

Sedgeberrow CE First School

# ENGLISH CURRICULUM DESIGN: YEAR 2

ENGLISH CURRICULUM DESIGN – YEAR 2		
FICTION: STORY WRITING and DESCRIPTIONS		
NATIONAL CURRICULUM		
Reading	Writing	
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>-listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>-discussing the sequence of events in books and how items of information are related.</li> <li>-becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>-recognising simple recurring literary language in stories and poetry.</li> <li>-discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>-discussing their favourite words and phrases.</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>-drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>-checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>-making inferences on the basis of what is being said and done.</li> <li>-answering and asking questions.</li> <li>-predicting what might happen on the basis of what has been read so far.</li> </ul> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	Composition	Vocabulary, Punctuation and Grammar
	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>-writing narratives about personal experiences and those of others (real and fictional).</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>-planning or saying out loud what they are going to write about.</li> <li>-writing down ideas and/or key words, including new vocabulary.</li> <li>-encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>-evaluating their writing with the teacher and other pupils.</li> <li>-re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>-proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</li> </ul> <p>Read aloud what read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Develop understanding of:</p> <ul style="list-style-type: none"> <li>-full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>-sentences with different forms: statement, question, exclamation, command.</li> <li>-expanded noun phrases to describe and specify [for example, the blue butterfly].</li> <li>-the present and past tenses correctly and consistently including the progressive form.</li> <li>-subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> </ul>
KNOWLEDGE	KEY QUESTIONS	
<ul style="list-style-type: none"> <li>-Know the 5 parts to a story: opening, build-up, problem/conflict, resolution and ending.</li> <li>-Know what expanded noun phrases are and use them to describe characters and settings.</li> <li>-Learn and retell a collection of stories which are relevant to Year 2 (Talk4Writing).</li> <li>-Understand how to describe characters using the ‘show not tell’ technique.</li> <li>-Know what similes are and that they can be used to describe characters and setting.</li> <li>-Recognise and use examples of subordination (using when, if, that, or because) in their sentences.</li> <li>-Know that there are different types of sentences (statement, command, question, exclamation) and use sentences which are appropriate to story writing.</li> </ul>	<ul style="list-style-type: none"> <li>Do we know other stories by the same author? What are they about? Are they similar? How? What are the 5 parts of a story?</li> <li>What do you think will happen next and why?</li> <li>What is the character like? How does the character feel? How do you know?</li> <li>What would happen if the character did something differently? How would the story change?</li> <li>How do you know the character is speaking? How did they speak?</li> <li>How could you describe the setting?</li> <li>How could you ‘show not tell’ something about the character?</li> <li>What are expanded noun phrases? Give examples.</li> </ul>	

<ul style="list-style-type: none"> <li>-Recognise and use examples of co-ordination (using or, and, or but) in their sentences.</li> <li>-Know basic story structures of fairy tales/ traditional tales etc and use these structures in their own writing.</li> <li>-Be able to name examples of fairy tales, traditional tales etc and retell these orally.</li> <li>-Have a growing knowledge of well-known authors and the books they have written.</li> <li>-Stories are usually written in the past tense.</li> <li>-Recognise the difference between the past and present tense.</li> <li>-Have an increasing knowledge of vocabulary (adjectives, verbs, nouns, conjunctions) which can be applied to their writing.</li> <li>-Have an awareness that questions can be used by the author to provoke a response from the reader and experiment with questions in their own story writing and descriptions.</li> <li>-Identify speech in a story and use expression when reading to show the character is speaking.</li> <li>-Know what reported speech is and use this in their own story writing.</li> </ul> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <ul style="list-style-type: none"> <li>-Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</li> </ul>	<p>Can you think of more effective adjectives to describe the setting/character? What are your favourite words and phrases in this description?</p>
POSSIBLE OUTCOMES	
Reading/Discussion	Composition
<ul style="list-style-type: none"> <li>-Identify the sequence of a story and that it has 5 parts: opening – something happens – events to sort it out – ending;</li> <li>-Identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at character's actions and their consequences.</li> <li>-Begin to understand elements of an author's style, e.g. books about the same character or common themes. Compare stories by the same author.</li> <li>-Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked.</li> <li>-Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story.</li> </ul>	<ul style="list-style-type: none"> <li>-Imitate: Through Talk4Writing and story maps, re-tell familiar stories using narrative structure and dialogue from the text. Once children are able to 'talk like the text', the model, and other examples, are then read for vocabulary and comprehension, before being analysed for the basic language patterns, as well as writing techniques or toolkits.</li> <li>-Rehearse key spellings and grammatical patterns.</li> <li>-Short-burst writing is used to practise key focuses such as description, persuasion or scientific explanation.</li> <li>-Explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.</li> <li>-Experiment with describing characters using expanded noun phrases, interesting adjectives and verbs – describe what a character looks like, how they speak, how they feel and behave.</li> <li>-Create simple similes to describe characters and settings.</li> <li>-Begin to create descriptive sentences about characters moving away from the obvious– 'show not tell' – where the character's feelings are implied, e.g. rather than saying that a character is sad – 'Tears rolled down her face as she closed her eyes'.</li> <li>-Explore different settings and create interesting descriptions using adjectives and expanded noun phrases. Describe settings using the senses with increasing detail.</li> <li>-Innovate familiar stories (Talk4Writing) by changing one or more of its features on the story map.</li> <li>-Independent application of story writing: plan and write own real and imagined stories using the 5 part story structure with a sustained, logical sequence of events; use past tense and 3rd person consistently.</li> <li>-Build word banks to improve and broaden use of vocabulary which can be used in descriptions.</li> </ul>

