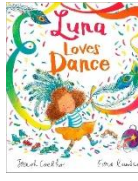



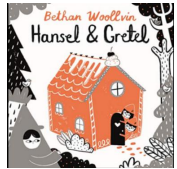
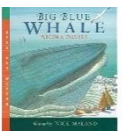
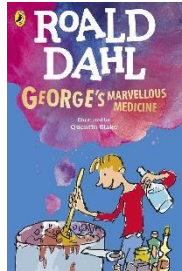
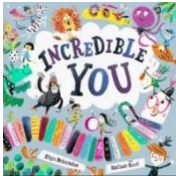

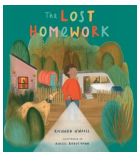

















Y2 English


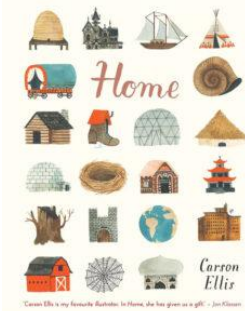
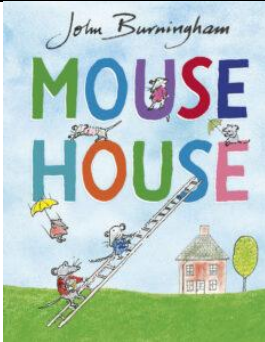
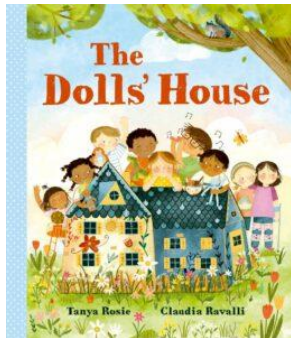
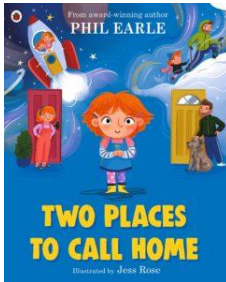
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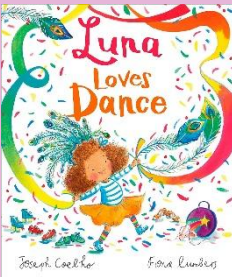




Medium Term Plans


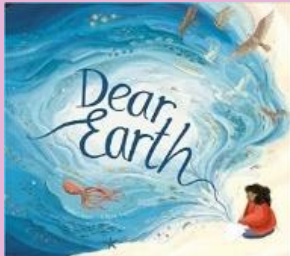


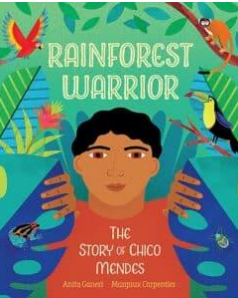
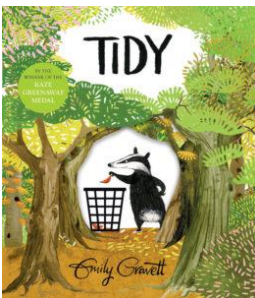
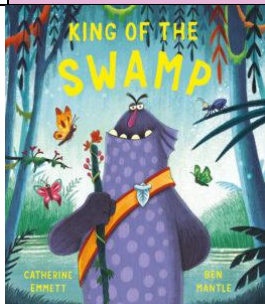

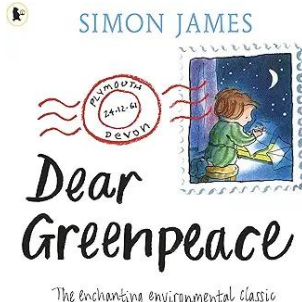
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Core Text	Luna Loves Dance by Joseph Coelho	There's No Place Like Home e-book	The Puffin Book of Fantastic First Poems	Greta & the Giants by Zoe Tucker	Hansel & Gretel by Bethan Woollvin	Big Blue Whale by Nicola Davies	Georges' Marvellous Medicine by Roald Dahl	Incredible You by Rhys Brisenden	Dear Earth by Isabel Otter	The Lost Homework by Richard O'Neill	The Puffin Book of Fantastic First Poems	Remarkable Animals by Tony Meeuwissen	Super Joe does NOT do Cuddles by Michael Catchpool
		 Writing to inform: poster for an estate agent		 Letter writing	 Narrative Character descriptions	 Chronological report	 Instruction writing	 non-chronological report	 Letter writing	 Narrative	 Free verse	 Writing to entertain: animal description	
Purpose	 Narrative	 Writing to inform	 Poetry	 Writing to inform	 Narrative/ description	 Writing to inform	 Writing to inform	 Writing to inform		Writing to inform 	 Poetry	 Narrative / description	 Narrative








