



Writing to inform

Year 2

Text Types

- Recount
- Instructions
- Letters

Text Structure

- Heading
- Introduction: hook to engage the reader—factual statement/opening statement
- Middle sections: Factual sentences around a theme
- Ending: Concluding sentence

Link to other style ideas

- Orally rehearse initially
- Talk 4 writing map
- Use opportunities to reading own work aloud
- May include images

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas.

Badgers sleep in the day and look for food at night.

- Use **subordinating conjunctions** in the middle of sentences.

Badgers dig well because they have sharp claws. More orangutans will die if we do not stop cutting down the rainforest.

- Use **adjectives** to create **expanded noun phrases** which inform.

long, sharp claws; thick, black fur

- Use **exclamation sentences** where appropriate

What a fantastic time we had!

- Use **question marks** to ask questions and engage the reader

Are you planning a trip to London?

- Use **commas** to separate **items in a list**

The polar bear has thick fur, a long snout and large paws. Use adverbs to start sentences

After that, we went to the Liverpool Museum.

- Begin to use **topic sentences** to open paragraphs.

Sharks are excellent predators. (paragraph describing how sharks hunt)

Adverbials

Firstly next after
 later



Grammar/Spelling

Formation of nouns using suffixes such as **-ness**, **-er** and by compounding

Formation of adjectives using suffixes such as **-ful**, **-less**

Use the suffixes **-er**, **-est** in adjectives and the use of **-ly** in Standard English to turn adjectives into adverbs

Punctuation Content

Use of capital letters

Use question marks

Use full stops

Use exclamation marks to demarcate sentences