<p><b>Previous learning:</b></p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>-Authors write books.</li> <li>-Illustrators draw the pictures in books.</li> <li>-The title and author of the book being studied.</li> <li>-Know that the narrator is the person (or character) telling the story.</li> <li>-Be able to name the main characters in the story and say something about how they behave or look.</li> <li>-Be able to describe where the story is set.</li> <li>-Give examples of different types of settings, e.g. forest, castle, space, jungle etc.</li> <li>-Stories comprise of a beginning, middle and ending.</li> <li>-There are different types of fictional stories: fairy tales, adventure stories, picture books etc.</li> <li>-Recognise that specific story types have certain structures and language, e.g. fairy tales begin with 'Once upon a time ....', there are good vs bad characters, a problem to overcome etc.</li> <li>-Adjectives are describing words used to depict characters and settings.</li> <li>-Know how to use conjunctions such as 'and' to extend sentences about characters, settings and events.</li> <li>-Learn and retell a collection of stories which are relevant to Year 1 (Talk4Writing).</li> <li>-Be able to name examples of fairy tales and give a brief summary of the story.</li> <li>-Be able to name several well-known authors and the books they have written.</li> </ul> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <ul style="list-style-type: none"> <li>-Capital letters are used at the beginning of a sentence, for names of people, places, months of the year and the capital pronoun 'I'.</li> <li>-Full stops are used at the end of a sentence.</li> <li>-Question marks are used at the end of a question sentence.</li> <li>-Exclamation marks show shock, surprise or if something is loud.</li> </ul>	<p><b>Next learning:</b></p> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>-Know the 5 parts of a story (opening, build up, problem/conflict and resolution and use this to plan their own stories.</li> <li>-Learn and retell a collection of stories which are relevant to Year 3 (Talk4Writing).</li> <li>-Recognise and explain the story structures and features of a specific story type, e.g. myth, legends, fairy tales, adventure story etc.</li> <li>-Know a range of conjunctions (when, if, because etc) to use in order to vary sentences and include clauses.</li> <li>-Know what prepositions are and use them in their sentences to add detail.</li> <li>-Know the perfect present and past form of verbs and use these correctly in their story writing.</li> <li>-Know a range of literary techniques to use in their sentences to describe characters: ambitious adjectives, expanded noun phrases, 'show not tell' phrases, similes and dialogue.</li> <li>-Know a range of techniques to describe settings – e.g. describe through the senses, use powerful adjectives in a list of three in a sentence, similes etc..</li> <li>-Understand what a paragraph is and how their stories can be divided into 5 paragraphs to represent the 5 parts of a story.</li> <li>-Have an increasing knowledge of vocabulary (adjectives, verbs, nouns, conjunctions) which can be applied to their writing.</li> <li>-Show a good knowledge of different authors and the books they have written.</li> <li>-Understand that authors use questions to make the reader question an event or evoke feelings about the story and students should apply this technique in their own descriptions and stories with correct punctuation.</li> <li>-Know that stories can be written in the first or third person.</li> <li>-Know the difference between reported speech and direct speech in stories.</li> </ul> <p>-Know how to use direct speech in stories:</p> <ul style="list-style-type: none"> <li>*New line, new speaker.</li> <li>*inverted commas/speech marks before and after what is spoken.</li> <li>*Each line of speech starts with a capital.</li> <li>*The line of speech ends with a comma, exclamation mark or question mark.</li> <li>*A reporting clause is used at the end (<u>said</u> Jane, <u>shouted</u> Paul, <u>replied</u> Mum).</li> <li>*A full stop goes after the reporting clause.</li> </ul> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <ul style="list-style-type: none"> <li>-Know when to use capital letters, full stops, question marks, exclamations and commas in lists.</li> <li>-Indicate possession by using the possessive apostrophe with plural nouns.</li> <li>-Use and punctuate direct speech.</li> </ul>
Types of Stories Covered in Year 2:	Key Vocabulary:
<p>Fairytales</p> <p>Traditional Tales</p> <p>Stories by the same author</p> <p>Stories with a familiar setting</p>	<p>Character, setting, adjectives, beginning, middle, ending, author, illustrator, conjunctions, sentences, full stop, capital letters, question marks, exclamation marks, narrator, fairy tale, 'once upon a time', adventure stories, illustrations, fantasy, journeys.</p>

