

The Legend behind The Manor House

Lara couldn't sleep. She'd been tossing and turning all night and had something on her mind. She had memorised all the creaky floor boards. CREEK! A cold shiver darted down her back as her head whipped towards her parents' door, holding her breath begging for it to stay closed. Lara lightly knocked on her brother Jake's bedroom door, as he replied whispering 'coming!' As Jake opened the door, coming out fully-clothed looking at Lara since she was still in her PJ's. They crept downstairs shutting the front door behind them. The neighbourhood was awfully quiet... to quiet. To get to their destination they need to go through the back alleyway to get to the forest.



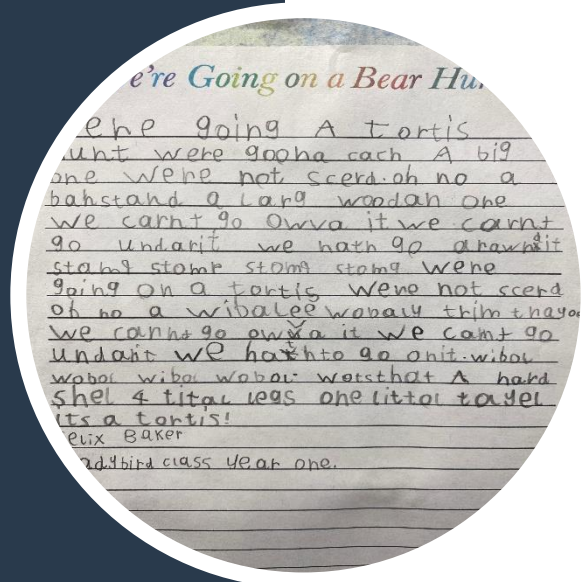
Writing Curriculum

Broughton Fields Primary School

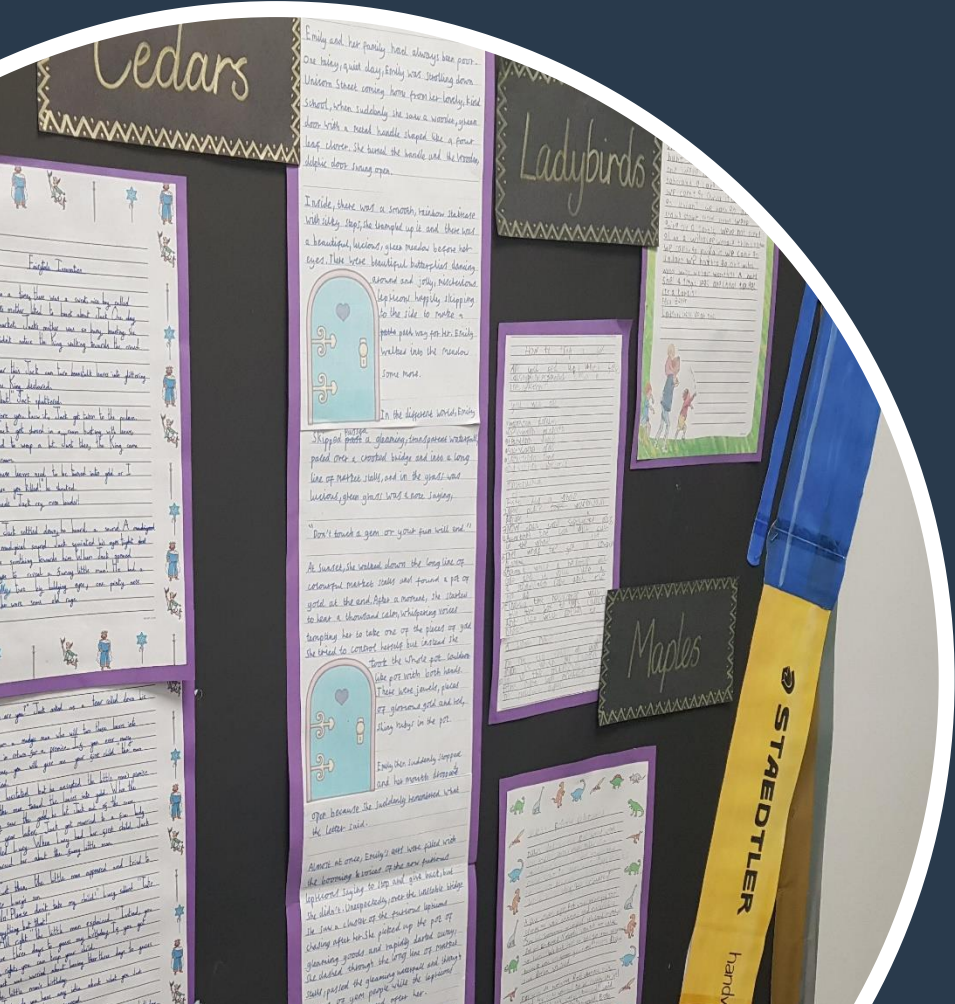
Listening to the rhythmic closing
the autumn trees, they had
destination at the Manor
Lara step on his hands
decaying gates that
every time. As the
realed the immence
hour looming ahead

