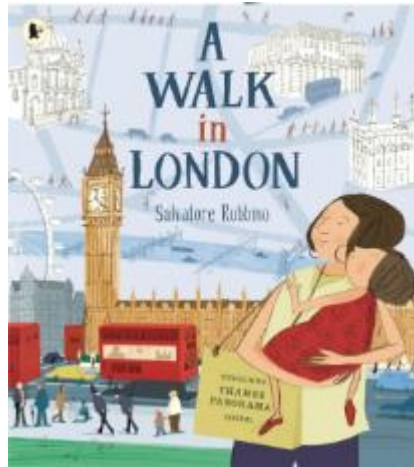


Derry Hill C of E Primary School

Year 2: Writing Term 5

Book Studied/Genre



A Walk in London

Salvatore Rubbino

National Curriculum Coverage

Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes

Writing Transcription (Spelling and Handwriting)

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- Apply spelling rules and guidance, as listed in English Appendix 1.

Writing (Composition) Develop positive attitudes towards and stamina for writing by:

- Writing for different purposes
- Organising paragraphs around a theme (LKS2) Consider what they are going to write before beginning by:
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
- Evaluating their writing with the teacher and other pupils
- 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
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar & Punctuation Develop their understanding of the concepts set out in English Appendix 2:

- Formation of adjectives using suffixes such as -ful, -less
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon],
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (LKS2)
- Introduction to paragraphs as a way to group related material (LKS2)
- Headings and sub-headings to aid presentation (LKS2)

Impact

The sequence of learning begins with children discovering a suitcase in the classroom with some brochures and souvenirs from London. Can the children guess which city their teacher has walked around recently? Children go on to think about the importance of walking and, after discovering a letter from the author, write posters persuading their community to walk more. Children also write instructions about how to best prepare for going on a long walk. After children use the book to write about a pretend day in London, they plan a walk around the landmarks of their local area. Children go on the walk and write about this experience. They also can research facts and record these about the landmarks they visit. These outcomes build towards them writing their own A Walk in... guide or brochure for their local area to persuade people to come and visit

Outcomes: Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry
Main outcome: A walk through Bowood, descriptive writing.

- Reading Comprehension
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - 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
 - Discussing the sequence of events in books and how items of information are related
 - Being introduced to non-fiction books that are structured in different ways
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - Understand both the books they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher
 - Answering and asking questions
 - 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
 - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
 - Retrieving and record information from non-fiction (LKS2)