## ENGLISH CURRICULUM DESIGN – YEAR 2

### POETRY

#### NATIONAL CURRICULUM

Reading		Writing	
Listen, discuss, respond	Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>-Listen to, discuss and express views about a wide range of contemporary and classic poetry.</li> <li>- Recognise simple recurring literary language in poetry.</li> <li>- Discuss and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>- Discuss their favourite words and phrases.</li> <li>- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>- Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>- Make inferences on the basis of what is being said and done.</li> <li>- Answer and ask questions.</li> <li>- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop positive attitudes towards and stamina for writing by: writing poetry</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about.</li> <li>- writing down ideas and/or key words, including new vocabulary.</li> <li>- encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils.</li> <li>- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>- read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>- Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- The present and past tenses correctly and consistently including the progressive form</li> <li>- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> <li>-Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive).</li> </ul>
KNOWLEDGE		KEY QUESTIONS	
<ul style="list-style-type: none"> <li>-Recite a collection of poems of by heart using appropriate expression and intonation.</li> <li>-Recognise rhyming words, near rhymes and half-rhymes.</li> <li>-Know what a rhyming couplet is (two lines of a poem that have the same rhythm and rhyme)</li> </ul> <p><i>-Recognise and name different types of poems: calligram, rap, tongue twister, riddle etc:</i></p> <ul style="list-style-type: none"> <li>-A calligram is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poem.</li> <li>-A rap is a poem that has a musical vocal delivery involving rhythm and rhyme.</li> <li>-A riddle is generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.</li> </ul>		<ul style="list-style-type: none"> <li>-What is the theme of the poem?</li> <li>-What type of poem is this? How do you know?</li> <li>-How do you know this poem is a .....riddle? Tongue Twister? Calligram?</li> <li>-What techniques has the poet used?</li> <li>-What is onomatopoeia?</li> <li>-What is a simile?</li> <li>-What is alliteration?</li> <li>-Can you find a simile in the poem?</li> <li>-Can you find an example of alliteration?</li> <li>-Can you find an example of onomatopoeia?</li> <li>-Does this poem rhyme? If it does, can you give me some examples?</li> <li>-What do you like or dislike about the poem?</li> </ul>	

<p>-A tongue twister is a short poem or lines that are hard to say because they use a lot of similar sounds.</p> <p>-Recognise and <i>name different literary techniques used in poetry – similes, alliteration and onomatopoeia</i>.</p> <p>-Alliteration is when words that start with the same sound are used repeatedly in a phrase or sentence.</p> <p>-Onomatopoeia is a word that describes a sound.</p> <p>-Simile is when something is compared to another thing using ‘as’ or ‘like’ to paint a picture in reader’s mind.</p>		
POSSIBLE OUTCOMES		
Reading	Performing	Composition
<p>-Talk about own views, the subject matter and possible meanings.</p> <p>-Comment on which words have most effect, noticing literary techniques such as alliteration, similes and onomatopoeia.</p> <p>-Discuss simple poetry patterns.</p> <p>-Identify rhyme patterns – within lines and noticing which lines rhyme.</p> <p>-Identify half or near rhymes.</p> <p>-Compare two poems about the same theme or topic.</p>	<p>-Perform individually or together; speak clearly and audibly.</p> <p>-Use actions and sound effects to add to the poem’s meaning.</p> <p>-Learn and recite a number of poems individually and as part of a group.</p>	<p>-Experiment with alliteration to create humorous and surprising combinations;, e.g., tongue twisters.</p> <p>-Explore and create onomatopoeia, observing its impact on poems.</p> <p>-Make adventurous word choices to describe objects, images, themes in a poem.</p> <p>-Invent interesting similes to create images in a poem.</p> <p>-Create a pattern or shape on the page; use simple repeating phrases or lines as models.</p> <p>-Verbally create simple raps including literary techniques such as rhyme, alliteration and onomatopoeia.</p> <p>-Write free verse using literary techniques such as similes, alliteration etc.</p>
<p><b>Previous learning:</b></p> <p><b>Year 1:</b></p> <p>-Recite a range of nursery rhymes and simple poems off my heart.</p> <p>-Know that not all poems rhyme.</p> <p>-Recognise rhyming words.</p> <p>-Understand that poems are set out in lines (not sentences).</p> <p>-Understand that poems are set out in verses.</p> <p>-Know that poets write poems.</p> <p>-Understand that poems can be performed out loud with expression and actions.</p> <p>-Know that that list poems often have a list of words, phrases or sentences on a subject. They often have the same starter word or sentence.</p> <p>-Know that adjectives are describing words and are used in poems.</p> <p>-Each new line of a poem starts with a capital letter.</p>	<p><b>Next learning:</b></p> <p><b>Year 3:</b></p> <p>-Use knowledge of different poetry forms taught in previous years to compare different types of poetry.</p> <p>-Recognise and discuss the rhyme pattern within poetry.</p> <p>-Recognise and name different forms of poems including: acrostic, riddles, free verse, ballads and narrative poems:</p> <p>-Acrostic Poems : this is a poem in which certain letters of each line spells out a word, name, or phrase when read vertically</p> <p>-Ballad: a poem or song that narrates a story in short stanzas. It may use rhythm and rhyme</p> <p>-Free Verse: these poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative poems.</p> <p>-Narrative Poems: A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.</p> <p>- Riddles: Generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.</p> <p>-Recognise, name and consolidate their understanding and application of different literary techniques used in poetry – similes, alliteration, adjectives, verbs and onomatopoeia:</p> <p>-Alliteration is when words that start with the same sound are used repeatedly in a phrase or sentence.</p> <p>-Onomatopoeia is a word that describes a sound.</p> <p>-Simile is when something is compared to another thing using ‘as’ or ‘like’ to paint a picture in reader’s mind.</p> <p>-Know that, generally, each new line in a poem begins with a capital letter.</p> <p>-Know that a line of a poem often ends with a comma.</p> <p>-Understands the layout of different forms of poetry on a page, e.g. acrostic.</p>	