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.	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] <ul style="list-style-type: none"> Statutory objectives (within the National Curriculum) are listed in this way – bold, purple and underlined New objectives (introduced within current year group) are listed in black 			Statutory terminology from Appendix 2 of the National Curriculum are listed in this way – bold, purple and underlined

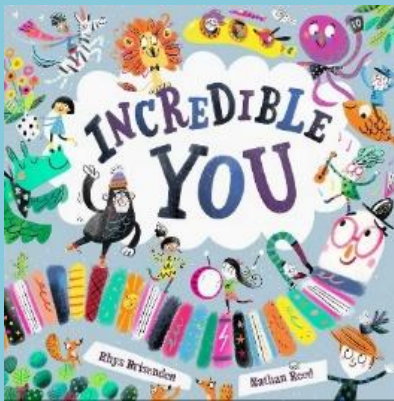





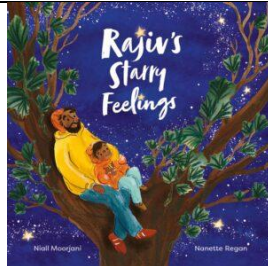
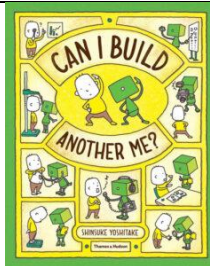
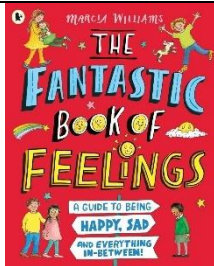
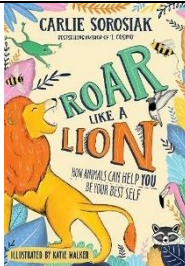
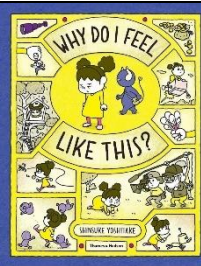
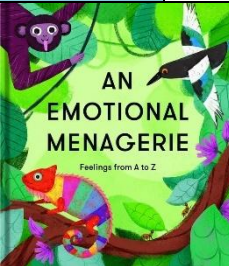
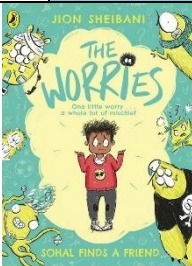
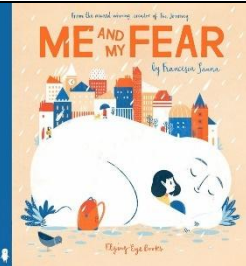
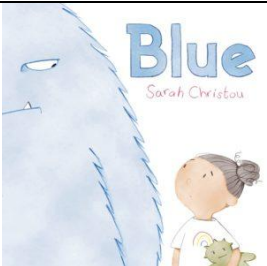
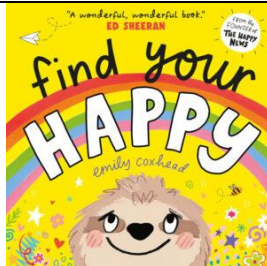
All objectives covered within each Year 2 unit are listed within this document. Please see the key below to understand how the objectives are presented:







