

**SPRING 1: YEAR 5****Holes****WRITING OUTCOME 1**

<b>WRITING OUTCOME:</b>	Setting Description (Camp Green Lake: First ideas vs. Reality)
<b>READING LESSONS:</b>	<p><b>2d Inference</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- How can you tell that.....</li> <li>- What impression of ..... do you get from these paragraphs?</li> <li>- What voice might these characters use?</li> <li>- What was .... thinking when.....</li> <li>- Who is telling the story?</li> <li>- What does this... word/phrase/sentence... imply about... (character/setting/mood)?</li> </ul> <p><b>2a Meaning of words</b> Looking at technical/persuasive vocabulary Context- What is it? How can we use it? Application of dictionary skills to understand definitions <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>- Which word tells you that....?</li> <li>- Find one word in the text which means.....</li> <li>- Find and highlight the word that is closest in meaning to.....</li> <li>- Find a word or phrase which shows/suggests that.....</li> <li>- What other words/phrases could the author have used?</li> <li>- Which word most closely matches the meaning of the word x?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• Choose a name that suggests something about the setting e.g. Dead Man's Hollow.</li> <li>• Show the scene through the character's eyes adding details to show character's reactions to new surroundings e.g. Jill peered around the gloomy cave, her eyes fighting against the darkness.</li> <li>• Use detailed 'power of 3' sentences to describe what can be seen, heard or touched e.g. The room was adorned with shabby furniture, tatty curtains and strange paintings.</li> <li>• Pick out unusual details to hook the reader and lead the story forwards e.g. On the shelf, was a small golden statue of a man clutching a key.</li> <li>• Introduce something unusual to hook the reader and lead the story forwards e.g. On the table, was a strange footprint left by a creature that Holly, who was an animal expert, was unfamiliar with.</li> <li>• Change atmosphere by altering weather, place or time and use a metaphor or personification. E.g. the wind howled, the fog descended over the houses like a thick cloak.</li> <li>• Reflect a character's feelings in the setting e.g. As the rain lashed against the window pane, tears streamed down Harry's face.</li> <li>• Use parenthesis to add additional information e.g. the house, old and decrepit, stood at the bottom of Haunted Hill.</li> <li>• Use relative clauses to add further information, adding commas when required e.g. The windows, which were dirty and cracked, swung on their hinges in the breeze.</li> <li>• Use onomatopoeia to reflect meaning e.g. Peter heard the rapid rattle of the train.</li> <li>• Ensure that all word choices earn their place and add something new and necessary. E.g. not the old branches, but the gnarled, finger like branches.</li> <li>• Use precise detail when describing to bring a scene alive e.g. the diamonds encrusted in her golden necklace glinted and shone like stars.</li> <li>• Select detail and describe for a purpose e.g. to scare the reader, the lull the reader into a false sense of security.</li> <li>• Use personification, similes or metaphors to create mood and embellish descriptions. E.g. Outside, the roof was green with moss and caved in at one place. The empty, cracked, sad little windows stared like eyes begging to be lived in once more while the ivy clung to the wall, tapped the windows and reached up towards the chimney. It was as if the house had grown from the earth.</li> <li>• Use repetition or ellipsis for effect e.g. Everybody was talking about it....Round eyes, busy mouths, frightened voices..... Everybody was talking about it.</li> </ul>
<b>GRAMMAR FOCUS:</b>	Figurative Language <ul style="list-style-type: none"> <li>- Personification</li> <li>- Similes and metaphors</li> </ul>

	<p>- Hyperbole</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 write neatly, legibly and accurately, mainly in a joined style.</li> <li>▪ Can develop characters and describe settings, feelings and/or emotions etc.</li> <li>▪ Can use generalising words for style (e.g. sometimes, never, always, often, mainly, mostly, generally etc.) and/or modal verbs/the conditional tense (e.g. might do it, may go, could rain, should win).</li> </ul>

