

SUMMER 1: YEAR 1
BOOK 1: Someone swallowed Stanley! By Sarah Roberts

WRITING OUTCOME 1

WRITING OUTCOME:	Diary (Stanley's Day)
READING LESSONS:	<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? <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?
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: - 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:	Pronouns Past tense
MODELLING:	<ul style="list-style-type: none"> ▪ Can spell all CVC words correctly. ▪ Can leave spaces between words. ▪ Can use appropriate vocabulary in more than three statements.

WRITING OUTCOME 2	
WRITING OUTCOME:	Letter (Writing to the council/head teacher about litter)
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>1a. Draw on knowledge of vocabulary to understand texts REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • 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?
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: - 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:	Co-ordinating conjunctions (BUT AND OR) Past tense
MODELLING:	<ul style="list-style-type: none"> • Can produce their own ideas for writing. • Can make sensible phonic attempts at words. • Can begin to show awareness of how full stops are used in writing.