



YEAR 2

READING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!



KNOW IT

YEAR 2

New Learning

Prior Learning

Common Exception Words

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.

High Frequency Words

away, good, want, over, how, did, man, going, would, or, took, school, think, home, didn't, ran, know, bear, can't, cat, long, things, new, after, wanted, eat, everyone, our, two, has, yes, play, take, dog, well, find, more, I'll, round, tree, magic, shouted, us, other, food, fox, way, been, stop, must, red, door, right, sea, these, began, boy, animals, never, next, first, lots, need, that's, baby, fish, gave, something, bed, may, still, found, live, say, soon, night, narrator, small, car, couldn't, three, head, king, town, I've, around, every, garden, fast, only, let's, much, suddenly, told, another, great, why, cried, keep, room, last, jumped, even, am, before, gran, clothes, tell, key, fun, place, mother, sat, boat, window, sleep, feet, morning, queen, each, book, its, green, let, girl, which, inside, run, under, hat, snow, air, trees, bad, tea, top, fell, box, dark, grandad, there's, looking, end, than, best, better, hot, sun, across, gone, hard, floppy, really, wind, wish, eggs, thing, stopped, ever, miss, most, cold, park, lived, birds, duck, horse, rabbit, white, coming, he's, river, liked, giant, looks, use, along, plants, dragon, pulled, we're, fly, grow

Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any,

Phonics

Our school follows the Read, Write, Inc. programme for the teaching of phonics.

Please refer to 'Phonics - Know It' and the programme teaching materials.

YEAR 2

KNOW IT

New Learning

Prior Learning

PHONICS

Children should continue to revisit and practise previously taught sounds from Set 1-Set 3 so that they can read an increasing numbers of words with accuracy and automaticity. This should also include red words/common exception words.

PHONICS-RECEPTION PRIOR LEARNING

Children should be taught to blend to read words containing Set 1-
Set 2 sounds

Set 1 Sounds

Children will be taught the sounds in this order:

m, a, s, d, t, i, n, p, g, o, c,
k, u, b, f, e, l, h, sh, r, j, v, y,
w, th, z, ch, qu, x, ng, nk

PHONICS-REC/YEAR 1-PRIOR LEARNING

Set 2 Sounds

ay, ee, igh, ow, oo, oo, ar, or,
air, ir, ou, oy

Set 3 Sounds

ea, oi, a_e, i_e, o_e, u_e, aw,
are, ur, er, ow, ai, oa, ew, ire,
ear, ure,

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
Children should be taught to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation through: - Continuing to apply phonic knowledge and skills as the root to decoding words until automatic decoding of words is embedded and reading is fluent. - Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. - Reading accurately words of two or more syllables that contain taught graphemes. - Reading words containing common suffixes. - Reading further common exception words noting unusual correspondences between spelling and sound e.g. should, people, busy (see Know It). - Reading known words quickly and accurately. - Re-reading books to build up their fluency and confidence in word reading. - Read words with taught endings 's', 'es', 'ing', 'ed', 'er' and 'est'. - Read more polysyllabic words e.g. people, because. - Use their knowledge of root words to read other words containing suffixes.	Children should have opportunities to become fluent at word reading, in order to greatly assist comprehension. They should also have opportunities to: - Discuss the sequence of events in books and how items of information are related. - Draw upon what they already know or on background information or vocabulary provided by the teacher. - Check that the text makes sense to them as they read and correct inaccurate reading. Re-word to match. - Engage with drama or role-play activities in order to deepen understanding. - Answer and ask questions. - Draw upon what they already know, background information and new vocabulary provided by the teacher, to develop understanding.	Children should be given opportunities to broaden their vocabulary through: - Recognising simple recurring literary language in stories and poetry. - Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. - Listening to explanations of new word meanings. - Using morphology such as prefixes to work out unknown words. - Discussing the effects of different words on the reader.
	RETRIEVAL - Develop skimming skills to find important information quickly to answer questions such as, Where? When? Who? What? - Sequence parts of a story or order of events in information texts using numbers, lines etc. - Retrieve information presented in a range of different ways e.g. longer sections of text, bulleted list, captions, diagrams and cycles. - Find and copy a word from the text to explain or describe something.	EXPLORE, TEACH, PRACTISE Children should be taught to expand their knowledge of words through: - Beginning to use dictionaries and thesauruses to explore and compare definitions and identify synonyms. - Suggesting the meaning of unknown words using picture/context clues. - Exploring links with known words and words with similar meanings. - Seeing new words in isolation and then in context to cement understanding. - Physicalising new words by showing it, being it or doing it, in order to develop understanding. - Generating word lists linked to stories, topics, synonyms etc. - Learning the meaning of simple root words in order to derive new words, e.g. excite-ment. - Exploring ways to remember new word meanings.
GRAMMAR, STRUCTURE & LAYOUT GRAMMATICAL FEATURES Increase vocabulary and grammatical awareness to identify the differences between spoken and written language.	SUMMARISING - Discuss main events across a whole story or part of it. - Discuss key parts of factual processes linked to learning in other subjects. INFERENCE - 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. - Learn about cause and effect e.g. what has prompted a character to behave in a certain way.	
Listen frequently to stories, poems and non-fiction to understand how written language can be structured.		