<b>WRITING OUTCOME 2</b>	
<b>WRITING OUTCOME:</b>	Diary Entry (Stanley's perspective on a day in Camp Green Lake)
<b>READING LESSONS:</b>	<p><b>2b Retrieval</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What happened in the story?</li> <li>- Which part of the story best describes the setting?</li> <li>- Give one example of.....</li> <li>- Where/when does the story take place?</li> <li>- What did s/he/it look like?</li> <li>- Where did s/he/it live?</li> </ul> <p><b>2c Summarise</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- You've got 'x' words; sum up these paragraphs.</li> <li>- Sort the information in these paragraphs</li> <li>- Do any of them deal with the same information?</li> <li>- Make a table/chart to show the information in these paragraphs.</li> <li>- Which is the most important point in these paragraphs? How many times is it mentioned?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• Written in the first person. E.g. First person e.g. 'I was on my way to school.'</li> <li>• Clear beginning, middle and ending.</li> <li>• A strong opening (paragraph in KS2) to hook the reader.</li> <li>• Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)</li> <li>• An account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <li>• Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials.</li> <li>• Some additional detail about each event (He was surprised to see me.)</li> <li>• Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> <li>• Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , the owls had hunted</li> <li>• Modals can be used to indicate degrees of possibility e.g....I should never have... they must be allowed...</li> <li>• Create cohesion within paragraphs using adverbials e.g. therefore, however</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Relative clauses</p> <p>Parenthesis</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 use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide (e.g. commas, colons, semicolons, dashes, ellipses).</li> <li>▪ Can use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullet points, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).</li> <li>▪ Can use complex sentence structures appropriately.</li> </ul>

<b>WRITING OUTCOME 3</b>	
<b>WRITING OUTCOME:</b>	Persuasive Advert (Advertisement to encourage parents to send their sons)
<b>READING LESSONS:</b>	<p><b>2d Inference</b>  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- How can you tell that.....</li> <li>- What impression of ..... do you get from these paragraphs?</li> <li>- What voice might these characters use?</li> <li>- What was .... thinking when.....</li> <li>- Who is telling the story?</li> <li>- What does this... word/phrase/sentence... imply about... (character/setting/mood)?</li> </ul> <p><b>2a Meaning of words</b>  Looking at technical/persuasive vocabulary  Context- What is it? How can we use it?  Application of dictionary skills to understand definitions  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>- Which word tells you that....?</li> <li>- Find one word in the text which means.....</li> <li>- Find and highlight the word that is closest in meaning to.....</li> <li>- Find a word or phrase which shows/suggests that.....</li> <li>- What other words/phrases could the author have used?</li> <li>- Which word most closely matches the meaning of the word x?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea).</li> <li>• Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...)</li> <li>• A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)</li> <li>• Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to...</li> <li>• Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this.</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Modal Verbs</p> <p>Adverbial phrases</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 use appropriate informal and formal styles with confidence (e.g. conversational, colloquial, dialect, Standard English).</li> <li>▪ Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.</li> <li>▪ Can use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullet points, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).</li> </ul>

<b>WRITING OUTCOME 4</b>	
<b>WRITING OUTCOME:</b>	Newspaper Report (Discovery of 'golden tube')
<b>READING LESSONS:</b>	<p><b>2d Inference</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- How can you tell that.....</li> <li>- What impression of ..... do you get from these paragraphs?</li> <li>- What voice might these characters use?</li> <li>- What was .... thinking when.....</li> <li>- Who is telling the story?</li> <li>- What does this... word/phrase/sentence... imply about... (character/setting/mood)?</li> </ul> <p><b>2b Retrieval</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What happened in the story?</li> <li>- Which part of the story best describes the setting?</li> <li>- Give one example of.....</li> <li>- Where/when does the story take place?</li> <li>- What did s/he/it look like?</li> <li>- Where did s/he/it live?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• Written in the third person.</li> <li>• Clear beginning, middle and ending.</li> <li>• A strong opening (paragraph in KS2) to hook the reader.</li> <li>• Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)</li> <li>• An account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <li>• Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials.</li> <li>• Some additional detail about each event (He was surprised to see me.)</li> <li>• Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> <li>• Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts</li> <li>• Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , the owls had hunted</li> <li>• Modals can be used to indicate degrees of possibility e.g....I should never have... they must be allowed...</li> <li>• Create cohesion within paragraphs using adverbials e.g. therefore, however</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Direct speech punctuation</p> <p>Complex fronted adverbials</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 use paragraphs consistently and appropriately.</li> <li>▪ Can use a wide range of punctuation mainly accurately, including at least three of the following (as appropriate to the text): comma, apostrophe, bullet points, inverted commas, hyphen, brackets, colon or semi-colon.</li> <li>▪ Can use a range of narrative techniques with confidence, interweaving elements when appropriate e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense.</li> </ul>

