



**TSS Primary English MTP 2022-2023**  
**Year 2 Block 2 – Non-Narrative, Information Text**

Entry Point (Hook)			Exit Point (Writing Outcome)	
Fiction, Non-fiction book hunt.			Children will write a non-chronological report.  <i>*Persuasive Writing: Plan and Write an Advert</i>	
Terminology			Key Targets and Learning Objectives: Text Structure	
<ul style="list-style-type: none"> <li>• Paragraph</li> <li>• Alphabetical order</li> <li>• Fiction</li> <li>• Non-fiction</li> <li>• Question marks</li> <li>• Adjective / wow word</li> <li>• Capital letter</li> <li>• Full stop</li> </ul>	<ul style="list-style-type: none"> <li>• Captions</li> <li>• Features</li> <li>• Illustrations</li> <li>• Habitat</li> <li>• Diet</li> <li>• Comma</li> <li>• Connectives / glue</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Vermiculture</li> <li>• Fertilizer</li> <li>• compost</li> <li>• Ecosystem</li> <li>• Waste minimization</li> <li>• Labels</li> <li>• Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Use a title.</li> <li>• Write an introduction.</li> <li>• Put information into sections.</li> <li>• Give each section a sub-heading.</li> <li>• Use facts they have been researched.</li> <li>• Include pictures with captions.</li> </ul>	
Word Structure/Language			Key Targets and Learning Objectives: Sentence Construction	
<ul style="list-style-type: none"> <li>• Use formal language, e.g. habitat, camouflage.</li> <li>• Use full stops and capital letters.</li> <li>• Add apostrophes to show possession, e.g. milk comes from a cow's udder.</li> <li>• Use 'that', 'because', 'when', and 'if' to create longer sentences.</li> <li>• Spell tricky words: said, we, could, their, all, be, people, looked, my, mine, do, does, now, new.</li> <li>• Spell words with these graphemes: igh, ow, oi, ear, air, ure, er.</li> </ul>			<ul style="list-style-type: none"> <li>• Investigate new vocabulary and use it in their writing.</li> <li>• Use simple connectives in writing (and, but, because).</li> <li>• Use question words to explore their chosen topic and elaborate on their own writing <i>Who, What, Where, When Why</i>.</li> <li>• Make illustrations with labels and captions to explain their topic.</li> <li>• Use simple adjectives (wow words) to describe characters and settings.</li> <li>• Layout writing in paragraphs.</li> </ul>	
Punctuation			Key Targets and Learning Objectives: Speaking & Listening & Drama	
<ul style="list-style-type: none"> <li>• Demonstrate understanding of punctuation through kung fu punctuation.</li> </ul>			<ul style="list-style-type: none"> <li>• Big talk - Verbally share ideas before attempting to write an information text.</li> </ul>	



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### Year 2 Block 2 – Non-Narrative, Information Text

- Begin to use question marks.
- Write sentences beginning with a capital letter and ending with a full stop.
- Use cursive handwriting.

- Discuss the key features that make up an information text.
- Orally present researched information.
- Use formal language such as habitat, nocturnal.
- Show that they are following a conversation by asking relevant and timely questions.
- Use subject- specific vocabulary to explain, describe and add detail.
- To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.
- To speak confidently within a group of peers so that their message is clear.

#### Anthology Resources

- Digital Non-fiction books.
- Digital information leaflets.
- Digital fact sheet of fact file.
- Digital Dictionary and Thesaurus: <https://kids.wordsmyth.net/wild/#/home>
- National Geographic for children: <https://www.natgeokids.com/uk/category/discover/animals/>
- Big Cats non-fiction stories.
- Penguins, Usbourne, Emily Bone
- David Attenborough videos.
- Books from Twinkl.
- Atlas

#### Reading

- Read tricky words: said, we, could, their, all, be, people, looked, my, mine, do, does, now, new.
- Read words with these graphemes: igh, ow, oi, ear, air, ure, er.
- Find the answers to questions in non-fiction, stories and poems using evidence from the text. Which word tells us how they feel? Where does coffee come from? What happened at the beginning of the story?
- Use a range of decoding strategies.