

AUTUMN 2: YEAR 1
BOOK 4: The Three Little Pigs

WRITING OUTCOME 1

WRITING OUTCOME:	Recount
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. E.g. First person e.g. 'I was on my way to school.' • Clear beginning, middle and ending. • 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>Sentence structures</p> <p>Conjunction 'and'</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 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 say what their writing says and means. ▪ Can retell stories in writing.

WRITING OUTCOME 2	
WRITING OUTCOME:	Newspaper
READING LESSONS:	<p>1c. Identify and explain the sequence of events in texts REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • 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? <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?
SKILLS LESSON:	<ul style="list-style-type: none"> • Written in the first/third 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>Statement or question</p> <p>Capital letters for names</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 usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences. ▪ Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language but must not be a retelling). ▪ Can spell all CVC words correctly e.g. bag, cat, sit.