



Year Group: 2

Term: Summer

Subject: English



## *'Someone Swallowed Stanley'*

By Sarah Roberts

### **Outcome:** **Report**

#### **Writing outcome:**

To write information about the sea animals looked at in the texts

#### **Greater depth writing outcome:**

To write information about the sea animals looked at in the texts including sections on how to protect them.

### **National Curriculum Skills**

<b><u>Spoken Language</u></b>	<b><u>Reading Comprehension</u></b>	<b><u>Writing Composition</u></b>
<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>

### **Pathways to Write Keys**

<b><u>Gateway Keys</u></b>	<b><u>Mastery Keys</u></b>	<b><u>Feature Keys</u></b>
<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>