



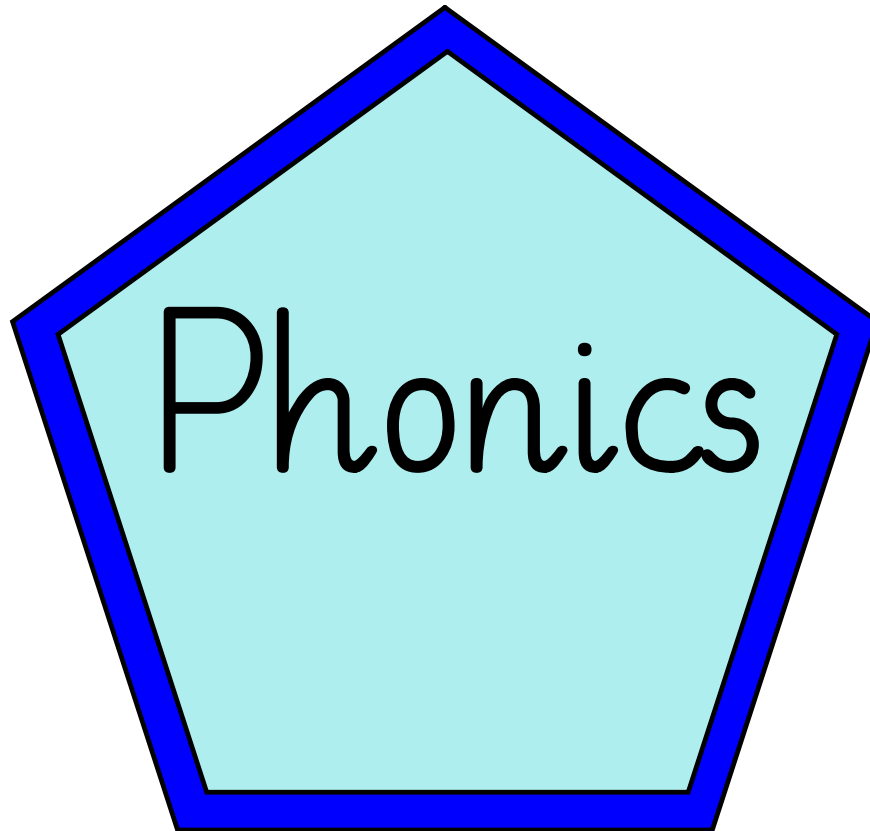
Year Two - English

Today your child will have:

- A phonics recap
- Phonics task to complete.
- A handwriting task to complete.
- An English challenge to complete.
- Optional extra tasks.



Handwriting



Phoneme recap

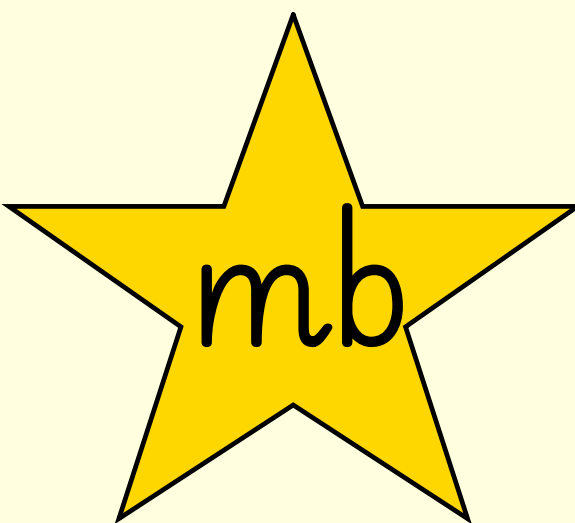
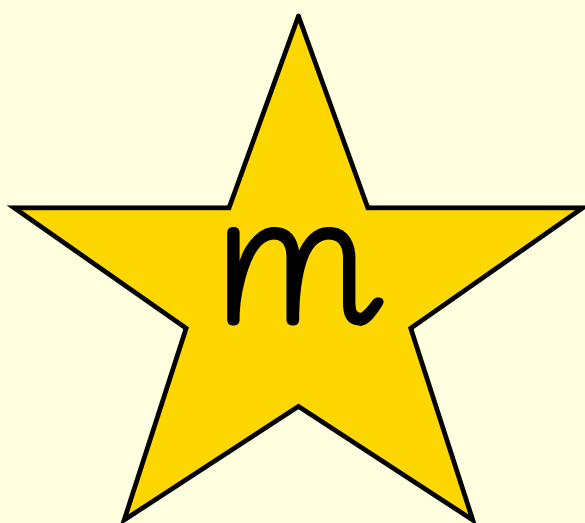
How quickly can you recall all the phase 3 and phase 5 phonemes?



