



Subject: English Topic: Around the world year group: 2 Term Autumn 2

National Curriculum Objectives

spelling

♣ learning new ways of spelling phonemes for which one or more spellings are already known

Spelling words ending with suffixes -ed, -ing,

♣ write from memory simple sentences dictated by the teacher

Handwriting

♣ use spacing between words that reflects the size of the letters.

Grammar and punctuation

♣ sentences with different forms: statement, question and command

♣ expanded noun phrases to describe and specify

♣ the present and past tenses correctly and consistently including the progressive form

♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Composition

♣. Writing for different purposes (poem, character description, story retell)

♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.

Prior Learning

In Year 1 children wrote dictated sentences using the phonics they knew.

They also began writing their own compositions.

Children wrote in the past tense using the suffix -ed where there was no change to the root word.

They sequenced sentences to form short narratives.

Future Learning

In the spring term, children will be learning to add more suffixes to words and learn the spelling rules associated with them.

They will write for more purposes, including narratives and instructions.

They will begin to learn the horizontal and vertical joins.

Key Questions

What happens next?

Can you think of a better word?

Tell me more about....?

How do you spell...?

What is the spelling rule for ...?

Substantive Knowledge - In KS1 writing, **substantive knowledge** is the "what"—the facts and technical skills like spelling, handwriting, grammar, and text structure (e.g. using question marks, apostrophes, commas, conjunctions)

Transcriptional Skills: Practise spelling past tense verbs with the suffix -ed where there is a change required to the root word. Apply spelling rules taught so far accurately in dictated sentences and in own compositions. Use the diagonal and horizontal strokes to help them join some letters, and make sure that spacing between words is always the same size (approx. the size of one letter).

Grammar & Punctuation: Use conjunctions (because, so, but) to extend sentences or join ideas. Practise using the past tense with the suffix -ed or -ing correctly. Use capital letters, question marks and full stops with more accuracy. Create expanded noun phrases to describe. Write commands and questions.

Vocabulary: develop vocabulary to describe characters and settings. Develop story language sentence openers.

Composition: Plan and write for different purposes – character/setting descriptions, instruction. Simple narrative retell, invitation, Learn and use a variety of new vocabulary linked to the books we read. Re-read writing with a focus on accurate application of spelling rules, and consistent use of tense.

Disciplinary Knowledge - Disciplinary knowledge is the "how"—It is the ability to plan, evaluate and edit text and apply substantive knowledge, and apply skills for specific purposes, audiences, and genres, turning technical skills into purposeful writing.

Planning and Drafting: Plan and write a dragon poem. Plan and write a character description with expanded noun phrases. Plan and write a retell.

Editing and Evaluating: Re-reading work to check it makes sense and that verbs to indicate time are used correctly and consistently Improving vocabulary choices, and correcting spelling errors/missing punctuation. Publish work after editing.

Compositional Choices: Planning descriptive vocabulary to describe settings and characters. Choosing better vocabulary/story vocabulary. Adding more detail/removing parts that don't work as well. Including adverbs.

Sequence of lessons

Week 1 – Trap Door – character description

Sticky knowledge – handwriting – capitals and tricky letters. Words from phonics phase 5 Summer 2 y1 recaps. Days of the week, tricky word spelling

Intent – To plan what to write. To write expanded noun phrases. To write a character description . To use 'ed' to write in the past tense (spelling rule – drop the 'e')

Write sentences with expanded noun phrases. Write sentences with conjunctions to join or extend ideas. Write sentences in the past tense. Use sentence starters to improve sentences. Plan own Monster to come out of the Trap door. Write a description of the Monster

Disciplinary knowledge

Plan own description of the Monster. Read through work and edit it to make sure spelling is following spelling rules. Can they make any improvements? Edit all work and publish it to make a Book of Monster identification for Berk. Plan own simple 5 part story for Berk and the new monster to write next week.

