

**SUMMER 2: YEAR 1**  
**BOOK 1: Numenia and the Hurricane**

**WRITING OUTCOME 1**

<b>WRITING OUTCOME:</b>	Newspaper (Report – About a big storm and the damage it creates)
<b>READING LESSONS:</b>	<p><b>1a. Draw on knowledge of vocabulary to understand texts</b>  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• What does this... word/phrase/sentence... tell you about... character/setting/mood etc?</li> <li>• Highlight a key phrase or line. By using this word, what effect has the author created?</li> <li>• In the story, 'x' is mentioned a lot. Why?</li> <li>• The writer uses words like ... to describe .... What does this tell you about a character or setting?</li> <li>• What other words/phrases could the author have used?</li> </ul> <p><b>1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information</b>  <b>REFER TO READING DOMAIN BOOKLET</b>  <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• Where/when does the story take place?</li> <li>• What did s/he/it look like?</li> <li>• Who was s/he/it?</li> <li>• Where did s/he/it live?</li> <li>• Who are the characters in the book?</li> <li>• Where in the book would you find...?</li> <li>• What do you think is happening here?</li> <li>• What happened in the story?</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>• 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.</li> <li>• These should:</li> <li>• Use the past tense accurately.</li> <li>• Use the conjunction 'and' to join sentences.</li> <li>• Begin to use full stops, question marks and exclamation marks where appropriate</li> <li>• Use capital letters for names of people, places, days of the week and the personal pronoun 'I'</li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Basic time conjunctions</p> <p>Capital letters</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>▪ Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.)</li> <li>▪ Can write simple texts such as lists, stories, reports and recounts (of a paragraph or more).</li> <li>▪ Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.</li> </ul>

<b>WRITING OUTCOME 2</b>	
<b>WRITING OUTCOME:</b>	Information leaflet (Migration of birds/information about a bird/storms)
<b>READING LESSONS:</b>	<p><b>1d. Make inferences from the text</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• What makes you think that?</li> <li>• Which words give you that impression?</li> <li>• How do you feel about...?</li> <li>• Can you explain why...?</li> <li>• I wonder what the writer intended?</li> <li>• I wonder why the writer decided to...?</li> <li>• What do these words mean and why do you think the author chose them?</li> </ul> <p><b>1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information</b> <b>REFER TO READING DOMAIN BOOKLET</b> <b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• Where/when does the story take place?</li> <li>• What did s/he/it look like?</li> <li>• Who was s/he/it?</li> <li>• Where did s/he/it live?</li> <li>• Who are the characters in the book?</li> <li>• Where in the book would you find...?</li> <li>• What do you think is happening here?</li> <li>• What happened in the story?</li> </ul>
<b>SKILLS LESSON:</b>	<ul style="list-style-type: none"> <li>• 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"> <li>• An opening statement, often a general classification (Sparrows are birds);</li> <li>• Sometimes followed by a more detailed or technical classification (Their Latin name is...)</li> <li>• A description of whatever is the subject of the report organised in some way to help the reader make sense of the information.</li> <li>• For example: <ul style="list-style-type: none"> <li>○ It's qualities (Like most birds, sparrows have feathers.)</li> <li>○ It's parts and their functions (The beak is small and strong so that it can ...)</li> <li>○ It's habits/behaviour/ uses (Sparrows nest in...)</li> </ul> </li> <li>• 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.</li> <li>• These should: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Use simple conjunctions e.g. 'and'</li> </ul> </li> </ul> </li> </ul>
<b>GRAMMAR FOCUS:</b>	<p>Powerful adjectives</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 spelling overview.
<b>MODELLING:</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Can use any conjunction (may only ever be 'and') to join two simple sentences, thoughts, ideas etc.</li> <li>▪ Can use appropriate vocabulary (should be coherent and sensible) in more than three statements</li> </ul>