
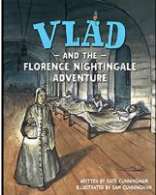
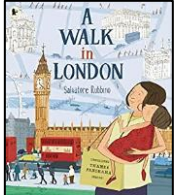




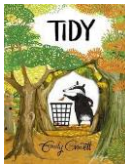
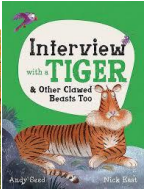





## English MTP Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Continents and Oceans (Geography)	Nightingale, Seacole, Cavell (History)	Let's Go on an Adventure! (Geography)	Plants (Science)	History of Flight (History)	Nepal (Geography)
Text 1						
Text 2		 Kylie Watson Newspaper report		 		
Writing Outcomes from entire unit	<p><b>Outcome:</b> To write about a day in the life of a character. <b>Purpose:</b> To record events, thoughts and feelings - entertain <b>Audience:</b> A reader interested in travelling. <b>Form:</b> Narrative recount</p> <p><b>Outcome:</b> To write a travel Guide from one of the places Emma Jane visits. <b>Purpose:</b> inform <b>Audience:</b> A reader interested in travelling. <b>Form:</b> Information Leaflet</p> <p><b>Outcome:</b> Autumn Poetry <b>Purpose:</b> To entertain and use onomatopoeia <b>Audience:</b> Read out to parents during Harvest Festival <b>Form:</b> Poem</p>	<p><b>Outcome:</b> To write a letter home as Florence. <b>Purpose:</b> To entertain and inform <b>Audience:</b> Florence's family <b>Form:</b> Recount letter using expanded noun phrases for description.</p> <p><b>Outcome:</b> To write a comparison on Florence Nightingale and Kylie Watson <b>Purpose:</b> inform <b>Audience:</b> Readers interested in historical texts. <b>Form:</b> Information Comparison text</p>	<p><b>Outcome:</b> A tour guide of London <b>Purpose:</b> To persuade <b>Audience:</b> Tourists or people new to the area/To help the local councillor <b>Form:</b> A walking tour guide</p> <p><b>Outcome:</b> A tour guide of their local area (Aldershot/North Camp) <b>Purpose:</b> To persuade <b>Audience:</b> Tourists or people new to the area/To help the local councillor <b>Form:</b> A walking tour guide</p>	<p><b>Outcome:</b> To write a poem linked to growth and change <b>Purpose:</b> entertain <b>Audience:</b> readers interested in poetry/plants. <b>Form:</b> poetry</p> <p><b>Outcome:</b> Create an interview with Pete. <b>Purpose:</b> Entertain <b>Audience:</b> Class Book <b>Form:</b> Interview from a character's viewpoint.</p>	<p><b>Outcome:</b> To write a 1<sup>st</sup> person diary- of when Amelia flies out <b>Purpose:</b> Inform <b>Audience:</b> Readers interested in Historical fiction. <b>Form:</b> Recount</p> <p><b>Outcome:</b> Write a fact file about Amelia's life. <b>Purpose:</b> To inform and explain. <b>Audience:</b> Readers interested in historical fact <b>Form:</b> Information text.</p>	<p><b>Outcome:</b> To create an advisory text- on what to take with you. <b>Purpose:</b> inform <b>Audience:</b> Readers who would like to climb Everest. <b>Form:</b> Survival Guide</p> <p><b>Outcome:</b> Instructional Text <b>Purpose:</b> inform <b>Audience:</b> Readers who would like to climb Everest. <b>Form:</b> Instructions on how to pack for a trip to Everest.</p>
Grammar Opportunities	<p>use apostrophes for omission &amp; singular possession</p> <p>use regular plural noun suffixes (-s, -es)</p> <p>use extended simple sentences e.g. including verbs and adjectives to add interest</p> <p>use the present and past tenses correctly and consistently</p> <p>Full stops and capital letters and question marks use sentence demarcation CL . ?</p> <p>use capital letters for names and pronoun 'I')</p>	<p>use the present and past tenses correctly and consistently including the progressive form</p> <p>use coordination (using or, and, or but)</p> <p>use subordination (using when, if, that, or because)</p> <p>use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>use expanded noun phrases to describe and specify</p> <p>noun noun phrase compound statement adjective</p>	<p>use sentence demarcation (. ! ?)</p> <p>use the un- prefix to change meaning of adjectives/adverbs</p> <p>To express time and place using conjunctions.</p> <p>varied vocab and use some varied sentence openings e.g. time connectives tense (past, present)</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>question statement exclamation command</p>	<p>use expanded noun phrases to describe and specify</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>Question marks and exclamation marks.</p> <p>use coordination (using or, and, or but) use subordination (using when, if, that, or because)</p> <p>question statement exclamation command adjective verb suffix noun</p>	<p>use coordination (using or, and, or but)</p> <p>use subordination (using when, if, that, or because)</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>use expanded noun phrases to describe and specify</p> <p>Exclamation marks use apostrophes for omission &amp; singular possession</p>	<p>commas in a list</p> <p>varied vocab and use some varied sentence openings e.g. time connectives</p> <p>use coordination (using or, and, or but)</p> <p>use subordination (using when, if, that, or because) use sentences with different forms: statement, question, exclamation, command use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>comma compound question statement</p>



English MTP Year 2

	<div>noun verb adjective apostrophe command</div>		<div>adjective verb suffix</div>		<div>compound question statement exclamation command adjective verb suffix adverb</div>	<div>exclamation command adjective verb suffix adverb</div>
Reading Journey	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>



## English MTP Year 2

### Spoken language statements

#### **Listen and respond appropriately to adults and their peers**

- Know the key points they need to focus on in order to answer a question e.g. 'Five buses have nine passengers each but the two trains are empty. How many passengers altogether?'
- Understand complex 2 - 3 part instructions

#### **Ask relevant questions to extend their understanding and knowledge**

- Ask a range of different types of questions to find out specific information including 'how' and 'why'
- Recognise when a message is not clear and be able to provide some information about why

#### **Use relevant strategies to build their vocabulary**

- Recognise when they haven't understood a word or words and be able to provide some information about why
- Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/ to/too, and begin to comment on this

#### **Articulate and justify answers, arguments and opinions**

- Use simple conjunctions to justify or explain something

#### **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings**

- Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order
- Describe in 2-3 sentences how to solve a problem
- Able to use conjunctions to increase the length and grammatical complexity of sentences

#### **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments**

- Take turns to talk, listen and respond in two way conversations and groups

#### **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas**

- Accurately predict what will happen in a story or retelling of an event

#### **Speak audibly and fluently with an increasing command of standard English**

- Produce speech that is consistently clear and easy to understand, with very few immaturities
- Able to say words with 4 or more syllables fairly consistently
- Able to manipulate sounds in words such as deleting sounds from words
- Know that there are some terms or expressions that are only used amongst friends

#### **Participate in discussions, presentations, performances, role play, improvisations and debates**

- Take turns to talk, listen and respond in two way conversations and groups

#### **Gain, maintain and monitor the interest of the listener(s)**

- Usually able to keep to topic in a conversation
- Can be easily prompted to move on if they are talking too much

#### **Consider and evaluate different viewpoints, attending to and building on the contributions of others**

- Ask lots of questions to find out information and respond appropriately to the answers

#### **Select and use appropriate registers for effective communication**

- Know that there are some terms or expressions that are only used amongst friends