

Subject: English



## 'Grandpa's Camper' By Harry Goodgate

## Writing outcome:

<u>Outcome:</u> Fiction – Story with a journey focus To write a story (describing a journey) based upon the model text using own ideas for characters and locations visited (using the characters from the story and adding one more location for Y1).

Greater depth writing outcome: To write a story (describing a journey) based upon the model text using own ideas for characters and locations visited. Use a range of sentence forms to show the character's feelings and viewpoints e.g. What a fantastic view it was!

| National Curriculum Skills |  |  |
|----------------------------|--|--|
| Spoken Language            | Reading Comprehension                      | Writing Composition                            |
| Ask relevant questions     | Check the text makes                       | <ul> <li>Say out loud what is going</li> </ul> |
| Build vocabulary           | sense                                      | to be written about                            |
| Articulate and justify     | <ul> <li>Make inferences on the</li> </ul> | Compose a sentence                             |
| answers                    | basis of what is being said                | orally before writing it                       |
| Use spoken language:       | and done                                   | <ul> <li>Sequence sentences to</li> </ul>      |
| speculating,               | <ul> <li>Predict what might</li> </ul>     | form short narratives                          |
| hypothesising, imagining   | happen on the basis of                     | Re-read what they have                         |
| and exploring ideas        | what has been read so far                  | written to check it makes                      |
|                            | Participate in discussion                  | sense  |
|                            | about what has been read                   | <ul> <li>Discuss what has been</li> </ul>      |
|                            | to them                                    | written with the teacher                       |
|                            |  | or other pupils                                |

| Pathways to Write Keys  |   |  |
|---|---|--|
| Gateway Keys  | Mastery Keys  | Feature Keys   |
| <ul> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others</li> </ul> | <ul> <li>Join words and clauses<br/>using and</li> <li>Add suffixes where no<br/>change is needed to the<br/>root of the word e.ging, -<br/>ed, -er, -est</li> <li>Punctuate sentences using<br/>a capital letter and a full<br/>stop, question mark or<br/>exclamation mark</li> <li>Read aloud clearly enough<br/>to be heard by their peers<br/>and the teacher</li> </ul> | <ul> <li>Use some story language</li> <li>Include and describe a character</li> <li>Include and describe a setting</li> <li>Write simple sentences in sequence</li> <li>Include a beginning, middle and end</li> </ul> |