Forms of Poetry Studied:	Key Vocabulary:								
Calligrams Simple Raps Poems with repeated phrases or patterns Riddles Tongue Twisters Classic Poetry *Free Verse – these poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative poems. This gives the opportunity to look at poems linked to a specific topic or theme.	Poem Title Similes	Verse Rhythm Onomatopoeia	Expression Alliteration Near Rhymes	Rhyme Riddle Half rhymes	Lines Tongue Twisters Rhyming Couplets	Adjectives Calligrams	Senses Rap Repetition	Poet	
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ENGLISH CURRICULUM DESIGN – YEAR 2		
INSTRUCTIONAL WRITING		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>-Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>-Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>-Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>-Make inferences on the basis of what is being said and done.</li> <li>-Answer and ask questions.</li> <li>-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>-planning or saying out loud what they are going to write about.</li> <li>-writing down ideas and/or key words, including new vocabulary.</li> <li>-encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>-evaluating their writing with the teacher and other pupils.</li> <li>-re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>-proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</li> <li>-read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>-Sentences with different forms: statement, question, exclamation, command.</li> <li>-Expanded noun phrases to describe and specify [for example, the blue butterfly].</li> <li>-The present and past tenses correctly and consistently including the progressive form.</li> <li>-Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</li> <li>-Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.</li> </ul>
KNOWLEDGE		KEY QUESTIONS
<p><b>Children know that instructions:</b></p> <ul style="list-style-type: none"> <li>-Tell us how to do or make something.</li> <li>-Give information on how to complete a task.</li> <li>-Describe a process in chronological order.</li> </ul> <p><b>Children will know and understand the meaning of these grammatical features (including vocabulary and punctuation):</b></p> <ul style="list-style-type: none"> <li>-Know how to add -er and -est to adjectives.</li> <li>-Know how to construct a command sentence.</li> <li>-Know what noun phrases are.</li> </ul> <p><b>Children will know that these are features of instructional writing:</b></p> <ul style="list-style-type: none"> <li>-Title or outline statement about what will be achieved, e.g. How to make a Chinese lantern.</li> <li>-List of equipment or ingredients, correctly punctuated with commas.</li> <li>-Numbered steps to show the order the instructions should be completed in.</li> <li>-A variety of imperative verbs at the beginning of each sentence which give the command of what to do, e.g. pick, weigh, turn, glue, draw, etc.</li> <li>-Simple adverbs to express how to do an action, e.g. carefully, slowly.</li> <li>-Noun phrases to describe e.g. <i>Cut the <u>thick, yellow</u> card.</i></li> </ul>		<p>Are these instructions easy to follow?</p> <p>Could the imperative verbs be better?</p> <p>What would happen if we changed the order of the steps? Would it affect the outcome?</p> <p>What are adverbs?</p> <p>How can adverbs help to describe each step in the instructions?</p> <p>What is a command sentence?</p> <p>How should a command sentence start?</p> <p>Do these instructions need a warning triangle?</p>



