



'Alba The Hundred Year Old Fish'

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<p><b>Outcome:</b></p> <p>Non-chronological report</p>	<p><b>Writing outcome:</b></p> <p>To write an information board for an exhibit in an aquarium.</p> <p><b>Greater depth writing outcome:</b></p> <p>To include a graphic on the board for a short video clip and write the voiceover script for it.</p>
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National Curriculum Skills		
Spoken Language	Reading Comprehension	Writing Composition
<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Articulate and justify answers</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Consider and evaluate different viewpoints</li> <li>• Participate in discussions, presentations, performances, role-play, improvisations and debates</li> <li>• Select and use appropriate registers for effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Predict from details stated and implied</li> <li>• Use dictionaries to check the meaning of words</li> <li>• Discuss words and phrases that capture the reader's imagination</li> <li>• Explain meaning of words in context</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>• Retrieve and record information from non-fiction</li> <li>• Identify main ideas from paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocabulary and grammar of similar writing</li> <li>• Compose and rehearse sentences orally</li> <li>• Build an increasing range of sentence structures</li> <li>• Discuss and record ideas</li> <li>• In non-narrative material, use simple organisational devices</li> <li>• Assess the effectiveness of own and others' writing</li> <li>• Proofread for spelling and punctuation errors</li> </ul>

Pathways to Write Keys			
	Gateway keys	Mastery keys	Feature keys
Y3	<ul style="list-style-type: none"> <li>• Use present and past tenses correctly and consistently</li> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> </ul>	<ul style="list-style-type: none"> <li>• Use a or an according to whether the next word begins with a vowel or a consonant</li> <li>• Build a varied and rich vocabulary</li> <li>• Group related ideas into paragraphs</li> <li>• In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</li> <li>• Use punctuation correctly, including apostrophes for the possessive (singular)</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal</li> <li>• Use description to compare and contrast e.g. bats are one of the smallest mammals</li> <li>• Write in present tense</li> <li>• Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams</li> </ul>
Y4	<ul style="list-style-type: none"> <li>• Use subordination (when, if, that, because) and co-ordination (or, and, but)</li> <li>• Use expanded noun phrases</li> <li>• <b>Group related ideas into paragraphs (Y4)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Build a varied and rich vocabulary</li> <li>• Organise paragraphs around a theme (to organise and sequence more extended narrative structures)</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Recognise the grammatical difference between plural and possessive 's'</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use precision in technical vocabulary (Y4)</b></li> </ul>