
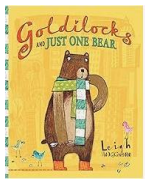
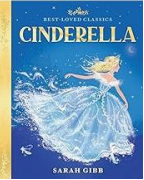

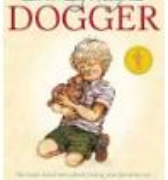
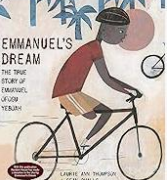
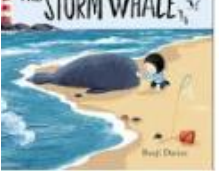

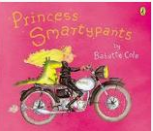

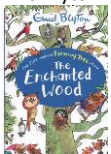









Learning Journeys KS1 Year 2

Persuade Inform Entertain Discuss

	Autumn (Trad Tales) I can tell stories		Spring (Classics) I am a child of books		Summer (Modern) An adventure of books	
Learning Journey 1	Goldilocks and just one bear 	Cinderella 	A Child of Books Oliver Jeffers (whole school) 	Dogger by Shirley Hughes 	Emmanuel's Dream 	Storm Whale 
Hook	Spot the difference between Goldilocks and this book. Postcards from the bear.	Pumpkin and a shoe.		A lost toy – children have to find it.	Video clip of Emmanuel talking about his life.	Video clip of a coastal storm or whale.
Grammar	Past tense. Capital letters and full stops. Conjunction 'because'	Noun phrases Present tense. Commas in lists		Apostrophe for possession. Subordinating and coordinating Progressive tense. 'Jack was playing with his toy when he noticed.'	Powerful verbs	Consolidation of grammar.
Outcome	Tripadvisor review of the hotel stay from the bear	Job advert for working for the Ugly Sisters		Innovated story about a lost toy.	Autobiography. What do you want to be when you grow up? Audience; For myself in the Future	Rescue story something found on the beach.

<p>Learning Journey 2</p>	<p>The Incredible Book Eating Boy by Oliver Jeffers</p> 	<p>Princess Smartpants by Babette Cole</p> 	<p>Six Dinner Sid</p> 	<p>The Enchanted Wood by Enid Blyton</p> 	<p>The Lion Inside Jim Field</p> 	<p>Grandad's Secret Giant David Litchfield</p> 
<p>Hook</p>	<p>Finding a half-eaten book in the classroom</p>	<p>What would you do if you were a prince or princess for the day?</p>	<p>Hook – introduce 'sid'</p>	<p>Tree in the classroom.</p>	<p>Hot seating a lion</p>	<p>Are Giants good or bad? Discussion</p>
<p>Grammar</p>	<p>-er – est in the text. Conjunctions 'because' 'so that' 'but' Adjectives</p>	<p>Command sentences. Subordinating and coordinating conjunctions Adverbs</p>	<p>Exclamation marks Review of punctuation Noun phrases.</p>	<p>Expanded noun phrases. Adverbs</p>	<p>-est, -er</p>	<p>Present tense Noun phrases. Exclamatory sentence (How big he is!)</p>
<p>Outcome</p>	<p>What book would you eat and why? (Mini write) Persuading Henry not to eat the books in our library</p>	<p>Write a new task description for a prince</p>	<p>Sid goes to a seventh house. Expand the middle of the story.</p>	<p>Description of a land at the top of the tree.</p>	<p>A letter from the lion from the mouse saying why they should be friends.</p>	<p>Information writing about giants</p>
<p>Learning Journey 3</p>	<p>A Hero called Wolf</p> 	<p>A tale of two beasts by Fiona Robertson</p> 			<p>The Pirates Next Door</p> 	

Hook	Something not working in the classroom. (on going throughout the week)	Split into two and each group hear a different version. Work with TP to answer scaffolded questions.		Find artefacts in the classroom Who's been here at the weekend?	
Grammar	Progressive form of present tense. Contractions.	Past tense Adverbs Apostrophes for possession.		Expanded noun phrases. Adverbs commas	
Outcome	mini outcome – advert for the Wolf as a handyman 2 nd outcome letter to the wolf asking him to come and fix things in the school.	Recount from another character's point of view (from Cinderella)		How to be a Pirate. Instructional writing with descriptive noun phrases.	

	Year 1	Year 2
Statutory Requirements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in <u>English Appendix 2</u> by: <ul style="list-style-type: none"> ○ 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' ○ learning the grammar for year 1 in English Appendix 2 ○ use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in <u>English Appendix 2</u> by: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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) ○ the grammar for year 2 in English Appendix 2 ○ some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Notes and Guidance	<p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.</p> <p>Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary.</p>	<p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>
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	Year 1	Year 2
Word	<p>Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>(A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command,</p> <p>compound, adjective, verb,</p> <p>suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>