English in Class 2 – Summer term (2nd half)

| Narrative

Poetry

Non-fiction | **Year 1 objectives**
Composition
Write sentences by:
saying out loud what they are going to write about
composing an idea orally before writing it
using conjunctions to make compound and complex sentences
re-reading what they have written to check that it makes sense
discuss what they have written with the teacher or other pupils
read aloud their writing clearly enough to be heard by their peers and the teacher.
Grammar, Punctuation and Spelling
leaving spaces between words
joining words and joining clauses using 'and'
beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' | **Year 2 objectives**
Composition
develop positive attitudes towards and stamina for writing by:
writing narratives about personal experiences and those of others (real and fictional) writing about real events
writing poetry
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 encapsulating what they want to say, sentence by sentence
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]
read aloud what they have written with appropriate intonation to make the meaning clear.
Grammar, Punctuation and Spelling
sentences with different forms: statement, question, exclamation, command
expanded noun phrases to describe and specify
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) |