

**SUMMER 2: YEAR 1**  
**BOOK 1: Meerkat Mail**

**WRITING OUTCOME 1**

<b>WRITING OUTCOME:</b>	Narrative/Story
<b>READING LESSONS:</b>	<p><b>1e. Predict what might happen on the basis of what has been read so far</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• What do you think will happen to the goodie/baddie/main character? Why do you think this?</li> <li>• What will happen next? Why do you think this? Are there any clues in the text?</li> <li>• 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?</li> <li>• Which stories have openings like this? Do you think this story will develop in the same way?</li> <li>• Why did the author choose this setting? How will that effect what happens next?</li> </ul> <p><b>1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• Where/when does the story take place?</li> <li>• What did s/he/it look like?</li> <li>• Who was s/he/it?</li> <li>• Where did s/he/it live?</li> <li>• Who are the characters in the book?</li> <li>• Where in the book would you find...?</li> <li>• What do you think is happening here?</li> <li>• What happened in the story?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• Simple narratives and retellings are told/ written in first or third person.</li> <li>• Simple narratives are told/ written in past tense.</li> <li>• Events are sequenced to create texts that make sense.</li> <li>• The main participants are human or animal.</li> <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>• 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</li> <li>• 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.</li> <li>• 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.</li> <li>• Sentences are demarcated using full stops, capital letters and finger spaces.</li> <li>• Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure.</li> <li>• Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no!</li> <li>• 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.</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Precise nouns</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>
<b>SPELLING RULE:</b>	See spelling overview.
<b>MODELLING:</b>	<ul style="list-style-type: none"> <li>▪ Can produce their own ideas for writing (not a retelling).</li> <li>▪ Can show some control over word order, producing logical statements.</li> </ul>

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|  | <ul style="list-style-type: none"><li>▪ Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language but must not be a retelling).</li></ul> |
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<b>WRITING OUTCOME 2</b>	
<b>WRITING OUTCOME:</b>	Postcards (More than one from a few locations)
<b>READING LESSONS:</b>	<p><b>1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information</b>  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• Where/when does the story take place?</li> <li>• What did s/he/it look like?</li> <li>• Who was s/he/it?</li> <li>• Where did s/he/it live?</li> <li>• Who are the characters in the book?</li> <li>• Where in the book would you find...?</li> <li>• What do you think is happening here?</li> <li>• What happened in the story?</li> </ul> <p><b>1c. Identify and explain the sequence of events in texts</b>  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• What happens first in the story?</li> <li>• Use three sentences to describe the beginning, middle and end of this text?</li> <li>• You've got 'x' words; sum up this story.</li> <li>• Sort these sentences/paragraphs/chapter headings from the story</li> <li>• Make a table/chart to show what happens in different parts of the story</li> <li>• Why does the main character do 'x' in the middle of the story?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• Written in the first person. E.g. First person e.g. 'I was on my way to school.'</li> <li>• Clear beginning, middle and ending.</li> <li>• 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.</li> <li>• These should: <ul style="list-style-type: none"> <li>○ Use the past tense accurately.</li> <li>○ Use the conjunction 'and' to join sentences.</li> <li>○ Begin to use full stops, question marks and exclamation marks where appropriate</li> <li>○ Use capital letters for names of people, places, days of the week and the personal pronoun 'I'</li> </ul> </li> </ul>
<b>GRAMMAR FOCUS:</b>	Verbs - Alternatives for: got, came, went, said, look  Adverbs  <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>
<b>SPELLING RULE:</b>	See spelling overview.
<b>MODELLING:</b>	<ul style="list-style-type: none"> <li>▪ Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.</li> <li>▪ Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language but must not be a retelling).</li> <li>▪ Can spell all CVC words correctly e.g. bag, cat, sit.</li> </ul>

