|  |
| --- |
| **SPRING 1: YEAR 2****Masai and I** |
| **WRITING OUTCOME 1** |
| **WRITING OUTCOME:** | Informal letter |
| **READING LESSONS:** | ***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?

***1c. Identify and explain the sequence of events in texts*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** 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:** | * Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
* An account of the events that took place, often in chronological order (The first person to arrive was ...)
* 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.
* Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials.
 |
| **GRAMMAR FOCUS:** | Past progressive tense (continued.)Pronouns*\*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:** | * Structures basic sentences correctly, including capital letters and full stops for a longer piece (one error is acceptable).
* 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).
* Can provide enough detail to interest the reader e.g. beginning to provide additional information or description beyond a simple list.
 |

|  |
| --- |
| **WRITING OUTCOME 2** |
| **WRITING OUTCOME:** | Non-chronological Report(Kenya/African village geography focus/culture) |
| **READING LESSONS:** | ***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?

***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?
 |
| **SKILLS:** | * 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.
* Use present tense and third person e.g. They like to build their nests….It’s a cold and dangerous place to live…
* Sometimes use past tense e.g. in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothes. They did dangerous things.
* Questions can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian School?
* Question marks are used to denote questions (Y1)
* Use conjunctions to aid explanation e.g. because
* Use adjectives including comparative adjectives to create description e.g. polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear’s nose is as black as a piece of coal.
 |
| **GRAMMAR FOCUS:** | Present progressive tenseDeterminers*\*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 write in three or more text forms with reasonable accuracy. (If the writing is narrative, simple report or recount of a known story, this cannot be ticked as thy should already know these three text forms. If it is another genre, it can be ticked).
* 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)
 |