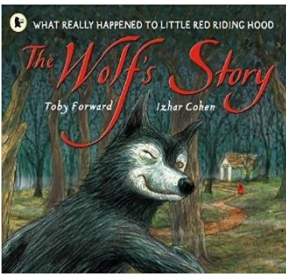
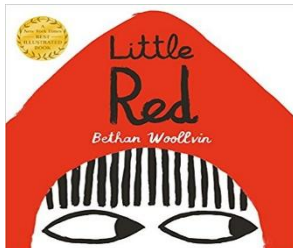
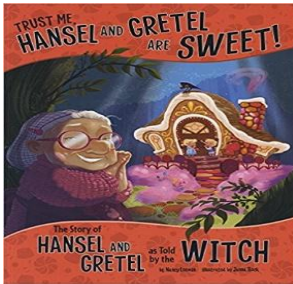
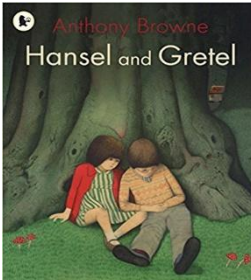

Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<div></div> <div><div><div><div><div></div><div>i</div></div></div><div><div><div></div><div></div></div></div></div><div>Purpose: Inform</div><div>Poster for an Estate Agent</div><div>There's No Place Like Home <i>e-book</i></div></div>	<div>Captions and labels to add information to illustrations</div> <div>You could speak to the reader directly, using ‘you’ if you need to tell them or ask them to do something</div> <div>Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about</div> <div>When we provide information to our reader, this information is usually in the <u>simple present tense or simple past tense</u></div>	<div>Writers join sentences together with other <u>coordinating conjunctions including and, or, but</u> – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</div> <div>Instead of using ‘and’ too often, we should use a full stop so that the sentence does not become too long for the reader</div> <div>A <u>statement</u> is a type of sentence that are used by writers the most – they are telling the reader something</div> <div>Including <u>adjectives</u> to describe a noun (<u>expanded noun phrases</u>) helps the reader to create a more specific picture in their mind</div> <div>A <u>question</u> is a type of sentence that is asking the reader about something</div>	<div>A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</div> <div><u>Capital letters for names of people or places</u> (characters) help the reader to understand that this is a proper noun (Y1)</div> <div>Instead of a full stop, a <u>question mark</u> 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 (in a story) is being asked something (Y1)</div>	<div><u>letter, capital letter, question mark, word, sentence punctuation, full stop (Y1)</u></div> <div><u>verb, tense, past tense</u></div> <div><u>adjective, noun, noun phrase, comma</u></div> <div>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</div>
<div>Final written outcome</div> <div></div>	<div>An estate agent poster about an imaginary house and its different rooms.</div>	<div>Other writing opportunities</div> <div></div>	<div><ul style="list-style-type: none">• Captions and labels for different localities (expanded noun phrases)• Short descriptive sentences describing different localities from the core text.<ul style="list-style-type: none">◦ <i>I'd like to visit _____ because _____.</i>◦ <i>In _____ you might _____ or _____.</i>◦ <i>When you are in _____ you can _____.</i>• Speech bubbles: Estate agents lollypop puppets: talk through the book (oracy task) question focus• Simple sentences: <i>You can see _____ in space.</i></div>	
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <div><ul style="list-style-type: none">• Be able to picture in their mind what each room is like• Enjoy reading the poster and follow along clearly</div>	<div>Toolkit</div> <div></div>	<div>I will use...</div> <div><ul style="list-style-type: none">• Expanded noun phrases help to provide better detail for the reader• conjunctions and, or, but to link ideas• a full stop to end a sentence• a capital letter to start a sentence or for the name of a person or place</div>	
<div>Companion texts</div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>			
<div>Hook / linked enrichment activities</div>	<div>Finished posters to be displayed in the estate agents in Otley.</div>	<div>Wider curriculum links</div>	<div>Revisit of local area topic from Year 1 Geography.</div>	

