

Year 2 Medium Term Planning

<p>Handwriting:</p>	<p>Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.</p>
<p>Spellings</p>	<ul style="list-style-type: none"> • Common exception words - learn to spell and use them correctly in their writing: Door Floor Poor Because Find Kind Mind Behind Child Children Wild Climb etc (appendix 1) • Add suffixes -ment, -ness, -ful, -less, -ly Enjoyment Sadness Careful Playful Hopeless Plainness Badly • Know the rules and exceptions eg - merriment and happiness Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to root words ending in -y with a consonant before it Adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. • el and al words Explain rules el used after m, n, r, s, v, w • al not many nouns end with this BUT adjectives do
<p>Speaking and listening</p>	<p>At a level appropriate to Year 2: listen and respond appropriately to adults and their peers.</p> <p>At a level appropriate to Year 2: ask relevant questions to extend their understanding and knowledge.</p> <p>At a level appropriate to Year 2: use relevant strategies to build their vocabulary .</p> <p>At a level appropriate to Year 2: articulate and justify answers, arguments and opinions.</p> <p>At a level appropriate to Year 2: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .</p> <p>At a level appropriate to Year 2: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .</p> <p>At a level appropriate to Year 2: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>At a level appropriate to Year 2: speak audibly and fluently with an increasing command of Standard English.</p> <p>At a level appropriate to Year 2: participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>At a level appropriate to Year 2: gain, maintain and monitor the interest of the listener(s).</p>

At a level appropriate to Year 2: consider and evaluate different viewpoints, attending to and building on the contributions of others.								
At a level appropriate to Year 2: select and use appropriate registers for effective communication.								
Term/ week	Unit and Stimulus/Key texts	WALTS	Grammar for focus	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading – Word objectives to be covered throughout the year	Expected end of unit piece
Autumn 1 7 weeks 1 week Assessment 1 week POETRY	NARRATIVE 3 WEEKS Flat Stanley READ CH 1 CH2 & CH 3	<p>Understand inferences can be made from both text and images.</p> <p>Develop the skill of answering questions fully.</p> <p>Know how to recognise adjectives.</p> <p>Understand inverted commas.</p> <p>Know that there are different tenses.</p> <p>Know how to edit and improve work.</p> <p>Understand how to develop a setting.</p> <p>Develop the skill of planning ideas.</p> <p>Know ideas develop to form narratives.</p> <p>Develop the skill of setting the scene.</p> <p>Develop the skill of re-reading work to make sure it makes sense.</p> <p>Know how to make simple additions/corrections.</p> <p>Understand how dictionaries are used to check spelling.</p>	<p>Present and past tense</p> <p>Third person</p> <p>Expanded noun phrases</p> <p>Subordinating conjunctions</p> <p>Sentence types: Statement, commands, exclamation, questions</p> <p>Punctuation: ? ! " " , .</p>	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation and question marks</p> <p>Learn how to use expanded noun phrases to describe and specify eg: <u>The blue butterfly</u></p> <p><u>The light blue butterfly</u></p> <p>Learn how to use the present and past tense correctly and consistently including the progressive form</p> <p>Use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>	<p>Develop positive attitudes towards stamina for writing by writing narratives about personal experiences and those of others (real and fictional)</p> <p>Consider what they are going to write about before beginning by writing down ideas/ key words inc new vocabulary</p> <p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read work to make sure their writing makes sense and that verbs to indicate time are used correctly and consistently: including verbs in the continuous form</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling, including a few common homophones</p> <p>Spell by learning to spell common exception words</p> <p>Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.</p>	PRODUCE OWN ADVENTUR E STORY FOR FLAT STANLEY

	<p style="text-align: center;">DESCRIPTION READ CH THE MUSEUM THIEVES <i>It seemed to get quieter, too, with the darkness. There was absolutely no sound at all.</i> 2 WEEKS</p>	<p>Understand inferences can be made from both text and images.</p> <p>Know how to create suspense and drama for the reader.</p> <p>Understand how to develop a setting.</p> <p>Develop the skill of re-reading work to make sure it makes sense.</p> <p>Know how to make simple additions/corrections.</p> <p>Understand how dictionaries are used to check spelling.</p>	<p>Present and past tense Third person Expanded noun phrases Subordinating conjunctions Sentence types: Statement, commands, exclamation, questions Punctuation: ? ! " " , .