



"The Great Fire of London"

By Emma Adams

<p>Outcome: Information report</p>	<p>Writing outcome: To write a fact sheet about London and the events of the fire.</p> <p>Greater depth writing outcome: To have greater choice in how to represent the information e.g. choice of layout and use of sub-headings.</p> <p>Purpose To inform Audience: People interested in finding out more about London then and now</p>
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National Curriculum Skills		
Spoken Language	Reading Comprehension	Writing Composition
<ul style="list-style-type: none"> Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	Mastery Keys	Feature Keys
<ul style="list-style-type: none"> Use punctuation correctly - full stops, capital letters Join words using and Use simple description Begin to link ideas or events by subject and/ or pronoun 	<ul style="list-style-type: none"> Use co-ordination (but, or) Add -ly to turn adjectives into adverbs Use commas to separate items in a list 	<ul style="list-style-type: none"> Specific vocabulary linked to the topic Clear and precise description Present tense Title Sub-headings Introduction Grouped information Facts from research