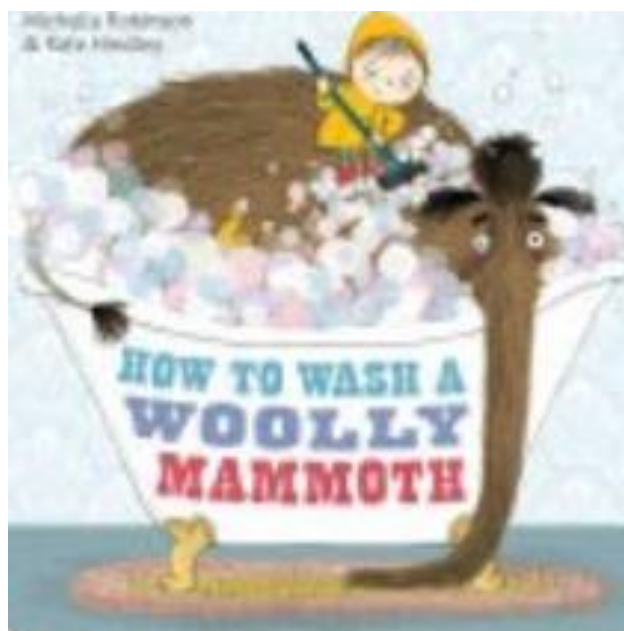


# How to wash a woolly Mammoth by Michelle Robinson and Kate Hindley

# English Knowledge Organiser



ESSENTIAL VOCABULARY	
Instructions	A set of steps that help you to do something
Wash	To keep something clean.
List	Tells you what you need for something.
Statement	Tells you information about something.
Command	Telling you what to do.
Exclamation	When you say something with importance.
Question	Something you ask someone to find out more information.



## Final written outcome

To write my own set of instructions about to wash an animal.

## Audience

I am writing to inform my friends and family.

## Every time we write

- I have checked my sentences makes sense
- I have capital letters at the beginning of a sentence, for someone's name or place and for I
- I have full stops at the end of each sentence
- I have spaces between words
- I use conjunctions in sentences
- My tall and small letters and letters going beneath the line are in the correct places
- I checked key spellings are spelt correctly
- Question and exclamation marks are in the right places
- I use apostrophes for contractions and/or possession

## Learning objectives

- To discuss the sequence of events and how items of information are related.
- To explore how the grammatical patterns in a sentence indicate its function
- as a statement, question, exclamation or command.
- To use expanded noun phrases for specification and commas for lists.
- To write down ideas and/or key words, including new vocabulary.
- To encapsulate what they want to say, sentence by sentence.
- To write down ideas and/or key words, including new vocabulary.
- To encapsulate what they want to say, sentence by sentence.
- To use co-ordination.
- To plan or say out loud what they are going to write about.
- To use coordination and subordination.
- To write for different purposes.
- To evaluate their writing with the teacher and other pupils.
- To re-read to check
- that their writing makes sense and that verbs indicate time are used correctly
- and consistently.
- To proof-read to check for errors in spelling and grammar and punctuation.
- To re-read to check that their writing makes sense and that verbs indicate time are used correctly and consistently.
- To read aloud what they have written with appropriate intonation to make the meaning clear.