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| **AUTUMN 1: YEAR 2**  **The Tear Thief** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Character Description  (The Tear Thief) |
| **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:** | * Use precise nouns to create a picture in the reader’s mind e.g. terrier instead of dog. * Choose adjectives with care and also use a comma e.g. the tiny, delicate petals. * Use power of 3 sentences to describe e.g. the distant, glittering star. * Choose powerful verbs instead of got, came, went, said, look. * Use adverbs to describe how e.g. she whispered softly. * Use ‘as’ and ‘like’ similes. * Draw on all the senses when describing. |
| **GRAMMAR FOCUS:** | Adjectives  Identifying word class  *\*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 use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g a title: Big Billy Goat Gruff) * 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 use accurate and consistent handwriting (in print at a minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form). |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Narrative |
| **READING LESSONS:** | ***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?   ***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? |
| **SKILLS:** | * 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. * The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her… * Apostrophes can be used for possession, e.g. Granny’s house, baby bear’s bed. * Apostrophes to show contraction can be used, e.g. Goldilocks couldn’t believe her eyes. * Personal 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. * Sentences are demarcated using full stops, capital letters and finger spaces. * Use of conjunctions e.g. and, so, because, when, if, that, or, but … to join ideas and enable subordination of ideas. * Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! * Question marks can be used to form questions, including rhetorical questions used to engage the reader. * Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. * Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. * Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond. * Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc. * Choose and decide how a character feels, thinks or behaves and show this through what they say e.g. “I’m terrified,” he said. * Use powerful speech verbs e.g. shouted, whispered, squealed. * Use ‘said’ plus an adverb e.g. he said hopefully. |
| **GRAMMAR FOCUS:** | Subordinating conjunctions  Expanded noun phrases  *\*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 make their writing lively and interesting e.g provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc. * Can use conjunctions other than ‘and’ to join two or more simple sentences, thoughts, ideas e.g but, so, then, or, when, if, that, because. * Can vary the structure of sentences to interest the reader e.g. questions, direct speech or opening with a subordinate clause etc. |