

SPRING 2: YEAR 1
BOOK 2: Captain Toby

WRITING OUTCOME 1

WRITING OUTCOME:	Non-chronological report (Octopuses/Animals in the sea)
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"> • In the absence of a temporal (chronological) structure where events happen in a particular order, 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. A common structure includes: <ul style="list-style-type: none"> • An opening statement, often a general classification (Sparrows are birds); • Sometimes followed by a more detailed or technical classification (Their Latin name is...) • A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. • For example: <ul style="list-style-type: none"> ○ It's qualities (Like most birds, sparrows have feathers.) ○ It's parts and their functions (The beak is small and strong so that it can ...) ○ It's habits/behaviour/ uses (Sparrows nest in...) • Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple reports about topic related subjects can be written e.g. Neil Armstrong. • These should: <ul style="list-style-type: none"> ○ Use present tense and third person e.g. 'the sunflower is' and past tense e.g. in a historical report e.g. James Brindley built a canal. ○ Use simple conjunctions e.g. 'and'
GRAMMAR FOCUS:	<p>Present tense</p> <p>Conjunction: 'because'</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 say what their writing says and means. ▪ Can spell most words on the Reception and Year 1 High Frequency Word list.

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| | <ul style="list-style-type: none">▪ Can write simple texts such as lists, stories, reports and recounts (of a paragraph or more). |
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WRITING OUTCOME 2	
WRITING OUTCOME:	Postcard
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>1e. Predict what might happen on the basis of what has been read so far REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • 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?
SKILLS LESSON:	<ul style="list-style-type: none"> • Written in the first person. • 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: <ul style="list-style-type: none"> ○ 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:	<p>Verbs</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"> ▪ 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.