

ENGLISH UNIT OVERVIEWS 2020-2021

Year 2: Unit 1 - Lost & Found Story				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above <p>Comp:</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic stories at a level beyond that at which they can read independently (2) discussing the sequence of events in books and how items of information are related (3) Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher (1) 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) Consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils 	<p>G:</p> <ul style="list-style-type: none"> Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill. Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions) Expanded noun phrases e.g. lots of people, plenty of food <p>P:</p> <ul style="list-style-type: none"> Secure use of Y1 punctuation: <ul style="list-style-type: none"> Capital letters (Capital letter for names, Capital letter for the personal pronoun I), Full stops, Question marks, Exclamation marks 	<p>S:</p> <ul style="list-style-type: none"> kn and gn wr ce ci cy dge and ge <p>H:</p> <ul style="list-style-type: none"> Units 1- 3 <ul style="list-style-type: none"> ai ee ie assess through dictation 	<p>R:</p> <ul style="list-style-type: none"> Decode Fluent Accurately Grapheme Syllable <p>W:</p> <ul style="list-style-type: none"> Fictional Adjective Adverb Compound sentence Connectives Conjunctions Noun phrases
Year 2: Unit 2 – Poetry				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing poetry Consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about Make simple additions, revisions and corrections to their own writing by: 	<p>G:</p> <ul style="list-style-type: none"> Alliteration e.g. wicked witch slimy slugs Similes using...like... e.g. ... like sizzling sausages ...hot like a fire Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have 	<p>S:</p> <ul style="list-style-type: none"> g and j common exception words <p>H:</p> <ul style="list-style-type: none"> Units 4 – 5 <ul style="list-style-type: none"> Oa oo 	<p>R:</p> <ul style="list-style-type: none"> Suffixes Contemporary Classic Sequence <p>W:</p> <ul style="list-style-type: none"> Additions Revisions Intonation

ENGLISH UNIT OVERVIEWS 2020-2021

<p>about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently (2)</p> <ul style="list-style-type: none"> - discussing the sequence of events in books and how items of information are related (3) <ul style="list-style-type: none"> • Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> - checking that the text makes sense to them as they read, and correcting inaccurate reading 	<ul style="list-style-type: none"> - re-reading to check that their writing makes sense - read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>long, bushy tails</p> <p>P:</p> <ul style="list-style-type: none"> • Exclamation marks • Ellipsis to engage reader 	<p>Alliteration Similes Ellipsis</p>
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Year 2: Unit 3 – Meeting Tale

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <p>Comp:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and classic stories at a level beyond that at which they can read independently (2) - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (3) • Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> - predicting what might happen on the basis of what has been read so far (5) - answering and asking questions 	<ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) • Consider what they are going to write before beginning by: <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently 	<p>G:</p> <ul style="list-style-type: none"> • Adverbs for description e.g. Snow fell gently and covered the cottage in the wood • List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. • -'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ... <p>P:</p> <ul style="list-style-type: none"> • Comma after -ly opener e.g. Fortunately,....Slow ly,.... 	<p>S:</p> <ul style="list-style-type: none"> • le • el • il and al <p>H:</p> <ul style="list-style-type: none"> • Units 6 – 7 <ul style="list-style-type: none"> - Oi - capital letters • assess through dictation 	<p>R:</p> <p>Contemporary Classic Predicting</p> <p>W:</p> <p>Fictional Additions Revisions Adverb Comma Dictation</p>

Year 2: Unit 4 – Diary Entry

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words 	<ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - writing narratives about personal 	<p>G:</p> <ul style="list-style-type: none"> • Prepositions: behind above along before between 	<p>S:</p> <ul style="list-style-type: none"> • Use y • ies 	<p>R:</p> <p>Inferences</p>

ENGLISH UNIT OVERVIEWS 2020-2021

<p>accurately, automatically and without undue hesitation</p> <p>Comp:</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic non-fiction at a level beyond that at which they can read independently (2) Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> making inferences on the basis of what is being said and done (4) answering and asking questions 	<p>experiences</p> <ul style="list-style-type: none"> writing about real events <ul style="list-style-type: none"> Consider what they are going to write before beginning by: <ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 	<p>after</p> <ul style="list-style-type: none"> Similes using...like... e.g. ... like sizzling sausages ...hot like a fire Adverbs for information e.g. Lift the pot carefully on to the tray. The river quickly flooded the town. Writing in the first person GDs - Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. <p>P:</p> <ul style="list-style-type: none"> Accurate punctuation of all sentences GD – punctuate relative clause 	<ul style="list-style-type: none"> common exception words assess and review <p>H:</p> <ul style="list-style-type: none"> Units 8 – 10 <ul style="list-style-type: none"> Ea er ou assess through dictation 	<p>W:</p> <p>Narrative Encapsulating Preposition Simile Adverb Relative clause</p>
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Year 2: Unit 5 – Overcoming the Monster

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> reread these books to build up their fluency and confidence in word reading <p>Comp:</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic stories at a level beyond that at which they can read independently (2) becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (3) Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> predicting what might happen on the basis of what has 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) Consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and 	<p>G:</p> <ul style="list-style-type: none"> vocabulary-increase range of-ly adverbs to describe Develop complex sentences using an increasing range of subordinating and co-ordinating conjunctions – when, until, so that Embellish simple sentences using adjectives and adverbs Choosing effective verbs Onomatopoeia to add interest for the reader <p>P:</p> <ul style="list-style-type: none"> Commas to separate items 	<p>S:</p> <ul style="list-style-type: none"> ed, er and est on words end ‘y’ adding ‘ing’ to words end ‘y’ ing, ed, er, est, y to words ending in e <p>H:</p> <ul style="list-style-type: none"> Units 11 – 12 <ul style="list-style-type: none"> or air assess through dictation 	<p>R:</p> <p>Predicting</p> <p>W:</p> <p>Stamina Additions Revisions Subordinating Coordinating onomatopoeia</p>

ENGLISH UNIT OVERVIEWS 2020-2021

been read so far	consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly	in a list and after-ly openers		
Year 2: Unit 6 – Information Report				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> reread these books to build up their fluency and confidence in word reading <p>Comp:</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry (2) discussing their favourite words and phrases (2) Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far (5) making inferences on the basis of what is being said and done (4) answering and asking questions 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing about real events writing for different purposes Consider what they are going to write before beginning by: <ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear 	<p>G:</p> <ul style="list-style-type: none"> using a variety of conjunctions to make the writing flow for the reader– as, who, so that, because, when, that Adding detail for the reader–2/3 adjectives to describe a noun; prepositions; de:de sentences (description– colon–detail e.g. He can move with super speed: he seems to disappear and then appear somewhere else in the blink of an eye; similes Present tense Generalisers Third person Alliteration to create flow and rhythm <p>P:</p> <ul style="list-style-type: none"> Punctuation for effect (, ? !) 	<p>S:</p> <ul style="list-style-type: none"> ed, er, et, y to words ending in y al and all common exception words <p>H:</p> <ul style="list-style-type: none"> Units 13 – 14 <ul style="list-style-type: none"> al ot assess through dictation 	<p>R:</p> <p>Predicting inferences</p> <p>W:</p> <p>Encapsulating Intonation Additions Revisions Prepositions Colon Generalisers Alliteration</p>
Year 2: Unit 7 – Poetry				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> reread these books to build up their fluency and confidence 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: 	<p>G:</p> <ul style="list-style-type: none"> Alliteration e.g. wicked 	<p>S:</p> <ul style="list-style-type: none"> /u/ spelt 'o' 	<p>R:</p> <p>Predicting</p>

ENGLISH UNIT OVERVIEWS 2020-2021

<p>in word reading</p> <p>Comp:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - recognising simple recurring literary language in stories and poetry (2) - discussing their favourite words and phrases (2) • Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> - predicting what might happen on the basis of what has been read so far (5) - making inferences on the basis of what is being said and done (4) - answering and asking questions 	<ul style="list-style-type: none"> - writing poetry • Consider what they are going to write before beginning by: <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - re-reading to check that their writing makes sense - read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>witch slimy slugs</p> <ul style="list-style-type: none"> • Similes using...like... e.g. ... like sizzling sausages ...hot like a fire • Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails • Onomatopoeia <p>P:</p> <ul style="list-style-type: none"> • Exclamation marks • Ellipsis to engage reader 	<ul style="list-style-type: none"> • ey <p>H:</p> <ul style="list-style-type: none"> • Units 16 – 17 <ul style="list-style-type: none"> - c - g 	<p>Inferences</p> <p>W:</p> <p>Additions Revisions Intonation</p>
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Year 2: Unit 8 – Instructions

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • reread these books to build up their fluency and confidence in word reading <p>Comp:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - being introduced to non-fiction books that are structured in different ways (2) - discussing and clarifying the meanings of words, linking new meanings to known vocabulary (1) • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - writing about real events - writing for different purposes • Consider what they are going to write before beginning by: <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 	<p>G:</p> <ul style="list-style-type: none"> • 'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ... • Imperative verbs <p>P:</p> <ul style="list-style-type: none"> • Commas to separate items in a list • Apostrophes to mark contracted forms in spelling e.g. don't, can't • Colon before a list e.g. What you need: 	<p>S:</p> <ul style="list-style-type: none"> • Use/o/ spelt 'a' after 'w' and 'qu' • /er/spelt 'or' and /or/ spelt 'ar' • /zh/ spelt 's' <p>H:</p> <ul style="list-style-type: none"> • Units 18 – 19 <ul style="list-style-type: none"> - le - sh • assess 	<p>R:</p> <p>Clarifying</p> <p>W:</p> <p>Additions Revisions Corrections Imperative verb Apostrophes Colon</p>

ENGLISH UNIT OVERVIEWS 2020-2021

Year 2: Unit 9 – Non Chronological Report				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> reread these books to build up their fluency and confidence in word reading <p>Comp:</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways (2) discussing and clarifying the meanings of words, linking new meanings to known vocabulary (1) Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing about real events writing for different purposes Consider what they are going to write before beginning by: <ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear 	<p>G:</p> <ul style="list-style-type: none"> Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees. Adding detail for the reader—2/3 adjectives to describe a noun; prepositions; de:de sentences (description— colon—detail e.g. He can move with super speed: he seems to disappear and then appear somewhere else in the blink of an eye; similes Present tense, Generalisers, Third person, Alliteration to create flow and rhythm RECAP <p>P:</p> <ul style="list-style-type: none"> Punctuation for effect (, ? !) 	<p>S:</p> <ul style="list-style-type: none"> suffixes ment, ness and ful suffixes less and ly tion contraction <p>H:</p> <ul style="list-style-type: none"> Units 20 – 22 <ul style="list-style-type: none"> Ky ing reviewing the four joins assess through dictation 	<p>R:</p> <p>Fluency Clarifying</p> <p>W:</p> <p>Proof-reading Intonation Subordinating conjunction Present tense Generalisers Alliteration</p>
Year 2: Unit 10 – Poetry				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> reread these books to build up their fluency and confidence in word reading <p>Comp:</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing poetry Consider what they are going to write before beginning by: 	<p>G:</p> <ul style="list-style-type: none"> Alliteration e.g. wicked witch slimy slugs Similes using...like... e.g. ... like sizzling sausages ...hot 	<p>S:</p> <ul style="list-style-type: none"> apostrophes to mark possession common exception words 	<p>R:</p> <p>Repertoire</p> <p>W:</p> <p>Alliteration</p>

ENGLISH UNIT OVERVIEWS 2020-2021

<p>vocabulary and understanding by:</p> <ul style="list-style-type: none"> - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> - planning or saying out loud what they are going to write about • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - re-reading to check that their writing makes sense - read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>like a fire</p> <ul style="list-style-type: none"> • Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails • Onomatopoeia <p>P:</p> <ul style="list-style-type: none"> • Exclamation marks • Ellipsis to engage reader 	<ul style="list-style-type: none"> • assess and review <p>H:</p> <ul style="list-style-type: none"> • Units 23 – 24 <ul style="list-style-type: none"> - wa - ly • assess through dictation 	<p>Simile Onomatopoeia Ellipsis</p>
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Year 2: Unit 11 – Tale of Fear

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> • reread these books to build up their fluency and confidence in word reading <p>Comp:</p> <ul style="list-style-type: none"> • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) • Consider what they are going to write before beginning by: <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	<p>G:</p> <ul style="list-style-type: none"> • adjectives vocabulary-increase range of-ly adverbs to describe • Develop complex sentences using an increasing range of subordinating and co-ordinating conjunctions – when, until, so that • Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland • Embellish simple sentences using adjectives and adverbs • Choosing effective verbs <p>P:</p> <ul style="list-style-type: none"> • Commas to separate items in a list and after-ly 	<p>S:</p> <ul style="list-style-type: none"> • homophones and near homophones • homophones and near homophones • homophones and conjunctions <p>H:</p> <ul style="list-style-type: none"> • Units 25 – 26 <ul style="list-style-type: none"> - punctuation - cian • Assess through dictation 	<p>R:</p> <p>fluency</p> <p>W:</p> <p>Stamina Additions Revisions Adverbs Subordinating Coordinating Conjunctions Embellish Dictation Homophone</p>

ENGLISH UNIT OVERVIEWS 2020-2021

		<ul style="list-style-type: none"> openers Commas to mark clauses Punctuation for effect . ? ! ... , 		
Year 2: Unit 12 – Explanation Text				
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary
<p>WR:</p> <ul style="list-style-type: none"> reread these books to build up their fluency and confidence in word reading <p>Comp:</p> <ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing about real events writing for different purposes Consider what they are going to write before beginning by: <ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear 	<p>G:</p> <ul style="list-style-type: none"> Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees. Adding detail for the reader–2/3 adjectives to describe a noun; prepositions; de:de sentences (description– colon–detail e.g. He can move with super speed: he seems to disappear and then appear somewhere else in the blink of an eye; similes <p>P:</p> <ul style="list-style-type: none"> Commas to mark clauses Punctuation for effect . ? ! ... , 	<p>S:</p> <ul style="list-style-type: none"> months of the year Assess Review <p>H:</p> <ul style="list-style-type: none"> Units 27 – 28 <ul style="list-style-type: none"> less est assess through dictation 	<p>R:</p> <p>Fluency</p> <p>W:</p> <p>Proof reading Colon</p>