<b>WRITING OUTCOME 3</b>	
<b>WRITING OUTCOME:</b>	Recount (Could be something else that they have done)
<b>READING LESSONS:</b>	<p><b>1a. Draw on knowledge of vocabulary to understand texts</b>  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• What does this... word/phrase/sentence... tell you about... character/setting/mood etc?</li> <li>• Highlight a key phrase or line. By using this word, what effect has the author created?</li> <li>• In the story, 'x' is mentioned a lot. Why?</li> <li>• The writer uses words like ... to describe .... What does this tell you about a character or setting?</li> <li>• What other words/phrases could the author have used?</li> </ul> <p><b>1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information</b>  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• Where/when does the story take place?</li> <li>• What did s/he/it look like?</li> <li>• Who was s/he/it?</li> <li>• Where did s/he/it live?</li> <li>• Who are the characters in the book?</li> <li>• Where in the book would you find...?</li> <li>• What do you think is happening here?</li> <li>• What happened in the story?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• Written in the first person. E.g. First person e.g. 'I was on my way to school.'</li> <li>• Clear beginning, middle and ending.</li> <li>• 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.</li> <li>• These should: <ul style="list-style-type: none"> <li>○ Use the past tense accurately.</li> <li>○ Use the conjunction 'and' to join sentences.</li> <li>○ Begin to use full stops, question marks and exclamation marks where appropriate</li> <li>○ Use capital letters for names of people, places, days of the week and the personal pronoun 'I'</li> </ul> </li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Time adverbials</p> <p>Full stops and capital letters</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>
<b>SPELLING RULE:</b>	See spelling overview.
<b>MODELLING:</b>	<ul style="list-style-type: none"> <li>▪ Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders and use of upper and lower case are usually accurate).</li> <li>▪ Can say what their writing says and means.</li> <li>▪ Can retell stories in writing.</li> </ul>

<b>WRITING OUTCOME 4</b>	
<b>WRITING OUTCOME:</b>	Report (Factfile) Base it on an animal from the text e.g meerkats
<b>READING LESSONS:</b>	<p><b>1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• Where/when does the story take place?</li> <li>• What did s/he/it look like?</li> <li>• Who was s/he/it?</li> <li>• Where did s/he/it live?</li> <li>• Who are the characters in the book?</li> <li>• Where in the book would you find...?</li> <li>• What do you think is happening here?</li> <li>• What happened in the story?</li> </ul> <p><b>1c. Identify and explain the sequence of events in texts</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• What happens first in the story?</li> <li>• Use three sentences to describe the beginning, middle and end of this text?</li> <li>• You've got 'x' words; sum up this story.</li> <li>• Sort these sentences/paragraphs/chapter headings from the story</li> <li>• Make a table/chart to show what happens in different parts of the story</li> <li>• Why does the main character do 'x' in the middle of the story?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</li> <li>• An opening statement, often a general classification (Sparrows are birds);</li> <li>• Sometimes followed by a more detailed or technical classification (Their Latin name is...)</li> <li>• A description of whatever is the subject of the report organised in some way to help the reader make sense of the information.</li> <li>• For example: <ul style="list-style-type: none"> <li>○ It's qualities (Like most birds, sparrows have feathers.)</li> <li>○ It's parts and their functions (The beak is small and strong so that it can ...)</li> <li>○ It's habits/behaviour/ uses (Sparrows nest in...)</li> </ul> </li> <li>• Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple reports about topic related subjects can be written e.g. Neil Armstrong.</li> <li>• These should: <ul style="list-style-type: none"> <li>○ Use present tense and third person e.g. 'the sunflower is' and past tense e.g. in a historical report e.g. James Brindley built a canal.</li> <li>○ Use simple conjunctions e.g. 'and'</li> </ul> </li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Commas for a list e.g. There are lions, bears and monkeys.</p> <p>Questions</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>
<b>SPELLING RULE:</b>	See spelling overview.
<b>MODELLING:</b>	<ul style="list-style-type: none"> <li>▪ Confidently writes some captions and labels and attempts other simple forms of writing e.g. lists, stories, retellings etc.</li> <li>▪ Can say what their writing says and means.</li> <li>▪ Can spell all CVC words correctly e.g. bag, cat, sit.</li> </ul>