<ul style="list-style-type: none"> <li>-Use comparatives by adding 'er' and 'est' to adjectives, e.g. <i>Use the biggest tomato.</i></li> <li>-Command sentences.</li> <li>-Warning Triangle to indicate dangers.</li> <li>-Exclamation marks in the warning triangle.</li> <li>-Diagrams to support the written instructions.</li> <li>-Written in the third person.</li> </ul> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <ul style="list-style-type: none"> <li>-Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</li> </ul>	
POSSIBLE OUTCOMES	
Reading/Discussion	Composition
<ul style="list-style-type: none"> <li>-Listen to and follow a series of more complex instructions.</li> <li>-Give clear oral instructions to members of a group.</li> <li>-Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams.</li> <li>-Analyse some instructional texts and note their function, form and typical language features.</li> </ul>	<ul style="list-style-type: none"> <li>-Perform an activity and use this experience to write a set of simple instructions, including a list of equipment, numbered steps and a warning triangle.</li> <li>-Use a comma correctly in a list of equipment with independence.</li> <li>-Experiment with different imperative verbs and decide which gives the clearest command.</li> <li>-Explore ways to give more precise detail to the instructions by including adverbs, noun phrases and adverbs.</li> </ul>
<p><b>Previous learning:</b></p> <p><b>Year 1:</b></p> <p><b>Children know that instructions:</b></p> <ul style="list-style-type: none"> <li>-Tell us how to do or make something.</li> <li>-Give information on how to complete a task.</li> <li>-Describe a process in chronological order.</li> </ul> <p><b>Children will know and understand the meaning of these grammatical features (including vocabulary and punctuation):</b></p> <ul style="list-style-type: none"> <li>-Know what imperative verbs are and find/give examples.</li> </ul> <p><b>Children will know that these are features of instructional writing:</b></p> <ul style="list-style-type: none"> <li>-Title or Goal to show what the instructions are about.</li> <li>-List of equipment or ingredients.</li> <li>-Use of simple sentence structures, e.g. Cut out the circle.</li> <li>-Numbered steps to show the order the instructions should be completed in.</li> <li>-Imperative verbs at the beginning of each sentence which give the command of what to do, e.g. cut, weigh, chop, glue, draw, etc.</li> </ul> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <p>Have an awareness that:</p> <ul style="list-style-type: none"> <li>-Capital letters are used at the beginning of a sentence, for names of people, places, months of the year and the capital pronoun 'I'.</li> <li>-Full stops are used at the end of a sentence.</li> <li>-Question marks are used at the end of a question sentence.</li> <li>-Exclamation marks show shock, surprise or if something is loud.</li> </ul>	<p><b>Next learning:</b></p> <p><b>Year 3:</b></p> <p><b>Children know that instructions:</b></p> <ul style="list-style-type: none"> <li>-Tell us how to do or make something.</li> <li>-Give information on how to complete a task.</li> <li>-Describe a process in chronological order.</li> <li>-Not all instructions have to be in chronological order.</li> </ul> <p><b>Children will know and understand the meaning of these grammatical features (including vocabulary and punctuation):</b></p> <ul style="list-style-type: none"> <li>-Prepositions.</li> <li>-Present tense.</li> <li>-Commas in lists.</li> <li>-Subordinate clauses.</li> </ul> <p><b>Children will know that these are features of instructional writing:</b></p> <ul style="list-style-type: none"> <li>-Title or statement at the top to show what will be achieved by completing the instructions.</li> <li>-List of equipment or ingredients punctuated with commas.</li> <li>-Numbered steps or bullet points to show the order the instructions should be completed in.</li> <li>-A variety of imperative verbs which give a clear command of what to do, e.g. <i>select, turn, press, mix, etc.</i></li> <li>-Prepositional phrases to give clearer detail about the instruction, e.g. <i>Place the card underneath the material.</i></li> <li>-Vary sentence structure by using prepositions, subordinate clauses etc.</li> <li>-Command sentences.</li> <li>-Precautionary advice and tips embedded within the instructions e.g. use conjunctions 'if' and 'when' – <i>If you are using a sharp knife then be very careful. When using the oven and taking out the tray, always use a glove because it will be very hot!</i></li> <li>-Diagrams to support the written instructions.</li> </ul>

		<ul style="list-style-type: none"> <li>-Use subordinate clauses to add additional information, <i>e.g. the next player, who should have taken a card already, will roll the dice...</i></li> <li>-Adverbs of time, place and how often.</li> <li>-Present tense.</li> <li>-Third person.</li> </ul> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <ul style="list-style-type: none"> <li>-Know when to use capital letters, full stops, question marks, exclamations and commas in lists.</li> <li>-Indicate possession by using the possessive apostrophe with plural nouns.</li> </ul>
Suggestions for Types of Instructions		Key Vocabulary:
Simple Recipes Simple instructions to make something or do something, e.g. face painting, sewing a felt Christmas tree. Simple instructions for playing a game.	Instructions, steps, numbers, chronological order, steps, imperative verbs, list, equipment, title, ingredients, materials, commas, warning triangle, adverbs, noun phrases, command sentences, comparatives, exclamation marks.	

ENGLISH CURRICULUM DESIGN – YEAR 2		
INFORMATION TEXTS: NON-CHRONOLOGICAL REPORT		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>-Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>-Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>-Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>-Make inferences on the basis of what is being said and done.</li> <li>-Answer and ask questions.</li> <li>-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>-planning or saying out loud what they are going to write about.</li> <li>-writing down ideas and/or key words, including new vocabulary.</li> <li>-encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>-evaluating their writing with the teacher and other pupils.</li> <li>-re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>-proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</li> <li>-read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>-Sentences with different forms: statement, question, exclamation, command.</li> <li>-Expanded noun phrases to describe and specify [for example, the blue butterfly].</li> <li>-The present and past tenses correctly and consistently including the progressive form.</li> <li>-Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</li> <li>-Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.</li> </ul>
KNOWLEDGE		KEY QUESTIONS
<p><b>Children know that information texts/ non-chronological reports:</b></p> <ul style="list-style-type: none"> <li>-Can give different information and present similar information in different ways even when they are about the same topic.</li> <li>-Contain factual information and how this is different to fictional information.</li> <li>-Have a contents page at the start and can demonstrate how to use this independently.</li> <li>-Have an index page at the back and that the words are ordered alphabetically.</li> <li>-Contain glossaries which are set out alphabetically and explain the meanings of unfamiliar words/terms.</li> </ul> <p><b>Children will know that these are features of information text/non-chronological reports and will include these in their writing:</b></p> <ul style="list-style-type: none"> <li>-Clear title/heading to show what the information is about.</li> <li>-Subheadings.</li> <li>-Diagrams and labels.</li> <li>-Captions.</li> <li>-Glossary.</li> <li>-Sentences grouped around a specific fact or topic.</li> <li>-Simple and compound sentences to give information clearly and objectively, with well-chosen adjectives to denote size, colour, behaviour etc. For example, <i>Guinea pigs are small, docile, hairy animals... They eat mainly grass and need to exercise regularly.</i></li> <li>-Present tense and usually 3rd person to give text an impersonal and objective voice.</li> </ul>		<p>What is a non-chronological report?</p> <p>What are facts?</p> <p>How do you use an index?</p> <p>How do you use a contents page?</p> <p>Do you have to read an information text in order? Why?</p> <p>What is a glossary? How would you use it?</p> <p>What is a diagram? Why would a diagram be used in an information report/non-chronological report?</p> <p>What are subheadings and why do we use them?</p>