Broader Curriculum Objectives

Word Reading & Fluency

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has been embedded and reading is fluent.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught, especially alternatives.
- Read accurately words of two or more syllables containing the same graphemes as above.
- Read words containing suffixes.
- Read further common exception words, noting usual sound-spelling correspondences.
- Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up fluency and confidence in word reading.
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear.

Response to Text

- 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.
- Become increasing familiar with and retell a wider range of stories, fairy stories and traditional tales.
- Recognise simple recurring literary language in stories and poetry.
- Discuss their favourite words and phrases.
- 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.

PRIOR LEARNING YEAR 1

- Recite some familiar complete songs, rhymes and the alphabet by heart.
- Know most Set 1-Set 3 sounds securely.
- Develop blending skills to read words containing taught phonics code.
- Develop an increasing bank of words that can be read with automaticity including the Year 1 common exception words.
- Apply phonemic knowledge and skills to read words with speed and accuracy, in order to develop fluency.
- Recognise larger units within words to develop fluency.
- Re-read words, sentences and stories both with adults and independently, to develop fluency.
- Recognise sentence punctuation within texts read and shared.
- Increase page count in books read to develop reading stamina.

PRIOR LEARNING YEAR 1

- Listen to, share and discuss a wide range of high quality texts to develop their love of reading.
- Begin to read more independently and unprompted to develop their love of reading.
- Learn to appreciate poems and rhymes and begin to express reasons for story/poem/rhyme preferences.
- Give opinions linked to books read to them including likes and dislikes.
- Express views about events or characters.
- Listen to new words read aloud and talk about words that they know and like.
- Draw links between the text and some of their own experiences.
- Discuss the significance of the title or events in a book.
- Look for and find information in non-fiction books.
- Answer and pose literal questions about a text.

- Recite familiar poems by heart.
- Know all Set 1-Set 3 sounds securely.
- Use blending skills to read words containing all of the taught phonics code.
- Recognise larger units within words to help to decode more effectively and read more fluently.
- Read texts containing more sophisticated and challenging vocabulary including those linked to the wider curriculum.
- Read words frequently encountered with automaticity inc Year 2 common exception words.
- Use expression appropriately to support the meaning of sentences, including those with subordination.
- Develop confidence in tackling new texts independently.
- Show some attention to expression.

- Listen to, discuss and express views about a wide range of texts to develop their love of reading.
- Explain and discuss their understanding of books, poems and other material, both those read independently and those listened to.
- Engage in group discussion about a text; know and use words in discussion that have been encountered in simple texts.
- Express their own views about a book and listen to the opinions of others.
- Clarify the meaning of new words, linking new meanings to known vocabulary.
- Talk about the layout of non-fiction texts and how it helps the reader.
- Talk about how different items of information in non-fiction texts are related.

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Discuss and clarify the meaning of new words, linking new meanings to known vocabulary.
- Discuss the sequence of events in books and how items of information are related.
- Check that the text makes sense to them as they read.
- Answer and ask questions.
- Explain and discuss their understanding of what of books, poems and other material, both those that they listen to and those that they read for themselves.

Inference

- 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.
- Draw on what they already know, or on background information and vocabulary provided by the teacher.