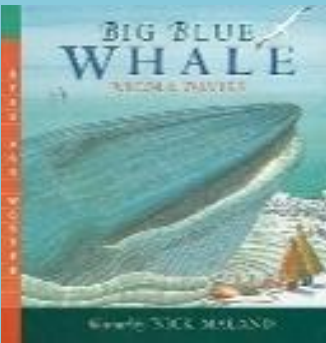



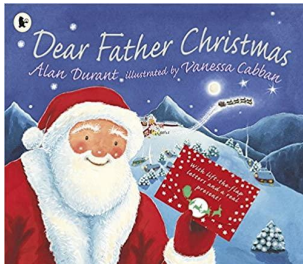
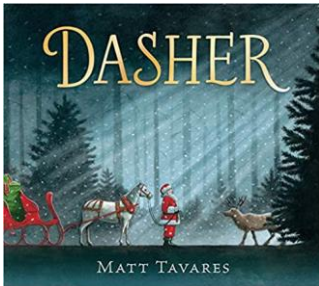
<div></div> <div> Purpose: Entertain</div> <div>Narrative</div>	Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens 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</p> <p>Introduce fall-rise story shape for basic narrative structure</p>	Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – often using past tense in a narrative	<p>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Instead of using ‘and’ too often, we should use a full stop so that the sentence does not become too long for the reader</p> <p>A statement is a type of sentence that are used by writers the most – they are telling the reader something</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</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 (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p>	<p>letter, capital letter, word, sentence punctuation, full stop (Y1)</p> <p>verb, tense, past tense</p> <p>adjective, noun, noun phrase, comma</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>
<div>Final written outcome</div> <div></div>	<ul style="list-style-type: none">Short narrative with a rise and fall plot shape		<div>Other writing opportunities</div> <div></div>	<ul style="list-style-type: none">Extend sentences using conjunctionsWrite notes about a character		
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <ul style="list-style-type: none">Be able to understand the story and follow what is happeningEnjoy the storyFeel sad and then happy	<div>Toolkit</div> <div></div>	<div>I will use...</div> <ul style="list-style-type: none">The linking words and, but, orPast tenseStatement sentencesA description of my main characterInteresting word choicesFall then rise story shape			
<div>Companion texts</div>						
<div>Hook / linked enrichment activities</div>		<div>Wider curriculum links</div>	PE: Perform dances using a range of movement patterns. PSHCE: Discuss emotions and personal experiences. Music: Listen to music or songs related to dance to inspire creativity.			







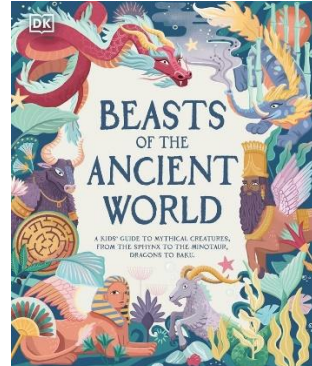
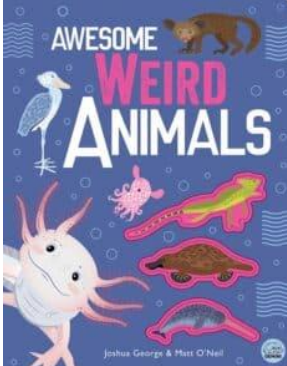
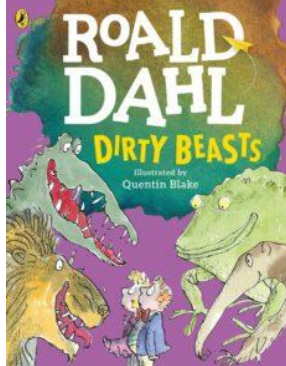
<div></div> <div></div> <div><p>Purpose: Inform Letter</p><div>i</div><p>Dear Earth by Isabel Otter</p><p>Greta and the Giants by Zoë Tucker</p></div>	Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
	<p>Letter: Sender’s address in top-right corner & date under the sender’s address</p> <p>Recipient’s address on lefthand side</p> <p>Start with ‘Dear...’ or ‘To whom it may concern...’ Sign off with ‘From...’ or ‘Love from...’ (depending on how well you know your reader)</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>Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about</p> <p>Some information (such as recount or instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past</p>	<p>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p> <p>A statement is a type of sentence that are used by writers the most – they are telling the reader something. Sometimes we might need to tell our reader to do something – these are command sentences and they start with a 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 (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Use an apostrophe for possession – to make it clear to the reader whether the item or thing belongs to an individual</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p>	<p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark (Y1)</p> <p>comma, command, statement</p> <p>apostrophe</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>
<p>Final written outcome</p> <div></div>	<p>Two different style letters: A persuasive letter to save the Earth and a love letter to the Earth.</p>		<p>Other writing opportunities</p>	<ul style="list-style-type: none">Wanted poster for people to look after our planet.Email to staff or children at our school.		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none">Be able to follow the writing clearly, to enjoy and understand itFind out some new informationUnderstand my opinions about plastic pollution		<p>Toolkit</p> <div></div>	<p>I will use...</p> <ul style="list-style-type: none">Include features of the letter genre including who it is to, from and their addressesCommas in lists to separate the words for the reader.Statement, commands, questions and exclamations to make my meaning clearExpanded noun phrases to provide more detailed information and descriptions.Conjunctions to extend the ideas within sentences and vary the flow of the writing.		
<p>Companion texts</p>	<div></div>					
<p>Hook / linked enrichment activities</p>			<p>Wider curriculum links</p>			


