

Castles: Non-chronological Reports: Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand the key features of non-chronological reports.	To begin the lesson children look at the difference between a fact and an opinion. They sort sentences into those which are factual and those that give opinions about castles. They then learn what a non-chronological report is for and the key features of this genre. In the main activity they label a model non-chronological report about castles to show its key features.	<ul style="list-style-type: none"> Can the children distinguish between facts and opinions? Can the children identify the key features of a non-chronological report? Can the children explain why these key features are needed in a non-chronological report? 	Slides Worksheets 1A/1B/1C Label Sheet A variety of real-life non-fiction books on castles (FSD? activity only) Worksheet 1D (FSD? activity only)
Lesson 2	To find answers to questions in a non-chronological report.	Children recap on the features of non-chronological reports by matching up the key features to their explanations. Then, children are taught how to use the subheadings of a non-chronological report to help locate answers to questions in a text. They are shown how to 'scan' for the answer by identifying key words in a question.	<ul style="list-style-type: none"> Can the children recall and explain the key features of non-chronological reports? Can the children use subheadings and scanning skills to find answers to questions? Can the children suggest suitable subheadings for a given paragraph of information? 	Slides Question Sheet Worksheet 2A Reading texts A/B/C Worksheet 2B and colouring pencils (FSD? Activity)
Lesson 3	To research a topic using a non-chronological report.	Children recap on how to find answers in a non-chronological report using the skills developed in lesson 2. They are then shown how to use a mind-map to record important information from a non-fiction text about attacking castles. The class is split into two groups so that each group can become experts in different ways castles were attacked.	<ul style="list-style-type: none"> Can the children use subheadings and key words in a question to answer questions? Can the children record facts from a non-chronological report using a mind-map? Can the children write the facts they find into their own words? 	Slides Reading Texts A/B/C Mind-map Sheet A/B Fact Cards (cut up), worksheet 3A (FSD? activity only)
Lesson 4	To understand how to write in the past tense.	In this lesson, children learn to identify verbs. They then learn that verbs can be written in either the present tense or the past tense. Children are taught the rules for changing a sentence written in the present tense into the past tense. In the main activity, children choose a sentence card written in the present tense. They record it in a table, under the correct subheading, in the past tense.	<ul style="list-style-type: none"> Can the children identify verbs from a set of words of different word classes? Can the children rewrite a present tense sentence into the past tense? Can the children identify how a present tense verb will change when written in the past tense? 	Slides Fact Cards A/B/C Worksheet 4A/4B/4C Castle Maze Sheet (FSD? activity only) Matching Game Cards Matching Game Instructions
Lesson 5	To understand how to make sentences more interesting for the reader.	Children begin this lesson by using a paragraph from a non-chronological report about rooms in a castle to decide if statements displayed are true or false. They then learn how to use a range of sentence starters with commas to make factual writing more interesting. Children are also taught how to make varied adjective choices.	<ul style="list-style-type: none"> Can the children use an information text to decide whether a statement is true or false? Can the children recall the key features of non-chronological reports? Can the children improve base sentences using a range of sentence starters and adjectives? 	Slides Castle Fact Sheets A/B/C Word Bank Fact cards (FSD? activity only) Worksheet 5A (FSD? activity only) Clipboards (FSD? activity only)
Lesson 6	To plan a non-chronological report.	In this lesson, children practise telling each other facts about castles using the key language features of non-chronological reports. Then, as a shared writing activity, children learn how to plan a report about castles using a planning template. Children then plan their own non-chronological reports on castles.	<ul style="list-style-type: none"> Can the children use the key language features of non-chronological reports in their talk? Can the children write questions with question marks to form subheadings? Can the children organise factual information into groups? 	Slides Planning Sheets A/B/C Castles Help Sheets Word Bank Sticky notes Layout Frames, glue and large paper (FSD? activity only)
Lesson 7	To write a non-chronological report with key features.	Children use their plan to write a non-chronological report about castles. At the end of the lesson children evaluate their own and each other's writing against the success criteria for a good non-chronological report.	<ul style="list-style-type: none"> Can the children use a range of sentence starters with commas in their writing? Can the children include a variety of adjectives in their writing? Can the children evaluate a non-chronological report? 	Slides Report Template 7A/B/C Word Bank Computers / laptops (FSD? activity only)

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Reading - word reading	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 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 their fluency and confidence in word reading
Reading - comprehension	
<ul style="list-style-type: none"> 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 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far 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
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> 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 and understand which letters, when adjacent to one another, are best left unjoined 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 size of the letters 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] 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) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<p>WORD</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
Writing - composition	<p>SENTENCE</p> <ul style="list-style-type: none"> 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 <p>TEXT</p> <ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] <p>PUNCTUATION</p> <ul style="list-style-type: none"> 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] <p>TERMINOLOGY FOR PUPILS</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>
<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 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 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 	