

Stimulus / Quality Text	Purpose for Writing Text Type	Building on... Leading to...
Stone Age Boy	To Entertain Narrative: Portal Story. Audience: KS1 Assembly	Year 2 Summer 2...Lighthouse Keeper's Lunch Year 3 Autumn 2 – Greek Myth

	Week 1	Week 2	Week 3
<p>Objectives</p> <p>Text Structure Time and place are referenced e.g. <i>In the morning, Later that day, Meanwhile etc...</i></p> <p>Text organised into paragraphs</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, His, His Mother, Her etc...</p> <p>Opening Build Up Dilemma Resolution Ending</p>	<p>Day 1: Increase familiarity with a wide range of different narrative genres and retell some of these orally. Storytime: Read Stone Age Boy to the class.</p> <p>Writing Lesson: Unit Introduction: Share Text type, purpose, audience and outcome with the pupils. Explain the impact the writing should have on the reader.</p> <p>Day 1 – Begin to interpret characters when reading and performing when storytelling. In small groups, act out different sections of the story. 1. Boy lost in the forest. 2. Meets Om. 3. Meets her family. 4. Camp. 5. River. 6. Reindeer chase. 7. Cave paintings 7. The bear. Freeze Frame emotions and write thought bubbles. E.g. confused, lost and scared.</p> <p>Day 2: To begin to use ideas from their own reading and modelled examples to plan their writing. WAGOLL – Unpick the model, how does it achieve the purpose and how is it relevant to the audience.</p> <ol style="list-style-type: none"> 1. Identify vocabulary/SPAG features. 2. Consider content and deconstruct the model on to a plan. Vocab Collection. <p>Day 3 – Use expanded noun phrases to describe and specify. *Setting – The Playground <i>Look at the image of her stepping out of the cave into the playground. What is there? Houses rather than forests, sound of cars, planes in the air etc.</i> *structure strip to aid description.,</p>	<p>Day 4 – Expanded noun phrases *Setting – Forest Schools. What is there? Use your senses to describe the children at forest schools. *structure strip to aid description.</p> <p>Day 5 - Use past tenses correctly and consistently including the progressive form. <i>Om was running when he heard a loud, high-pitched noise.</i></p> <p>Day 6 – Use of co-ordination (and, but, or) to join two simple sentences. Beginning: Om falls through the hole and lands in the school playground. <i>Om looked at the tall, green fence and stumbled towards it. He looked across the playground and closely watched a group of children.</i></p> <p>Day 7 – Use of co-ordination (and, but, or) to join two sentences together Middle: Om experiences Forest Schools. <i>Om wanted to join in but he was nervous.</i></p> <p>Day 8 – Write exclamation sentences using exclamation marks. Ending: <i>What happened! Ouch! That really hurt!</i></p>	<p>Day 9 – Draft Compose and rehearse sentences orally (including dialogue) and progressively build a rich vocabulary.</p> <p>Day 10 – After discussions with the teacher, make simple additions, revisions and proof-reading corrections to their own writing. Editing & Proof reading. COMB doc.</p> <p>Day 11 - Publish HOT WRITE</p> <p>Day 12 – Sharing Stories - <i>Begin to interpret characters when reading and performing when storytelling.</i></p>
Key Vocabulary	noun phrase, adjectives, commas	co-ordinating conjunction, past progressive, exclamation sentence, exclamation mark.	

Aspirational Text Vocabulary	Stumbled, munching, struck, flickering,	
Spelling	<p>Spelling Rule Wk 1: Y2a Unit 3 Adding the suffix –y (1) *muddy, foggy, Wk 2: Y2a Unit 4 Adding the suffix –y (2) *Spiky, smoky, shiny, Wk 3: Y2a Unit 8 Adding the suffix –ing. (1) N/A</p>	<p>Red Words Wk 1- today, friend Wk 2 – there, children WK3 – children, beautiful</p>
Handwriting	<p>Wk 1 – Revise Capital Letters</p> <p>Wk 2 break letters b g j p s q y z</p> <p>Wk 3 joining at the top il ai ail</p>	