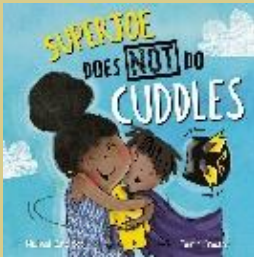




 <p>Purpose: Inform</p> <p>Instructions</p>  <p>George's Marvellous Medicine by Roald Dahl</p>	<p>Genre Features</p> <p>Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered</p> <p>Written in time (or chronological) order so that the reader acts in the correct sequence or order</p> <p>Can includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions</p> <p>In order to tell the reader to do something, writers often use command sentences</p>	<p>Compositional choices according to writing purpose</p> <p>Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past</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>Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about</p> <p>When we provide information to our reader, this information is usually in the <u>simple present tense</u> or <u>simple past tense</u></p>	<p>Sentence level</p> <p>Writers join sentences together with other <u>coordinating conjunctions</u>* including <u>and, or, but</u> – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can also join sentences together with <u>subordinating conjunctions</u>* including <u>when, if, that, because</u> – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p> <p>A <u>statement</u> is a type of sentence that are used by writers the most – they are telling the reader something; a <u>question</u> is a type of sentence that is asking the reader about something; sometimes we might need to tell our reader to do something – these are <u>command</u> sentences and they start with a verb</p> <p>Including <u>adjectives</u> to describe a noun (<u>expanded noun phrases</u>) helps the reader to create a more specific picture in their mind</p>	<p>Word level including punctuation</p> <p><u>Commas can be used to separate items in a list</u>, so that the reader can identify each separate item more clearly with a short pause in between</p> <p>Including <u>adverbs</u> to describe a verb also helps the reader to create a picture in their mind about how or when the action is happening</p>	<p>Grammatical terminology</p> <p><u>letter, capital letter, word, sentence punctuation, full stop, question mark</u> (Y1)</p> <p><u>verb, tense, present tense, past tense</u></p> <p><u>adjective, noun, noun phrase, comma, statement, question, command, adverb</u></p> <p>*<u>conjunction</u> – not statutory until Y3, instead can use the term 'linking word'</p>
<p>Final written outcome</p> 		<p>Other writing opportunities</p>  	<ul style="list-style-type: none">Re-write part of the story of George's Marvellous Medicine		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none">Understand what I am asking them to doCarry out the instructions carefully and in the correct orderFind my instructions easy to read and follow	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none">Clear step by step instructions, in order and with numbers to show what order to do the tasksSentences in command form with verbs so the reader knows what they need to doLink information and ideas within a step using linking words/ conjunctions so that the reader understands how and why to do somethingUse capital letters to begin sentences.Use full stops to end sentences.Leave a space between words.Use commas in a list		
<p>Companion texts</p>					
<p>Hook / linked enrichment activities</p>		<p>Wider curriculum links</p>			







