

SPRING 2: YEAR 1

BOOK 3: Hello Lighthouse!

WRITING OUTCOME 1

WRITING OUTCOME:

An entry to the lighthouse keeper's logbook

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 LESSON:

- Often written in the first person. E.g. First person e.g. 'I was on my way to school.'
- Clear beginning, middle and ending.
- A strong opening (paragraph in KS2) to hook the reader.
- 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 ...)
- 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.
- These should:
- Use the past tense accurately.
- Use the conjunction 'and' to join sentences.
- Begin to use full stops, question marks and exclamation marks where appropriate
- Use capital letters for names of people, places, days of the week and the personal pronoun 'I'

GRAMMAR FOCUS:

Adjectives

Capital letters

**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 form all letters clearly, although size and shape may be irregular.
- Can say what their writing says and means.
- Can spell most words on the Reception and Year 1 High Frequency Word list.

WRITING OUTCOME 2	
WRITING OUTCOME:	Poetry (Acrostic poem)
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>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?
SKILLS LESSON:	<ul style="list-style-type: none"> • Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age appropriate vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. • Written outcome using a scaffold/cloze procedure and some independent ideas. • Simple independent outcome when following simple success criteria.
GRAMMAR FOCUS:	<p>Powerful verbs</p> <p>Rhyming words</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 usually give letters a clear and regular size, shape and orientation (ascenders and descenders and use of upper and lower case are usually accurate). ▪ Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.