Intent

At Broughton Fields Primary School, we aim for our children to become enthusiastic and competent writers. Children will gain a love of language, grammar, storytelling and fact telling to become the most successful and equipped writers; developing a love of writing. Using reading as the foundation for all our writing provides children with the opportunity to hear, see and read high quality texts from a variety of genres which will inspire, stimulate and engage their imagination. Writing teaching and learning will enhance their transcription and composition skills in order to develop their competence in these two essential dimensions. Children will see writing as an interesting and enjoyable process and take ownership of their writing by seeing themselves as real writers, writing for a purpose. Children will confidently write in all areas of the curriculum, considering their purpose and audience, in order to excite and enthuse the reader. Children will leave our school with a wealth of writing skills and knowledge in order to be successful global citizens, understanding how using writing will contribute to their everyday lives and their impact on the wider community.



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Whole School Progression of Grammar Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	•	<ul style="list-style-type: none"> Regular plural noun suffixes (-s –es) Adding suffixes to verbs not changing root word (-ing, -ed, -er) Adding the prefix 'un-' 	<ul style="list-style-type: none"> Formation of nouns using suffixes and by compounding Formation of adjectives using suffixes Using –er and –est in adjectives Use of suffix –ly to create adverbs 	<ul style="list-style-type: none"> Formation of nouns using suffixes Use the forms 'a' or 'an' Word families based on common words 	<ul style="list-style-type: none"> The difference between plural and possessive s Standard English forms of verb inflections 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes Verb prefixes 	<ul style="list-style-type: none"> Difference between formal and informal vocabulary How words are related by meaning as synonyms and antonyms
Sentence	<ul style="list-style-type: none"> Combining words to make sentences 	<ul style="list-style-type: none"> Combining words to make sentences Joining words and clauses using 'and' 	<ul style="list-style-type: none"> Subordination (when, if, that, because) Coordination (or, and, but) Functions of a sentence (sentence, question, exclamation, command) 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions, adverbs and prepositions 	<ul style="list-style-type: none"> Noun phrases expanded by adding modifying adjectives, nouns and prepositional phrases Fronted adverbials 	<ul style="list-style-type: none"> Relative clauses Indicate degrees of possibility using adverbs or modal verbs 	<ul style="list-style-type: none"> Use of active and passive sentences Sentence structures of informal and formal speech
Text	<ul style="list-style-type: none"> Use of sentences which relate to each other 	<ul style="list-style-type: none"> Sequencing sentences to form narratives 	<ul style="list-style-type: none"> Use of present and past tense Progressive form of verbs in present and past tense 	<ul style="list-style-type: none"> Introduction to paragraphs Headings and subheadings Use of present perfect form 	<ul style="list-style-type: none"> Use of paragraphs Appropriate use of noun and pronoun with and across paragraphs to aid cohesion 	<ul style="list-style-type: none"> Devices to build cohesion within paragraphs Linking ideas across paragraphs using adverbials of time, place and number or tense choices 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections, ellipses Use a range of layout devices
Punctuation	<ul style="list-style-type: none"> Capital letters, full stops Separation of words with spaces 	<ul style="list-style-type: none"> Separation of words with spaces Introduction of capital letters, full stops, question and exclamation marks Capital letter for names and personal pronoun 'I' 	<ul style="list-style-type: none"> Use of capital letters, full stops, question and exclamation marks Commas in a list Apostrophes for singular possession Apostrophes for omission 	<ul style="list-style-type: none"> Introduction of inverted commas 	<ul style="list-style-type: none"> Inverted commas and speech punctuation for direct speech Apostrophes for plural possession Comma after fronted adverbials 	<ul style="list-style-type: none"> Brackets, dashes, commas for parenthesis Use of comma to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> Use of semi-colon, dash and colon to mark boundary between independent clauses Use of colon to introduce list and semi-colon within lists Bullet points Use of hyphens to avoid ambiguity
Terminology	<ul style="list-style-type: none"> word sentence capital letter full stop 	<ul style="list-style-type: none"> letter, capital letter word, plural, singular sentence punctuation, full stop, capital letter, question mark, exclamation mark 	<ul style="list-style-type: none"> noun, noun phrase statement, question, command, exclamation compound, suffix adjective, adverb, verb tense (past and present) apostrophe, comma 	<ul style="list-style-type: none"> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, vowel inverted commas 	<ul style="list-style-type: none"> determiner pronoun, possessive pronoun adverbial 	<ul style="list-style-type: none"> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity 	<ul style="list-style-type: none"> subject, object active, passive synonym, antonym ellipses, hyphen, colon, semi-colon, bullet points