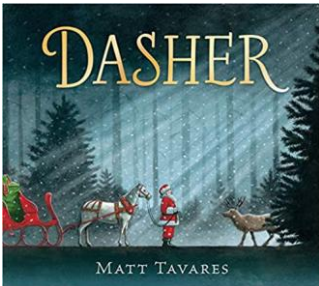
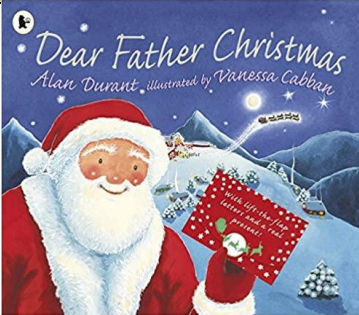
<div></div> <div>Purpose: Inform</div> <div></div> <div>Non-chronological reports</div> <div><i>Incredible You by Rhys Brisenden</i></div>	<div>Genre Features</div> <div>Non-Chronological Report: Captions and labels to add information to illustrations</div> <div>Glossary to provide definitions in a quick and easy guide for the reader</div> <div>Subheadings</div> <div>Big idea sentence</div> <div>Detail sentences to add information</div> <div>Super openers</div>	<div>Compositional choices according to writing purpose</div> <div>You could speak to the reader directly, using ‘you’ if you need to tell them or ask them to do something</div> <div>Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about</div> <div>When we provide information to our reader, this information is usually in the simple present tense or simple past tense</div>	<div>Sentence level</div> <div>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</div> <div>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</div> <div>A statement is a type of sentence that are used by writers the most – they are telling the reader something.</div> <div>A question is a type of sentence that is asking the reader about something</div>	<div>Word level including punctuation</div> <div>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 (Y1)</div> <div>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</div> <div>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</div>	<div>Grammatical terminology</div> <div>letter, capital letter, word, sentence punctuation, full stop (Y1)</div> <div>verb, tense, past tense</div> <div>adjective, noun, noun phrase, comma</div> <div>apostrophe</div> <div>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</div>
<div>Final written outcome</div> <div></div>	<div><ul style="list-style-type: none">Non-chronological reports about themselvesPosters about how to look after your mental health</div>		<div>Other writing opportunities</div> <div></div>		
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <div><ul style="list-style-type: none">learn information about ...enjoy reading the leaflet and follow along clearly</div>		<div>Toolkit</div> <div></div>	<div>I will use...</div> <div><ul style="list-style-type: none">conjunctions and, or, but to link ideascommas to separate words in a liststatement and question sentencessimple present tenseinteresting words and phrasessuper openers</div>	
<div>Companion texts</div>	<div></div>				
<div>Hook / linked enrichment activities</div>			<div>Wider curriculum links</div>		

	Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
<div></div> <div>Purpose:</div> <div></div> <div>Description</div> <div>Narrative: Traditional Tale</div> <div>Hansel & Gretel by Bethan Woollvin</div>	<p>Traditional tale: Will often include repeated phrases</p> <p>May include animal characters that behave like humans (e.g. can talk)</p> <p>Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf)</p> <p>Usually include happy endings</p>	<p>Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense</p> <p>Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)</p> <p>Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</p> <p>A simile that compares a subject with something similar helps the reader to create a picture in their mind</p>	<p>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</p> <p>Exclamatory sentences are sometimes seen in traditional tales/ fairy tales, usually to express a surprise or strong emotion (usually starting with ‘What / How + noun phrase + 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 (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p> <p>Adverbs describe a verb; helps the reader to create a picture in their mind about how or when the action is happening.</p>	<p>letter, capital letter, word, sentence punctuation, full stop (Y1)</p> <p>verb, tense, past tense</p> <p>adjective, noun, noun phrase, comma</p> <p>apostrophe</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>
<div>Final written outcome</div> <div></div>	A character description of fairy tale characters		<div>Other writing opportunities</div> <div></div>	<ul style="list-style-type: none">• Recipe for a witch• Gingerbread house description /for sale• Crime report / writing from the witch’s point of view• WANTED posters		
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <ul style="list-style-type: none">• Build a picture in their mind by using the description• Know what the character is thinking or feeling and how they behave• Be able to follow the story		<div>Toolkit</div> <div></div>	<div>I will use...</div> <ul style="list-style-type: none">• Describe details of settings and characters for the reader (expanded noun phrases)• Sounds and senses help the reader feel the mood of the story• Speech bubbles to let characters talk and show the reader what they are thinking, feeling or doing• Contractions so the characters speak in a friendly way• Commas to separate words in a list		
<div>Companion texts</div>	<div></div>					
<div>Hook / linked enrichment activities</div>			<div>Wider curriculum links</div>			