</p>	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation and question marks Learn how to use expanded noun phrases to describe and specify eg: <u>The blue butterfly</u> <u>The light blue butterfly</u> Learn how to use the present and past tense correctly and consistently including the progressive form Use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>	<p>Develop positive attitudes towards stamina for writing by writing narratives about personal experiences and those of others (real and fictional) Consider what they are going to write about before beginning by writing down ideas/ key words inc new vocabulary Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Re-read work to make sure their writing makes sense and that verbs to indicate time are used correctly and consistently: including verbs in the continuous form Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling, including a few common homophones Spell by learning to spell common exception words Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done. Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.</p>	<p style="text-align: center;">WRITE A DESCRIPTI ON OF HOW THE MUSEUM THIEVES ENTERED THE MUSEUM</p>
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<p>Created by Kate Sykes</p>	<p>POETRY 1 WEEK</p> <p>Michael Rosen - 'Chocolate Cake'</p> <p>Watch video michaelrosen.co.uk/my_family_cake.html</p>	<p>Develop the skill of discussing poetry.</p> <p>Understand root words (adjectives) can be altered to form new words (adverbs).</p> <p>Understand how to plan a poem.</p> <p>Develop the skill of writing poetry.</p> <p>Understand how to perform poems for evaluation.</p>	<p>Language - smell, taste, touch</p> <p>Simple recurring literary language.</p> <p>Similes</p> <p>Alliteration</p>	<p>Use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Understand the formation of adjectives using suffixes -ful and -less</p>	<p>Consider what they are going to write about before beginning by writing down ideas/ key words inc new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read work to make sure their writing makes sense and that verbs to indicate time are used correctly and consistently: including verbs in the continuous form</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Develop positive attitudes and stamina by writing poetry</p>	<p>Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling, including a few common homophones</p> <p>Spell by learning to spell common exception words</p> <p>Spell by learning to spell more words with contracted forms.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>POETRY - ALL CHILDREN TO PRODUCE A POEM ABOUT THEIR FAVOURITE FOOD</p>
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Term/ week	Unit and Stimulus/Key texts	WALTS	Grammar for focus	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading - Word objectives to be covered throughout the year	Expected end of unit piece
Autumn 2	Letter to Grandma about her days at school 2 WEEKS	<p>Know how to make predictions</p> <p>Understand how to sequence events.</p> <p>Develop the skill of writing about emotions and thoughts</p> <p>Understand how to use reading strategies.</p> <p>Know how to make inferences.</p> <p>Understand how to write from personal perspectives.</p> <p>Know how to organise and structure writing.</p> <p>Know how to edit.</p> <p>Understand the importance of a final draft.</p>	<p>Informal language</p> <p>First person</p> <p>Conjunctions</p> <p>Sentences of different forms</p> <p>Past tense</p> <p>Exclamation and question marks</p>	<p>Use and apply grammatical terminology using punctuation correctly including full stop, capital letters, exclamation and question marks</p> <p>Use commas for lists within a short paragraph</p> <p>Understand and use effective expanded noun phrases to describe and specify</p> <p>Independently use the present and past tenses correctly and consistently including the progressive form within their writing</p> <p>Understand and apply subordination and coordination</p> <p>Use and understand the formation of nouns using suffixes such as -ness, -er and compounding</p>	<p>Develop positive attitudes towards and stamina for writing by writing about real events</p> <p>Develop positive attitudes and stamina by writing for a range of purposes in a range of contexts</p> <p>Consider what they are going to write independently before beginning by encapsulating what they want to say a few sentences at a time</p> <p>Make a range of additions, revisions and corrections to their own writing independently by carefully proof-reading to check for errors in spelling, grammar and punctuation</p> <p>Confidently read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Spell common exception words</p> <p>Spell more words with contracted forms</p> <p>Use the possessive apostrophe</p> <p>Use spelling rules and knowledge of the year 2 spelling list</p> <p>Write from memory more complex sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.</p>	