Progression of Text Types

Document to show when and in what year group different text types are taught using a relevant model text. Text types may also be written within units of work at different points in the year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Fiction:

	Wishing Tale	Warning Tale	Overcoming the Monster	Finding Tale	Journey Tale	Losing Tale	Rags to Riches	Portal Tale	Tale of Fear	Meeting Tale	Flashback Tale	Character Flaw	Mystery Story
EYFS													
Yr1													
Yr2													
Yr3													
Yr4													
Yr5													
Yr6													

Non-Fiction:

	Recounts	Explanations	Non-Chronological Reports	Persuasion	Instructions	Discussion
EYFS						
Yr1						
Yr2						
Yr3						
Yr4						
Yr5						
Yr6						

Writing Units at Broughton Fields Primary School

At Broughton Fields, the children learn about a range of different genres and texts types in which they study a model text to analyse the structure, grammar features and vocabulary. This then feeds into the teaching and learning as they use the strategies from the author to draft, edit and publish their own piece of writing in a similar structure or style.

	Autumn 1 <i>This Is Me</i> 7 weeks	Autumn 2 <i>Danger Danger</i> 7 weeks	Spring 1 <i>Decades</i> 6.5 weeks	Spring 2 <i>Our Planet</i> 6 weeks	Summer 1 <i>Royals</i> 5 weeks	Summer 2 <i>Back in Time</i> 7 weeks
Year 1	Poetry Riddles Journey Story We're Going On A Bear Hunt	Overcoming the Monster The Three Little Pigs Poetry Winter Poems	Recount Diary of Toy Museum Trip Setting Descriptions The Smeds and the Smoos	Journey Story Handa's Surprise	Losing Tale Sayeeda the Pirate Princess Non-Chronological Report All About Beaches	Wishing Tale Giraffes Can't Dance Discussion Three Billy Goats Gruff Discussion
Year 2	Overcoming the Monster Little Red Riding Hood Instructions How to Trap A Wolf	Tale of Fear The Gruffalo Poetry Winter Haikus	Recount Diary of Toy Museum Trip Warning Tale Peter Rabbit	Journey Story Meerkat Mail	Persuasion Dogs Make the Best Pets	Explanation How A Rocket Works Poetry Aliens Stole My Underpants
Year 3	Poetry The Magic Box Character Flaw Dilly the Dinosaur	Overcoming the Monster Rumpelstiltskin Instructions How to write a story	Poetry Candleflame Explanation Text The Soccormatic	Persuasive Letter Plastic Pollution	Rags to Riches The Wild Girl	Finding Tale The Magic Brush Discussion Text Should Children Do Homework
Year 4	Poetry If Only Portal Tale Elf Road	Tale of Fear The Nightmare Man Poetry The Story Cage	Finding Tale The Night Fairy Persuasion Letter to Hogwarts	Play Scripts A Tune of Lies Newspaper Reports Peaches and Scream	Wishing Tale The King of the Fishes	Non-Chronological Report The Rhiswanozebtah
Year 5	Overcoming the Monster Broken	Tale of Fear The Manor House Newspaper Report Tragedy for Troublesome Teens	Poetry Last Night, I Saw the City Breathing Flashback Tale Matilda	Warning Tale The Caravan Poetry The Warning	Finding Tale Alien Landing Instructions How to Keep Teachers Happy	Non-Chronological Report Swamp Monsters
Year 6	Poetry Xfilious Explanation Why Ogres are Dangerous	Tale of Fear The Library Poetry/Letter Do Not Call Me Hero	Flashback Tale The Alchemist and the Piano	Portal Tale The Gas Mask Persuasion The Multi-Function Mobile Phone	Mystery Story The Cave of Requirement	Discussion Texts Should Humans Really Rule the Earth?

Year 2 English Planning

Term: Autumn 2	Text Type: Tale of Fear	Model Text: The Gruffalo	Purpose: Entertain	Audience: Class Library Book
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Key Grammar Skills:	TAF: Using present and past tense mostly correctly and consistently PIXL: Tenses (PiXL GPS)	TAF: Appropriate language chosen PIXL: Similes (PiXL GPS)	TAF / PiXL: Punctuation (Question marks, Exclamation marks, full stops and capital letters)	TAF: Adverbs of manner	TAF: Appropriate language chosen PIXL: use of adjectives for noun phrases * synonyms for 'said'
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Imitation Stage:

