

# The Hodgeheg | Non-chronological Reports: English : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To extract information from a story.	Assuming children are familiar with the story 'The Hodgeheg' by Dick King-Smith, this lesson recaps what the story is about before gauging children's understanding of what the term 'fact' means. Following on from this, children will be guided through how to extract factual information from the text and then challenged to find facts in extracts of the story independently.	<ul style="list-style-type: none"> <li>Can children extract information from the text?</li> <li>Can children say what they already know about hedgehogs?</li> <li>Are children able to summarise what happens in the story?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Challenge Card</li> <li>Hedgehog Hideout Instructions</li> </ul>
<b>Lesson 2</b>	Reading and understanding facts about hedgehogs.	In order to make sure children understand that a fact is something that is true, children will be challenged to play 'true or false' as a class. Each question links to the story of 'The Hodgeheg' and the information they extracted from the story in the previous lesson. As an alternative activity, children will move around to different fact stations, collecting facts about hedgehogs and recording them as they go.	<ul style="list-style-type: none"> <li>Can children explain the meaning of the word 'fact'?</li> <li>Are children able to extract information out of non-fiction materials?</li> <li>Are children able to explain why they think something is true or false?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Fact Cards</li> <li>True or False Cards</li> <li>Station Labels (FSD? Activity only)</li> <li>Finding Facts (FSD? Activity only)</li> </ul>
<b>Lesson 3</b>	Expanding notes into sentences using sentence openers and generalisers.	In this lesson, children will learn about different ways to make their report writing more interesting. Firstly, children will consider how the use of sentence openers engages the reader, followed by the use of adjectives to describe and finally the importance of generalisers. Children will then write descriptive sentences independently.	<ul style="list-style-type: none"> <li>Can children explain what generalisers are?</li> <li>Are children able to give an example of a sentence opener?</li> <li>Can children recall information about hedgehogs?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Sentence Maker Cards</li> <li>Sentence Spinners</li> <li>Spiral Sentence Sheets (FSD? Activity only)</li> </ul>
<b>Lesson 4</b>	To identify features of a non-chronological report.	Before planning and writing their non-chronological report, in this lesson, children will discuss features of a non-chronological report. They will then be asked to identify features in an example report about field mice. Alternatively, as a group, children will work together to solve the report puzzle challenge.	<ul style="list-style-type: none"> <li>Can children identify features of a non-chronological report?</li> <li>Are children able to describe the meaning of 'non-chronological'?</li> <li>Can children discuss how different genres of writing are organised?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Field Mouse Report</li> <li>Red Squirrel Report</li> <li>Worksheet 4A/4B/4C</li> <li>Report Labels</li> <li>Report Puzzle Challenge 4A/4B (FSD? Activity only)</li> </ul>
<b>Lesson 5</b>	To plan a non-chronological report.	During this lesson, children will first recap features of a non-chronological report before discussing why it is important to plan their writing. The class will be guided through how to plan, including how to organise facts under subheadings. Children will then go and plan their non-chronological reports using fact cards and report language word mats to help them.	<ul style="list-style-type: none"> <li>Can children use subheadings to organise their writing?</li> <li>Can children say out loud what they are writing about?</li> <li>Can children write down ideas and key words?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Fact Cards</li> <li>Report Language Word Mat</li> </ul>
<b>Lesson 6</b>	To write a non-chronological report.	Finally, using their plans from the previous lesson and report writing checklists, children will write their non-chronological reports. When finished, children will be given the opportunity to edit their work and improve their reports.	<ul style="list-style-type: none"> <li>Can children write a non-chronological report using their plans?</li> <li>Are children able to organise their writing using subheadings?</li> <li>Can children write descriptive sentences using sentence openers?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Report Template 6A/6B/6C</li> <li>Report Writing Checklist</li> </ul>

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Reading - word reading	
<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> </ul>	<ul style="list-style-type: none"> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>

Reading - comprehension	
<ul style="list-style-type: none"> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>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</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>

Writing - transcription HANDWRITING
<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul>

Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by:                             <ul style="list-style-type: none"> <li>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)</li> </ul> </li> <li>learn how to use:                             <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> </li> <li>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>

Writing - transcription SPELLING
<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>apply spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>

English Appendix 2
<b>WORD</b> <ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and by compounding [for example, whiteboard, superman]</li> <li>Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less (A fuller list of <b>suffixes</b> can be found on page 56 in the year 2 spelling section in English Appendix 1)</li> <li>Use of the <b>suffixes</b> -er, -est in <b>adjectives</b> and the use of -ly in Standard English to turn <b>adjectives into adverbs</b></li> </ul>

Writing - composition
<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>

<b>SENTENCE</b> <ul style="list-style-type: none"> <li><b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)</li> <li>Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation or command</b></li> </ul>	<b>TEXT</b> <ul style="list-style-type: none"> <li>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past</b> tense to mark actions in progress [for example, she is drumming, he was shouting]</li> </ul>
<b>PUNCTUATION</b> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li><b>Commas</b> to separate items in a list</li> <li><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>	<b>TERMINOLOGY FOR PUPILS</b> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma