

Knowledge Organiser

Year Group	Subject	Topic
2	English	Writing to Entertain & Inform

The Big Picture

In this unit we will be exploring “Baboon on the Moon” a text by Claire Bates. Using this text as stimuli, we will be developing core comprehension skills such as prediction and retrieval. Lessons will incorporate a mixture of drama and written work to ensure thorough understanding of the story and characters.

Grammar work will continue to reinforce students’ understanding of sentence structures and use of descriptive language for interest. This will extend to introducing consistent use of pronouns into written work and building upon students’ understanding of fragments and run-on sentences. This should aid them to avoid or correct common writing mistakes. Towards the end of the unit we will include final written pieces in children’s published workbooks.

Meanwhile, creative writing tasks will take inspiration from these texts to develop students’ descriptive and spelling and grammar rules.

‘Core Text’: Baboon on the Moon (AUB Animation)



Enquiry Questions

- Do I understand how the characters in a story are feeling and what they may be thinking?
- How do I start a sentence?
- What are the different sentence types?
- How do expanded noun phrases improve the quality of my writing?

Key Vocabulary

Fragment	An incomplete sentence: missing a subject or verb, an incomplete thought.
Run-on sentence	Too many sentences/ independent clauses improperly squashed into one.
Expanded noun phrase	An expanded noun phrase is a noun phrase where more detail or information is given about a noun through the addition of adjectives , and sometimes prepositional phrases . E.g. ‘the furry, black dog with a small tail ’.
Exclamation	A sentence type that shows intense feelings or used to get attention, ending in an exclamation mark (!).
Question	A sentence type that we ask or write to gain further information from a person or people responding, ending in a question mark (?).
Pronoun	A pronoun is a word used to replace a noun. Examples of pronouns are: he, she, it, they.
Prediction	A statement that someone makes about what they think is going to happen.

Key Vocabulary – Phonics

Phoneme	A single unit of sound
Diagraph	A type of grapheme where two letters represent one phoneme (sound) e.g. each
Vowels	The letters a, e, i, o, u
Consonants	Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u represent vowels
Grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word e.g. ten Segment Break a word into phonemes Blend Put the phonemes back together Compound word A word that contains two or more root words e.g. news+paper, ice+cream Key word/common exception word A word which can't be phonetically decoded.
Segment	Break a word into phonemes.
Blend	Put the phonemes back together.
Pseudo word	Words use to check phonic decoding skills which are not real word eg meap.
CVC	e.g. cat/dad
Common exception word	A word which can't be phonetically decoded.
Homophone	Phoneme A single unit of sound Diagraph A type of grapheme where two letters represent one phoneme (sound) e.g. each

Key Vocabulary – Reading

Decoding	Breaking down a word into different phonemes to help read it.
Retrieval	Finding information from a text.
Prediction	Saying what you think might happen next or as a result of something.
Comprehension	Understanding and answering questions about what has been read.
Inference	Making assumptions about what is happening in the text from what you already know.
Deduction	Using evidence in a text to support an idea.

Key Vocabulary – writing

Adjective	Describing word eg. tall, blue.
Noun	Names – name of people, places,
Verb	Doing words eg. run,
Question	Asks something using ?
Statement	States a fact or something that has happened using .
Exclamation	When something is exclaimed, using !
Noun phrase	A phrase where an adjective is used before the noun to describe it. Eg. Blue table.
Tense	Shows whether you are writing about the past, present or future.

How to help:

- Try not to over correct when you read with your child.
- Read to your child.
- Ask your child questions about what they are reading.
- Visit local libraries.
- Let your child see you read.
- Make reading enjoyable – not a battle – let them read what interests them.

How to help:

- Ask your child to tell you their Literacy texts.
- Do writing together for fun.
- Don't over correct independent writing- aim for enthusiasm.
- Develop fine motor skills- threading, hamma beads.
- Practise letter formation.

How to help your child:

- Practise reading and spelling key words.
- Read with your child at home at least 3 times a week.
- Use phonics sheets sent home to practise real and pseudo words.
- Learn your child's spellings with them.
- Encourage writing spelling words in sentences.
- Encourage your child to write stories, diaries, letters.
- Help your child to spot patterns in their spelling words.

Useful links:

- National Curriculum/ Development Matters - search on internet.
- Letters and sounds.
- Phonics Play website- a subscription site but has some good phonics games <http://www.phonicsplay.co.uk/>

Remind children to login to Spelling Shed to access and learn their spellings each week.

<https://www.spellingshed.com/en-gb/>

