|  |
| --- |
| **SUMMER 1: YEAR 3****Varjak Paw** |
| **WRITING OUTCOME 1** |
| **WRITING OUTCOME:** | Setting Description |
| **READING LESSONS:** | ***2b Retrieval*** **REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What happened in the story?
* Which part of the story best describes the setting?
* Give one example of……
* Where/when does the story take place?
* What did s/he/it look like?
* Where did s/he/it live?

***2e Prediction*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What do the words ...... and …… suggest about the character, setting and mood?
* Which word tells you that….?
* Find one word in the text which means……
* Find and highlight the word that is closest in meaning to…….
* Find a word or phrase which shows/suggests that…….
* What other words/phrases could the author have used?
* Which word most closely matches the meaning of the word x?
 |
| **SKILLS:** | * Choose an interesting name for the setting.
* Select the time of day and weather to create effect e.g. At close to midnight, thunder rumbled through the darkness.
* Show how a character reacts to the setting: Jane shivered; Evie beamed joyfully.
* Show the setting through the character’s eyes. E.g. Frankie scanned the room searching for the golden key.
* Use prepositions/fronted adverbials to direct the reader to different areas of the setting e.g. on the shelf/near the window etc.
* Use speech to describe a setting through a character’s reaction. “Wow,” exclaimed Sam staring at the mountain that lay ahead. “I’ve never seen anything that wonderful before.”
* Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it …..
 |
| **GRAMMAR FOCUS:** | Fronted adverbials Pronouns to avoid repetition*\*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 adapt their chosen form to the audience e.g provide information, about characters or setting, make a series of points, use brackets for asides etc.
* Can use adjectives and adverbs for description.
* Can develop characters and describe settings, feelings and/or emotions etc.
 |

|  |
| --- |
| **WRITING OUTCOME 2** |
| **WRITING OUTCOME:** | Instructions |
| **READING LESSONS:** | ***2b Retrieval*** Look for details that could be used to describe**REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What happened in the story?
* Which part of the story best describes the setting?
* Give one example of……
* Where/when does the story take place?
* What did s/he/it look like?
* Where did s/he/it live?

***2f Meaning linked to information and events*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** Explain why a character did something.
* Explain a character's different/changing feelings throughout a story. How do you know?
* What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…?
* What is similar/different about two characters?
* Why is 'x' (character/setting/event) important in the story?
* What is the story (theme) underneath the story? Does this story have a moral or a message?
* Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information?
* How does the title/layout encourage you to read on/find information?
 |
| **SKILLS:** | * Begin by defining the goal or desired outcome. E.g. How to make a board game.
* List any material or equipment needed, in order.
* Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.
* Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)
* A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.
* Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions e.g. when this has been done… next add… after doing this…
* Heading and subheadings used to aid presentation e.g. separating equipment from steps or procedure.
 |
| **GRAMMAR FOCUS:** | Subordinating conjunctionsOrganisational devices*\*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 develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief).
* Can develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief).
* Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas e.g. when, because, if, after, while, also, as well.
 |

|  |
| --- |
| **WRITING OUTCOME 3** |
| **WRITING OUTCOME:** | Explanation Text |
| **READING LESSONS:** | ***2a******Meaning of words***Looking at technical/impactful vocabularyContext- What is it? How can we use it?Application of dictionary skills to understand definitions**REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What do the words ...... and …… suggest about the character, setting and mood?
* Which word tells you that….?
* Find one word in the text which means……
* Find and highlight the word that is closest in meaning to…….
* Find a word or phrase which shows/suggests that…….
* What other words/phrases could the author have used?
* Which word most closely matches the meaning of the word x?

***2d Inference*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** How can you tell that……
* What impression of …… do you get from these paragraphs?
* What voice might these characters use?
* What was …. thinking when…..
* Who is telling the story?
* What does this… word/phrase/sentence… imply about… (character/setting/mood)?
 |
| **SKILLS:** | * A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.
* The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.
* Express time, place and cause using: Conjunctions e.g. so, because Adverbs e.g. first, then after that, finally. Prepositions e.g. before, after….
* Use of paragraphs to organise ideas.
 |
| **GRAMMAR FOCUS:** | Time conjunctionsTechnical/specific vocabulary*\*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 adapt their chosen form to the audience e.g provide information, about characters or setting, make a series of points, use brackets for asides etc.
* Can adapt form and style for purpose (e.g. there is a clear difference between formal and informal letters; use of abbreviated sentences in notes and diaries etc).
* Can link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually etc)
 |

|  |
| --- |
| **WRITING OUTCOME 4** |
| **WRITING OUTCOME:** | Narrative |
| **READING LESSONS:** | ***2d Inference*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** How can you tell that……
* What impression of …… do you get from these paragraphs?
* What voice might these characters use?
* What was …. thinking when…..
* Who is telling the story?
* What does this… word/phrase/sentence… imply about… (character/setting/mood)?