 <p>Purpose: Inform</p> <p>Non Chronological Report</p> <p>Big Blue Whale by Nicola Davies</p>	<p>Non-Chronological Report: Captions and labels to add information to illustrations</p> <p>Glossary to provide definitions in a quick and easy guide for the reader</p> <p>Subheadings Big idea sentence Detail sentences to add information Super openers</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>Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about</p> <p>When we provide information to our reader, this information is usually in the simple present tense or simple past tense</p>	<p>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</p> <p>A statement is a type of sentence that are used by writers the most – they are telling the reader something.</p> <p>A question is a type of sentence that is asking the reader about something</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 (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p>	<p>letter, capital letter, word, sentence punctuation, full stop (Y1)</p> <p>verb, tense, past tense</p> <p>adjective, noun, noun phrase, comma</p> <p>apostrophe</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>
	A non-chronological report about a blue whale or other animal		<p>Other writing opportunities</p> 		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none">learn information about ...	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none">conjunctions and, or, but to link ideascommas to separate words in a liststatement and question sentencessimple present tenseinteresting words and phrasessuper openers		
<p>Companion texts</p>	<div></div>				
<p>Hook / linked enrichment activities</p>			<p>Wider curriculum links</p>		

<div>Remarkable Animals</div> <div>MIX & MATCH TO CREATE 1000 CRAZY CREATURES</div> <div></div> <div>TONY MEEUWISSEN</div>	<div>Genre Features</div> <div><div>Traditional tale: Will often include repeated phrases</div><div>May include animal characters that behave like humans (e.g. can talk)</div><div>Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf)</div><div>Usually include happy endings</div></div> <div></div> <div>Purpose: Entertain</div> <div>Narrative: character description</div> <div>Remarkable Animals <i>by Tony Meeuwissen</i></div>	<div>Compositional choices according to writing purpose</div> <div><div>Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense</div><div>Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)</div><div>Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</div><div>A simile that compares a subject with something similar helps the reader to create a picture in their mind</div></div>	<div>Sentence level</div> <div><div>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</div><div>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</div><div>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</div><div>Exclamatory sentences are sometimes seen in traditional tales/ fairytales, usually to express a surprise or strong emotion (usually starting with ‘What / How + noun phrase + verb)</div></div>	<div>Word level including punctuation</div> <div><div>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 (Y1)</div><div>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</div><div>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</div><div>Adverbs describe a verb; helps the reader to create a picture in their mind about how or when the action is happening.</div></div>	<div>Grammatical terminology</div> <div><div>letter, capital letter, word, sentence punctuation, full stop (Y1)</div><div>verb, tense, past tense</div><div>adjective, noun, noun phrase, comma</div><div>apostrophe</div><div>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</div></div>
<div>Final written outcome</div> <div></div>	<div>A character description of an imaginary animal</div>		<div>Other writing opportunities</div> <div></div>	<div><ul style="list-style-type: none"></div>	
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <div><ul style="list-style-type: none">Build a picture in their mind by using the description</div>	<div>Toolkit</div> <div></div>	<div>I will use...</div> <div><ul style="list-style-type: none">Describe details of settings and characters for the reader (expanded noun phrases)commas to separate words in a list</div>		
<div>Companion texts</div>	<div></div>				
<div>Hook / linked enrichment activities</div>			<div>Wider curriculum links</div>		

