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| **AUTUMN 2: YEAR 2**  **The Invisible** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Informal Letter |
| **READING LESSONS:** | ***1e. Predict what might happen on the basis of what has been read so far***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * 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?   ***1d. Make inferences from the text***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * 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:** | * Use past and present tense as appropriate throughout writing. * Use progressive forms of verbs e.g. the children were playing, I was hoping… * Use conjunctions for coordination and subordination e.g. we went to the park so we could play on the swings. * Use of noun phrases e.g. some people, most dogs, blue butterflies to interest the reader. |
| **GRAMMAR FOCUS:** | Question marks  Sentence identification: command/statement/question/exclamation  *\*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 usually sustain narrative and non-narrative forms (can write at length – close to a side of A4 at least- staying on task). * 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). * Structures basic sentences correctly, including capital letters and full stops for a longer piece (one error is acceptable). |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Setting Description |
| **READING LESSONS:** | ***1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * 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?   ***1a. Draw on knowledge of vocabulary to understand texts***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * 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:** | * Use all the senses to describe the setting. * Use ’power of 3’ sentences to describe e.g. it was a glorious, sparkling, amazing castle. * Include some extra detail to bring the setting to life e.g. In the enchanted forest, where it was always summer. * Choose adjectives with care and use ‘like’ and ‘as’ to make similes. * Include time of day and weather e.g. It was just before lunch on a beautiful sunny day. * Select scary settings and create dilemmas. |
| **GRAMMAR FOCUS:** | Adjectives  Similes  *\*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 provide enough detail to interest the reader e.g. beginning to provide additional information or description beyond a simple list. * Can sometimes use interesting and ambitious words (they should not be usually used by a child of that age, and not technical words used in a taught context). * Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g a title: Big Billy Goat Gruff) |