
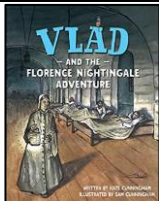
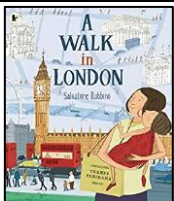


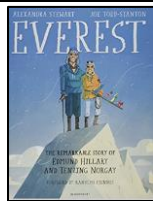

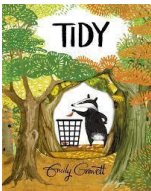
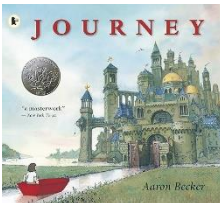




English MTP Year 2

	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>Outcome: To write about a day in the life of a character. Purpose: To record events, thoughts and feelings - entertain Audience: A reader interested in travelling. Form: Narrative recount</p> <p>Outcome: To write a travel Guide Purpose: inform Audience: A reader interested in travelling.</p>	<p>Outcome: To write a letter home as Vlad. Purpose: entertain and inform Audience: Vlad's family Form: Recount letter</p> <p>Outcome: To write a comparison on Florence Nightingale and Kylie Watson Purpose: inform Audience: Readers interested in historical texts. Form: Information Comparison text</p>	<p>Outcome: To write their own story of a 'Walk in Aldershot' Purpose: entertain Audience: Tourists or people new to the area/To help the local councillor Form: Narrative/Recount</p> <p>Outcome: To write a non-chronological report of Aldershot Purpose: inform Audience: Tourists or people new to the area.</p>	<p>Outcome: To write a poem linked to growth and change Purpose: entertain Audience: readers interested in poetry/plants. Form: poetry</p> <p>Outcome: Create an interview with Pete. Purpose: inform Audience: Class Book Form: Information</p>	<p>Outcome: To write a 1st person diary- of when Amelia flies out Purpose: Inform Audience: Recount Form: Recount</p> <p>Outcome: Write a story opening Purpose: an entertaining descriptive text Audience: People who love reading fantasy Form: Narrative</p>	<p>Outcome: To create an advisory text- on what to take with you. Purpose: inform Audience: Survival Guide Form: Survival Guide</p> <p>Outcome: To descriptive text Purpose: entertain Audience: Narrative Form: Narrative</p>



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	Form: Information Leaflet		Form: Information Leaflet.			
Grammar Opportunities	<p>use apostrophes for omission & 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>noun verb adjective apostrophe</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 command</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</p> <p>tense (past, present)</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>question statement exclamation command adjective verb suffix adverb</p>	<p>use expanded noun phrases to describe and specify</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>Exclamation marks and question marks</p> <p>use apostrophes for omission & singular possession</p> <p>use coordination (using or, and, or but)</p> <p>use subordination (using when, if, that, or because)</p> <p>use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>use extended simple sentences e.g.</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</p> <p>compound question statement exclamation command adjective verb</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)</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>comma question statement exclamation command</p>



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				<p>including adverbs and adjectives to add interest</p> <p>question statement exclamation command adjective verb adverb suffix adverb noun</p>	<p>suffix adverb</p>	
Reading Journey	 	 	 	 	 	 



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