PRIOR LEARNING YEAR 1

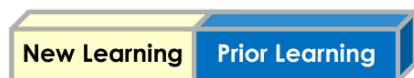
- Talk about the title and how it relates to events/information in the text.
- Explain key facts about what is read to them from a variety of texts.
- Retrieve answers to simple literal who, what, when, where, which and how questions.
- Discuss characters' appearance, behaviour and the events that happen to them, using detail from the text.
- Develop their knowledge of retrieval through images.
- Use phonic and vocabulary knowledge to recognise words and phrases which locate information found explicitly in a text.
- Sequence the events of a story that they are familiar with.

PRIOR LEARNING YEAR 1

- Discuss the significance of the title and events e.g. why the title 'All Change' might be chosen for a book about Chameleons.
- Make simple inferences when a book is read to them e.g. how a character might feel after a particular event or why a character might be feeling jealous/disappointed etc.
- Infer basic points with direct reference to the pictures and words in a text.
- Predict what might happen next in a sequenced story.
- Make simple predictions based on the story and on their own experiences.
- Begin to explain these ideas verbally or through pictures.

- Scan for key words in the text to locate answers.
- Analyse the wording of a question in order to choose what to look for.
- Begin to find answers where the question word does not match the text word.
- Navigate different paragraphs in information texts to locate the most suitable paragraph.
- Independently read and answer simple questions about what they have just read.
- Recognise simple recurring literary language.
- Draw on vocabulary-knowledge to understand texts and solve problems.
- Discuss the sequence of events in a book, including how they are linked and how items of information are related.
- Locate information using contents, index, sub-heading, page numbers etc
- Identify what is known for certain from both narrative and non-fiction texts.

- Use pictures and words to make support inferences.
- Modify answers to inference questions as a story progresses.
- Make some inferences, answering 'how and why' questions which begin to reach beyond the text.
- Infer the feelings of a character and the most likely reason for these.
- Base answers on their own personal experiences e.g. Why might the Owl be frightened of the dark?
- Make predictions based on what has been read so far in terms of plot, character and language.
- Use their own knowledge and experiences, as well as what they have read, to provide reasons and explanation e.g. explain a moral or message; make a sequence of events; learn about cause and effect-what has prompted a character's behaviour?



APPLY IT

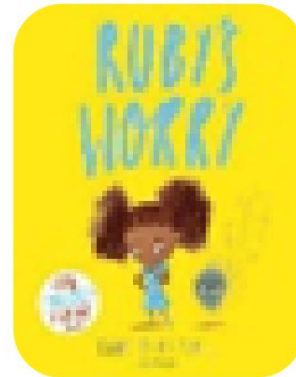
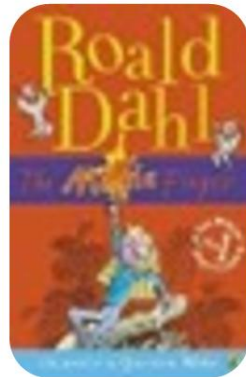
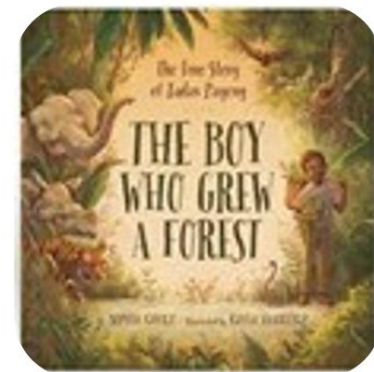
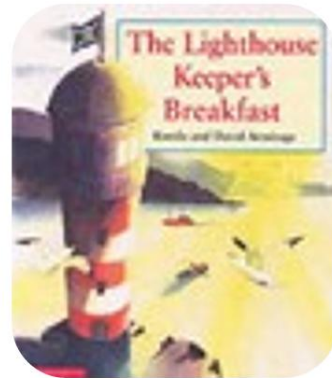
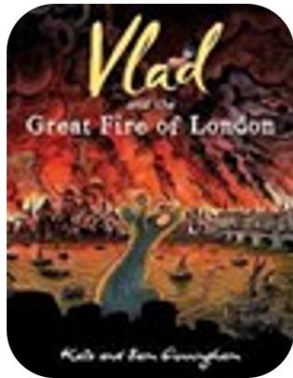
YEAR 2