<b>WRITING OUTCOME 5</b>	
<b>WRITING OUTCOME:</b>	Informal Letter (Stanley to his Mom telling the truth about the camp)
<b>READING LESSONS:</b>	<p><b>2d Inference</b>  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- How can you tell that.....</li> <li>- What impression of ..... do you get from these paragraphs?</li> <li>- What voice might these characters use?</li> <li>- What was .... thinking when.....</li> <li>- Who is telling the story?</li> <li>- What does this... word/phrase/sentence... imply about... (character/setting/mood)?</li> </ul> <p><b>2a Meaning of words</b>  Looking at technical/persuasive vocabulary  Context- What is it? How can we use it?  Application of dictionary skills to understand definitions  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>- Which word tells you that....?</li> <li>- Find one word in the text which means.....</li> <li>- Find and highlight the word that is closest in meaning to.....</li> <li>- Find a word or phrase which shows/suggests that.....</li> <li>- What other words/phrases could the author have used?</li> <li>- Which word most closely matches the meaning of the word x?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• Written in the first person.</li> <li>• Clear beginning, middle and ending.</li> <li>• A strong opening (paragraph in KS2) to hook the reader.</li> <li>• Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)</li> <li>• An account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <li>• Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials.</li> <li>• Some additional detail about each event (He was surprised to see me.)</li> <li>• Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> <li>• Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts</li> <li>• Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , the owls had hunted</li> <li>• Modals can be used to indicate degrees of possibility e.g....I should never have... they must be allowed...</li> <li>• Create cohesion within paragraphs using adverbials e.g. therefore, however</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Complex sentences</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>
<b>SPELLING RULE:</b>	See <i>spelling overview</i> .
<b>MODELLING:</b>	<ul style="list-style-type: none"> <li>▪ Can use appropriate informal and formal styles with confidence (e.g. conversational, colloquial, dialect, Standard English).</li> <li>▪ Can use complex sentence structures appropriately.</li> <li>▪ Can use different techniques to open or conclude work appropriately (e.g. opinion, summary, justification, comment, suspense or prediction).</li> </ul>

<b>WRITING OUTCOME 6</b>	
<b>WRITING OUTCOME:</b>	Narrative (Picture prompt)
<b>READING LESSONS:</b>	<p><b>2a Meaning of words</b> Looking at technical/persuasive vocabulary Context- What is it? How can we use it? Application of dictionary skills to understand definitions <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>- Which word tells you that...?</li> <li>- Find one word in the text which means.....</li> <li>- Find and highlight the word that is closest in meaning to.....</li> <li>- Find a word or phrase which shows/suggests that.....</li> <li>- What other words/phrases could the author have used?</li> <li>- Which word most closely matches the meaning of the word x?</li> </ul> <p><b>2b Retrieval</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>- What happened in the story?</li> <li>- Which part of the story best describes the setting?</li> <li>- Give one example of.....</li> <li>- Where/when does the story take place?</li> <li>- What did s/he/it look like?</li> <li>- Where did s/he/it live?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).</li> <li>• Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ...</li> <li>• Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly).</li> <li>• Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to...</li> <li>• Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...</li> <li>• Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in play script or commas – Paul, on the other hand, was considered trustworthy.</li> <li>• Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close...</li> <li>• Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required.</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Varying sentence length for impact</p> <p>Types of sentence</p> <ul style="list-style-type: none"> <li>- Simple</li> <li>- Compound</li> <li>- Complex</li> </ul> <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 vary sentence length and word order confidently to sustain interest (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').</li> <li>▪ Can interweave implicit and explicit links between sections.</li> <li>▪ Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide (e.g. commas, colons, semicolons, dashes, ellipses).</li> </ul>