<p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <p>-Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</p>	
<p style="text-align: center;"><b>POSSIBLE OUTCOMES</b></p>	
Research	Composition
<p>-Pose and orally rehearse questions ahead of writing and record these in writing, before reading.</p> <p>-Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p> <p>-Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers.</p> <p>-Locate definitions/explanations in dictionaries and glossaries.</p> <p>-Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and subheadings to speculate what a book might be about and evaluate its usefulness for the research in hand.</p> <p>-Scan a website to find specific sections e.g. key words or phrases, subheadings.</p> <p>-Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia.</p> <p>-Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing.</p>	<p>-Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate.</p> <p>-Draw on knowledge and experience of texts in deciding and planning what and how to write.</p> <p>-Maintain consistency in non-narrative, including purpose and tense.</p> <p>-Create an alphabetically ordered dictionary or glossary of special interest words.</p> <p>-Design and create a simple ICT text.</p>
<p><b>Previous learning:</b></p> <p><b>Year 1:</b></p> <p><b>Children know that non-chronological reports/ information texts:</b></p> <p>-Contains facts about a topic.</p> <p>-May contain pictures and labels which are called diagrams.</p> <p>-Often have a contents page at the start and this shows the type of facts and page numbers.</p> <p>-Understand that information texts/non-chronological reports do not need to be read in order, like a story.</p> <p>-Use headings to help the reader understand the different type of facts.</p> <p><b>Children will know that these are features of non-chronological reports/information texts:</b></p> <p>-Factual information</p> <p>-Diagrams and labels</p> <p>-Clear title.</p> <p>-Sentences arranged a certain topic/fact.</p> <p>-Subheadings</p> <p>-Contents page (not in own writing).</p> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <p>Have an awareness that:</p> <p>-Capital letters are used at the beginning of a sentence, for names of people, places, months of the year and the capital pronoun 'I'.</p> <p>-Full stops are used at the end of a sentence.</p> <p>-Question marks are used at the end of a question sentence.</p> <p>-Exclamation marks show shock, surprise or if something is loud.</p>	<p><b>Next learning:</b></p> <p><b>Year 3:</b></p> <p><b>Children know that information texts/ non-chronological reports:</b></p> <p>- Differ in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts.</p> <p>-Contain factual information.</p> <p>-Have a contents page at the start and can demonstrate how to use this independently.</p> <p>-Have an index page at the back and that the words are ordered alphabetically, which they can use independently</p> <p>-Contain glossaries which they can use independently.</p> <p>-Are usually written in the present tense.</p> <p><b>Children will know that these are features of information text/non-chronological reports and will include these in their writing:</b></p> <p>-A topic sentence to capture interest and define subject.</p> <p>-A reason and/or invitation to read on; more detailed definitions e.g. of type, appearance, where found, habitat and diet for creatures, purposes and uses for materials etc.;</p> <p>-a range of interesting facts and ideas about the topic in a sequence which builds up information logically;</p> <p>-a conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking.</p> <p>-Subheadings.</p> <p>-Bullet points.</p> <p>-Diagrams and labels.</p> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <p>-Know when to use capital letters, full stops, question marks, exclamations and commas in lists.</p> <p>-Indicate possession by using the possessive apostrophe with plural nouns.</p>

### Key Vocabulary:

Facts, information, reports, non-chronological, paragraphs, subheadings, title, bullet points, fictional, non-fiction, contents page, glossary, index, alphabetical order, dictionary, diagrams, labels.

