

## English Differentiated Learning Outcomes for Thematic Literacy Curriculum

**Year Group:** 7

**Class:**

**Teacher:**

**Text/Type Genre:** Beast Creator – Non-chronological report presentation to peers

**Purpose of final writing:** to inform

**Audience/s for final writing:** Mission Control scientists –

**Reading Assessment Objectives:**

**AO1** Identify and interpret explicit and implicit information and ideas.

**AO2** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology to support their views.

**Writing Assessment Objectives:**

**AO5** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts.

**AO6** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

		<b>Differentiated Learning Outcomes to teach, consolidate skills taught in Beast Creator scheme</b>			
		<b>SEN/EAL</b>	<b>LA – Developing Expected (E-)</b>	<b>MA – securely Expected (E or E+)</b>	<b>HA – Greater Depth</b>
<b>Vocabulary</b>	<b>Nouns and Adjectives</b>	Use adjectives for size and colour in a complement sentence <b>e.g. The dog is black.</b> Use adjectives for size and colour to expand a noun phrase <b>e.g. a black dog, a big car.</b>	Y6 <b>V7</b> Write expanded noun phrases by using appropriate adjectives to add detail <b>e.g. the dangerous beast; dirty, grey hair; a sulky expression (from a wordbank)</b>	Y6 <b>V7</b> Write expanded noun phrases by using appropriate adjectives to add detail <b>e.g. the dangerous beast; dirty, grey hair; a sulky expression.</b> Y6 V8 Write expanded noun phrases by using adverbs to add detail <b>e.g. the extremely deep river, the incredibly generous gift.</b> Y6 Write expanded noun phrases by using preposition phrases to add detail <b>e.g. the soldier with gleaming armour, the boy in a scruffy t-shirt.</b>	Y7 <b>V3</b> Use a wider range of appropriate and precise adjectives (including synonyms) <b>e.g. minute/small/little, vital/crucial</b> Y7 <b>V6</b> Write expanded noun phrases with a wider range of appropriate determiners, adjectives and/or additional nouns <b>e.g. the dangerous beast; dirty, grey hair; the most important feature, application letter</b> Y7 V7 Write expanded noun phrases by using appropriate and precise adverbs <b>e.g. the extremely deep river, the incredibly generous gift.</b> Y7 V8 Write expanded noun phrases by using appropriate and precise preposition <b>e.g. the soldier with gleaming armour, the boy in a scruffy t-shirt, the solution to the problem</b>
	<b>Verbs and Adverbs</b>	Use correct subject verb agreement using familiar verbs <b>e.g. I am, he is, I like, he likes.</b> Use repetitive pronouns to link to the subject <b>e.g. The boy... He is... He has...</b>	Y6 <b>V10</b> Use consistently accurate subject verb agreement and use of Standard English Y6 <b>V29</b> Use a wide range of appropriate adverbs and adverbial phrases for addition, cause (sometimes fronted) <b>e.g. also, therefore, as a result</b>	Y6 <b>V10</b> Use consistently accurate subject verb agreement and use of Standard English Y6 <b>V29</b> Use a wide range of appropriate adverbs and adverbial phrases for addition, cause and/or opposition (sometimes fronted) <b>e.g. also, therefore, as a result, however</b>	Y7 <b>V10</b> 2 Use wider range of appropriate and precise verbs with correct subject-verb agreement and use of Standard English Y7 <b>V23</b> Use a wide range of appropriate adverbs and adverbial phrases for addition, cause, opposition (sometimes fronted) <b>e.g. also, in addition, therefore, however, as a result</b>

Sentence Structure, Type and Punctuation	<p>Compose and write single clause (simple) sentences <b>e.g. The dog is black.</b></p> <p>Join two words with <i>'and'</i> <b>e.g. Tim and Tom like ice cream. The dog is black and hairy.</b></p> <p>Use co-ordination - using <i>'and'</i> to join two ideas to write sentences with two clauses <b>e.g. I went to the park and I had ice cream.</b></p> <p>Leave spaces between words.</p> <p>Use full stops and capital letters to demarcate sentences.</p> <p>Use capital letter for 'I', names of people, places, days of the week <b>e.g. Bob, Blackpool, Thursday.</b></p> <p>Use question marks and exclamation marks to sometimes demarcate questions and exclamations.</p>	<p>Y6 <b>S1</b>. Use a range of sentence forms (statements, questions, commands, exclamations)</p> <p>Y6 <b>S2</b> Use a range of sentence structures including simple sentences for effect and multi-clause sentences using co-ordinating conjunctions <b>e.g. and, so, but, or.</b></p> <p>Y6 S3*. Use subordination for time selecting appropriate conjunctions <b>e.g. when, while, as</b> and for cause <b>e.g. because, so that</b></p> <p>Y6 S4. Use subordination for condition <b>e.g. if,</b> and for concession <b>e.g. although</b></p> <p>Y6 15. Use the full range of basic punctuation accurately – capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes.</p> <p>Y6 16 Use commas accurately and for clarity if subordinate clause comes first in sentence.</p>	<p><b>Sentence types only</b></p> <p>Y6 <b>S1</b>. Use a range of sentence forms (statements, questions, commands, exclamations)</p> <p>Y6 <b>S2</b> Use a range of sentence structures including simple sentences for effect and multi-clause sentences using co-ordinating conjunctions <b>e.g. and, so, but, or.</b></p> <p>Y6 S3*. Use subordination for time selecting appropriate conjunctions <b>e.g. when, while, as, once</b> and for cause <b>e.g. because, as, so that</b></p> <p>Y6 S4. Use subordination for condition <b>e.g. if, even if</b> and for concession <b>e.g. although, even though</b></p> <p><b>Y6. S7</b>. Use relative pronouns i.e. <i>'who', 'that' or 'which'</i>, sometimes embedded <b>e.g. The house, which was dark and spooky, stood at the bottom of the lane.</b></p> <p>Y6 S15. Use the full range of basic punctuation accurately – capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes.</p> <p>Y6 16 Use commas accurately and for clarity in multi-clause sentences.</p> <p>Y6 17 Use commas accurately to separate embedded relative clauses</p>	<p>Y7 <b>S1</b>. Use a range of sentence forms (statements, questions, commands, exclamations) for effect</p> <p>Y7 <b>S2</b> Use co-ordinating conjunctions for effect <b>e.g. and, so, but, or.</b></p> <p>Y7 <b>S3</b>. Use appropriate and precise subordinating conjunctions for time <b>e.g. when, while whilst/as, whenever/every time, once/as soon as</b> and for cause <b>e.g. because, as, since, so that, in order that</b></p> <p>Y7 <b>S4</b>. Use appropriate and precise subordinating conjunctions for condition <b>e.g. if, even if, unless, provided that</b> and for comparison or concession <b>e.g. although, even though, whereas</b></p> <p>Y7 <b>S8</b>. Use range of relative pronouns i.e. <b>that, which, where</b>, sometimes embedded <b>e.g. The house, which was dark and spooky, stood at the bottom of the lane.</b></p> <p>Y7. Use the full range of basic punctuation accurately – capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes.</p> <p>Y7 Use commas accurately and for clarity in multi-clause sentences.</p> <p>Y7 Use commas accurately to separate embedded relative clauses</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Process, Planning, Text Structure and Organisation</p>	<p>Talk with teacher/peers about models of similarly structured writing. Say out loud what I am going to write about by talking with teacher/peers to gather ideas for writing. Use oral/visual prompts (e.g. pictures, photos, story maps) to help remember what I am going to write. Orally compose a sentence before writing it. Rehearse to remember the sentence accurately before attempting to record it. Use oral/visual prompts (e.g. pointing to fingers) to remember number of words in a sentence and the spaces between the words as I am writing. Write sentences which make sense and communicate meaning. Re-read to check for missing words, spaces between words and punctuation. Re-read what I have written to check that it makes sense. Write non-fiction text with a series of sentences in a logical order. Use pronouns or adverbs to link sentences. Write simple openings or endings.</p>	<p><b>With support:</b> Y6 Plan own writing for the identified audience and purpose (using discussion and similar writing/planning as models) by organising initial ideas on a planning format. Write each paragraph a day at a time. Y6 Follow own plan to organise, draft and write each paragraph, composing sentences, selecting appropriate grammar and vocabulary to suit the purpose, audience. Proof read for spelling and punctuation errors. Edit by suggesting improvements and making changes to vocabulary. Edit to ensure consistent, correct and appropriate use of tenses throughout the text; correct subject and verb agreement for Standard English Use a greater range of cohesive devices to make links across the text e.g. pronouns, adverbs, adverbial phrases</p>	<p>Y6 Plan own writing for the identified audience and purpose (using discussion and similar writing/planning as models) by organising initial ideas on a planning format. Write each paragraph a day at a time. Y6 Follow own plan to organise, draft and write each paragraph, composing sentences, selecting appropriate grammar and vocabulary to suit the purpose, audience. Proof read for spelling and punctuation errors. Edit by suggesting improvements and making changes to grammar, vocabulary and punctuation to clarify meaning and enhance effects. Edit to ensure consistent, correct and appropriate use of tenses throughout the text; correct subject and verb agreement for Standard English Organise and develop whole text with well-balanced paragraphs to engage the reader – with support Use a greater range of cohesive devices to make links across the text e.g. pronouns, adverbs, adverbial phrases</p>	<p>Y7 Plan own writing for the identified audience and purpose (using discussion and similar writing/planning as models) by organising initial ideas on a planning format. Write each paragraph a day at a time. Y6 Follow own plan to organise, draft and write each paragraph, composing sentences, selecting appropriate grammar and vocabulary to suit the purpose, audience. Proof read for spelling and punctuation errors. Edit by suggesting improvements and making changes to grammar, vocabulary and punctuation to clarify meaning and enhance effects. Edit to ensure consistent, correct and appropriate use of tenses throughout the text; correct subject and verb agreement for Standard English; where appropriate, the use of non-Standard English (local spoken forms) in dialogue. Organise and develop whole text with well-balanced paragraphs to engage the reader. Use a greater range of cohesive devices to make links across the text e.g. pronouns, adverbs, adverbial phrases</p>
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**Vocabulary:**

- **Nouns/Adjectives:** Nouns, determiners, adjectives, modified adjectives, adjectival phrases, expanded noun phrases.
- **Verbs/Adverbs:** adverbs, adverbial phrases, preposition phrases; modals, tense choice including suffixes
- **Cohesive Devices:**

**Sentence Level:**

- Sentence types, single and multi-clause sentences using range of conjunctions and relative clauses, punctuation.

**Composition:**

- Planning process, planning formats/writing frames, connecting adverbs, adverbial phrases, sections/paragraphs, organizational devices, links between paragraphs and within paragraphs.

Number of days  
for each phase

## Beast Creator **independent non-chronological report**

**Purpose:**

**Audience/s:**

**Creating Interest** – Find some tiny footprints, nibbled paper, evidence of den-making, photographs on CCTV of strange mini-beasts in the classroom  
Email to Mission Control – we have found these, what should we do?  
Message from Mission Control – you are now ready to get full security clearance. We will tell you the problem – green aphids are taking over the world and destroying crops. Your mission is to create a super-minibeast that eradicates them i.e. eats them or eats the things they eat. Send us a non-chronological report about your beast. The best will be created and set free.

**Read as a Reader** - Immerse in the text, Read and Respond, Comprehend, Book Talk, Drama, Box up the original text, Story map/Text map, Imitate the text, Grammar work

Research and comprehension work on aphids – what do they eat, who eats them (predators), why are they a nuisance? Differentiated texts on line.  
Discuss ethical debate about selective breeding –P4C  
Read non-chronological reports, fact files, online info about predators e.g. ladybird, hover fly larvae, parasitic wasp, aphid midge larvae, lace wings, crab spiders  
Look at photos of creatures  
Re-read the non-chronological report about the Hercules beetle – remind why it's good.

**Read as a Writer and Gather Ideas** (for content, structure and language) - Drama, Innovate story/text map, Innovate box plan, Oral story-telling/Oral talking the text, Grammar work

Create their own super-minibeast using research from above. Plan for writing by drawing and labeling pictures to develop understanding of their own creature. Re-read their own writing from first half of unit (on new creature) – what was good, what do I need to do better?  
Use planning sheet with boxes (Phil) to gather ideas and plan content:

- Appearance - label picture of creature, what it looks like and why
- Habitat - label picture of where it lives and why
- Diet - label picture of what it eats (green aphid) and why/how
- Life cycle - Label diagram of life cycle and explain
- Interesting facts e.g. biggest, smallest, lived the longest etc
- Develop ideas for introduction and conclusion

Labels should be phrases/sentences to practice use of expanded noun phrases, subordinating conjunctions (because/so that) to explain features, relative clauses

**Writing phase - Write as a Reader:** Plan, Write and Improve (in chunks)

Write texts in 7 'chunks' (a section at a time) following teaching sequence for writing phase (see box on right) **with NO teacher modelling**.  
Follow Writing Phase teaching sequence (see right hand box) but do NOT do Shared Writing or modelling or guided work – all writing should be independent.  
Students should organise writing independently but should refer to Working Wall and back in their own work to have clear sections (as in plan above).  
Students should understand that they are expected to include taught grammar e.g. expanded noun phrases, subordinating conjunctions (because/so that) to explain features, relative clauses. They should look back at their own work to help and refer to Success criteria.  
Ensure that students have time to proof-read, correct, improve after writing each section/chunk. This is essential – DO NOT LEAVE PROOF-READING/EDITING TO THE END OF THE WRITING TASK. Students should proof-read/edit with a partner (same ability group or higher).

