

SUMMER 2: YEAR 1
BOOK 3: Fergal is fuming

WRITING OUTCOME 1

WRITING OUTCOME:	Character Description
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>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"> • Use simple similes to describe e.g. He was as fierce as a lion. • Use power of 3 sentences to describe e.g. he was friendly, helpful and kind. • Use adverbs e.g. she always laughed happily. • Use simple noun phrases e.g. she had long, blonde hair. • Use some alliteration e.g. she always had a gorgeous grin. • Choose powerful verbs instead of got, came, went, said, look. • Draw on all the senses when describing.
GRAMMAR FOCUS:	<p>Adjectives</p> <p>Conjunctions</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"> ▪ Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.) ▪ Can write simple texts such as lists, stories, reports and recounts (of a paragraph or more). ▪ Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.

WRITING OUTCOME 2	
WRITING OUTCOME:	Instructions
READING LESSONS:	<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? <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"> • 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... • 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.
GRAMMAR FOCUS:	<p>Imperative verbs</p> <p>Adverbials of time</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 make recognisable attempts at spelling words not known (almost all decodable without the child's help) *If all are spelt correctly, tick the criterion. ▪ Can use any conjunction (may only ever be 'and') to join two simple sentences, thoughts, ideas etc. ▪ Can use appropriate vocabulary (should be coherent and sensible) in more than three statements