	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<div></div> <div></div> <div></div> <div>Purpose: Entertain</div> <div>Narrative</div> <div>The Lost Homework by Richard O’Neill</div> <div>Super Joe does NOT do cuddles by Michael Catchpool</div>	<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</p> <p>Review fall-rise story shape for basic narrative structure and introduce other shapes: slow rise and slow fall</p>	<p>Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – <u>usually simple present or simple past tense</u></p> <p>Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)</p> <p>Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</p> <p>The <u>present progressive and past progressive tense</u> is often used to indicate that something is or was happening when another event occurred at the same time</p>	<p>Including <u>adjectives</u> to describe a noun (<u>expanded noun phrases</u>) helps the reader to create a more specific picture in their mind</p> <p>The <u>present progressive and past progressive tense</u> is often used to indicate that something is or was happening when another event occurred at the same time</p>	<p>A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p><u>Capital letters for names of people</u> (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Instead of a full stop, a <u>question mark</u> 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 (in a story) is being asked something (Y1)</p> <p>An <u>exclamation mark</u> 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 (Y1)</p> <p><u>Apostrophes</u> are used to show the reader where letters are missing when two words are joined together (<u>apostrophes of contraction</u>) – this punctuation mark makes it clearer for the reader to understand</p>	<p><u>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark (Y1)</u></p> <p><u>verb, tense, past, present adjective, noun, noun phrase, apostrophe</u></p>
<div></div> <div>Final written outcome</div>		<div></div> <div>Other writing opportunities</div>			
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <ul style="list-style-type: none">Be able to picture in their mind what is happening in the story	<div></div> <div>Toolkit</div>	<div>I will use...</div> <ul style="list-style-type: none">Different nouns, verbs and adjectives to describe settings and charactersLinking words (conjunctions) to add extra information to my sentencesPresent progressive form of verbs to show continuous actionAdverbs (often ending in -ly) to show when, where or how something is doneApostrophes to join two words together as contractionsA full stop, or sometimes and exclamation mark or a question mark, to end a sentence		
<div>Companion texts</div>					
<div>Hook / linked enrichment activities</div>		<div>Wider curriculum links</div>			

<div></div> <div></div> <div>Purpose: Entertain</div> <div>Poetry</div> <div>Orion and the Dark by Emma Yarlett</div>	<div>Genre Features</div> <div><p>Poetry: A specific poetic device used by poets can include a simile: this compares something with something else that the reader can relate to, in order to create a clear picture in their mind</p></div>	<div>Compositional choices according to writing purpose</div> <div><p>Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually <u>present tense</u> or <u>past tense</u></p><p>Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)</p></div>	<div>Sentence level</div> <div><p>Writers join sentences together with other <u>coordinating conjunctions including and, or, but</u> – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p><p>Including <u>adjectives</u> to describe a noun (<u>expanded noun phrases</u>) helps the reader to create a more specific picture in their mind</p></div>		<div>Word level including punctuation</div> <div><p><u>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</u></p><p><u>Apostrophes</u> are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand</p></div>	<div>Grammatical terminology</div> <div><p><u>letter, capital letter, word, sentence punctuation</u> (Y1)</p><p><u>verb, noun, noun phrase, tense, present tense, past tense</u></p><p><u>adjective, apostrophe</u> *<u>conjunction</u> – not statutory until Y3, instead can use the term ‘linking word’</p></div>
<div>Final written outcome</div> <div></div>			<div>Other writing opportunities</div> <div></div>	<div></div>		
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <div><div></div></div>	<div>Toolkit</div> <div></div>	<div>I will use...</div> <div><div></div></div>			
<div>Companion texts</div>	<div></div>		<div></div>			
<div>Hook / linked enrichment activities</div>			<div>Wider curriculum links</div>			