

Context: With the class we made and tasted hot chocolate. Making tea and coffee was also demonstrated.

Once they had seen this, students ordered the steps to make their chosen drink. We did lots of speaking and listening in partner, using time connectives and imperative verbs. Pupils were expected to speak clearly, in full sentences.

Year 2 – Instructions

The image shows two pages of handwritten instructions. The first page is titled 'How to make tea' and contains six numbered steps. The second page is titled 'How to make coffee' and contains five numbered steps. Annotations include boxes for 'Title', 'Numbered steps', 'Time connectives', 'Imperative verbs', 'Subordinating conjunctions', 'Coordinating conjunctions', and 'Proof reading to check for errors and edit mistakes'. Arrows point from these boxes to the corresponding parts of the handwriting.

Title → How to make tea

Numbered steps → 1. First pour cold water in the Kettle.
2. Then turn on the Kettle so the water can boil.
3. Next put ^{teabag} granules in the the mug.
4. After that pour the ~~boiling~~ boiling water in the mug.
5. Now stir the tea and add the milk.
6. Finally take the tea bag out and enjoy it.

Time connectives → After that

Imperative verbs → First, Next, Then, After that, Finally

Subordinating conjunctions → so, when, that, because

Coordinating conjunctions → and, or, but

Proof reading to check for errors and edit mistakes. → (Annotations pointing to corrections like 'the the mug', 'add', and 'enjoy')

Title → How to make coffee

1. First put cold water in the Kettle Kettle
2. ~~Next~~ Next turn on the Kettle
3. Then put the coffee granules in the my mug, pour
4. After that pour pour boiling water in the mug.
5. Finally pour the milk into the mug and stir the coffee and enjoy your coffee.

Capital letters and full stops have been used correctly and consistently.

Present tense has been used accurately.

Handwriting – Letter formation is consistent, with capital letters formed in the correct size in relation to lower case letter. Appreciate spacing between words has been used.

Spelling is mostly accurate and phonetically plausible. Most common exception words spelt correctly.

Context: Children had studied 'Lila and the Secret of Rain' in lessons and built up lots of challenging vocabulary linked to the story. They collected adjectives, adverbs and prepositions to add detail to their stories.

Year 2 – Narrative

Desperately, Lila Stumbled up the enormous, majestic mountain. Eventually, Lila reached the top of the tall, rocky mountain. She boldly spoke to the clear, blue sky her stories, in the hope that the rain would come. Finally, the sky turned ebony, cool droplet of water felt like her mamas' kisses. As the freezing rain fell from the dark gray sky, Lila proudly sprinted down the mountain to join her family. At last, Lila finally reached the villagers. They together they sang, loudly ~~we~~ and danced. Everyone was relieved that the rain eventually ~~some~~ came.

Interesting verbs

Year 2 Common exception words

Past tense

Proof reading to check for errors in spelling and editing

Use of capital letters and full stops for the start of sentences.

Capital letters for proper nouns.

Sentences are simple and coherent, with the reader in the mind.

Spelling is mostly accurate with phonetically plausible attempts; this pupil has segmented spoken words into phonemes and represented these words in plausible attempts.

Capital letters are of the correct size in relation to lowercase letter. The use of spacing between words reflects the size of the letters.

Expanded noun phrase – adjectives to describe nouns

Adverbs

Year 2 – Recount

Context:

Children wrote a letter to Mr Dhir and Miss Dower persuading them to visit with Bella and Ruby. This piece of writing was produced after their visit. Pupils had time to orally rehearse sentences.

Success Criteria:

Speak in full sentences

Past tense

First person and second person

Chronological order

Capital letters for the start of sentences and proper nouns

Past tense

Coordinating conjunctions
and
but
or

Time connectives:

On Wednesday,
First,
After that,
Next,
Finally,

First person

I
me
my
we
us

Full stops

On Wednesday afternoon Ruby and Bella visited our class room because we had written a letter inviting them. When Ruby and Bella visited us we sat in a circle. First of all we sat in a circle and we stroked Ruby and Bella. After that Miss Dower and Mr Dhir told us Bella and Ruby's age. Bella is 4 and Ruby is 4. Bella and Ruby's fur does not moult. Next we got to groom their soft fur with a special dog brush. Rawan and Aizah did a trick with the dogs and their special reward was a treat. Then Haroun read his work to Miss Dower and Mr Dhir. Finally we were going to run the Daily Mile but instead we took them for a walk. My favourite part was giving Bella and Ruby a treat.

