

# Composition Framework -

<p style="text-align: center;"><b><u>Phase 1 (Read &amp; Review/Analyse)</u></b></p> <ul style="list-style-type: none"> <li>• Read <b>Billy's Bucket</b>. Stop when Billy discovers his bucket is missing. Discuss what might have happened to Billy's bucket and complete RIC. Y2: Use <i>because</i> to explain prediction (e.g. Dad hid it in the shed because an octopus tried to grab his leg. Mum put it outside because it was starting to smell.)</li> <li>• Read the remainder of <b>Billy's Bucket</b>. Consider if anyone correctly predicted what happened to Billy's bucket.</li> <li>• Group work: Display pictures from the book on sugar paper around the room. Y1: Children stick suitable adjectives around the picture. Y2: Children also think of their own adjectives to add to the picture. Photocopy: This develops adjective mat for children.</li> <li>• Whole class: Choose one picture from book. Teacher writes descriptive sentence on whiteboard (e.g. I can see a huge sub-marine. I can see 6 friendly sea lions. Their whiskers are long and black.) Children copy sentences into book. LA: have writing frame and fill in the adjectives only. Children use green pencil for capital letters and red for full stops.</li> <li>• Children order sentences in quality of description. HA: Correct mistakes in sentences.</li> </ul>	<p style="text-align: center;"><b><u>Key Focus</u></b></p> <ul style="list-style-type: none"> <li>• <b>Comprehension:</b> Predict what might happen on the basis of what has been read so far; Participate in discussion about what is read to them, taking turns and listening to others.</li> <li>• <b>Reading:</b> Apply phonic knowledge and skills to decode words.</li> <li>• <b>Writing:</b> Begin to form letters in the correct direction, starting and finishing in the right place; Ensure correct spacing between letters.</li> <li>• <b>Grammar:</b> Punctuate sentences with a capital letter and full stop.</li> <li>• <b>Grammar:</b> Y2: Use commas for lists.</li> <li>• <b>Writing:</b> <i>Say out loud what they are going to write about; Compose a sentence orally before writing it; Re-read what they have written to check it makes sense.</i></li> </ul> <p style="text-align: center;"><b><u>Phase 1 Outcome</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reading</b> RIC on <b>Billy's Bucket</b></li> <li>• <b>Writing:</b> Write correctly punctuated sentences.</li> <li>• <b>Writing:</b> Form adjective bank.</li> </ul>
<p style="text-align: center;"><b><u>Phase 2 (Practise)</u></b></p> <ul style="list-style-type: none"> <li>• Recap capital letters and full stops and where they should be used. Children structure sentences together, putting the words in the correct order and identifying the full stops and capital letters.</li> <li>• Children list adjectives describing the classroom in book. Children then write sentences describing the classroom.</li> <li>• Children identify mistakes in sentences and correct.</li> <li>• Children write sentences describing the playground.</li> </ul>	<p style="text-align: center;"><b><u>Key Focus</u></b></p> <ul style="list-style-type: none"> <li>• <b>Writing:</b> Begin to form letters in the correct direction, starting and finishing in the right place; Ensure correct spacing between letters.</li> <li>• <b>Grammar:</b> Punctuate sentences with a capital letter and full stop.</li> <li>• <b>Grammar:</b> Y2: Use commas for lists.</li> <li>• <b>GD Challenge:</b> Extend sentences using <i>and</i> or <i>but</i> and vary sentence openers.</li> <li>• <b>Writing:</b> <i>Say out loud what they are going to write about; Compose a sentence orally before writing it; Re-read what they have written to check it makes sense.</i></li> </ul> <p style="text-align: center;"><b><u>Phase 2 Outcome</u></b></p> <ul style="list-style-type: none"> <li>• <b>Writing:</b> Write descriptive sentences about the classroom/playground.</li> </ul>
<p style="text-align: center;"><b><u>Phase 3 (Write/Review &amp; Edit)</u></b></p> <ul style="list-style-type: none"> <li>• Revisit the story looking at the pictures of what Billy saw in his bucket and discuss.</li> <li>• Plan: Display a large bucket full of sea creatures. Model writing a list of sea creatures you can see in the bucket. Model orally preparing a suitable sentence, e.g. <i>In the bucket I can see a long, mean shark. There is a soft white rabbit curled up in my bucket.</i> Write and use correct punctuation to complete each sentence.</li> <li>• Pass round a bucket and let the children look inside and use their imagination to say what they might see in a bucket.</li> <li>• Assessed write: Children write sentences to describe what they imagine is in their bucket. They try to use correct punctuation to write each sentence. Children read their writing aloud to check that it makes sense and edit it, if necessary.</li> </ul>	<p style="text-align: center;"><b><u>Key Focus</u></b></p> <ul style="list-style-type: none"> <li>• <b>Writing/ Grammar:</b> As above.</li> <li>• <b>Writing:</b> Identify the audience and purpose of writing.</li> </ul> <p style="text-align: center;"><b><u>Phase 3 Outcome</u></b></p> <ul style="list-style-type: none"> <li>• <b>Assessed Write:</b> Write correctly punctuated sentences, describing what you imagine is in your bucket.</li> <li>• <b>GD Challenge:</b> Extend sentences using <i>and</i> or <i>but</i> and vary sentence openers.</li> </ul>