

Curriculum objectives

- To use subordination (using *when, if, that or because*) and coordination (using *or, and or but*).

Resources

Photocopiable page 'Subordination and coordination' from the CD-ROM; scissors

Grammar and punctuation: Consolidating subordination and coordination

Revise

- Recall previous explorations of subordination and coordination.
- Write down some connectives used for subordination – for example, *when, if, that, because* – and ask children to make up some sentence examples using these 'joining' words.
- Do the same with connectives used for coordination, such as *or, and, but*.
- Display photocopiable page 'Subordination and coordination' from the CD-ROM. Explain that five sentences have been cut in half and the beginnings and ends put in separate boxes. However, the 'joining words' are missing. Explain that the children's task is to make the sentences whole again by adding the missing connectives.
- Talk about the clues that tell us which is the beginning, middle and end of the sentence (capital letter, connective word and punctuation mark).
- Choose one of the sentence beginnings and ask children to decide which is the ending. Write this on the board and check that it makes sense.

Assess

- Provide children with the photocopiable sheet each and ask them to follow the instructions.
- Ask them to write down their sentences and circle the connecting word in each one.

Further practice

- Join a small group of children requiring support and give them some simple split sentences, for example: *This is my map...and this is my compass*.
- Challenge pairs of confident children to write the start of sentences for their partners to extend using a connective.
- For more support, see page 101.

Curriculum objectives

- To learn to spell common exception words.

Resources

A prepared document entitled *List of common exception words* taken from Year 2 (Appendix 2); photocopiable page 'Common exception words' from the CD-ROM; timer

Spelling: Common exception words

Revise

- Recall how some words do not follow the usual spelling rules.
- Display *List of common exception words* and set the timer. Challenge children to read as many of these as they can in the set time.
- Ask children to move quickly, reading words as you point to them.
- Highlight the words read correctly, and count them at the end.
- Return to words that children did not manage to read. Ask them to try again, with you joining in.
- Repeat this challenge to see if children remember more words the second time around. Always read together so that no one is discouraged.
- Display photocopiable page 'Common exception words' from the CD-ROM.
- Read each sentence together. Provide children with a copy of the *List of exception words* and ask them to suggest a word from this list that might fit the space in the first sentence on the board.

Assess

- Provide individuals with the photocopiable sheet to use with the word list.
- Invite them to fill in the former, choosing words from the list.

Further practice

- Invite confident children to write sentences that include some exception words they have explored with the class.
- Create a simpler version to reflect the reading levels of those who struggle.