ENGLISH CURRICULUM DESIGN – YEAR 2		
RECOUNTS		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<p>-Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>-Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>-Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>-Make inferences on the basis of what is being said and done.</p> <p>-Answer and ask questions.</p> <p>-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>-planning or saying out loud what they are going to write about.</li> <li>-writing down ideas and/or key words, including new vocabulary.</li> <li>-encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>-evaluating their writing with the teacher and other pupils.</li> <li>-re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>-proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</li> <li>-read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>-Sentences with different forms: statement, question, exclamation, command.</p> <p>-Expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>-The present and past tenses correctly and consistently including the progressive form.</p> <p>-Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>-Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.</p>
KNOWLEDGE		KEY QUESTIONS
<p><b>Children know that recounts:</b></p> <ul style="list-style-type: none"> <li>-Retell events in time order.</li> <li>-Give an account of an event or experience.</li> <li>-May show how someone felt during the experience.</li> <li>-Can be written as a diary or letter.</li> <li>-Can be fictional and from a character’s point of view.</li> </ul> <p><b>Children will know that these are features of recounts and will include these in their writing:</b></p> <ul style="list-style-type: none"> <li>-Title.</li> <li>-Clear introduction to give facts of who, when, what, where and why.</li> <li>-Clear conclusion to summarise the recount or to describe their favourite part of the activity being recounted.</li> </ul>		<p>What happened?</p> <p>What are the most interesting parts to recount?</p> <p>Which parts of the day, visit, activity might not need to be included? Why?</p> <p>How could you sequence the recount?</p> <p>What time conjunctions could you use?</p> <p>How did the activity make you feel? How will you put that into a sentence?</p>

<ul style="list-style-type: none"> <li>-Ideas organised into chronological paragraphs demonstrating the passing of time.</li> <li>-Use of different time conjunctions to link events and paragraphs.</li> <li>-Use of expanded noun phrases to add detail.</li> <li>-Use of the first person and the pronoun 'I'.</li> <li>-A diary could begin with 'Dear Diary'.</li> </ul> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <ul style="list-style-type: none"> <li>-Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</li> </ul>	
<p style="text-align: center;"><b>POSSIBLE OUTCOMES</b></p>	
<ul style="list-style-type: none"> <li>-Describe incidents from own experience in clear voice using sequencing words and time conjunctions such as, 'then', 'after', 'next'.</li> <li>-Listen to other people's recounts and ask relevant questions.</li> <li>-Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</li> <li>-Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</li> <li>-Begin to use paragraphs to show an introduction and conclusion.</li> <li>-Begin to explore recounts in the form of a simple diary from a character's point of view.</li> </ul>	
<p><b>Previous learning:</b> <b>Year 1:</b></p> <p><b>Children know that recounts:</b></p> <ul style="list-style-type: none"> <li>-Retell events in time order.</li> <li>-Give an account of an event or experience</li> </ul> <p><b>Children will know that these are features of recounts and will demonstrate them in their writing:</b></p> <ul style="list-style-type: none"> <li>-Title.</li> <li>-Introductory sentence to show – who, what, when, where and why.</li> <li>-Series of sequences demarcating the passing of time.</li> <li>-Time conjunctions – next, then, after etc.</li> <li>-Simple ending stating what they liked or enjoyed etc.</li> <li>-Written in the first person using the pronoun 'I'.</li> </ul> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <p>Have an awareness that:</p> <ul style="list-style-type: none"> <li>-Capital letters are used at the beginning of a sentence, for names of people, places, months of the year and the capital pronoun 'I'.</li> <li>-Full stops are used at the end of a sentence.</li> <li>-Question marks are used at the end of a question sentence.</li> <li>-Exclamation marks show shock, surprise or if something is loud.</li> </ul>	<p><b>Next learning:</b> <b>Year 3:</b></p> <p><b>Children know that recounts:</b></p> <ul style="list-style-type: none"> <li>-Retell events or an experience in time order.</li> <li>-Combine fact and feelings/opinion.</li> <li>-Written in the first person.</li> <li>-May be written as diaries and letters.</li> <li>-Can be based on real life experiences or fictional situations.</li> </ul> <p><b>Children will know that these are features of recounts about a personal experience (including in the form of a diary or letter) and will include these in their writing:</b></p> <ul style="list-style-type: none"> <li>-Introduction to give a clear understanding of what they text will be about.</li> <li>-Concluding paragraph to summarise the overall impact of the experience, e.g. what was learnt, would they recommend the experience etc.</li> <li>-Links between sentences and paragraphs to navigate the reader.</li> <li>-Paragraphs organised around key events.</li> <li>-Adverbs of time.</li> <li>-Adverbs of place.</li> <li>-Adverbs of manner.</li> <li>-Nouns and pronouns used for clarity and cohesion.</li> <li>-Use adjectival phrases and description to depict action in detail and convey feelings/opinions.</li> <li>-Past tense.</li> <li>-First person narrator consistently used.</li> <li>-Diaries may begin with 'Dear Diary'.</li> </ul>

	<p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <p>-Know when to use capital letters, full stops, question marks, exclamations and commas in lists.</p> <p>-Indicate possession by using the possessive apostrophe with plural nouns.</p>
Text Examples:	Key Vocabulary:
<p>Recounts are based on the children's own experiences.</p> <p>Fictional recounts from a character's point of view.</p> <p>Diaries.</p> <p>Letters.</p>	<p>Recount, remember, what, who, when, why, how, time conjunctions, activity, school trip, yesterday, last week, next, after, then, lastly, happened, favourite, paragraph, sequence, order, introduction, conclusion.</p>



