



# YEAR 2: Wanted Poster

## Links to Previous Learning

- Year 1 spellings
- Question marks
- Capital letters for names, places and pronoun 'I'
- Coordinating conjunction 'and'

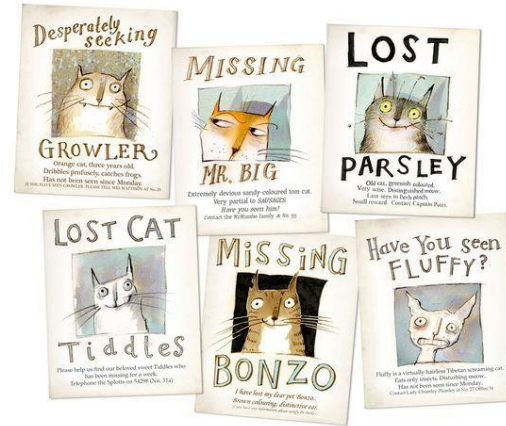
## Links to Future Learning

- Year 2 spelling list
- Subordinating conjunctions
- Expanded noun phrases

## Spelling

- Year 2 National curriculum words:

beautiful  
because  
find  
money  
many  
gold



- Silent letters

Week 1: Spelling Shed Unit 5

Week 2: Spelling Shed Unit 5

Week 3: Spelling Shed Unit 7

## Specific Features of this text type:

- A title statement
- A question sentence for what is wanted
- Detailed information about what is wanted
- A statement to conclude about who to contact
- Illustrations
- Past tense

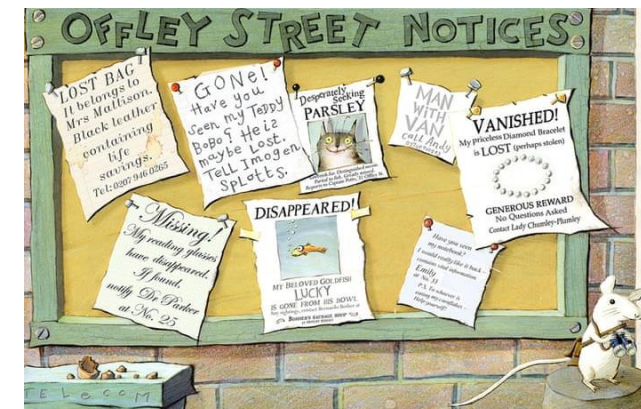
## Grammar

- Expanded noun phrases
- Coordinating conjunctions – link ideas with 'and'
- Subordinating conjunctions – 'if'
- Statements using the pronoun 'you'

## Punctuation

- Question marks
- Commas in a list
- Capital letter for names, place and pronoun 'I'

# MISSING!



## VOCABULARY (Subject Specific)

Coordinating conjunction	Links two words or phrases together as an equal pair
Subordinating conjunction	Introduces a subordinate clause
Subordinate clauses	A clause that cannot stand alone as a complete sentence
Past tense	Details actions that have happened in the past
Noun	Names a thing, person, animal or place
Expanded noun phrase	A phrases where adjectives, adverbs or prepositions modify the noun.
Question sentence	A sentence that we ask to get further information
Teacher will assess children's knowledge and understanding of vocabulary specific to the text.	

## Year 2 National Curriculum Statements

Develop positive attitudes towards and stamina for writing by:

- writing for different purposes

Consider what they are going to write before beginning by:

- 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

Make simple additions, revisions and corrections to their own writing by:

- 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.

Develop their understanding of the concepts set out in English

Appendix 2 by:

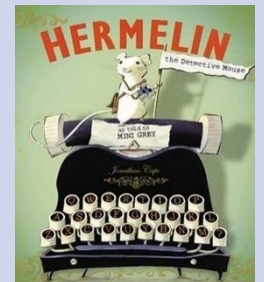
- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms

Learn how to use:

- sentences with different forms: statement, question,
- expanded noun phrases to describe and specify
- the past tenses correctly and consistently
- subordination (using when, if, that, or because)
- co-ordination (using or, and, or but)

## Checklist

- A title statement
- A question sentence for what is wanted
- Detailed information about what is wanted
- A statement to conclude about who to contact
- Illustrations
- Past tense
- Expanded noun phrases
- Coordinating conjunctions – link ideas with ‘and’
- Subordinating conjunctions – ‘if’
- Statements using the pronoun ‘you’
- Question marks
- Commas in a list
- Capital letter for names, place and pronoun ‘I’
- Year 2 spelling words



# GENEROUS REWARD

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting Spelling Shed	Spelling starter  English – linked to text	Spelling starter  English – linked to text	Spelling starter  English – linked to text	Reading Comprehension