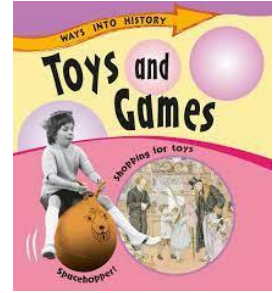


# Year 2 English - Autumn 1

Learning Outcome - To write a report.

Non-Fiction



## Year 2 Focused Learning Intentions

**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- Being introduced to non-fiction books that are structured in different ways
  - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher

**Spell by:**

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learning to spell common exception words

**Writing composition:**

- Writing for different purposes

**Consider what they are going to write before beginning by:**

- 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:**

- 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
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

**Develop their understanding of the concepts set out in English Appendix 2 by:**

- Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

**Learn how to use:**

- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- The present and past tenses correctly and consistently including the progressive form
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Assessment Task Progress	Elicitation	Invent
Personal target		
Organise writing into sections to make it easier for the reader to find out information		
Punctuate most sentences using a capital letter and a full stop, question mark or exclamation mark.		
Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'.		
Use commas in lists.		
Write a text that conveys information clearly using coordinating and subordinating conjunctions.		
Challenge		
Spell common exception words learned so far correctly.		
Use punctuation mostly accurately		
Use a range of verb forms to convey information clearly (past, present, present progressive).		

