

**SPRING 1: YEAR 1**  
**BOOK 1: The Smile Shop**

**WRITING OUTCOME 1**

<b>WRITING OUTCOME:</b>	Labels (Items on a shopping list)
<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>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>
<b>SKILLS LESSON:</b>	N/A
<b>GRAMMAR FOCUS:</b>	<p>Nouns</p> <p>Adjectives</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>

<b>WRITING OUTCOME 2</b>	
<b>WRITING OUTCOME:</b>	Narrative
<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>1d. Make inferences from the text</b>  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• What makes you think that?</li> <li>• Which words give you that impression?</li> <li>• How do you feel about...?</li> <li>• Can you explain why...?</li> <li>• I wonder what the writer intended?</li> <li>• I wonder why the writer decided to...?</li> <li>• What do these words mean and why do you think the author chose them?</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>'Story language'</p> <p>Sentence types</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> <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>