



'Tidy'

By Emily Everett

Outcome: Letter	<p>Writing outcome: To write a persuasive letter in role as Pete.</p> <p>Greater depth writing outcome Y2: 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.</p>
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<u>National Curriculum Skills</u>		
<u>Spoken Language</u>	<u>Reading Comprehension</u>	<u>Writing Composition</u>
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently Discuss the sequence of events in books and how items of information are related Draw on what is already known and on background information and vocabulary provided by the teacher Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write for different purposes Plan or say out loud what is going to be written about Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils Proofread to check for errors in spelling, grammar and punctuation Re-read to check that their writing makes sense

<u>Pathways to Write Keys</u>		
<u>Gateway Keys</u>	<u>Mastery Keys</u>	<u>Feature Keys</u>
<ul style="list-style-type: none"> Use the progressive form of verbs in the present and past tense Some use of subordination (because, when) and coordination (and, but) Use punctuation correctly (as taught so far) Write sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Write down ideas, key words, new vocabulary Use punctuation correctly - apostrophes for contracted forms 	<ul style="list-style-type: none"> Include detail and description to inform the reader Use a range of sentence forms to address the reader Write in 1st person Include personal comments and own viewpoint Use openings and closings e.g. dear, opening statement to state why we are writing, from