'TIDY'

By Emily Gravett

Outcome: Letter	**Writing outcome:** To write a persuasive letter in role as Pete. **Greater depth writing outcome:** To write a persuasive letter in role as another animal who lives in the forest. They can include inference of feelings about their homes being destroyed and made untidy.

National Curriculum Skills		
Spoken Language	Reading Comprehension	Writing Composition
• Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role-play, improvisations and debates • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently	• Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently • Discuss the significance of the title and events • Draw on what they already know • Predict what might happen on the basis of what has been read so far	• Say out loud what is going to be written about • Compose a sentence orally before writing it • Sequence sentences to form short narratives 3 ©The Literacy Company ®Pathways to Write Y1&2 Summer 1 Letter • Re-read what they have written to check that it makes sense • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher

Pathways to Write Keys		
Gateway Keys	Mastery Keys	Feature Keys
• Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root of the word e.g –ed, -er, -ing, -est	• Join words and clauses using and • Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est • Change the meaning of verbs and adjectives by adding the prefix un • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• Write in 1st person • Write simple sentences in sequence • Begin to link events using and • Use simple openings and closings e.g. dear, from