During Year 2, teaching should continue to focus on establishing pupils' accurate and speedy word-reading skills, in order for them to apply those skills to increase their vocabulary, comprehension and knowledge across the wider curriculum.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
Children should use their developing reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
• Explore and use non-fiction books that are structured in different ways. • Read, listen to and discuss books from across the curriculum to further develop their knowledge and understanding.	• Discussing their favourite words and phrases. • Continuing to build up and appreciate a repertoire of poems learned by heart. • 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.	• Become increasingly familiar with and re-tell a wide range of stories, fairy stories and traditional tales. • Recite poems with appropriate intonation to make the meaning clear. • Participate in discussion about books, poems and other works that are read to them and those that they can read 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.
• Learn some of the processes for finding out information. • Link what they read or hear read to their own experiences.	• Recognise and joining in with predictable phrases and patterned languages within shared texts.	• Discuss punctuation within texts and learn how to respond to it.

CLASS READS

YEAR 2





YEAR 2

WRITING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!



KNOW IT

YEAR 2

New Learning Prior Learning

TENSE

Present Tense	An action which is happening now.
Past Tense	An action which has already happened.
Tense	A verb form which indicates time.

SPELLING

Compound	Two words joined together to make a new word.
Contraction	Two words joined and made shorter by omitting a letter e.g. was + not = wasn't
Homophone	Same sound - different spelling and meaning e.g. peace/piece
Silent Letter	An unheard letter within a word e.g. lamb knight
Suffix	A group of letters added to the end of a root word to change the meaning e.g. happiness
Plural	More than one noun e.g. fox to foxes
Singular	One noun

SENTENCE STRUCTURE

Command Sentence	An order or instruction. Write a story.
Question Sentence	A question or request. Can you write a story?
Exclamation Sentence	Makes a statement which conveys an emotion. What a lovely story that is!
Statement Sentence	Gives a fact, opinion or idea. The story was set in a forest.
Object	The person or thing being acted upon.
Verb	Describes the action or state.
Subject	Who or what is doing the action.
Sentence	A group of words which are complete and make sense. Beginning with a capital letter and ending with . ! or ?

WORD CLASS

Noun Phrase	Add more details to the noun: ugly witch
Imperative Verb	A command verb: stop put take etc.
Conjunction	A word used to link clauses within a sentence: because and etc.
Adverbs of Manner	Gives extra meaning to the verb.
Noun	A word to describe a 'person, place or thing'.
Adjective	A word to describe a noun.
Verb	A 'doing' or 'happening' word

PUNCTUATION

Apostrophe of Possession	To mark singular possession. The girl's shoes.
Apostrophe of Contraction	Used to join two words e.g. do + not = don't.
Commas	Used to separate items in a list.
Exclamation Mark	To indicate surprise, urgency or emphasis
Question Mark	To indicate a question.
Full stop	To mark the end of a sentence.
Capital Letter	An upper case letter used at the start of a sentence and for proper nouns.

YEAR 2

KNOW IT

New Learning

Prior Learning

PHONICS

Children should continue to revisit and practise previously taught sounds from Set 1-Set 3 so that they can segment to spell an increasing number of words with automaticity and phonetic plausibility.

PHONICS-RECEPTION PRIOR LEARNING

Children should be taught to segment to spell words containing Set 1 -
Set 2 sounds

Set 1 Sounds

Children will be taught the sounds in this order:

m, a, s, d, t, i, n, p, g, o, c, k,
u, b, f, e, l, h, sh, r, j, v, y, w,
th, z, ch, qu, x, ng, nk

PHONICS - REC/YEAR 1 - PRIOR LEARNING

Set 2 Sounds

ay, ee, igh, ow, oo, oo, ar, or,
air, ir, ou, oy

Set 3 Sounds

ea, oi, a_e, i_e, o_e, u_e, aw,
are, ur, er, ow, ai, oa, ew, ire,
ear, ure,

SPELLING

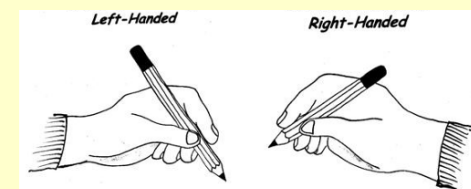
Children in Year 2 should be taught to spell:

Common Exception Words	Apostrophe Words
door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	Apostrophes for contraction-placing the apostrophes where the omitted letter/letters would be placed: <i>didn't/can't/it's</i>. <i>Note it's should never be used for the possessive.</i> Possessive apostrophes for singular nouns: <i>Megan's the child's</i>.
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.	Prefix and Suffix Words
	Adding the suffixes –ment, -ness, -ful, -less and –ly to root words <i>enjoyment/happiness/careful/hopeless/badly</i> .
Plurals	Prefixes: Adding the prefix –un.
Adding –es to nouns ending in ‘y’ changing the ‘y’ to an ‘i’ <i>baby/babies</i> except when words end in ‘ey’ then only add ‘s’ <i>donkey/donkeys</i>	Word Endings
Adding ‘s’ ‘es’ to words <i>cat/cats, catch/catches</i>	Spell words ending in: -le, most common, <i>table/middle/bottle/ little</i> -el, much less common, <i>camel/tunnel/travel/towel</i> -al <i>metal/pedal/hospital/capital</i> -il <i>pencil/fossil/nostril</i> -tion <i>station/fiction/motion</i> Adding –ed, -er and –est to root words ending in ‘y’- change to an ‘i’ <i>copied/copier/happiest</i>. Adding –ed, -er, -est and –y to words ending in ‘e’- drop the ‘e’ <i>hiking/nicest/shiny</i>. Adding –ing, -ed, -er, -est and y to words containing and short vowel sound-double the consonant letter <i>patting/patted sadder/saddest</i>.
Alternatives	Adding –ing, -er-ed to verbs and –er, -est to adjectives where no change is needed to the root word. Spelling an /i/ sound at the end as y <i>very</i>
dge, ge, g sounding ‘j’ <i>edge/age/gem</i> a sounding ‘or’ <i>war/towards</i> ey sounding ‘e’ <i>donkey</i> Some words beginning with ‘w’ <i>want/word/warm</i>. y sounding ‘i’ <i>cry/reply</i> Silent letter k/w/g <i>knight/write/gnat</i> Soft c before ‘e’ ‘i’ and ‘y’ <i>race/city</i> Homophones Learn difference in meaning of some homophones and near homophones Teach a range. Homophones spelt with silent k and w <i>night/knight wrap/rap</i> Homophones spelt ee/ea <i>see/sea</i> Three way homophones <i>to/two/too</i>	

HANDWRITING

Children should use their handwriting skills to:

-  sit correctly at a table, holding a pencil comfortably and correctly;
-  form lower-case letters of the correct size relative to one another;
-  start using some of the diagonal and horizontal strokes needed to join letters;
-  understand which letters, when adjacent to one another, are best left un-joined;
-  write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters;
-  use spacing between words that reflects the true size of the letters.



Ensure that the needs of left-handed children

Children should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Handwriting Families

Curly Caterpillar Letters

c a o d g q e s f

Letter Ladders

l i t u j y

One-armed Robot

r b n h m p k

Zig-zag Letters

v w x z

WRITING SKILLS

Grammar

Children should be taught to increase their range of sentence structures through:

-  use of co-ordinating conjunction 'and';
-  use of noun phrases to describe and specify;
-  use of sub-ordinating or co-ordinating conjunctions to add further detail or link ideas;
-  use of different sentence forms i.e. statement, command, question, exclamation;
-  use of present and past tense throughout writing;
-  use of progressive tense to mark actions in progress
-  use of adverbs of manner.

Punctuation

Children should be taught to use punctuation accurately across all writing including:

-  use of capital letters and full stops to demarcate sentences;
-  use of exclamations marks and question marks to demarcate sentences;
-  use of commas to separate items in a list;
-  use of apostrophes for contraction words;
-  use of apostrophes for singular use possession in nouns.

WRITING PROCESS

6. Produce/Publish

Read work aloud to self, peers and teacher.

1. Read and Respond

Through shared reading together, immerse children in language, layout and sequence of the text.

5. Edit

Read back sentences, check for sense. With adult prompts make some corrections.