Skills Development:	To use similes to add detail to description. To understand how to use verbs and adjectives accurately. To choose accurate vocabulary to add detail.	Key Vocabulary:	SPaG – simile, adjectives, expanded noun phrases, comma, verbs, nouns, sentences
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Day:	Language / Grammar Focus:	Main Input:	Additional Groups	
			SEN	MAM
2.11.21	HOOK: Show the children a range of riddles about the different characters from 'The Gruffalo' story. Make predictions about who the character might be based on the clues given. Once all the riddles have been explored, make predictions as to what the story might be about. Read 'The Gruffalo' model text to the children alongside the text map. (Send home to children for them to practise and learn at home) Watch The Gruffalo (BBC iPlayer) and ask VIPER style questions about the animation of the story. Explain that, this week, we are going to write our own riddle about the Gruffalo and going to spend the week planning our riddle using adjectives, verbs and similes.		TA support to model structuring answers using full sentences and accurate language.	Ch targeted specific questioning encouraging ch to use the evidence from the riddles to justify their answers.
4.11.21	Read 'The Gruffalo' model text to the children alongside the text map. TAF Skill - Adjectives: Work through PiXL therapy on adjectives and extend their knowledge to expanded noun phrases.	Show examples from the model riddles in which adjectives and expanded noun phrases have been used. Children to have a picture of the Gruffalo in which they are to brainstorm a range of expanded noun phrases in order to describe the Gruffalo. (planning their riddle) Model examples on class A1 sheet before children complete independently. (e.g. sharp, purple prickles... brown, ragged fur... sly, mysterious smile)	Working with an adult who will scribe for the discussions. Children to include adjectives in a verbal sentence.	Children to use word bank which contain ambitious vocabulary and ensure they are using it accurately.
5.11.21	Read 'The Gruffalo' model text to the children alongside the text map. TAF/PiXL Skill - Similes: Work through the PiXL therapy on similes.	Children to relook at the work they did yesterday when writing adjectives to describe the Gruffalo. Show examples of similes used in the model riddles and discuss. Children to repeat yesterday's activity on a new picture but this time to extend what they are writing with similes. Model examples on class A1 sheet before children complete independently. (add to riddle plan) (e.g horns as sharp as swords... a wart as poisonous as a witch's apple... as large as a polar bear)	Working with an adult who will scribe for the discussions. Children to include adjectives in a verbal sentence.	Children to use word bank which contain ambitious vocabulary and ensure they are using it accurately.
8.11.21	Read 'The Gruffalo' model text to the children alongside the text map. TAF/PiXL Skill - Verbs: Work through the PiXL therapy on verbs. Focus on verbs in the present tense and how this links to the riddles as it is what the Gruffalo will be doing.	Show examples from the model riddles in which verbs have been used in order to add more detail to the riddles. Discuss the tenses. Children to add to their planning sheet in which they are to add verb phrases for what they could write in the riddle. (add to riddle plan) Model examples on class A1 sheet before children complete independently. (e.g. stomps aggressively through the forest... creeps mysteriously past the creature... his tail swishes violently wherever he goes)	Working with an adult who will scribe for the discussions. Children to include adjectives in a verbal sentence.	Children to use word bank which contain ambitious verbs and ensure they are using it accurately. Can ch add adverbs to their verbs?
