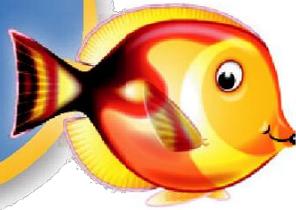


2



Macmillan English 2

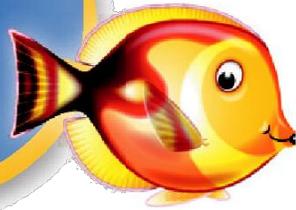
Cambridge Primary English Curriculum Framework

Course Transcript



Stage 2	Macmillan English 2
Phonics, spelling and vocabulary	
Learn the different common spellings of long vowel phonemes.	all units
Learn the different ways in which vowels can be pronounced, e.g. <i>how, low, apple, apron</i>	some units
Apply knowledge of phonemes and spelling patterns in writing independently.	all units
Secure the spelling of high frequency words and common irregular words.	some units
Identify syllables and split familiar compound words into parts.	later levels
Spell words with common prefixes and suffixes, e.g. <i>un-, dis-, -ful, -ly</i> .	later levels
Build and use collections of interesting and significant words.	all units
Discuss the meaning of unfamiliar words encountered in reading.	all units
Choose interesting words and phrases, e.g. in describing people and places.	assumed
Grammar and punctuation	
Reading	
Read and respond to question words, e.g. <i>what, where, when, who, why</i> .	U1, 6, 13, 16
Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.	assumed
Writing	
Write in clear sentences using capital letters, full stops and question marks.	U1, 4
Use past and present tenses accurately but not always consistently.	past: U7-12, 16-18, present: U1-5, 13-15
Use mainly simple and compound sentences, with <i>and/but</i> used to connect ideas. <i>Because</i> may begin to be used in a complex sentence.	U4, 5
Begin to vary sentence openings, e.g. with simple adverbs.	U13 (adverbs in final position)
Use a variety of simple organisational devices in non-fiction, e.g. headings, captions.	U1, 3, 8, 10, 14

2



Macmillan English 2

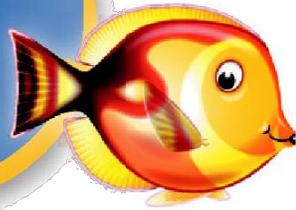
Cambridge Primary English Curriculum Framework

Course Transcript



Stage 2	Macmillan English 2
Grammar and punctuation (continued)	
Begin to re-read own writing for sense and accuracy.	assumed
Reading	
Fiction and poetry	
Extend the range of common words recognised on sight.	all units
Use phonics as the main method of tackling unfamiliar words.	all units
Read aloud with increased accuracy, fluency and expression.	assumed
Identify and describe story settings and characters, recognising that they may be from different times and places.	most units
Predict story endings.	most units
Make simple inferences from the words on the page, e.g. about feelings.	assumed
Talk about what happens at the beginning, in the middle or at the end of a story.	U1, 8, 9, 11, 15, 16
Comment on some vocabulary choices, e.g. adjectives.	U2, 17
Begin to develop likes and dislikes in reading.	assumed
Read poems and comment on words and sounds, rhyme and rhythm.	U2, 5, 12, 13, 17
Non-fiction	
Read and follow simple instructions, e.g. in a recipe.	assumed
Locate words by initial letter in simple dictionaries, glossaries and indexes.	assumed / New Working with Words CD-ROM
Find answers to questions by reading a section of text.	all units
Find factual information from different formats, e.g. charts, labelled diagrams.	U3, 4, 6, 7, 10, 14, 17
Identify general features of known text types.	assumed
Show some awareness that texts have different purposes.	assumed

2



Macmillan English 2

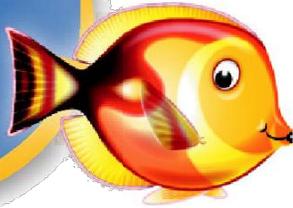
Cambridge Primary English Curriculum Framework

Course Transcript



Stage 2	Macmillan English 2
Reading (continued)	
Explore a variety of non-fiction texts on screen.	assumed
Writing	
Fiction	
Develop stories with a setting, characters and a sequence of events.	U1, 2, 15-18
Structure a story with a beginning, middle and end.	U1, 2, 15-18
Link ideas in sections, grouped by content.	most units in Class Writing
Find alternatives to <i>and/then</i> in developing a narrative and connecting ideas.	later levels
Write with a variety of sentence types.	all units
Use the structures of familiar poems and stories in developing own writing.	most units
Begin to use dialogue in stories.	U15
Use the language of time, e.g. <i>suddenly, after that</i> .	later levels
Choose some interesting words and phrases, e.g. in describing people and places.	U2, 14
Write simple evaluations of books read.	Projects
Write instructions and recount events and experiences.	some units
Use features of chosen text type.	all units
Use simple non-fiction texts as a model for writing.	most units
Make simple notes from a section of non-fiction texts, e.g. listing key words.	later levels
Presentation	
Form letters correctly and consistently.	assumed
Practice handwriting patterns and the joining of letters.	assumed
Speaking and listening	
Recount experiences and explore possibilities.	U5, 9, 11, 13, 15-18

2



Macmillan English 2

Cambridge Primary English Curriculum Framework

Course Transcript



Stage 2	<i>Macmillan English 2</i>
Speaking and listening (continued)	
Explain plans and ideas, extending them in the light of discussion.	Projects
Articulate clearly so that others can hear.	assumed
Vary talk and expression to gain and hold the listener's attention.	assumed
Show awareness of the listener by including relevant details.	assumed
Attempt to express ideas precisely, using a growing vocabulary.	assumed
Listen carefully and respond appropriately, asking questions of others.	assumed
Demonstrate 'attentive listening' and engage with another speaker.	assumed
Extend experiences and ideas through role-play.	assumed
Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice.	assumed
Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking.	assumed