

SUMMER 1: YEAR 1
BOOK 2: Umbrella by Elena Arevalo Melville

WRITING OUTCOME 1

WRITING OUTCOME:	Recount (Retelling the events of the story)
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>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?
SKILLS LESSON:	<ul style="list-style-type: none"> - 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:	Simple past tense Verbs

WRITING OUTCOME 2

WRITING OUTCOME:	Story (What would they wish for using the umbrella?)
READING LESSONS:	<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? <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">• Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed.• Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school.• Sentences are demarcated using fullstops, capital letters and finger spaces.• Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure.• Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no!• Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf.
GRAMMAR FOCUS:	Expanded noun phrases (noun + adjective) Use of questions