	<p>Book review and Character description. 2 weeks</p> <p>Greater depth WAGOLL 2016 Diary of a killer cat.</p>	<p>Develop the skill of sharing my views. (linked to character)</p> <p>Know how to write an effective book review.</p> <p>Understand how to describe a character. (personality, appearance, behaviour, movement)</p> <p>Know how to edit and improve writing.</p> <p>Understand how redraft.</p>	<p>Subordinating conjunctions</p> <p>Simple past tense</p> <p>Simple present tense</p> <p>Expanded noun phrase</p> <p>Apostrophes for singular possession</p> <p>Sentence types: Statement, commands, exclamation, questions</p> <p>Punctuation: ? ! " " , .</p>	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation and question marks</p> <p>Learn how to use expanded noun phrases to describe and specify eg: <u>The blue butterfly</u></p> <p><u>The light blue butterfly</u></p> <p>Learn how to use the present and past tense correctly and consistently including the progressive form</p> <p>Use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>	<p>Develop positive attitudes towards stamina for writing by writing narratives about personal experiences and those of others (real and fictional)</p> <p>Consider what they are going to write about before beginning by writing down ideas/ key words inc new vocabulary</p> <p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read work to make sure their writing makes sense and that verbs to indicate time are used correctly and consistently: including verbs in the continuous form</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling, including a few common homophones</p> <p>Spell by learning to spell common exception words</p> <p>Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.</p>	
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	<p>Narrative - Story continuation - Staring Grace - next adventure</p> <p>2 weeks</p>	<p>Know the difference between first and third person.</p> <p>Understand how to report facts.</p> <p>Understand how characters are formed.</p> <p>Know how characters are different.</p> <p>Understand how scenes/settings are formed.</p> <p>Know how to describe a setting.</p> <p>Understand how to use a narrative to extend a story.</p> <p>Develop the skill of using speech.</p> <p>Know how to improve writing.</p> <p>Understand how to evaluate writing.</p>	<p>Third person Inverted commas Noun phrases Expanded noun phrases Specific nouns - Proper nouns List of three - adjectives and actions</p>	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation and question marks Learn how to use expanded noun phrases to describe and specify eg: <u>The blue butterfly</u> <u>The light blue butterfly</u> Learn how to use the present and past tense correctly and consistently including the progressive form Use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>	<p>Develop positive attitudes towards stamina for writing by writing narratives about personal experiences and those of others (real and fictional) Consider what they are going to write about before beginning by writing down ideas/ key words inc new vocabulary Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Re-read work to make sure their writing makes sense and that verbs to indicate time are used correctly and consistently: including verbs in the continuous form Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling, including a few common homophones Spell by learning to spell common exception words Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done. Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.</p>	
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<p>Can't Sleep Little Bear?</p> <p>Stories with a familiar setting</p> <p>Skills: Third person Noun phrases Expanded noun phrases Proper nouns - capital letters Pronouns Simple sentences start with capital letter end with full stop Exclamation marks Questions Clauses joined by conjunctions</p>	<p>Understand inferences can be made from both text and images.</p> <p>Develop the skill of answering questions fully.</p> <p>Know how to recognise adjectives.</p> <p>Understand inverted commas.</p> <p>Know that there are different tenses.</p> <p>Know how to edit and improve work.</p> <p>Understand how to develop a setting.</p> <p>Develop the skill of planning ideas.</p> <p>Know ideas develop to form narratives.</p> <p>Develop the skill of setting the scene.</p> <p>Develop the skill of re-reading work to make sure it makes sense.</p> <p>Know how to make simple additions/corrections.</p> <p>Understand how dictionaries are used to check spelling.</p>	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation and question marks</p> <p>Learn how to use expanded noun phrases to describe and specify eg: <u>The blue butterfly</u></p> <p><u>The light blue butterfly</u></p> <p>Learn how to use the present and past tense correctly and consistently including the progressive form</p> <p>Use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>	<p>Develop positive attitudes towards stamina for writing by writing narratives about personal experiences and those of others (real and fictional)</p> <p>Consider what they are going to write about before beginning by writing down ideas/ key words inc new vocabulary</p> <p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read work to make sure their writing makes sense and that verbs to indicate time are used correctly and consistently: including verbs in the continuous form</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling, including a few common homophones</p> <p>Spell by learning to spell common exception words</p> <p>Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.</p>	<p>As Little Bear write about why you are scared - descriptive based task</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 1</p>	<p>Can't Sleep Little Bear? 