



TSS Primary English MTP 2022-2023 Year 2 Block 1 - Instructions

Entry Point (Hook)		Exit Point (Writing Outcome)	
<p>Game: Simon Says</p> <p>Intro Song: ♪ Instructions, instructions ♪ ♪ How shall we do it ♪ ♪ Instructions, instructions ♪ ♪ How shall we do it ♪ ♪ Explain what it is for ♪ ♪ Explain what you need ♪ ♪ Explain what to do ♪ ♪ That's how you do it ♪ Join in with me I said. ♪ Instructions, instructions ♪ ♪ How shall we do it ♪ ♪ Instructions, instructions ♪ ♪ How shall we do it ♪ ♪ Explain what it is for ♪ ♪ Explain what you need ♪ ♪ Explain what to do ♪ ♪ That's how you do it ♪</p> <p>Questions: Have you ever wondered how to find a pot of gold at the end of the rainbow? Have you ever wondered how to travel to the moon? etc</p>		<ul style="list-style-type: none"> • Write headings independently (2Ws.03) • Use bullet points for instructions (2Ws.03) • Children can <u>write</u> a simple set of instructions. • Children can follow a series of simple instructions correctly. • Children can effectively give oral instructions in the correct sequence. • Children can read and follow a simple sequence of instructions related to another curriculum area or classroom procedure. • Children can identify key features of written instructions. • Children to assess the effectiveness of their own work. 	
Key Vocabulary		Key Targets and Learning Objectives: Text Structure	
<ul style="list-style-type: none"> • Imperative verbs (bossy verbs): pass, move, cut, mix • Explain • Direction / direct • Recipe • Steps • Sequenced steps • Step-by-step guide • openers • Statement of what needs to be done • Chronological order • Layout 	<ul style="list-style-type: none"> • Lists • Equipment • Materials • How to... • Diagram • Illustration • Explanation • Connectives: and, unless, so • Time connectives: next, before, after, eventually • Title 	<ul style="list-style-type: none"> • Language of instructions is used to show command, a suggestion or advice. • Instructions are given using verbs in a commanding way. • The action verb that is used will be specifically related to the topic or subject. • Time openers used to sequence the order of the instructions. • Short, concise sentences. • Children will sequence actions logically to form a set of instructions. • Diagrams or illustrations are included to support the text. 	
Key Targets and Learning Objectives: Word Structure/Language		Key Targets and Learning Objectives: Sentence Construction	
<ul style="list-style-type: none"> • Precise, clear instructions – e.g. First, press on the red button. • Determiners - lots of many more those these • Prepositions - inside outside towards across under • Use learned phonics to help spell some words accurately. • Write a command sentence. • Write a question sentence. 		<ul style="list-style-type: none"> • Begin to use simple adverbs as openers (2Wv.03) • Title states the topic and 'How to...' • A list of ingredients and/or equipment is included. • Numbered instructions are listed. • Instructions are complete and in order. • Instructions are short and clear. 	



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<ul style="list-style-type: none">• Use co-ordination (or / and / but)• Use some subordination (when / if / that / because)• Spelling some common exception words.• Use imperative verbs.• Use a range of openers.• Use time connectives.• Know how to tackle unfamiliar words that are not completely decodable.	<ul style="list-style-type: none">• Verbs are used in the instructions.
Key Targets and Learning Objectives: Punctuation	Key Targets and Learning Objectives: Speaking & Listening
<ul style="list-style-type: none">• Bullet points• Sentences begin with a capital letter.• Sentence end with a full stop.• Use consistent finger spaces between words.• Commas to separate items in a list.• Form lower-case letters in the correct direction, starting and finishing in the right place.• Form lower-case letters of the correct size relative to one another.• Demarcate sentences with question marks, or exclamation marks.	<ul style="list-style-type: none">• Listen and respond to a set of given instructions.• Role play a set of instructions.• Verbally recount experiences.• Retell a set of instructions from memory.• To start to use subject- specific vocabulary to explain, describe and add detail.• Speak with clarity and use appropriate intonation when reading and reciting texts.• Listen to others in class, ask relevant questions and follow instructions.
Key Targets and Learning Objectives: Reading	
<ul style="list-style-type: none">• Identify how vocabulary choice affects meaning.• Discuss key words and phrases.• Find powerful verbs?• Read independently and with increasing fluency longer and less familiar texts.• Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.• Read high and medium frequency words with confidence.	