



Year Group: 2

Term: Summer



Subject: English

# 'Someone Swallowed Stanley'

By Sarah Roberts

<b>Outcome: Report</b>	<p><b>Writing outcome:</b> To write information about the sea animals looked at in the texts</p> <p><b>Greater depth writing outcome:</b> To write information about the sea animals looked at in the texts including sections on how to protect them.</p>
----------------------------	--

<u>National Curriculum Skills</u>		
<u>Spoken Language</u>	<u>Reading Comprehension</u>	<u>Writing Composition</u>
<ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Participate in discussions, presentations, performances, role-play, improvisations and debates</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range at a level beyond that at which can be read independently</li> <li>• Recognise simple recurring literary language</li> <li>• Draw on what is already known or on background information and vocabulary provided by the teacher</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Explain and discuss understanding of books, poems and other material</li> <li>• Answer and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>• Write poetry</li> <li>• Write for different purposes</li> <li>• Plan or say out loud what is going to be written about</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently sense</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul>

<u>Pathways to Write Keys</u>		
<u>Gateway Keys</u>	<u>Mastery Keys</u>	<u>Feature Keys</u>
<ul style="list-style-type: none"> <li>• Some use of subordination (because, when) and coordination (and, but)</li> <li>• Use punctuation correctly (as taught so far)</li> <li>• Write sentences with different forms: statement, question, exclamation, command</li> <li>• Add suffixes where no change is needed to the root of the word e.g –ed, -er, -ing, -es</li> </ul>	<ul style="list-style-type: none"> <li>• Use subordination (if, that)</li> <li>• Add -er and -est to adjectives</li> <li>• Use homophones and near homophones</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Use punctuation correctly – apostrophes for contracted forms</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific vocabulary linked to the topic</li> <li>• Use facts from research</li> <li>• Write with clear and precise description</li> <li>• Write in the present tense</li> <li>• Use layout features e.g. title, sub-headings, introduction, grouped information</li> </ul>