9.11.21	SHORT BURST WRITING: Model writing a riddle about the Gruffalo using the plan created throughout the last week. Discuss the different features talked about throughout the week. Hide the model from the children so they cannot copy. Children to write a riddle based on the Gruffalo in which they are to use expanded nouns phrases, appropriate language and similes in their writing. Children to use their plan created throughout the week to write their riddle.		Children to have sentence frame 'I have...' to support their writing where they write an adjective and noun. (e.g. I have purple, sharp prickles.) using word bank created over the week.	Ch to use the words banks used throughout the week with adjectives and verbs that need to be used correctly.

Skills Development:	To understand and use adverbs of manner to add detail. To write question sentences and punctuate accurately. To choose appropriate 'said' vocabulary	Key Vocabulary:	SPaG: Adverbs of manner, question sentences, question marks, synonyms
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Day:	Language / Grammar Focus:	Main Input:	Additional Groups									
			SEN	MAM								
10.11.21	Children to work in pairs to read Box 1 of the story ending at "Silly old fox, doesn't he know? There's no such thing as the Gruffalo!" As a class, box up box 1 (Have the first two columns pre-written and model identifying the writing features).	TAF Skill - Adverbs of Manner: Watch the video of adverbs on BBC Bitesize and discuss with children adverbs. Children to scan through the text with their partner and identify the adverbs underlining them with a red colouring pencil. (Model) Display ones that the children find on an A1 sheet (add to this throughout the unit when identified in other texts read or others discussed). What spelling pattern do children notice with adverbs? Discuss how 'ly' is added to the end of an adjective. (Link this to the spelling of adverbs = describe a verb)	Children to use identified adverbs orally in full sentences.	Challenge children to think of other adverbs that mean the same and those that would mean the opposite.								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Underlying Structure</th> <th style="width: 25%;">Model Text</th> <th style="width: 25%;">Writing Features (Unit checklist)</th> </tr> </thead> <tbody> <tr> <td>MC is scared of something</td> <td>- nervous, timid mouse - dangerous, mysterious forest</td> <td>Expanded Noun Phrases Said Synonyms</td> </tr> <tr> <td>MC meets first character</td> <td>- fearing the animals who would eat him - Anxiously walks through forest - Meets and tricks fearsome, sly fox</td> <td>Adverbs Exclamation and Question Marks</td> </tr> </tbody> </table>	Underlying Structure	Model Text	Writing Features (Unit checklist)	MC is scared of something	- nervous, timid mouse - dangerous, mysterious forest	Expanded Noun Phrases Said Synonyms	MC meets first character	- fearing the animals who would eat him - Anxiously walks through forest - Meets and tricks fearsome, sly fox	Adverbs Exclamation and Question Marks		
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MC meets first character	- fearing the animals who would eat him - Anxiously walks through forest - Meets and tricks fearsome, sly fox	Adverbs Exclamation and Question Marks										
11.11.21	TAF Skill – Adverbs of Manner	Adverb Practise: Display some sentences in which the adverb does not match the verb e.g 'The shy, timid mouse shouted quietly across the forest!' Discuss what is wrong in the sentence.	Ch to have cloze procedure in which they add a relevant	Ch to use the adverb at the beginning of their sentence.								

