

## Literacy Exemplification materials

### Writing for information Year 2: Our colourful planet – dinosaurs

#### Aspects of framework exemplified

Children are able to:

- write for different purposes choosing words for variety and interest
- write text which makes sense to another reader, which may include details and pictures
- re-read and improve their writing to ensure that it makes sense
- follow a structure in their writing with support, *e.g. reports, lists*
- follow and build upon a form modelled by the teacher
- organise and present writing in different ways and forms of increasing length
- show some understanding of the differences between spoken and written language by using language appropriate to writing
- use simple subject-related words appropriately
- form upper- and lower-case letters accurately and with consistent size
- use capital letters, full stops and question marks accurately and sometimes use exclamation marks
- use connectives to write compound sentences
- use standard forms of verbs, *e.g. see/saw, go/went*, and subject–verb agreement, *e.g. I was/we were*
- use spelling strategies such as segmenting, simple roots and suffixes, *e.g. ing, ed*
- spell high-frequency words correctly.

#### Stimulus/context for learning (including scaffolds)

- As part of their Dinosaur project, the children researched the different types of dinosaurs using simple fact sheets and tables.
- The children wrote dinosaur facts under headings independently.

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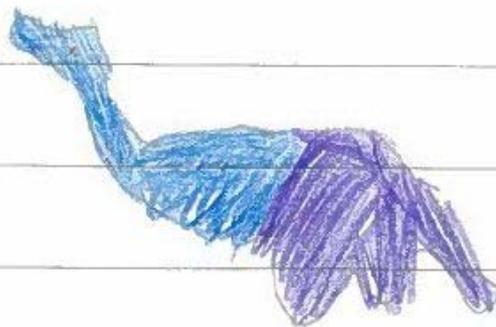
Evidence

Apatosaurus



The apatosaurus weighed 35000 kgs. The country he lived in was called North America they found out because <sup>there</sup> their the paliontologist found the bones and he found them in that country. He had a eating habbit that was Herbivore it means they <sup>ate</sup> eat plants. His length was 21m  
= Super independent sentences! Well done for checking wulf and targets.

new (11) use there and their correctly



## Literacy Exemplification materials

### Writing for information Year 2: India

#### Aspects of framework exemplified

Children are able to:

- write for different purposes choosing words for variety and interest
- write text which makes sense to another reader, which may include details and pictures
- re-read and improve their writing to ensure that it makes sense
- follow a structure in their writing with support, *e.g. reports, lists*
- follow and build upon a form modelled by the teacher
- organise and present writing in different ways and forms of increasing length
- show some understanding of the differences between spoken and written language by using language appropriate to writing
- use simple subject-related words appropriately
- form upper- and lower-case letters accurately and with consistent size
- use capital letters, full stops and question marks accurately and sometimes use exclamation marks
- use ordering words, *e.g. first, next, then, lastly*
- use standard forms of verbs, *e.g. see/saw, go/went*, and subject–verb agreement, *e.g. I was/we were*
- spell high-frequency words correctly.

#### Stimulus/context for learning

- As part of their learning about India, the children made vegetable curry.
- After teacher modelling, the children orally rehearsed instructional language throughout the process.
- The children wrote a set of instructions using a class-generated word bank for different food names, *e.g. carrots, sweetcorn, vegetables*.

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Evidence

How to make vegetable cur

Ingredients

utensils

3 carrots

sauce pan

1 handful of peas

bowl

10 potatoes

chopping

curry sauce

board

Sweetcorn

Sharp

14

knives

1. First you have to wash your hands

2. Now you get the ingredients.

3. Next you peel the vegetables

4. After you chop the carrots and

potatoes. 5. Add the Sweetcorn and

peas. 6. Next you boil the vegetables

7. Tasty! You must serve it.