Year 2 - To inform (Non-Chronological report)

Title and subheadings

Questions

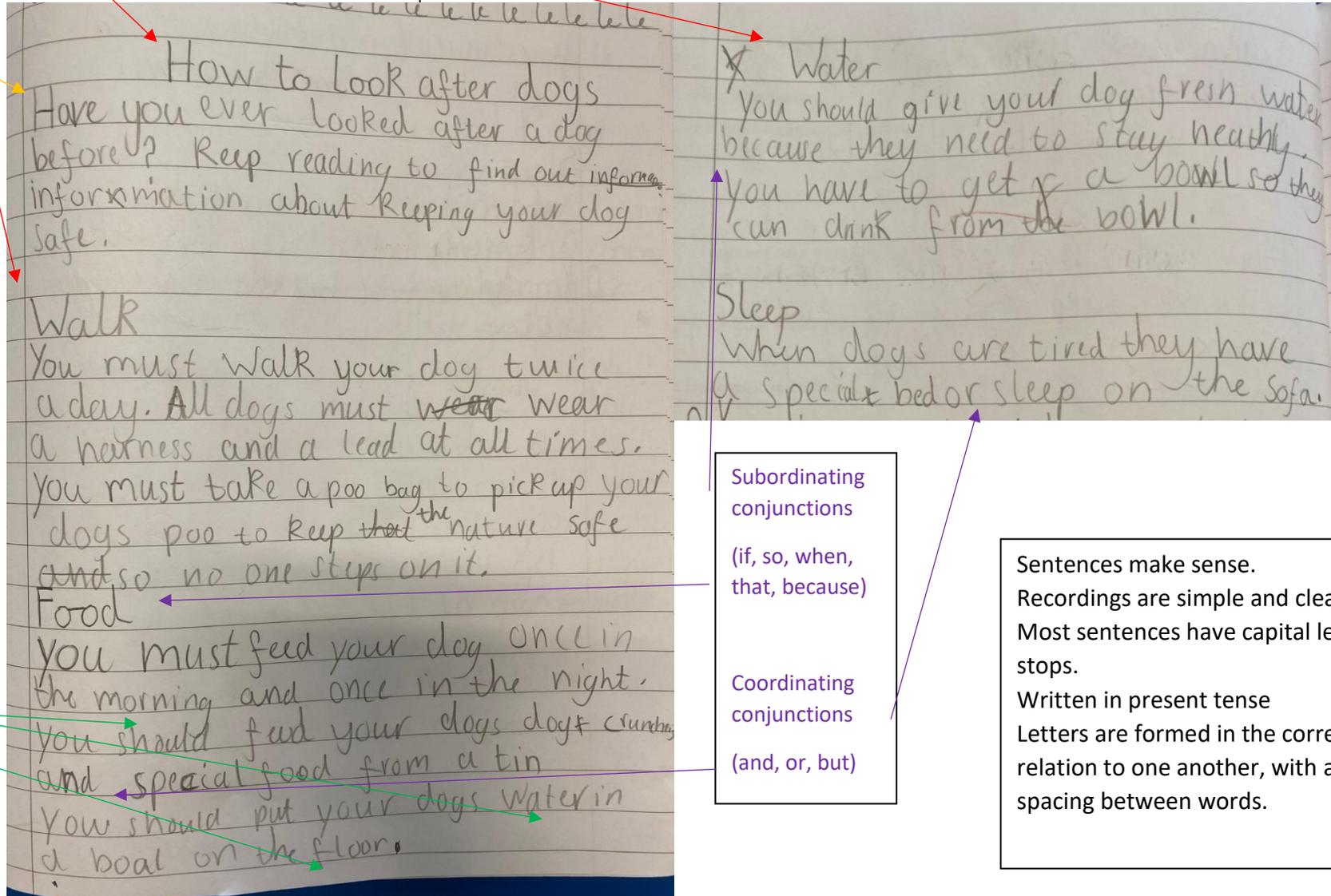
Spell many Year 2 common exception words

Context:

Pupil had watched videos specific to looking after dogs and had first-hand experience when the dogs came to visit each class.

Skills needed:

- Listen and respond appropriately
- Speak in full sentences
- Follow instructions
- To practice and rehearse sentences



Subordinating conjunctions

(if, so, when, that, because)

Coordinating conjunctions

(and, or, but)

Sentences make sense.
Recordings are simple and clear.
Most sentences have capital letters and full stops.
Written in present tense
Letters are formed in the correct size and relation to one another, with appropriate spacing between words.