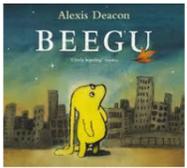
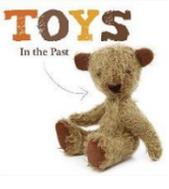
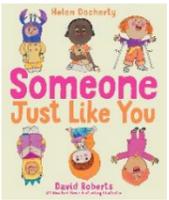
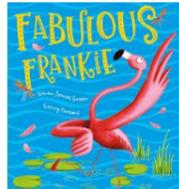
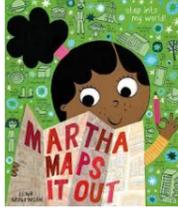
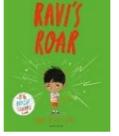
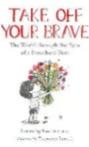
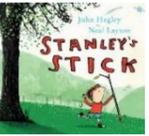
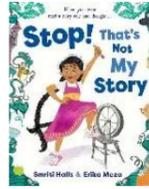
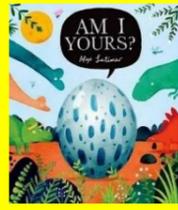
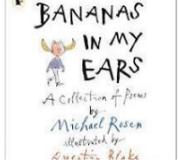
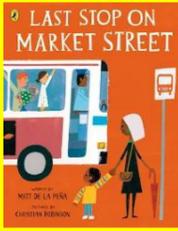
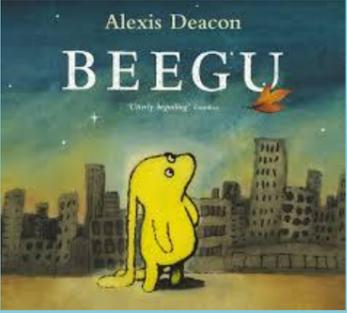
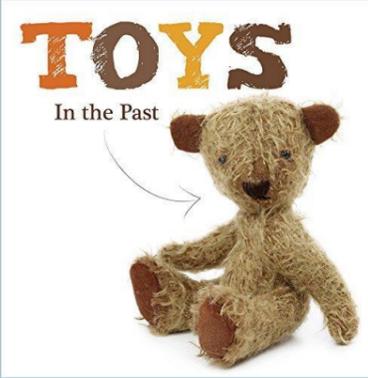


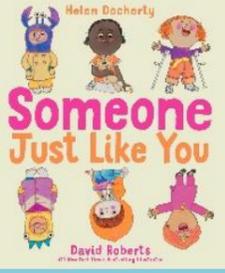
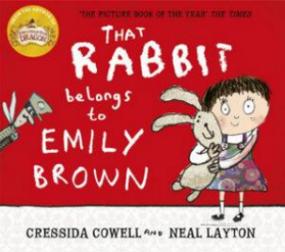
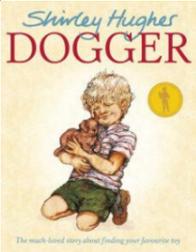
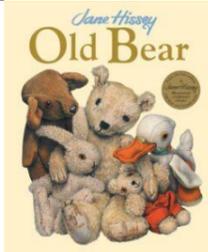
Y1 English
Units Overview
Medium Term Plans
Texts likely to change

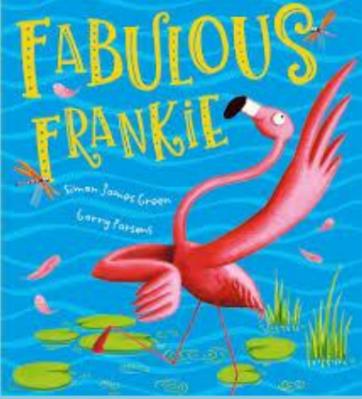
	Autumn					Spring				Summer			
Core Text	Beegu by Alexis Deacon  Writing to entertain: simple narrative/prediction	Toys and Games by Sally Hewitt  Recount - A visit to the toy museum.	someone Just Like You by Helen Docherty  Writing to inform -Labels, lists and captions	Fabulous Frankie by Simon James Green  Writing to entertain: creating characters	Martha Maps it Out by Leigh Hodgkinson  Writing to inform - recount	Ruby's Worry and Ravi's Roar by Tom Percival   Writing to inform: recount	Big Red Dragon by Jane Newberry Take Off Your Brave by Nadim and Yasmeen Ismail   Poetry: free verse	Stanley's Stick by John Hegley and Neal Layton  Writing to inform: sequence sentences to form a short narrative	Stop! That's Not My Story by Smriti Halls and Erika Mezay  Writing to entertain: Traditional Tales	Piper (digital literacy) CHANGE TO Gruffalo Crumble HFL INSTRUCTIONAL WRITING	Am I Yours? by Alex Latimer  Writing to inform: fact file (dinosaurs)	Over My Toes by Michael Rosen  ENTERTAIN: Poetry	Last Stop on Market Street by Matt de la Peña  Writing to inform: recount
Purpose	 ENTERTAIN: Narrative	 INFORM: recount	 Labels, lists and captions	 ENTERTAIN: Narrative	 INFORM: recount	 INFORM: Fact-file	 Entertain: Poetry	 ENTERTAIN: Narrative	 Narrative: Traditional Tales	 Narrative	 INFORM: Fact-file	 ENTERTAIN: Poetry INFORM: Recount of trip	 INFORM: recount

