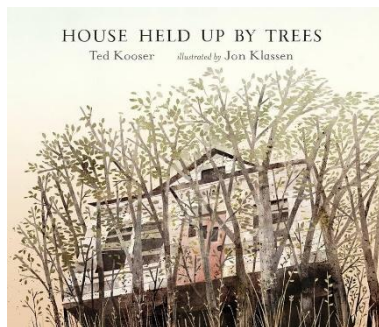


Book Studied/Genre

National Curriculum Coverage

Impact



House Held Up By Trees
-
Ted Kooser

Writing Transcription

I can sound out and spell words phonetically, I can use the phoneme chart to try and identify the correct grapheme to match the sound.
I can begin to spell some contracted words.
I can add suffixes to spell longer words.

Vocabulary, Grammar & Punctuation

I can use adjectives to describe.
I can write in the past tense, using the suffix -ed.
I can use conjunctions such as; because, and, but.
I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Writing (Composition)

I can label a picture.
I can think about what I want to know and write some questions.
I can caption a picture.
I can say my sentence before writing it.
I can re-read my sentences to check that my writing makes sense.
I can read aloud what I have written, so my peers can hear.

We will begin by finding out about the trees in our area, identifying some, and labelling them. We will then use some adjectives to describe the leaves we collect.
We will make some predictions about the house, what we think happened to it, why it looks like that.
We will think about what we want to know about the house, we will then verbalise and write our questions.
We will describe the house using a variety of adjectives.
We will think and talk about what we like about the house and how we can advertise the house to encourage someone to buy it.
We will talk about the characters in the story, describing what they do by using the five senses.
We will link our learning to our science and learn about the life-cycle of a tree.
We will sequence the story and caption pictures to help us put the story in the correct order.
We will write a factual report about trees, using some scientific words to help us.

Outcomes:

Predictions, descriptions, advertisements, explanations,

Main Writing Outcome:

Factual report