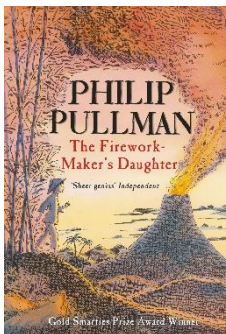

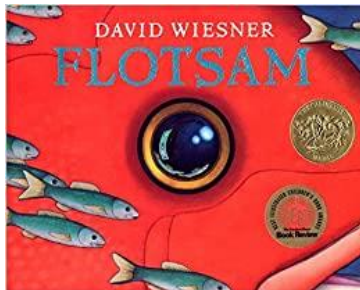
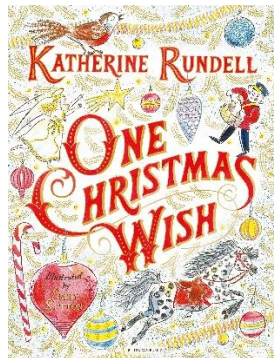


Text Driver 1	Text Driver 2	Text Driver 3	Text Driver 4
<p>Text: The Firework Maker's Daughter by Phillip Pullman</p> 	<p>Text: Ruckus 2013 (short film)</p> 	<p>Text: Flotsam by David Wiesner</p> 	<p>Text: One Christmas Wish by Katherine Rundell</p> 
<p>Outcome: To write a setting description of a volcano scene using compound sentences and varied language.</p>	<p>Outcome: To write a newspaper report about a train robbery using witness statements and thinking about audience, purpose and form.</p>	<p>Outcome: To write a persuasive letter to a local supermarket of their choice, asking them to re-think the way that they package products in single-use plastic.</p>	<p>Outcome: To write a narrative story opener based upon the story One Christmas Wish.</p> <p>To rewrite a story from a different viewpoint.</p>
<p>Year 2</p> <p>Make inferences on the basis of what has been said and done.</p> <p>Participate in discussions about books.</p>	<p>Year 2</p> <p>Identify how features are linked to purpose.</p> <p>Retell a story clearly and with appropriate detail.</p> <p>Discuss reasons for events in stories.</p>	<p>Year 2</p> <p>Identify and discuss the main events or key points in a text.</p> <p>Ask questions.</p> <p>Answer questions.</p>	<p>Year 2</p> <p>Use the context / grammar of the sentence to decipher new or unfamiliar words.</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for actions.</p>

<p>Use coordinating conjunctions and, or, but.</p> <p>Write an appropriate mixture of both simple and compound sentences accurately.</p> <p>Write expanded noun phrases to describe and specify.</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Make simple addition, revision and corrections to their own work.</p> <p>Re-read to check that writing makes sense.</p>	<p>Use third person with correct subject-verb agreement.</p> <p>Write a sentence that end with an exclamation mark.</p> <p>Add –ly to an adjective to make an adverb.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Appropriately sequence ideas.</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p>	<p>Extract information from the text and discuss orally with reference to the text.</p> <p>Write exclamatory sentences starting with ‘what’ or ‘how’.</p> <p>Use the suffixes -er, -est in adjectives.</p> <p>Use commas to septate items in a list.</p> <p>Link related sentences through the use of pronouns where appropriate.</p> <p>Re-read to check that writing makes sense.</p> <p>Make simple additions, revisions and corrections to their own writing with the teacher and other pupils.</p>	<p>Link related sentences through the use of pronouns and adverbials where appropriate.</p> <p>Write exclamatory sentences starting with ‘what’ or ‘how’.</p> <p>Write expanded noun phrases to describe and specify.</p> <p>Make simple additions, revision and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Select relevant content shows an awareness of purpose and an emerging awareness of their audience.</p>
<p>Year 3</p> <p>Draw plausible inferences.</p> <p>Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>Show understanding of the main points drawn from one paragraph.</p> <p>Some sentence variation through sentence type (statement, question, exclamation, command).</p>	<p>Year 3</p> <p>Begin to recognise fact and opinion.</p> <p>Identify themes and conventions.</p> <p>Draw plausible inferences.</p> <p>Some sentence variations through sentence type (statement, question, exclamation, command).</p>	<p>Year 3</p> <p>Ask questions to improve their understanding of a text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Draw plausible inferences. Identify themes and conventions in a wide range of books.</p> <p>Vary nouns and pronouns to avoid repetition.</p>	<p>Year 3</p> <p>Begin to use vocabulary from the text to support responses and explanations.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions,</p>

<p>Vary sentence length by using simple and compound sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Propose changes to grammar and vocabulary to increase consistency.</p>	<p>Use conjunctions to express time place and cause (when, before, after, while, so, because)</p> <p>Include inverted commas to punctuate direct speech.</p> <p>Events or ideas are developed using some appropriate vocabulary.</p> <p>Generally includes features of non-narrative writing.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p>	<p>Vocabulary choices move from generic to specific eg. from 'dog' to 'terrier'.</p> <p>Organise paragraphs around a theme.</p> <p>Draft and write an increasing range of sentence structures.</p> <p>When planning, discuss and record ideas.</p> <p>Writing is clear in purpose.</p>	<p>including when, if, because, although.</p> <p>Use fronted adverbials.</p> <p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>When planning, discuss and record ideas.</p>
<p>Year 4</p> <p>Draw sound inferences.</p> <p>Discuss words and phrases that capture the reader's imagination.</p> <p>Identify main ideas drawn from more than one paragraph.</p> <p>Use a wider range of appropriate conjunctions.</p> <p>Variation in sentence structure includes simple, compound and complex structures.</p> <p>Expanded noun phrases.</p>	<p>Year 4</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Recognise and distinguish between fact and opinion.</p> <p>Infer character's feelings, thoughts and motives of main characters from their actions.</p> <p>Use direct speech and punctuate correctly.</p>	<p>Year 4</p> <p>Ask questions to improve their understanding of a text.</p> <p>Predict what make happen from details stated and implied.</p> <p>Draw sound inferences.</p> <p>Non-narrative material uses simple organisational devices.</p> <p>Use an increasing range of sentence length and structure.</p> <p>Organise paragraphs around a theme.</p>	<p>Year 4</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use an increasing range of sentence length and structure.</p>

<p>Draft and write by composing and rehearsing sentences orally.</p> <p>Propose changes to grammar and vocabulary to increase consistency.</p>	<p>Variation in sentence structure includes simple, compound and complex structures.</p> <p>Organise paragraphs around a theme so that non narrative are paragraphed and relation information is clustered logically.</p> <p>Read aloud their writing to a group of whole class, using appropriate intonation.</p> <p>Plan their writing by discussing and recording ideas so that writing is clear in purpose.</p>	<p>Plan their writing by discussing and recording ideas.</p> <p>Openings and closing are clearly signalled and well developed.</p> <p>Writing is clear in purpose.</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Use fronted adverbials followed by a comma.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Viewpoint is consistently maintained.</p> <p>Use a varied and rich vocabulary.</p>
--	---	--	---