



<p><u>Outcome:</u> Recount Letter Writing</p>	<p><u>Writing outcome:</u> To write a letter from the boy to his grandfather telling him about the events he has missed.</p> <p><u>Greater depth writing outcome:</u> To write a letter from Grandad in response to one of his grandson's letters.</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"> • Ask relevant questions • Participate in discussions, presentations, performances, role play, improvisations and debates • Build vocabulary • Articulate and justify answers • Consider and evaluate different viewpoints 	<ul style="list-style-type: none"> • Draw inferences (characters feelings, thoughts and motives) from their actions • Use dictionaries to check the meanings of words • Predict from details stated and implied • Ask questions to improve understanding of a text • Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

<u>Pathways to Write Keys</u>			
	<u>Gateway keys</u>	<u>Mastery keys</u>	<u>Feature keys</u>
Y3	<ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use subordination (when, if, that, because) and co-ordination (or, and, but) 	<ul style="list-style-type: none"> • Group related ideas into paragraphs • Build a varied and rich vocabulary • Use prepositions to express time, place and cause • Introduce inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Write in the first person • Use apostrophe in contractions • Provide detail through use of prepositions to express time, place and cause • Use a variety of sentence forms including statements and questions • Write in consistent past and present tense including progressive forms
Y4	<ul style="list-style-type: none"> • Use present and past tenses consistently and correctly • Use progressive forms of verbs • Use expanded noun phrases • Write sentences with different forms: statement, command, question, exclamation • Group related ideas into paragraphs (Y4 only) • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases (Y4 only) 	<ul style="list-style-type: none"> • Expand noun phrases by adding modifying adjectives, nouns and prepositional phrases • Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) • Use commas after fronted adverbials • Use inverted commas for direct speech (Recap) 	<ul style="list-style-type: none"> • Use some future tense verbs • Use layout and structure of a letter • Ensure chronological order to explain sequence of events