'Bedtime' by Eleanor Farjeon</p> <p>Instructions</p> <p>Skills: Time conjunctions Imperative verbs Present tense Bullet points Simple sentences Commas in lists Proper nouns</p>	<p>Understand how to order events.</p> <p>Know how to write an advert.</p> <p>Know what instructions are.</p> <p>Understand instructions take different forms.</p> <p>Know the differences between statements, commands and simple sentences.</p> <p>Understand words can be contracted.</p> <p>Know that planning is part of developing writing.</p> <p>Develop the skill of writing instructions.</p> <p>Know how to re-read work to make sure it makes sense.</p> <p>Know how to make adjustments in writing.</p>	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation and question marks</p> <p>Use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Use commas for lists</p> <p>Use sentences with different forms: statement, question, exclamation and command.</p>	<p>Consider what they are going to write about before beginning by writing down ideas/ key words inc new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read work to make sure their writing makes sense and that verbs to indicate time are used correctly and consistently: including verbs in the continuous form</p> <p>Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation.</p>	<p>Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling, including a few common homophones</p> <p>Spell by learning to spell common exception words</p> <p>Spell by learning to spell more words with contracted forms.</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>How to have a good night's sleep.</p>
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<p>Week (s)</p> <p>Created by Kate Sykes</p>	<p>Can't Sleep Little Bear? 'Bedtime' by Eleanor Farjeon</p> <p>Poetry</p> <p>Skills: Capital letters Contracted words Adjectives Adverbs Verbs Full stops Commas Conjunctions</p>	<p>Develop the skill of discussing poetry.</p> <p>Understand root words (adjectives) can be altered to form new words (adverbs).</p> <p>Understand how to plan a poem.</p> <p>Develop the skill of writing poetry.</p> <p>Understand how to perform poems for evaluation.</p>	<p>Use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Understand the formation of adjectives using suffixes -ful and -less</p>	<p>Consider what they are going to write about before beginning by writing down ideas/ key words inc new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read work to make sure their writing makes sense and that verbs to indicate time are used correctly and consistently: including verbs in the continuous form</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Develop positive attitudes and stamina by writing poetry</p>	<p>Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling, including a few common homophones</p> <p>Spell by learning to spell common exception words</p> <p>Spell by learning to spell more words with contracted forms.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Create their own bedtime poem using senses.</p>
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Term/ week Spr 2	Unit and Stimulus/ Key texts	WALTS	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Week (s) 1	<p>Puss in Boots and The Gingerbread Man</p> <p>Party Invitations</p> <p>Skills:</p>	<p>Develop the skill of reading a play script.</p> <p>Understand the differences and similarities between a play scripts and a story.</p> <p>Know that there are different forms of letters.</p> <p>Develop the skill of planning and writing an invite.</p> <p>Know how to proof-read their work.</p>	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks</p> <p>Use commas for lists</p> <p>Use sentences with different forms: statements, questions, exclamations and commands</p> <p>Use subordination: when, if, that, or, because and</p> <p>Use coordination: or, and or but.</p>	<p>Develop positive attitudes towards and stamina for writing by writing for different purposes</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation</p>	<p>Spell by segmenting spoken words into phonemes and representing these by grapheme, spelling many correctly</p> <p>Spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>Spell by learning to spell more words with contracted forms.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases.</p>	<p>Invite a friend to a Gingerbread party</p>

<p>Week (s) 2-3</p>	<p>Puss in Boots and The Gingerbread Man</p> <p>Report</p> <p>Skills: Formal language Time conjunctions Third or first person Proper nouns Variety of sentence forms Commas</p>	<p>Understand the events within the book.</p> <p>Develop the skill of writing a recount.</p> <p>Develop the skill of writing a character profile.</p> <p>Know the difference between sentence types.</p> <p>Understand how different sentences can be used.</p> <p>Develop the skill of identifying the features of a newspaper report.</p> <p>Understand the purpose of a headline.</p> <p>Develop the skill of using factual features.</p> <p>Understand the structure of a report.</p> <p>Know how to make revisions or additions to work.</p>	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks</p> <p>Use sentences with different forms: statements, questions, exclamations and commands</p> <p>Use subordination: when, if, that, or, because and coordination: or, and or but.</p> <p>Discuss their writing</p>	<p>Develop positive attitudes towards and stamina for writing by writing for different purposes</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation</p> <p>Before beginning to write, plan or say out loud what they are going to write about</p> <p>Consider what they are going to write before beginning by writing down ideas/key words inc new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>By segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>Spell by learning to spell more words with contracted forms</p> <p>Spell by learning the possessive apostrophe (singular): the girl's book</p> <p>Spell common exception words.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.</p>	<p>Write a report about the escape of the Gingerbread Man</p>