Week 2 – Trap Door – 5 part narrative

Sticky knowledge – handwriting – capitals and tricky letters. Words from phonics phase 5 spring 2 y1 recaps. Days of the week, tricky word spelling

Intent – To write sentences with expanded noun phrases. To join ideas using conjunctions. To write a narrative with a clear beginning, middle and end.

Substantive knowledge – write each of the 5 parts over the week (opening, build up, problem, resolution, ending). Include story language. Write sentences with expanded noun phrases. Write in the past tense using -ed. Extend and join ideas with conjunctions.

Disciplinary Knowledge -. Re-read work and check that it all makes sense. Check for spelling rules application. Can they edit any sentences to make them sound better? Check for correct punctuation.

Week 3 -4 – Trap Door – instructions (new recipe)

Sticky knowledge – handwriting – capitals and tricky letters. Words from phonics phase 5 spring 2 y1 recaps. Days of the week, tricky word spelling

Intent – to identify the features of instructions. To plan what to write. To write commands. To write expanded noun phrases. To write instructions with commands and expanded noun phrases.

Substantive Knowledge Practise writing commands with bossy verbs. Read other instructions and identify features. Plan own set of instructions with a recipe for Berk to make that includes expanded noun phrases. Write instructions.

Disciplinary Knowledge -. Collect suitable vocabulary for instructions linked to cooking (whisk, mash, grate etc) Re-read work and check that it all makes sense. Check for spelling rules application. Can they edit any sentences to make them sound better? Check for correct punctuation.

Week 5- 6 – Meerkat Mail – fictional recount

Sticky knowledge – handwriting – capitals and tricky letters. Words from phonics phase 5 spring 2 y1 recaps. Days of the week, tricky word spelling

Intent- To identify the features of recount. To use the conjunctions 'because' and 'when' in sentences. Writing in the past tense. Plan what to write

Substantive Knowledge – Read other recounts and identify features. Practise writing dictated sentences in the past tense using spelling rules (drop the 'e', swap 'y' for 'i', double consonants to protect short vowel). Practise writing sentences with conjunctions to join and extend ideas. Write own fictional recount for a new place that Sunny has visited.

Disciplinary Knowledge – Collect suitable vocabulary. Plan own recount for Sunny about a new place he has been (weather, food, things he has done) Re-read work and check for errors. Edit writing to make sure spelling is accurate using the spelling rules we have learnt.

Week 7-8 – Meerkat Mail – Non-chronological text (description)

Sticky knowledge – handwriting – capitals and tricky letters. Words from phonics phase 5 spring 2 y1 recaps. Days of the week, tricky word spelling

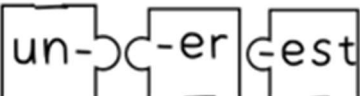
Intent- To plan what to write. To use expanded noun phrases. To identify the features of non-chronological texts. To write own non-chronological text about Meerkats, organise work into sections

Substantive Knowledge – identify then features of non-chronological texts. Collect useful vocabulary and facts about meerkats from the book and other sources. Plan own non-chronological text in sections (appearance, habitat, food, amazing facts) Write own non-chronological text. Underline titles and subheadings.

Disciplinary Knowledge – re-read work and check for errors and missing words. Edit writing to make sure spelling is accurate using the spelling rules we have learnt. Redraft writing and then publish to make a book about Meerkats.

Knowledge organiser

Character description year 2 autumn 1

 Adjectives	adjectives to create expanded noun phrases	 Capital/lower case letters	 Finger spaces	 Full stops
Prefixes and suffixes 		 Conjunctions	<u>so</u> but because	

Instructions

Which have you included?

I can write a title
and underline it



I can write an
introduction with
questions.  

I can write a 'you will need'
list with adjectives.



I can use time adverbs
to sequence commands.



I can write
commands.



I can write adverbs
with the
suffix ly. 

I can use a variety
of conjunctions.



Non-Chronological text Autumn term

 Adjectives	 Capital/lower case letters	 Conjunctions	 Full stops	
 Proof read				