	Recap the adverbs of manner that were identified during the previous lesson. Model orally using the adverbs in a sentence. SPaG Activity: Ch to have sentences where they are to add an appropriate adverb.	Explain that, on Friday, we are going to write a mini story about the fox and the snake based on the picture. Discuss what the two animals might be doing. Model writing a sentence and discuss the verb, adjective, noun and adverb in the sentences modelled. Children to write a sentences about the picture with an appropriate verb and adverb on their planning sheet.	adverb for the picture.							
12.11.21	Children to work in pairs to read Box 2 of the story ending at "Silly old snake doesn't he know! There's no such thing as the Gruffalo!" As a class, box up box 2 (Have the first two columns pre-written and model identifying the writing features).	TAF Skill – Question Marks: Watch the video of question marks on BBC Bitesize and recap what the children know about question marks. Children to scan the model text and find examples of question sentences in the text, underlying them with a blue colouring pencil (Model) Children to create a list of questions that they might ask the snake and the fox with their partner on strips of paper (with accurate punctuation), which can be added to class question board. Children to work with partner (Partner A = fox; Partner B = snake) and hot seat each other by asking questions about the experience they had meeting the mouse.	Children to come up with questions for adult to scribe. Adult to ask children questions which they are to answer as a group.	Children to think of a different questions starting with the different question words. (how, what, why, when, where, did, can)						
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15.11.21	TAF Skill – Question Marks SPaG Lesson: Punctuation PiXL Therapy: Can use full stops, exclamation marks and question marks to demarcate most sentences. Work through slides and get children to work with a partner when completing the different, suggested activities.	Mini Story Planning sheet - Children to have speech bubbles for the snake and the fox (like a comic strip) and children are to fill in the speech bubbles with dialogue including questions that they might ask each other which are punctuated accurately.	Children to have one speech bubble per character and write one question and the other character's answer.	Tch Group – Model using inverted commas, synonyms of said and adverbs to write dialogue not in speech bubbles.						
16.11.21	TAF Skill – Appropriate Language Chosen: Synonyms of said Discuss the meaning of synonyms and how we can use words instead of 'said' to be more interesting. Scan the model text to find examples and underline using a green colouring pencil (model)	Display the picture of the mouse and the snake and display mini story model that has been written and discuss the different grammar skills (taught so far) and ideas based on the picture. Discuss how adverbs have to added detail to how the characters spoke and a question punctuated correctly. Children to write their own dialogue. SHORT BURST WRITING: Children to write a mini story about the fox and snake meeting incorporating the skills taught this week based on the planning they have done throughout the week.	Children to look at the picture as a group and come up with a sentence at a time. All children to write the sentence.	Ch to have an enhanced checklist of the skills needed to be included.						