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<p>Week (s) 4-5</p> <p>Created by Kate Sykes</p>	<p>Puss in Boots and The Gingerbread Man</p> <p>Traditional Tales</p> <p>Skills: Third person Inverted commas Proper nouns Noun phrases Extended noun phrases Sentence variation Conjunctions</p>	<p>Develop the skill of retelling the events of a story.</p> <p>Understand a range of traditional tales.</p> <p>Know how to use different tenses.</p> <p>Develop the skill of setting the scene.</p> <p>Understand the language used in traditional tale.</p> <p>Know that planning is part of the writing process.</p> <p>Develop the skill of writing a traditional tale.</p> <p>The above is to be done in stages over 3 days -</p> <ul style="list-style-type: none"> • set the scene/ character intro • plot and build up • resolution. 	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks</p> <p>Use sentences with different forms: statements, questions, exclamations and commands</p> <p>Use subordination: when, if, that, or, because and coordination: or, and or but.</p> <p>Use apostrophes for contracted forms and the possessive (singular)</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Understanding the formation of adjectives using suffixes - ful and -less</p> <p>Discuss their writing</p>	<p>Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others</p> <p>Before beginning to write, plan or say it loud what they are going to write about</p> <p>Consider what they are going to write before beginning by writing down ideas/ key words including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form.</p>	<p>By segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>Spell by learning to spell more words with contracted forms</p> <p>Spell by learning the possessive apostrophe (singular): the girl's book</p> <p>Spell common exception words.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.</p>	<p>Re write a traditional tale from a play script.</p>
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		Know how to evaluate writing.	-er to the end of a word to make a range of new words and create new words by joining two different words together Discuss their writing, consistently using the year 2 grammatical terminology.	Develop positive attitudes towards and stamina for writing by writing longer narratives about personal experiences and those of others (real and fictional) that are suitable for the audience.		understanding by recognising simple recurring literary language in stories and poetry. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	
Week (s)	The Story Thief Explanation Skills: Past tense Time conjunctions Conjunctions Technical vocabulary Past tense Proper nouns	Develop the skill of structuring different sentence types. Know how to retell a story. Know how to create a mythical creature. Develop the skill of writing a script. Understand what makes an effective story teller. Developing the skill of reviewing a book. Know how to make notes. Understand how headings/subheadings organise writing. Know how to edit and improve their own writing. Understand the need for a final piece.	Independently use punctuation correctly, inc full stops, capital letters, exclamation and question marks Accurately use apostrophes for contracted forms and the possessive (singular) Use and apply sentences with different forms: statement, question, exclamation and command Independently add -ness and -er to the end of a word to make a range of new words and create new words by joining two different words together Discuss their writing, consistently using the year 2 grammatical terminology.	Develop positive attitudes towards and stamina for writing by writing for different purposes in a range of contexts Consider what they are going to write before beginning by writing down creative ideas/key words including new vocabulary and linking ideas Make a range of additions, revisions and corrections to their own writing independently by evaluating their writing with the teacher and other pupils Read aloud what they have written with appropriate intonation to make the meaning clear.	Learn new ways for spelling words which sound the same but have different meanings and can use these correctly in their work Spell words that do not follow a spelling pattern and use them in writing Use the possessive apostrophe (singular) independently Know the difference between homophones and near homophones in their spelling.	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	How to be a story teller Chn to write an explanation about what makes a good story teller.