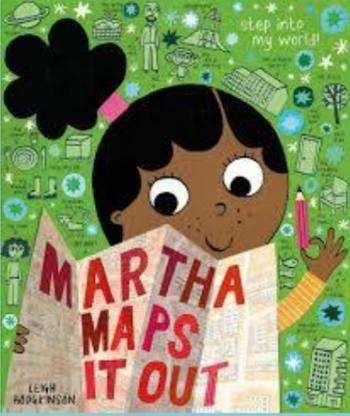
Purpose	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Text	Genre: Specific features and structure of genre to be revised or taught within the unit.	<p>Revision of objectives from previous year (with year group this was first introduced) [NB: These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices]</p> <ul style="list-style-type: none"> • <u>Statutory objectives (within the National Curriculum) are listed in this way</u> – bold, purple and underlined • New objectives (introduced within current year group) are listed in black 			<p><u>Statutory terminology from Appendix 2 of the National Curriculum are listed in this way</u> – bold, purple and underlined</p>

 <p>Genre Features</p> <p>Purpose:</p>  <p>ENTERTAIN: Narrative</p> <p><i>Beegu by Alexis Deacon</i></p>	<p>Compositional choices according to writing purpose</p> <p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p>	<p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun</p>	<p>Grammatical terminology</p> <p><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> • Own story ending (prediction) 	<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> • Handwriting clinics • A message from Beegu • Simple character descriptions 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> • Enjoy the story. • Understand different feelings from reading the story. 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • Capital letters and full stops. • Say out loud what I want to say before writing it. 	
<p>Companion texts</p>				

 <p>Purpose: INFORM: recount</p> <p><i>Toys and Games by Sally Hewitt</i></p>	<p>Genre Features</p> <p>Recount: Written in simple past tense</p> <p>Events are recounted in the time order that they happened</p>	<p>Compositional choices according to writing purpose</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>	<p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves</p>	<p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> A recount of an old toy. 		<p>Other writing opportunities</p>  	<ul style="list-style-type: none"> 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Learn about toys from the past. Learn what different toys were made from. 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> -ed suffix 	
<p>Companion texts</p>					

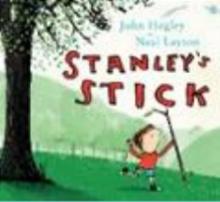
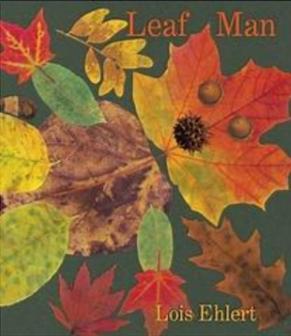
 <p>Purpose: INFORM: Labels, captions and lists</p> <p></p> <p>Someone Just Like You by Helen Docherty</p>	<p>Genre Features</p> <p>Narrative rhyming text: a lyrical rhyming text to encourage the themes of empathy and kindness.</p>	<p>Compositional choices according to writing purpose</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>	<p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves</p>	<p>Grammatical terminology</p> <p><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun</p>	
<p>Final written outcome</p> <p></p>	<ul style="list-style-type: none"> A simple My story page featuring labels, captions and lists 		<p>Other writing opportunities</p> <p> </p>	<ul style="list-style-type: none"> Simple, single clause sentences 		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Learn interesting facts about me. Understand feelings 		<p>Toolkit</p> <p></p>	<p>I will use...</p> <ul style="list-style-type: none"> Use capital letters for proper nouns Write lists Captions and labels for pictures 		
<p>Companion texts</p>	   					
<p>Hook / linked enrichment activities</p>	<ul style="list-style-type: none"> Real life objects to inspire writing lists. 		<p>Wider curriculum links</p>	<ul style="list-style-type: none"> PSHE 		

