



Year Group: 2

Term: Summer



Subject: English

'Someone Swallowed Stanley'

By Sarah Roberts

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

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