**Sharing work with an audience** – Publish work, Read to an audience

Send non-chronological reports to Mission Control.  
Message back - all designs are accepted. Beasts have been created and set free.  
Message back – green aphids have been eradicated. Your mission has been a success.

**Additional Writing Opportunities** –

**Short writing tasks** to apply previously taught grammar or text-level work e.g. letter/diary  
**Short 'mini-writes'** to apply grammar skills into a paragraph/ series of sentences e.g. description which will feed into final writing outcome

**Writing phase:**

Build up writing over a period of days  
Each day follows same sequence -

**'Fix- it' time – children correct/improve in response to marking (purple pen/pencil)**



**Shared writing - teacher modelling, scribing, supported composition**



**Guided and independent writing**



**Plenary – children to correct/improve in line with SC before marking (green pen/pencil – as appropriate)**



**Teacher marks work**

## UNIT PLAN ROUTE MAP

**Give overview of learning in the Project – but don't give any clues away re Mission etc!**

**Creating Interest** – Message from United Nations Mission Control: our scientists need your help to develop understanding and knowledge of British mini-beasts (unable to give reasons why until security clearance is given). Read job description e.g. good team-player, good communication skills, recording skills etc. Ring this number if you think you could apply. Series of tasks to complete to see if suitable – 'we will be watching you as you work...'

1. Match pictures with scientific descriptions (science) in groups. Explain why and how.
2. Take part in mini-beast hunt in school grounds – do own maps to record locations with co-ordinates, use iPads to photograph, record findings and research (geography)
3. Make detailed line drawings of mini-beasts – add scientific labels, use microscope (art and science). Present to partner – describe features
4. Bug man – listen, observe, classify, draw, discuss

**Read as a Reader** - Immerse in the text, Read and Respond, Comprehend, Book Talk, Drama, Box up the original text, Story map/Text map, Imitate the text, Grammar work

4. Read Introduction and the appearance paragraph of a non-chronological report about Hercules Beetle (differentiated texts) – discuss and respond. In pairs, use info to draw a labelled diagram. Present diagrams to another pair – explaining features that they have drawn and what used for
5. Envoys – read another section e.g. habitat/diet/life-cycle and present to another group.
6. Read interesting facts section and conclusion – task is to present as if it's breaking news e.g. Did you know that...?

Receive another message from the UN Mission Control saying most of you seem to demonstrate the skills required but still got a few more tests...

7. Read another text about another mini-beast (differentiated texts) – compare to Hercules Beetle text. Which is better and why? Which gives more info? What's missing in poor text? (subordinate clauses explaining why and expanded noun phrases/relative clauses to give detail). Present ideas.

**Read as a Writer and Gather Ideas** (for content, structure and language) - Drama, Innovate story/text map, Innovate box plan, Oral story-telling/Oral talking the text, Grammar work

Another message from UN Mission Control – Newly discovered creature – read and use a classification key to classify it and name it – photos of what it looks like, where it lives, what it eats, life cycle

Final task to be completed over \_\_\_ lessons: to write a high quality non-chron report about this newly discovered creature for Mission Control

Use planning sheet with boxes (Phil) to gather ideas and plan content:

- Appearance - label picture of creature, what it looks like and why
- Habitat - label picture of where it lives and why
- Diet - label picture of what it eats and why/how
- Life cycle - Label diagram of life cycle and explain
- Interesting facts e.g. biggest, smallest, lived the longest etc

Labels should be phrases/sentences to practice use of expanded noun phrases, subordinating conjunctions (because/so that) to explain features, relative clauses

**Writing phase - Write as a Reader: Plan, Write and Improve (in chunks)**

Write texts in 7 'chunks' (a section at a time) following teaching sequence for writing phase (see box on right) with **teacher modelling at each stage for specific skills** and **proof-reading/editing after every section**. Refer back to the Hercules Beetle text for ideas of what to model e.g.

- Introduction – questions, use 'if', command
- Appearance – expanded noun phrases OR use because/so that to explain features OR relative clauses to add detail OR adverbs for cohesion
- Habitat – as above
- Diet – as above
- Life cycle – as above
- Interesting facts – questions, brackets, dashes
- Conclusion – exclamations, command

**Sharing work with an audience** – read to partner, send to Mission Control

**Purpose: To inform**

**Audience/s: Mission Control (experts)**

**Additional Writing Opportunities –**

**Short writing tasks** to apply previously taught grammar or text-level work e.g. letter/diary  
**Short 'mini-writes'** to apply grammar skills into a paragraph/ series of sentences e.g. description which will feed into final writing outcome

**Writing phase:**

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**Guided and independent writing**



**Plenary – children to correct/improve in line with SC before marking (green pen/pencil – as appropriate)**



**Teacher marks work**