ENGLISH CURRICULUM DESIGN – YEAR 2		
EXPLANATIONS		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<p>-Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>-Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>-Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>-Make inferences on the basis of what is being said and done.</p> <p>-Answer and ask questions.</p> <p>-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>Consider what they are going to write before beginning by:</p> <p>-planning or saying out loud what they are going to write about.</p> <p>-writing down ideas and/or key words, including new vocabulary.</p> <p>-encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>-evaluating their writing with the teacher and other pupils.</p> <p>-re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>-proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> <p>-read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>-Sentences with different forms: statement, question, exclamation, command.</p> <p>-Expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>-The present and past tenses correctly and consistently including the progressive form.</p> <p>-Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>-Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.</p> <p>-Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>
KNOWLEDGE		KEY QUESTIONS
<p><b>Children know that explanations should include:</b></p> <p>3 part written explanations:</p> <p>-A title which sets up expectations for the reader e.g. Why we must look after our bee? Why are Polar Bears White?</p> <p>-An opening that introduces reader to the topic and signals the purpose of the text e.g. <i>Bees are important because they can make honey. They also help trees and plants to grow ...</i></p> <p>-An ordered list of events or reasons leading up to the outcome signalled in the title.</p> <p>-A conclusion which follows from the reasons listed and links back to the title.</p> <p>-Use conjunctions such as ‘because’ to help explain reasons.</p> <p>Simple flowchart/diagram:</p> <p>-A labelled diagram or flowchart to show a simple process, e.g. the life cycle of a mammal.</p> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <p>-Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</p>		<p>How does this work? Why does this happen?</p> <p>How is the conjunction ‘because’ really helpful in explanations?</p> <p>How could we label this diagram/flowchart?</p> <p>Does your explanation clearly explain how or why something happens?</p>

POSSIBLE OUTCOMES		
<p>-After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group.</p> <p>-After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately.</p> <p>-Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently.</p> <p>-Following other practical tasks, produce a simple flowchart or cyclical diagram independently.</p> <p>-Write a simple 3-part explanation with an introduction, explanatory paragraph and conclusion.</p>		
<p><b>Previous learning:</b> <b>Year 1:</b></p> <p><b>Children know that explanations include:</b></p> <ul style="list-style-type: none"> <li>-Pictures which we call diagrams.</li> <li>-Labels that name the different parts of a diagram.</li> <li>-Arrows which show the order that something is happening.</li> <li>-Sentences/captions which tell us how something works or why something happens.</li> <li>-The conjunction 'because' to show why something happens.</li> </ul> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <p>Have an awareness that:</p> <ul style="list-style-type: none"> <li>-Capital letters are used at the beginning of a sentence, for names of people, places, months of the year and the capital pronoun 'I'.</li> <li>-Full stops are used at the end of a sentence.</li> <li>-Question marks are used at the end of a question sentence.</li> <li>-Exclamation marks show shock, surprise or if something is loud.</li> </ul>		<p><b>Next learning:</b> <b>Year 3:</b></p> <p><b>Children know that explanations should include:</b></p> <ul style="list-style-type: none"> <li>-General statement to introduce the topic, e.g. <i>in the autumn some birds migrate.</i></li> <li>-A series of logical steps explaining how or why something occurs, e.g. <i>because the days get shorter and there is less light...</i></li> <li>-Steps continue until the explanation is complete. End with a summary statement or memorable piece of information, e.g. <i>As a result, dinosaurs quickly became extinct along with about 50% of other animal species.</i></li> <li>-Paragraphs organised around a topic or process.</li> <li>-Specific vocabulary associated with the topic or process.</li> <li>-Description of parts or steps in a process.</li> <li>-Explanation of how or why something happens, e.g. use conjunctions such as 'if', 'when' – <i>If you press this button on the remote...' When the brakes on the handle bars are pressed, the wheels will stop turning'. etc.</i></li> <li>-Techniques for interesting the reader e.g. with: <ul style="list-style-type: none"> <li>*a title that captures curiosity/interest: e.g. <i>The discovery of bubble gum; Why are dragons extinct?</i></li> <li>*an exclamation: e.g. <i>Beware – foxes can bite!</i></li> <li>*questions: e.g. <i>Did you know that...?</i></li> </ul> </li> <li>-Subheadings to help the reader navigate the explanation.</li> <li>-A flowchart to illustrate a process with clear labels.</li> </ul> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <ul style="list-style-type: none"> <li>-Know when to use capital letters, full stops, question marks, exclamations and commas in lists.</li> <li>-Indicate possession by using the possessive apostrophe with plural nouns.</li> </ul>
Suggested Topics for Explanations:		Key Vocabulary:
<p>-Real experiences or processes e.g. the life cycle of a human/animal, why camouflage is important to animals, why animals live in a particular habitat, etc.</p>		<p>Explain, explanation, labels, diagram, process, cycle, inventions, flowchart, paragraphs, conclusion.</p>

-Familiar stories e.g. Little Red Riding Hood – how the wolf managed to find out where Grandma lived and got to the cottage first etc.

-Play and invention – create made up processes and inventions e.g. Why bananas are curly..., How did elephants get huge ears/Why don't snakes have legs, etc.