

Unit plans included in the Jane Considine English Unit Plan Subscription

		www.janeconsidine.com					UNIT PLAN TITLE																								
			NARRAT							<i>S</i>					WW WE RELING				NON-FICTION THE					ART: A MAKE EDER AS				POETR'			
		Year 2	THE OROW'S TALE	LITTLE RED READING HOOD	THE OWL WHO WAS AFRAID	STARDUST	THE BUILDING BOY	GEORGE AND THE DRAGON	MY OHRISTMAS STAR	MILO IMAGINES THE WORLD	THE FRIENDSHIP BENOH	A LION IN PARIS	THE MARVELLOUS FLUFFY	NEIL ARMSTRONG	THIS IS HOW WE DO IT	GRACE DARLING	SINGAPORE	PLANTS	THE GREAT FOF LONDON	PIRATES	BIG CATS	THE DAY THE CRAYONS QUIT	HIBERNATION	IN MY HEART: A BOOK OF FEELINGS	HOW TO MAKE A BIRD FEEDER	MEERKAT CHRISTMAS	HABITATS	MALALA'S MAGIC PENCIL	IF I WERE IN CHARGE OF THE WORLD	STRANGE	DESK DIDDLER
		Pupils should be taught to ask relevant uestions to extend their understanding and knowledge.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to use relevant strategies to build their vocabulary.	✓	✓	⋖	⋖	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	⋖	✓	✓	✓	✓	⋖
1	Pup	oils should be taught to articulate and justify answers, arguments and opinions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓		✓	✓	✓		✓			
		Pupils should be taught to give well-structured descriptions, explanations and narratives for erent purposes, including for expressing feelings.	✓	✓	⋖	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
1	activ	ils should be taught to maintain attention and participate vely in collaborative conversations, staying on topic and initiating and responding to comments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	to d	bils should be taught to use spoken language develop understanding through speculating, pothesising, imagining and exploring ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	⋖
SPOKEN LANGUAGE		upils should be taught to speak audibly and fluently with an increasing command of Standard English. Pupils should be taught to participate in	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	disc	cussions, presentations, performances, role play, improvisations and debates.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															✓	✓	✓	✓
		upils should be taught to gain, maintain and monitor the interest of the listener(s). Pupils should be taught to consider and	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														✓	✓	✓	✓	✓
	eva	Aluate different viewpoints, attending to and building on the contributions of others. Pupils should be taught to select and use	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	~	✓	✓	✓	✓			
1		appropriate registers for effective communication.	✓	✓		✓	✓	✓	✓	✓	•	✓	✓														✓	✓	✓		
1	ati wri	titudes towards and stamina for writing by iting narratives about personal experiences and those of others (real and fictional).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														✓	✓			
	ati	Pupils should be taught to develop positive titudes towards and stamina for writing by writing about real events.												✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
NATIONAL CURRICULUM IN ENGLAND STATUTORY REQUIREMENTS WRITING COMPOSITION	att	Pupils should be taught to develop positive titudes towards and stamina for writing by writing poetry.																											✓	✓	✓
	att	Pupils should be taught to develop positive titudes towards and stamina for writing by writing for different purposes.	✓	✓	✓	✓	⋖	✓	✓	✓	✓	✓	✓	⋖	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	are	pils should be taught to consider what they going to write before beginning by planning saying out loud what they are going to write about.	✓	✓	✓	✓	✓	✓	✓	✓	⋖	✓	✓	✓	✓	⋖	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	are	pils should be taught to consider what they e going to write before beginning by writing own ideas and/or key words, including new vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SO	pils should be taught to consider what they are going to write before beginning by capsulating what they want to say, sentence by sentence.	✓	✓	✓	✓	✓	✓	✓	✓	⋖	✓	✓	✓	✓	⋖	✓	✓	⋖	✓	⋖	✓	✓	✓	✓	✓	✓	✓			
	⊨ ac	Pupils should be taught to make simple dditions, revisions and corrections to their n writing by evaluating their writing with the	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ac	teacher and other pupils. Pupils should be taught to make simple dditions, revisions and corrections to their when writing by re-reading to check that their	~	~	•	✓	~	✓	~	~	~	~	~	~	~	~	~	~	~	✓	~	~	✓	~	~	✓	~	~		~	~
	t	iting makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Pupils should be taught to make simple										•				•	•		•	•	•	•									
	ac c er	dditions, revisions and corrections to their own writing by proof-reading to check for rrors in spelling, grammar and punctuation or example, ends of sentences punctuated	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
z		correctly). bils should be taught to read aloud what they ave written with appropriate intonation to make the meaning clear.	✓	⋖	✓	✓	✓	✓	✓	✓	✓	⋖	✓	✓	✓	✓	✓	✓	✓	⋖	✓	✓	✓	⋖	✓	✓	✓	✓	✓	✓	✓
	Fo	ormation of nouns using suffixes such as – ness, –er and by compounding [for example, whiteboard, superman]						✓	✓	✓			✓				✓														
	NOW For	mation of adjectives using suffixes such as – ful, –less					⋖			✓				⋖		✓		✓				✓									
		se of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs			⋖	⋖	⋖		✓				✓				✓		✓		✓		✓		✓						
	Su	ubordination (using when, if, that, because) and co-ordination (using or, and, but)			✓	✓	⋖	✓				✓	✓	⋖	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		xpanded noun phrases for description and ecification [for example, the blue butterfly, plain flour, the man in the moon]	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓	✓			
		ow the grammatical patterns in a sentence dicate its function as a statement, question, exclamation or command	✓	✓		⋖	⋖	✓	✓				✓	⋖	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	⋖	⋖			
		orrect choice and consistent use of present tense and past tense throughout writing	>	⋖	~	⋖	⋖	✓	✓	✓			✓	⋖	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				✓
	- F	Use of the progressive form of verbs in the present and past tense to mark actions in gress [for example, she is drumming, he was shouting]					✓	✓	✓						✓	✓	✓	✓	✓							✓	✓				✓
	Use	e of capital letters, full stops, question marks and exclamation marks to demarcate	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			
	O D D	sentences Commas to separate items in a list	✓				✓					✓	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓	✓	•		
		ostrophes to mark where letters are missing spelling and to mark singular possession in	~	V	✓	✓	✓		✓	-						✓	✓	✓	✓							~		✓			