

*You are learning how to write a*

# *Narrative*



*We will be using a range of skills to retell and rewrite a traditional fairy tale - Goldilocks and The Three Bears.*

*As readers we will be able to ...*

- Read and sequence a story.*
- Explain the meaning of new vocabulary we have read.*
- Read aloud words that use letters we know.*
- Talk about what might happen next in the story.*
- Describe and discuss how a character might be feeling.*

*As writers we will be able to ...*

- Write a sentence using a capital letter and full stop.*
- Write adjectives to describe a character.*
- Use our phonics knowledge to spell unfamiliar words.*
- Spell some common exception words in our writing.*
- Rewrite the story of Goldilocks and The Three Bears.*

## *Mastery*

*You have rewritten the story of Goldilocks and The Three Bears using adjectives to describe the characters. You have used capital letters, finger spaces and full stops in your writing.*

## *Mastery with greater depth*

*You have rewritten the story of Goldilocks and The Three Bears using a range of adjectives and exciting vocabulary to describe the characters. You have used capital letters, finger spaces and full stops in your writing and read back your work.*

### *Star Words:*

*Goldilocks bear porridge chair surprised  
scared shocked worried upset broken*

You are learning how to write a



# Narrative

We will be using a range of skills to retell and rewrite a traditional fairy tale - Little Red Riding Hood.

As readers we will be able to ...

- Read and sequence a story.
- Explain the meaning of new vocabulary we have read.
- Read aloud words that use letters we know.
- Talk about what might happen next in the story.
- Describe and discuss how a character might be feeling.

As writers we will be able to ...

- Use the suffix 'ed' to change the tense of a word.
- Write a sentence using a capital letter and full stop.
- Write adjectives to describe a character.
- Use our phonics knowledge to spell unfamiliar words.
- Spell some common exception words in our writing.
- Rewrite the story of Little Red Riding Hood .

## Mastery

You have rewritten the story of Little Red Riding Hood using adjectives to describe the characters. You have used capital letters, finger spaces and full stops in your writing.

## Mastery with greater depth

You have rewritten the story of Little Red Riding Hood using a range of adjectives and exciting vocabulary to describe the characters. You have used capital letters, finger spaces and full stops in your writing and read back your work.

### Star Words:

Wolf            little            forest            Grandma            scary  
woodcutter    stomach        hood            cape            walking

*You are learning how to write an animal*



# Fact File

*We will be using a range of skills to write a non-fiction fact file all about animals.*

*As readers we will be able to ...*

- Explain the meaning of new vocabulary we have read.*
- Read aloud words that use letters we know.*
- Read new words correctly by blending the letter and letter group sounds I have been taught.*
- Explore the features of a non-fiction text.*

*As writers we will be able to ...*

- Use the suffix 'ing' to change the meaning of the word.*
- Write a sentence using a capital letter and full stop.*
- Use our phonics knowledge to spell unfamiliar words.*
- Spell some common exception words in our writing.*
- Create a non-fiction fact file about a woodland animal.*
- Talk about the work I have written with a partner.*

## Mastery

*You have written a non-fiction fact file about a woodland animal. You have researched information about your animal. You have used capital letters, finger spaces and full stops in your writing.*

## Mastery with greater depth

*You have written a non-fiction fact file about a woodland animal. You have researched information about your animal. You have used capital letters, finger spaces and full stops in your writing. You have read through your work and checked back your writing.*

### Star Words:

*non-fiction      creature      squirrel      hedgehog*  
*fox      beaver      habitat      woodland      forest*

You are learning how to write a



# Recount



We will be using a range of skills to write an exciting recount of our walk to War Memorial Park.

As readers we will be able to ...

- Explain the meaning of new vocabulary we have read.
- Read aloud words that use letters we know.
- Read new words correctly by blending the letter and letter group sounds I have been taught.

As writers we will be able to ...

- Use the suffix 'ed' to change the tense of a word.
- Write a sentence using a capital letter and full stop.
- Write adjectives to describe a setting.
- Use our phonics knowledge to spell unfamiliar words.
- Spell some common exception words in our writing.
- Use time conjunctions to order our recount
- Write a recount of our walk in the past tense.

## Mastery

You have written a recount of our walk to War Memorial Park. You have described the park using adjectives and ordered your recount using time conjunctions. You have used capital letters, finger spaces and full stops in your writing.

## Mastery with greater depth

You have written an exciting recount of our walk to War Memorial Park. You have described the park using great adjectives and ordered your recount using time conjunctions. You have used capital letters, finger spaces and full stops in your writing. You have read through your work and checked back your writing.

### Star Words:

crunchy    crisp    amazing    frosty    colourful  
wonderful    emerald    Autumn    deciduous    evergreen