Skills Development:	To use the correct tense throughout my writing. To know how to change the spelling of a verb to change the tense.	Key Vocabulary:	SPaG: past tense, suffix, sequencing
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Day:	Language / Grammar Focus:	Main Input:	Additional Groups							
			SEN	MAM						
17.11.21	Children to work in pairs to read Box 3 of the story ending at "Oh no, I'm the scariest creature in this woods, walk carefully behind me and soon you'll see, everyone is afraid of me!" exclaimed Mouse cleverly. As a class, box up box 3 (Have the first two columns pre-written and model identifying the writing features).	PiXL Therapy: Using the correct tense. Work through the PiXL therapy and address any issues that arise. Ch to work with partner to discuss any tasks/activities the children have to do. Children to work through the model text and underline the verbs in an orange pencil. Discuss what tense that have been written in and link to suffix 'ed' and 'ing' (where appropriate). Address words that change totally (e.g. took) Brainstorm a range of verbs, in the past tense, and add to working wall.	Ch to ensure they are using the identified verbs in the correct context and the correct tense.	Ch to be questioned on how the verb would change if it was to be used in the past, present and future tense.						
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What MC fears actually happens	- Confidently, continues to walk through the woods - meets Gruffalo - Comes up with plan	Expanded Noun Phrases Said Synonyms Adverbs Exclamation and Question Marks								
18.11.21	SPaG Activity: Children to complete SPaG style questions on tenses in the context of The Gruffalo story.	Explain to children that they are going to write a diary, as if they are the Gruffalo, talking about the events that occurred to him. Discuss which tense needs to be used if the events have already happened to him. Children to have different pictures from the story and are to write sentences, as if they are the Gruffalo, using the correct tense (past tense). 'I was strolling happily through the mysterious, gloomy forest when I saw a delicious tasty mouse skipping merrily.	Verbal Activity: Adult to say sentences (incorrect tense). children to repeat with the correct tense. Adult to scribe sentences children came up with.	Children to have a list of verbs (present tense) that they are to include in their sentences but they must be written in the past tense.						
19.11.21	Children to work in pairs to read Box 4 of the story ending at "Frightening!" whispered the Gruffalo terrifyingly. As a class, box up box 4 (Have the first two columns pre-written and model identifying the writing features).	HOT SEATING: Children to think of questions that they would ask the Gruffalo about his experience of being in the forest and meeting the mouse. Children to take turns in hot seating... children to be encouraged to be using evidence from the text in order to answer their questions. Are children using the correct tense (past tense) when speaking in the role of the Gruffalo?	Adult to ask questions and children to answer as if they are the Gruffalo using the correct tense.	Ch to include adjectives, adverbs and accurate verbs in their answers.						
	<table border="1"> <thead> <tr> <th>Underlying Structure</th> <th>Model Text</th> <th>Writing Features (Unit checklist)</th> </tr> </thead> <tbody> <tr> <td>MC overcomes the fear</td> <td>- walks back through the forest - meets snake and fox who are scared of the Gruffalo - mouse tells Gruffalo he is his favourite food</td> <td>Expanded Noun Phrases Said Synonyms Adverbs Exclamation and Question Marks</td> </tr> </tbody> </table>	Underlying Structure	Model Text	Writing Features (Unit checklist)	MC overcomes the fear	- walks back through the forest - meets snake and fox who are scared of the Gruffalo - mouse tells Gruffalo he is his favourite food	Expanded Noun Phrases Said Synonyms Adverbs Exclamation and Question Marks			
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22.11.21	Children to work in pairs to read Box 5 of the story.	TAF: Sequencing the story Children to have a storyboard , which they are to draw pictures of the key events in the story, which they will use to support writing their Gruffalo diary.	Children to have pictures from the story that they are to sequence in the correct order with support of an adult.	Children to have sentences which summarise key events in the story that they						
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	MC has conquered the fear	- Gruffalo is scared of mouse - mischievous, brave mouse - calm, peaceful forest - no longer fears the animals that will eat him	Expanded Noun Phrases Said Synonyms Adverbs Exclamation and Question Marks Ending links to beginning of the story		Children to orally retell story as if they are the Gruffalo.	are to put in the correct order. (Reading Style Question) before completing plan.
	As a class, box up box 5 (Have the first two columns pre-written and model identifying the writing features).					
23.11.21	SHORT BURST WRITING: Children to write a diary from the perspective of the Gruffalo. Display a diary that has been written and highlight the different grammar skills that have been used, which we have learnt this term.				Children to have pictures, from previous lesson and are to write simple sentences.	Ch to have a checklist of all the skills they need to include in their diary.