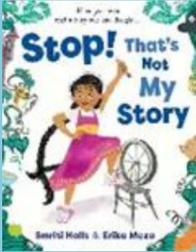
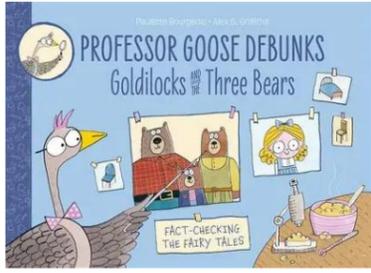
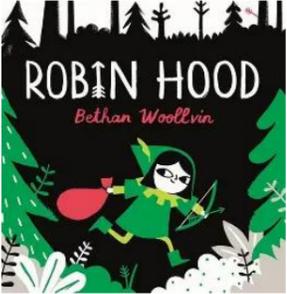
Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose:</p>  <p>ENTERTAIN: narrative</p> <p><i>Fabulous Frankie by Simon James Green</i></p>	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun</p>	<p>letter, capital letter, word, sentence punctuation, full stop, verb, noun</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> Writing sentences about your own character 	<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> Writing simple sentences. Beginning to use adjectives 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Understand the story and follow what is happening Enjoy the story Feel happy and it will make them smile. 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Adjectives Proper nouns for names Exclamation marks 	
<p>Companion texts</p>				

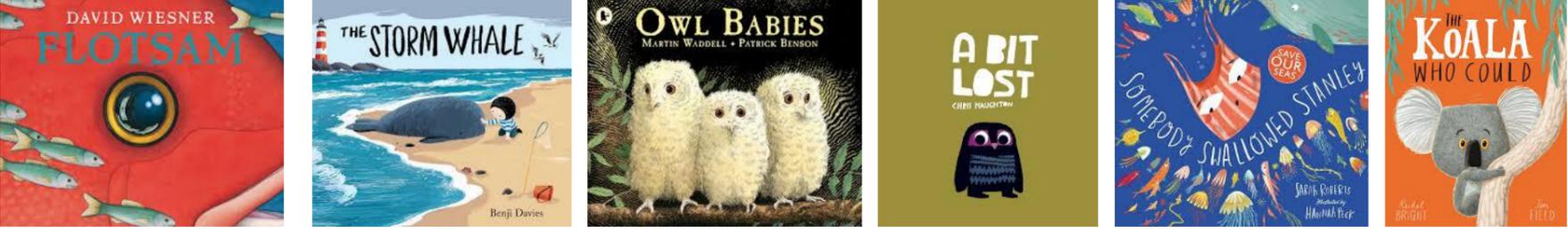
Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose:</p>  <p>INFORM: recount</p> <p>Martha Maps it Out by Leigh Hodgkinson</p>	<p>Recount: Written in simple past tense</p> <p>Events are recounted in the time order that they happened</p>	<p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> Sentences about your journey to school 	<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> Questions for Martha 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Learn about journeys to school Enjoy reading my story. 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Capital letters Full stops 'and' to join two simple sentences. Finger spaces. 	
<p>Companion texts</p>				
<p>Hook / linked enrichment activities</p>	<p>Mapping in Geography a route from our homes to school. Identifying physical and human features in Menston village.</p>	<p>Wider curriculum links</p>	<p>Geography: Our local area.</p>	

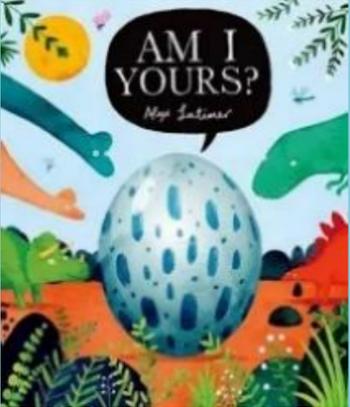
Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose:</p>  <p>INFORM: Recount</p> <p>Ruby's Worry and Ravi's Roar by Tom Percival</p>	<p>Recount: Written in simple past tense Events are recounted in the time order that they happened</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind.</p> <p>Use a title to hook the reader's interest and to know what the writing might be about.</p> <p>Use labels or captions to show the reader something they might not know about.</p> <p>You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something</p>	<p>A reader needs spaces between words so that they can understand and follow the writing.</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow.</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins.</p> <p>Capital letters for names of days of the week help the reader to understand that this is a proper noun.</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves.</p>	<p>Letter, capital letter, word, sentence punctuation, full stop, verb, noun</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> Recount of a worry or roar they have had and how they resolved it. 	<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> Self-chosen writing about emotions. Relate to PSHE unit. 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Learn about a worry or roar and how emotions changed. Learn new ways to resolve a worry or roar from reading other children's writing. 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Capital letters Full stops 'and' to join two simple sentences. Finger spaces Re-read my work to check for sense. Word mats and learning wall for tricky emotion/roar words. 	
<p>Companion texts</p>				