<https://www.phonicsplay.co.uk/resources/phase/5/flashcards-speed-trials>



Today we are moving onto the 'm' phoneme family. There are two graphemes that make the 'm' phoneme. Can you think what they might be?



Note: Look at the picture and use the phonemes at the bottom to help you spell the word. If you are not sure, write all of the different ways and select which one you might have seen in a book.



mb

m

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mb

m

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Third month
of the year

mb

m

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mb

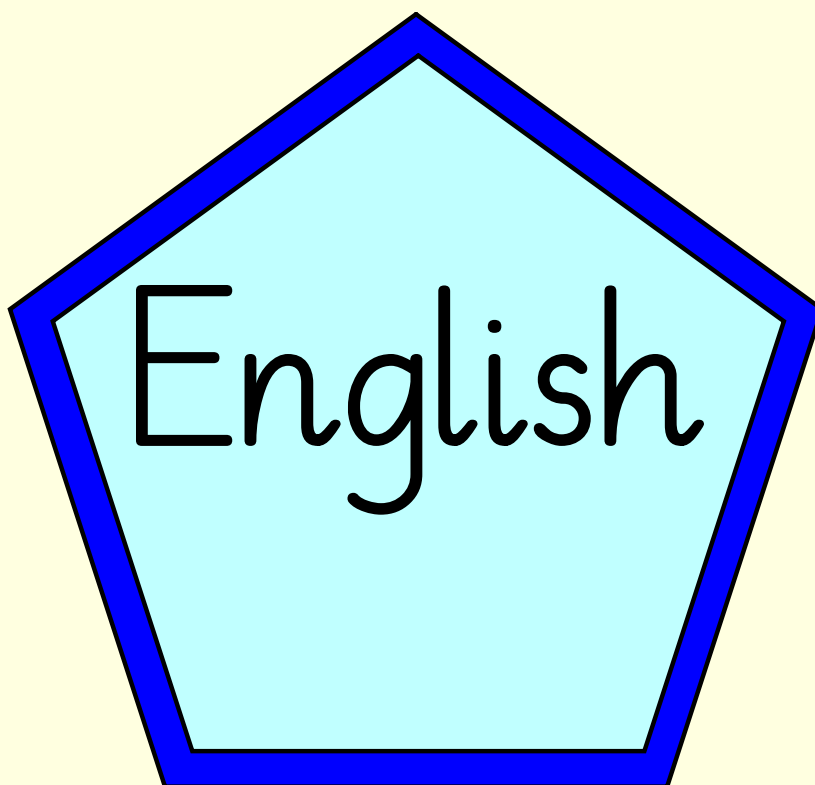
m

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mb

m



English

Our Learning Objective:

I can use co-ordination (or / and / but) and some subordination (when / if / that / because).

Today we are going to move on from coordinating conjunctions to subordinating conjunctions. Lets find out all about those.



Mr Morgan



Mrs Hoyle



Clauses



An independent clause makes sense on its own.

All simple sentences include a clause.

The monster roared loudly.

The subject

The verb

Clauses



When we join two independent clauses together, they become a compound sentence.

We already know at least one way to do this – by using *and*.

The monster roared loudly and he scared the little girl.

We join our independent clauses together using conjunctions.

The word *and* is a conjunction.

