**WRITING**

Using the Seven Steps to make my writing more entertaining
For: Narratives, Persuasive, Reports, Recounts

**Step 1: Plan for success**
Can you map a story on the story map? Can you find a story that begins with the action, slowly builds up the tension and ends on a real high point?

**Step 2: Sizzling Starts**
Good stories begin when the action starts. They start with some dialogue, start with a BANG! Use humour, make the reader curious or create a moment of change. When you begin this way you capture your readers’ attention.

**Step 3: Tightening Tension**
Authors use their senses to make the reader feel they are right there. They tell the reader what characters can see, taste, feel, touch and hear.

**SPELLING**

Phonological Knowledge
Can I hear all the sounds in the word?

Visual Knowledge
Are there any tricky parts in the word?

Morphemic Knowledge
How do I want to change the words?

Etymological Knowledge
Where does the word come from?

**EDITING STRATEGIES**

In year 2 you know about all these punctuation marks and how they are used to make your writing better. Noticing mistakes in your writing is important when you write in Year 2. Watch out for these symbols to know how to punctuate and fix up your writing.

- **Capital Letter** / Omit Word
- **Full Stop** / Spelling Error
- **Comma** / Make Sense
- **Question Mark** / Add a Word or Words
- **Speech Marks** / Exclamation Mark

**HANDWRITING**

Changing from print to cursive script starts with letters being changed. Entries (additions at the start of letters) and exits (at the end) will be used in Year 3 as a start to use cursive script.

- **C** Capital Letter / Omit Word
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**READING: DECODING STRATEGIES**

**EAGLE EYE**
- Look at the pictures for clues to figure out the word

**STRETCHY SNAKE**
- Slowly stretch the sounds to make the word

**CHUNKY MONKEY**
- Look for a 'chunk' you know
- Put the parts together to make the word

**TRYIN LION**
- Try a word that makes sense
- Treded and see if it makes sense

**FLIGHTY FLY**
- Sound like a story teller when you read
- Only stop if you see a tricky word or a full stop, and take a short break at a comma

**SKIPPY THE FROG**
- Skip the word! Read to the end of the sentence, then hop back and read again.

**PUNCTUATION PANDA**
- Stop at a full stop, pause at a comma, and reflect your voice just before a question mark

**CAREFUL CAT BRILLIAR**
- Read all the way to the end of the word

**FLIPPY DWOPHIN**
- Flip the word sound and see if it sounds better
- Is the word one you have heard before?

**READING: DECODING STRATEGIES**

**QAR - QUESTION ANSWER RELATIONSHIP**

**Right There**
- The answer is found right there in the text.
- The answer is on one place in the text.

**Think and Search**
- The answer in the text. Readers need to put together different parts of the text to find the answer.

**Author and Me**
- The answer is not written in the text. Readers need to think about the text and what they know already in their head.

**On My Own**
- The answer is not in the text. Readers need to use their own ideas and experiences to answer the question.

**COMPREHENSION STRATEGIES**

**Predicting**
- What will come next in the sentence, in the story, in the next chapter?

**Self Questioning**
- How am I going to put everything I know together, choose the best information and come to an understanding?

**Summarising**
- How do I find the parts of the text I need to remember and walk away from the text?

**Consulting a reference**
- What do I need to do so I can understand the words I read?

**Determining Importance**
- What is the most important part in this sentence, paragraph etc?

**Using Analogy**
- How do I use the parts of a word I know to work out the meaning of a new or difficult word?

**Using Foreknowledge**
- What did I know before and how does this help me?

**Vocab Work**
- How can learning about the meaning of more complex words improve my understanding of the text?

**Synthesising**
- What could I do to make the text more interesting?
- How can I make the text more interesting?
- How am I going to put everything I know together, choose the best information and come to an understanding?

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**GRAMMAR**

The ferocious bear growled loudly.

**NOUN**: bear - naming word

**VERB**: growled - doing word

**ADJECTIVE**: ferocious – describes the naming word

**ADVERBS**: loudly - describes the doing word

There are different types of sentences that you can use:

- A **simple sentence** is one clause or one idea:
  - My horse stood under the tree.

  It tells the reader:
  - What is happening — stood
  - Who or what is doing the action — My horse
  - Where it is happening — under the tree

- A **compound sentence** is more than one clause (idea) joined by a conjunction such as: and, but, or. My horse stood under the tree and she whinnied to her foal.

**NOUN GROUPS**: The bright red balloon

- A group of words around the noun to give more information about a person or thing.

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