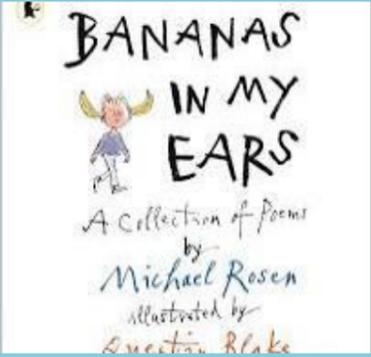
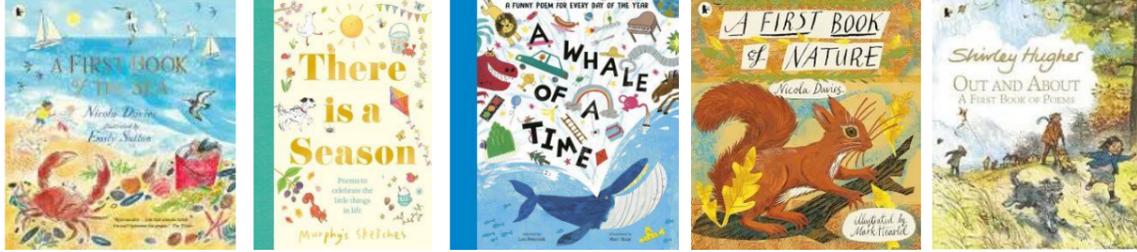
	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Purpose:</p>  <p>Poetry: free verse</p> <p>Narrative Big Red Dragon by Jane Newberry Joy Take Off Your Brave by Nadim and Yasmeen Ismail</p>	<p>Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p>	<p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about.</p>	<p>Reader needs spaces between words so that they can understand and follow the writing</p> <p>Writers can join words together with 'and' to make connections between things (e.g. I ate fish and chips)</p>	<p>Capital letters for names of days of the week help the reader to understand that this is a proper noun.</p> <p>Careful choice of nouns and verbs help the reader to create a picture in their minds.</p> <p>Including adjectives to describe a noun helps the reader to create a more specific picture in their mind.</p>	<p>Letter, capital letter, word, sentence punctuation, full stop, verb, noun, adjective</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> • Collaborative poem 		<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> • Days of the week practise. 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> • Enjoy listening to a free verse linked to a school day. 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • Capital letters for days of the week. • Perform a free verse to others. • Layout a poem correctly. • Use capital letters 	

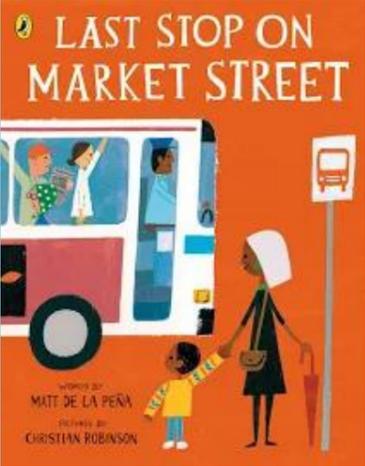
	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose:</p>  <p>Entertain: Narrative</p> <p>Stanley's Stick by John Hegley</p>	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them.</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce idea of fall-rise story shape for basic narrative structure.</p>	<p>Pictures or illustrations can help the reader see what you are writing about in their mind.</p> <p>Use a title to hook the reader's interest and to know what the writing might be about.</p>	<p>A reader needs spaces between words so that they can understand and follow the writing.</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins.</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun.</p> <p>As well as for names of people, we use capital letters for names of places as well as days of the week.</p>	<p>Capital letter, word, sentence punctuation, full stop, verb, noun</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> Short narrative: own version of Stanley's Stick 		<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> Using a speech bubble Create labels. Use illustrations to re-tell parts of the story. 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Be entertained. Listen to an alternative version of Stanley's Stick. 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Capital letters and full stops effectively. Join words and clauses using 'and' Use capital letter for personal pronoun 'I' 	
<p>Companion texts</p>	 				

