Year Group: 2 **Term: Autumn 1**

Subject: English

"The Troll Swap"

By Leigh Hodgkinson

Outcome:	**Writing outcome:** To write a story based upon the model text using the pupils' ideas for a new character(s) **Greater Depth Outcome:** To write a story based upon the model text which has two new contrasting (invented) characters **Purpose:** To entertain **Audience:** Classmates and family members

National Curriculum Skills		
Spoken Language	Reading Comprehension	Writing Composition
• Listen and respond • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates	• Reading comprehension: • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done • Answer and ask questions • Predict what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works • Explain and discuss their understanding of books, poems and other material	• Writing composition: • Write narratives about personal experiences and those of others (real and • fictional) • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections (greater depth only) • Evaluate writing with the teacher and other pupils • Re-read to check that writing makes sense and that verbs to indicate time are • used correctly and consistently • Proof-read to check for errors in spelling, grammar and punctuation

Pathways to Write Keys		
Gateway Keys (non-negotiables/basic skills)	Mastery Keys (year group national curriculum expectations)	Feature Keys (vocabulary, manipulating sentences and tense, structure)
• Use punctuation correctly – full stops, capital letters • Combine words to make sentences • Leave spaces between words • Sequence sentences to form short narratives	• Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and co ordination (and)	• Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and co ordination (and)