

Stimulus / Quality Text	Purpose for Writing Text Type	Building on... Leading to...
The Lighthouse Keeper's Lunch by David and Ronda Armitage	To Entertain Narrative Alternative setting, plot and characters	Year 2 Summer 1: Narrative Alternative Setting and Characters Year 3 Autumn 1: Narrative (SAB)

	Week 1	Week 2
<b>Objectives</b>	<p><b>Day 1 – Speaking and Listening (Drama)</b> – Read the story, Lighthouse Keeper's Lunch to the children. Children to act out key events in the story – using drama. Children to feedback on the performances. <u>Devise short dramatisations and learn how to comment constructively on the performance of others.</u></p> <p><b>Day 2 – Planning our new story.</b> - Story map to create their new adaption of the story. Children will be adapting the story to Ella the Lighthouse Keeper's Lunch (changing characters)</p> <p><b>Day 3 – Adjectives (link to apostrophes for possession too).</b> Introduction to the story, introducing the main character and where she lived. Also telling the story of her daily routine. <u>Apostrophes to mark singular possession and contractions.</u> <u>Use expanded noun phrases to describe and specify.</u></p> <p><b>Day 4 – Verbs / Adverbs.</b> Writing the part of the story where Ella is preparing her lunch for the day and setting off to the lighthouse. verbs such as... shredded, chopped, baked, sprinkled... vocab from the Lighthouse Keeper's Lunch <u>Add detail to sentences by adding adverbs ending in -ly.</u></p> <p><b>Day 5 – Question Marks.</b> Writing the part of the story where Lucy was getting ready to eat her lunch on the beach. Suddenly, seagulls start</p>	<p><b>Day 6 - Exclamation marks.</b> Children to write the final part of the story. The passer-by's dog starts to eat Ella's lunch. <u>Use of exclamation marks to demarcate sentences</u> <u>Write sentences for different forms: exclamation</u></p> <p><b>Day 7 – Hot Write</b> <u>Encapsulating what they want to say, sentence by sentence.</u></p> <p><b>Day 8 – Hot Write</b> <u>Encapsulating what they want to say, sentence by sentence.</u></p> <p><b>Day 9 – Edit and Improve / Reading stories to others</b> <u>Proof read to check for errors in spelling, grammar and punctuation</u> <u>Make additions, revisions and corrections to their own writing</u> <u>Retell stories using narrative language and adapting the way they talk and the vocabulary that they use to engage the listen</u></p>

	<p>squawking and she is questioning what the noise is. She see’s a passer-by and asks if their dog will scare the seagulls away.</p> <p><u>Use of question marks to demarcate sentences</u>  <u>Write sentences for different forms: question</u></p>	
<b>Key Vocabulary</b>	Apostrophe, adjectives, verbs, adverbs, question marks, exclamation mark.	
<b>Aspirational Text Vocabulary</b>	<p>Concocting                  Appetising                  Scavenging                  Devouring                  Ingenious                  Scrumptious</p>	
<b>Spelling</b>	<p><b><u>Spelling Rule</u></b>                  Wk 1: 2b Unit 11 adding the suffix –ful                  Peaceful, careful, cheerful, beautiful,                    Wk 2: 2b Unit 12 adding the suffix –less                  Pointless, fearless,</p>	<p><b><u>Red words</u></b>                    Wk 1: after, find                    Wk 2: told, floor</p>
<b>Handwriting</b>	<p>Wk 1: join to the letter a ea                    Wk 2: join to the letter r er</p>	