***2h Comparison*** **REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** Describe different characters' reactions to the same event in a story.
* How is it similar to …?
* How is it different to …?
* Is it as good as …?
* Which is better and why?
* Compare and contrast different character/settings/themes in the text
* What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?
 |
| **SKILLS:** | * Narratives and retellings are written in first or third person.
* Narratives and retellings are written in past tense, occasionally these are told in the present tense.
* Events are sequenced to create chronological plots through the use of adverbials and prepositions.
* Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods…
* Narratives use typical characters, settings and events whether imagined or real.
* Dialogue begins to be used to convey characters’ thoughts and to move the narrative forward.
* Language choices help create realistic-sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.
* Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time
* Adverbs e.g. first, then, after that, finally are useful for denoting shifts in time and for structuring the narrative.
* The use of conjunctions e.g. when, before, after, while, so, because…enables causation to be included in the narrative.
* Using prepositions e.g. before, after, during, after, before, in, because of… enables the passage of time to be shown in the narrative and the narrative to be moved on.
* Present perfect form of verbs can be used within dialogue or a character’s thoughts, e.g. what has happened to us? What have you done? They have forgotten me…
* Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close… etc.
* Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.
* Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.
* Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.
* Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they… the boys…
 |
| **GRAMMAR FOCUS:** | Vocabulary* Choosing synonyms
* Adding adjectives/adverbs
* Expanded noun phrases

Apostrophe for belonging*\*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 adverbs for description
* Can develop characters and describe settings, feelings and/or emotions etc.
* Can attempt to give opinion, interest or humour through detail.
 |

|  |
| --- |
|  **WRITING OUTCOME 5** |
| **WRITING OUTCOME:** | Newspaper Report |
| **READING LESSONS:** | ***2c Summarise*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** You’ve got ‘x’ words; sum up these paragraphs.
* Sort the information in these paragraphs
* Do any of them deal with the same information?
* Make a table/chart to show the information in these paragraphs.
* Which is the most important point in these paragraphs? How many times is it mentioned?

***2b Retrieval*** **REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What happened in the story?
* Which part of the story best describes the setting?
* Give one example of……
* Where/when does the story take place?
* What did s/he/it look like?
* Where did s/he/it live?
 |
| **SKILLS:** | * Use past and present tense as appropriate throughout writing.
* Progressive forms of verbs e.g. the children were playing, I was hoping…
* Conjunctions for coordination and subordination e.g. we went to the park so we could play on the swings.
* Use of noun phrases e.g. some people, most dogs, blue butterflies to interest the reader.
* Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions (e.g. then, next, first, afterwards, just before that, at last, meanwhile).
* Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter….
* Use of paragraphs to organise ideas
 |
| **GRAMMAR FOCUS:** | Punctuating speech* Inverted commas
* Separating speech and details

Generalising language choices*\*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 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).
* Can adapt form and style for purpose (e.g. there is a clear difference between formal and informal letters; use of abbreviated sentences in notes and diaries etc).
* Can link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually etc)
 |

|  |
| --- |
| **WRITING OUTCOME 6** |
| **WRITING OUTCOME:** | Informal Letter |
| **READING LESSONS:** | ***2g Author choice of words*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What does the word 'x' tell you about 'y'?
* Find two or three ways that the writer tells you 'x'.
* What does this… word/phrase/sentence… tell you about… character/setting/mood etc?
* Highlight a key phrase or line. By writing a line in this way 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?
* The writer uses …words/phrases to describe … How does this make you feel?
* What do you think the writer meant by… 'x'?

***2d Inference*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** How can you tell that……
* What impression of …… do you get from these paragraphs?
* What voice might these characters use?
* What was …. thinking when…..
* Who is telling the story?
* What does this… word/phrase/sentence… imply about… (character/setting/mood)?
 |
| **SKILLS:** | * Often written in the first person. E.g. First person e.g. ‘I was on my way to school.’
* Clear beginning, middle and ending.
* A strong opening (paragraph in KS2) to hook the reader.
* Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
* An account of the events that took place, often in chronological order (The first person to arrive was ...)
* Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials.
* Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions (e.g. then, next, first, afterwards, just before that, at last, meanwhile).
* Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter…
* Use of paragraphs to organise ideas
 |
| **GRAMMAR FOCUS:** | Co-ordinating conjunctionsPunctuating Speech*\*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 most punctuation accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe.
* Can link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually etc)
* Can structure and organise work clearly e.g. beginning, middle, end; letter structure; dialogue structure.
 |