 <p>Purpose:</p>  <p>Narrative: Traditional Tales</p> <p>Stop! That's Not My Story! By Smriti Halls</p>	<p>Genre Features</p> <p>Stories usually have a main character and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story</p> <p>Introduce idea of fall-rise story shape for basic narrative structure</p> <p>If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing.</p>	<p>Compositional choices according to writing purpose</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish and chips</i>)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>	<p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p>	<p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun, question mark, exclamation mark</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> Children write their own traditional tale with them as the main character (hero). 		<p>Other writing opportunities</p>  	<ul style="list-style-type: none"> Role play Practise writing single clause sentences. Handwriting practise ensuring correct posture at the table. 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Be entertained. Enjoy an alternative traditional tale with the author as main character. 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Capital letters and full stops Use spaces between words Write single clause sentences. Link words and clauses with 'and' Use a capital letter for personal pronoun 'I' 	
<p>Companion texts</p>	 				

Piper (digital literacy)	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Purpose:  Narrative	<p>Stories usually have a main character and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story</p> <p>Introduce idea of fall-rise story shape for basic narrative structure</p> <p>If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</p>	<p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader’s interest and to know what the writing might be about</p>	<p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>Writers can join words together with ‘and’ to make connections between things (e.g. <i>I ate fish and chips</i>)</p> <p>To avoid the reader becoming bored, join sentences together with ‘and’ to create better rhythm and flow</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p>	<p>letter, capital letter, word, sentence punctuation, full stop, verb, noun, question mark, exclamation mark</p>
Final written outcome 	<ul style="list-style-type: none"> 		Other writing opportunities  	<ul style="list-style-type: none"> 	
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none"> 	Toolkit 	I will use... <ul style="list-style-type: none"> 		
Companion texts					
Hook / linked enrichment activities	Wider curriculum links				

Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose:</p> <p> INFORM: Fact-file</p> <p><i>Am I Yours? by Alex Latimer</i></p>	<p>Fact-file: Contains diagrams/ illustrations with labels</p> <p>May have technical vocabulary specific to the topic being explained</p> <p>Usually in present tense to clarify for the reader how something works at the time of writing</p> <p>Stages of a process are clearly broken down into steps to make this understandable for the reader to follow</p>	<p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p> <p>Use labels or captions to show the reader something they might not know about</p>	<p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish and chips</i>)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>A question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> • 	<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> • 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> • 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • 	
<p>Companion texts</p>				
<p>Hook / linked enrichment activities</p>			<p>Wider curriculum links</p>	

	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose:</p>  <p>ENTERTAIN: Poetry</p> <p><i>Over My Toes by Michael Rosen</i></p>	<p>Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p> <p>Some poetry can be performed by using a change in volume and pitch of the voice and combining this with body actions / movement and gesture to create a mood or meaning for the audience</p>	<p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>Writers can join words together with 'and' to make connections between things (e.g. <i>I ate fish and chips</i>)</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves</p> <p>Including adjectives to describe a noun helps the reader to create a more specific picture in their mind</p>	<p>letter, capital letter, word, sentence punctuation, full stop, verb, noun, adjective</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> • 	<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> • 		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> • 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • 		
<p>Companion texts</p>					
<p>Hook / linked enrichment activities</p>			<p>Wider curriculum links</p>		

 <p>Genre Features</p> <p>Recount: Written in simple past tense</p> <p>Events are recounted in the time order that they happened</p> <p>Purpose:</p> <p> INFORM: recount</p> <p>Last Stop on Market Street by Matt de la Peña</p>	<p>Compositional choices according to writing purpose</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader's interest and to know what the writing might be about</p>	<p>Sentence level</p> <p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with 'and' to create better rhythm and flow</p>	<p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves</p>	<p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun</p>
<p>Final written outcome</p> <p></p>	<ul style="list-style-type: none"> • 	<p>Other writing opportunities</p> <p> </p>	<ul style="list-style-type: none"> • 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> • 	<p>Toolkit</p> <p></p>	<p>I will use...</p> <ul style="list-style-type: none"> • 	
<p>Companion texts</p>				
<p>Hook / linked enrichment activities</p>	<p>Wider curriculum links</p>			