

## Course Outline 2019/2020

Subject: English

Grade: 1/ Year 2

### Term 1

#### Grammar and Punctuation

- Capital letters, full stops, exclamation and question marks.
- Nouns: common nouns, proper nouns
- Past and present tense verbs
- Sentence Structure
- Use sentences with different forms: statement, question, exclamation and command.
- Compound sentences
- Adjectives and adverbs
- Verbs
- Synonyms and antonyms
- Connectives
- Alliteration
- Dictionary, glossary and indexes work.

#### Reading

##### Fiction and Non-Fiction

- Extend the range of common words recognized on sight.
- Use phonic as the main method of tackling unfamiliar words.
- Read aloud with increased accuracy, fluency and expression.
- Comment on some vocabulary choices, e.g. adjectives.
- Read and respond to question words, e.g. *what, where, when, who and why*.
- Begin to develop likes and dislikes in reading.
- Check that the text makes sense to them as they read and correct inaccurate reading.
- Read and recite poems and comment on words and sounds, rhyme and rhythm.

#### Writing

- To describe people/ objects using colour, shape, size, texture, doing, position and number.
- Choose interesting words and phrases, e.g. describing people and places.
- Build and use collections of interesting and significant words.
- Understand a story has a beginning, middle and end.
- Choose some interesting adjectives to describe settings and characters.
- Begin to re-read and re-draft own writing for sense and accuracy.
- Use a variety of simple organizational devices in non-fiction, e.g. headings, captions.
- Find factual information from different formats, e.g. charts, labelled diagrams.
- Write a poem using a variety of language features.
- Begin to use rhyme and alliteration when writing a poem.
- Use the structures of familiar poems and stories in developing own writing.
- For children to write a poem based on a model.

**Text types covered: Descriptive writing, narratives (fairy tales), non-chronological reports and poetry.**

### Speaking and Listening

- For children to learn and recite favourite poems.
- Listen carefully and respond appropriately, asking questions of others.
- Discuss the meaning of unfamiliar words encountered in reading.

### Term 2

### Grammar and Punctuation

- **Revise Term 1 grammar and punctuation concepts.**
- Compound words
- Adverbs and adverbial phrases
- Compound and complex sentences
- Time connectives
- Prefix and suffix
- Use past and present tenses accurately but not always consistently.
- Use mainly simple and compound sentences, with *and/but* used to connect ideas. 'Because' may begin to be used in a complex sentence.

- Begin to vary sentence openings, e.g. with simple adverbs.
- Present tense action verbs (commands)
- Plurals
- Speech marks
- Commas for lists and apostrophes for contracted forms and the possessive (singular).

## **Reading**

### **Fiction and Non-fiction**

- **Revise Term 1 Reading Concepts**
- Predict story endings.
- Read and follow simple instructions, e.g. in a recipe.
- To follow instructions and ask and answer questions about them.
- Locate words by initial letter in simple dictionaries, glossaries and indexes.
- Explore a variety of non-fiction texts on screen.
- Make inferences on the basis of what is being said and done.

## **Writing**

- Write instructions with appropriate features for the text type.
- Structure a story with a beginning, middle and end.
- Find alternatives to *and/then* in developing a narrative and connecting ideas.
- Begin to use dialogue in stories.
- Use features of chosen text type.
- Use simple non-fiction texts as a model for writing.
- Use a variety of simple organizational devices in non-fiction, e.g. headings, captions.
- Form letters correctly and consistently.
- Practise handwriting patterns and the joining of letters.
- Begin to re-read and re-draft own writing for sense and accuracy.

**Text types covered: Narratives (traditional tales), instructions and explanation texts.**

## Speaking and Listening

- **Revise Term 1 speaking and listening concepts.**
- Recount experiences and explore possibilities.
- Articulate clearly so that others can hear.
- Vary talk and expression to gain and hold the listener's attention.
- Show awareness of the listener by including relevant details.
- Attempt to express ideas precisely, using a growing vocabulary.
- Listen carefully and respond appropriately, asking questions of others.

## Term 3

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## Grammar

- **Revise Term 1 and 2 grammar and punctuation concepts.**
- Speech Punctuation
- Time and sequence words
- Homophones and near homophones

## Reading

### **Fiction and Non- Fiction**

- **Revise Term 1 and 2 reading concepts.**
- Read with fluency and expression, taking some notice of punctuation, including speech marks.
- Identify and describe story settings and characters, recognizing that they may be from different times and places.
- Make simple inferences from the words on the page, e.g. about feelings.
- Talk about what happens at the beginning, in the middle or at the end of a story.

## Writing

### **Fiction and Non-Fiction**

- Use the language of time, e.g. *suddenly, after that.*

- Choose some interesting words and phrases, e.g. in describing people and places.
- Develop stories with a setting, characters and a sequence of events.
- Write recounts of events and experiences.
- Link ideas in sections, grouped by content.
- Write with a variety of sentence types.
- Use dialogue in stories.
- Use the structures of familiar stories in developing own writing.
- Re-read and re-draft own writing for sense and accuracy.

**Text types covered: Recounts, narratives in a familiar setting and by significant authors.**

### Speaking and Listening

- **Revise Term 1 and 2 speaking and listening concepts.**
- Explain plans and ideas, extending them in the light of discussion.
- Demonstrate 'attentive listening' and engage with another speaker.
- Extend experiences and ideas through role-play.
- Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice.
- Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking.

### **Textbooks**

- Treasure House Resources
- Treasure House Year 2 Comprehension
- Treasure House Year 2 Composition
- Treasure House Year 2 Grammar
- Treasure House Year 2 Spelling
- Treasure House Year 2 Anthology
- Collins Dictionary
- Collins Thesaurus
- Rising Star Audio Spelling

**Assessments: Break down of 100% mark**

**The final grade for the course will be calculated based on:**

Multiple forms of formal and informal assessments will be used to gain knowledge about a student's level of understanding. Assessments will be in the areas of Grammar, Spelling, Comprehension, Composition, Speaking and Listening, Formal Assessment test dates will be posted on the communicator.