2. Prepare

Introduce task, discuss and share language and ideas.

Writing for Purpose

4. Draft/Practise

Draft and write through rehearsing and composing sentences, experimenting with language.

3. Plan

Plan ideas making choices about vocabulary and sequence.

WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 2 children should focus on two of these. They should be given opportunity to read and write texts which inform and entertain.

To inform

Recount - real

Instructions

To entertain

Character Profiles

Story Writing

Recount - imaginary

Poetry

New Learning

Prior Learning

- Children should be taught to consider the importance of context, audience and purpose through:

-  choosing different sentence forms appropriately according to purpose;
-  thinking about the reader when choosing language to make writing clear and engaging;
-  selecting the appropriate tense; using it correctly and consistently.



APPLY IT: TO ENTERTAIN

YEAR 2

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

STORY WRITING	POETRY	CHARACTER PROFILES	RECOUNT
This should be linked to either a text that has been explored or a cross-curricular topic. Children should be taught to: <u>Structure & Organisation</u> - include a title for their story; - establish the setting; - introduce the character(s); - include a problem or special event; - sequence events clearly; <u>Grammatical features</u> - use mainly past tense; - use mainly third person ; - use co-ordinating conjunctions; - use subordinating conjunctions; <u>Language features</u> - use expanded noun phrases to aid cohesion; - use adverbs and adjectives to give detailed descriptions; - include some speech to indicate a character's feelings; - use language drawn from knowledge of context.	Children should explore and experience a range of poetry, including sensory poems. Children should be encouraged to compose sensory poems through: - describing a stimulus; - using sensory descriptions ; - using simple similes to compare; - making adventurous vocabulary choices; - using subject-specific language; - using simple repetitive/patterned structures; - experimenting with alliteration, rhyme and sound effects; - performing with pace and intonation. Pupils should also experience a range of poetry through the reading curriculum.	This should be linked to a familiar text or class novel or be linked historical figures. Children should be taught to: <u>Structure & Organisation</u> - introduce the character to the reader; - describe the character's appearance and personality; - explain why their character is significant/important; <u>Grammatical features</u> - use third person; - use conjunctions to link ideas; <u>Language features</u> - use a range of adjectives to describe appearance and personality; - use simple similes and metaphors to add detail and description; - use pronouns to avoid repetition; - use noun phrases to aid cohesion and add detail ; - use language drawn from knowledge of context.	This could be a recount of an imagined event or a historical event written from a character's viewpoint. Children should be taught to: <u>Structure & Organisation</u> - state what the imagined/historical event was; - express what type of day/experience it has been; - sequence events in chronological order; - close by expressing final thoughts; <u>Grammatical features</u> - use the first person; - use the past tense; - include time and sequence conjunctions; <u>Language features</u> - include adjectives to build detailed descriptions; - use an exclamatory sentence to convey emotion; - use adjectives to describe and convey emotions; - use expanded noun phrases to aid cohesion; - use pronouns to avoid the repetition of names; - use language drawn from knowledge of context.

APPLY IT: TO INFORM

YEAR 2

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

INSTRUCTIONS

This could be linked to learning within other curriculum areas.

Children should be encouraged to:

Structure & Organisation

- include a title which outlines what the instructions are for, “How to....”;
- include a list of materials/ingredients;
- sequence the instructions with numbered steps or sequencing words;
- close with a final statement or warning i.e. ‘now you will have...’ ‘be careful to’;

Grammatical features

- use conjunctions to aid the sequence (first, next, after that);
- use mainly present tense;

Language features

- use imperative verbs to give clear directions;
- use adjectives and adverbs only for essential information;
- use subject-specific vocabulary.

RECOUNT – REAL EVENT

This could be linked to a trip, school visitor or personal news.

Children should be encouraged to:

Structure & Organisation

- state what the event/experience was;
- express what type of day/experience it has been;
- sequence events in chronological order;
- close by expressing final thoughts;

Grammatical features

- use the first person;
- use the past tense;
- include time and sequence conjunctions;

Language features

- include adjectives to build detailed descriptions;
- use adjectives to describe and convey emotions;
- use expanded noun phrases to aid cohesion;
- use pronouns to avoid the repetition of nouns.