producing logical statements.

WRITING OUTCOME 2	
WRITING OUTCOME:	Instructions
READING LESSONS:	<p>1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • 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? <p>1c. Identify and explain the sequence of events in texts REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • 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 LESSON:	<ul style="list-style-type: none"> • 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. • 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...
GRAMMAR FOCUS:	<p>Imperative verbs (Don't need to know the name)</p> <p>Exclamation marks</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>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can show some control over letter size, shape and orientation in writing. ▪ Confidently writes some captions and labels and attempts other simple forms of writing e.g. lists, stories, retellings etc. ▪ Can spell most words on the Reception and Year 1 High Frequency Word list.