Subordinating Conjunctions



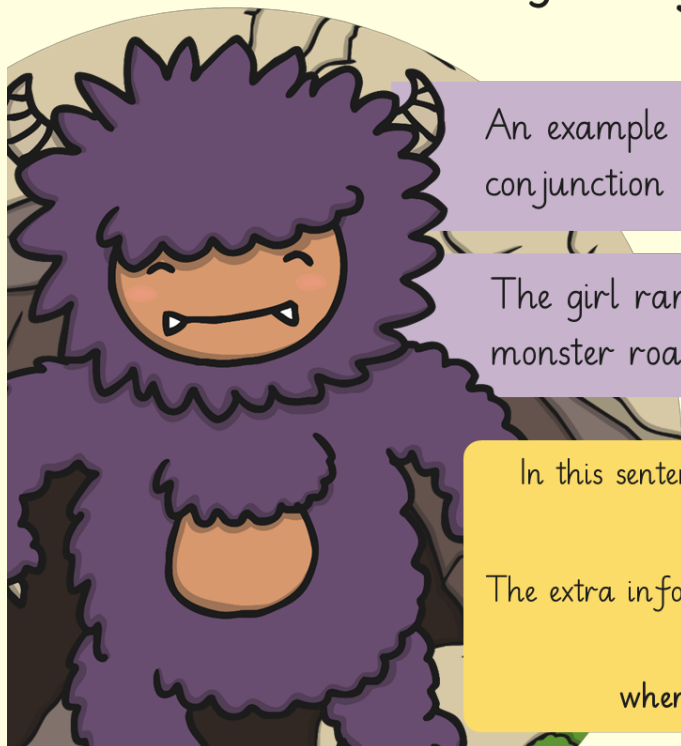
When we use a conjunction e.g. *and*, both clauses make sense on their own.

The monster roared loudly and he chased the little girl.

Sometimes we want to add more information to our sentences. This information is extra and not as important as our independent/main clause.

When we want to do this, we use a subordinating conjunction.

Subordinating Conjunctions



An example of a subordinating conjunction is *when*.

The girl ran away when the monster roared at her.

In this sentence the main/independent clause is:

The girl ran away

The extra information and the subordinating clause is:

when the monster roared at her

Subordinating Conjunctions

There are lots of subordinating conjunctions but we are going to look more closely at these four:

when

if

that

because

Subordinating Conjunctions

Look at the clauses below. Which of our 4 subordinating conjunctions (when, if, that because) would join these together best?

I used one of Evie's pencils. I had lost mine.



Subordinating Conjunctions

Look at the clauses below. Which of our 4 subordinating conjunctions (when, if, that because) would join these together best?

I used one of Evie's pencils because I had lost mine.



Subordinating Conjunctions

Look at the clauses below. Which of our 4 subordinating conjunctions (when, if, that because) would join these together best?

Mum said I could have dessert. I ate all my tea



Subordinating Conjunctions

Look at the clauses below. Which of our 4 subordinating conjunctions (when, if, that because) would join these together best?

Mum said I could have dessert if I ate all my tea.



Subordinating Conjunctions

Look at the clauses below. Which of our 4 subordinating conjunctions (when, if, that because) would join these together best?

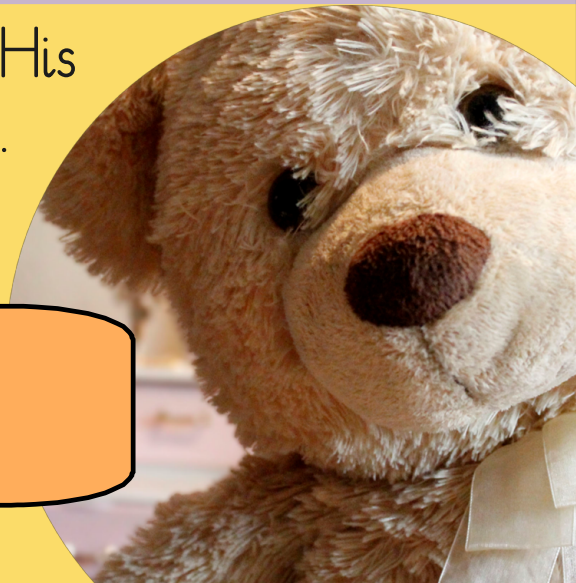
I will cut the grass. It stops raining.



Subordinating Conjunctions

Look at the clauses below. Which of our 4 subordinating conjunctions (when, if, that because) would join these together best?

The boy loved the toy. His grandfather gave him.





English Task

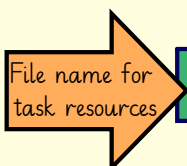
Identifying subordinating conjunctions

Task 1

Read the sentences on sheet titled 'Complete the sentences.'
Can you match up the opening and finishing clauses.

Task 2

Write a sentence using the subordinating conjunctions you have learnt today.



Complete the sentences

Optional tasks



2Dos

Purple Mash
Grouping sentences by missing words, with a focus on subordinating conjunctions.



Spelling shed/LEXIA

Practice spelling your common exception words and spelling words containing all the phonemes you have learnt.

If you have any questions please email

keystage1@cookridge.leeds.sch.uk

Attachments

RIC text - Day 2.docx

Day 2 - Word Search.pdf