Innovation Stage:

Skills Development:		To plan or say out loud what they are going to write about. To write down ideas and/or key words, including new vocabulary To encapsulate what they want to say, sentence by sentence.	Key Vocabulary:	SPaG: adverbs of manner, expanded noun phrases, synonyms, past tense, suffix	
Day:		Main Input:		Additional Groups	
			Underlying Structure	Innovated Plan	
24.11.21		INNOVATION HOOK: Watch the first part of The Gruffalo's Child story (up to 7:30minutes). Explain that you are going to write a story about the Gruffalo's Child who is scared of the mouse but has gone to conquer his fear. PLAN: Box up a class box discussing the different ideas they come up with for each section of the story.	MC is scared of something MC starts to do something What MC fears actually happens MC overcomes the fear MC has conquered the fear		Ch to work with TA to plan a group story which is a simplified version of the teacher model during the input. Ch to work with tch to plan independent story (as a group) which follows the underlying structure but different from the hook.
25.11.21	SPaG Activity: <i>based on assessments made during Imitation Stage</i>	PLAN / TEXT MAP / ORAL REHEARSAL: Have a text map, of the class plan, partly pre-drawn and explain that you have started to create a text map in order to orally rehearse your story. Model finishing the text map and orally rehearsing the story.		TA to create story map as children orally rehearse their sentences.	Ch to create individual story map based on group plan created.
26.11.21		WRITE BOX 1: To use adverbs of manner and accurate expanded noun phrases. Orally rehearse the box before writing.		Ch to write 2/3 sentences for each box. Orally rehearsing before writing independently. Word bank with key vocabulary based on plan created.	Ch to have checklist of things they need to include to achieve a MAM standard.
29.11.21	EDIT PREVIOUS BOX	WRITE BOX 2: To choose appropriate language (synonyms of said) and question sentences. Orally rehearse the box before writing.			
30.11.21		WRITE BOX 3: To use the correct tense throughout (writing in the past tense). Orally rehearse the box before writing.			

Skills Development:		To re-read to check that their writing makes sense and that verbs to indicate time are used correctly To proof-read to check for errors in spelling, punctuation and grammar	Key Vocabulary:	SPaG: full stops, question marks, exclamation marks, editing	
Day:		Main Input:		Additional Groups	
				SEN	MAM
1.12.21	EDIT PREVIOUS BOX	WRITE BOX 4: To punctuate sentences accurately with full stops, question marks and exclamation marks.		Ch to write 2/3 sentences for each box. Orally rehearsing before writing independently. Word bank with key vocabulary based on plan created.	Ch to have checklist of things they need to include to achieve a MAM standard.
2.12.21		WRITE BOX 5: To ensure ending links to the beginning of the story.			
3.12.21	SPaG Activity: <i>based on assessments made during Innovation Stage</i>	EDITING: Use Year 2 Editing Resource 1 document from PiXL for children to develop skills for editing punctuation and spelling. Model editing work from the teacher innovation that has been written throughout the week. Model using editing checklist in order to edit and improve their work accordingly. (adapt Twinkl sheet)		Teacher and TA to give specific feedback based on individual assessments and children to edit their work accordingly.	
	INPUT ON ANY ISSUES IDENTIFIED DURING INNOVATION		PUBLISHING FINAL WORK		
	INPUT ON ANY ISSUES IDENTIFIED DURING INNOVATION		Children to publish their work to create a class book, which will go into the library of Year 2s Tale of Fear stories. Children to publish their work and selected children to perform their writing.		