Term/ week	Unit and Stimulus/Key texts	WALTS	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Sum 2 Week 1 and 2 (s)	The Enchanted Wood Letters Pg 4-6 Skills: Informal language First person Conjunctions Sentences of different forms Past tense Exclamation and question marks	Know how to make predictions Understand how to sequence events. Develop the skill of writing about emotions and thoughts Understand how to use reading strategies. Know how to make inferences. Understand how to write from personal perspectives. Know how to organise and structure writing. Know how to edit. Understand the importance of a final draft.	<i>Use and apply grammatical terminology using punctuation correctly including full stop, capital letters, exclamation and question marks</i> <i>Use commas for lists within a short paragraph</i> <i>Understand and use effective expanded noun phrases to describe and specify</i> <i>Independently use the present and past tenses correctly and consistently including the progressive form within their writing</i> <i>Understand and apply subordination and coordination</i> <i>Use and understand the formation of nouns using suffixes such as -ness, -er and compounding</i>	Develop positive attitudes towards and stamina for writing by writing about real events Develop positive attitudes and stamina by writing for a range of purposes in a range of contexts Consider what they are going to write independently before beginning by encapsulating what they want to say a few sentences at a time Make a range of additions, revisions and corrections to their own writing independently by carefully proof-reading to check for errors in spelling, grammar and punctuation Confidently read aloud what they have written with appropriate intonation to make the meaning clear.	<i>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>Spell common exception words</i> <i>Spell more words with contracted forms</i> <i>Use the possessive apostrophe</i> <i>Use spelling rules and knowledge of the year 2 spelling list</i> <i>Write from memory more complex sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</i>	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far. Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.	Write a letter home to a friend to tell them about what they have discovered
Week 3 and 4 (s)	The Enchanted Wood Extended stories Chapter 2 as well as the chapter called THE FARAWAY TREE pg16 - 25 Skills: Third person Inverted commas Noun phrases Expanded noun phrases Specific nouns - Proper nouns List of three - adjectives and actions	Know the difference between first and third person. Understand how to report facts. Understand how characters are formed. Know how characters are different. Understand how scenes/settings are formed. Know how to describe a setting. Understand how to use a narrative to extend a story. Develop the skill of using speech.	<i>Use and apply grammatical terminology using punctuation correctly including full stop, capital letters, exclamation and question marks</i> <i>Understand and use effective expanded noun phrases to describe and specify</i> <i>Independently use the present and past tenses correctly and consistently including the progressive form within their writing</i> <i>Understand and apply subordination and</i>	Develop positive attitudes and stamina by writing for a range of purposes in a range of contexts Consider what they are going to write independently before beginning by encapsulating what they want to say a few sentences at a time Make a range of additions, revisions and corrections to their own writing independently by carefully proof-reading to check for errors in spelling, grammar and punctuation	<i>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>Spell common exception words</i> <i>Spell more words with contracted forms</i> <i>Use the possessive apostrophe</i> <i>Use spelling rules and knowledge of the year 2 spelling list</i> <i>Write from memory more complex sentences</i>	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read	Write a story which tells about what they find as they travel up the 'Faraway tree'

		<p>Know how to improve writing.</p> <p>Understand how to evaluate writing.</p>	<p><i>coordination</i> <i>Use and understand the formation of nouns using suffixes such as -ness, -er and compounding</i></p>	<p>Confidently read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><i>dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</i></p>	<p>independently. Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far. Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.</p>	
<p>Week 5 and 6 (s)</p>	<p>The Enchanted Wood Information texts Woodland animals and where they live</p> <p>Skills: Third person Proper nouns Specific nouns Commas in lists Past tense Conjunctions Start a sentence with the continuous progressive form (ing)</p>	<p>Know how to use skimming and scanning.</p> <p>Understand character thoughts.</p> <p>Develop the skill of forming questions.</p> <p>Understand sentence structure and organisational features.</p> <p>Develop the skill of finding information.</p> <p>Know the difference between fact and opinion.</p> <p>Understand how to organise writing.</p> <p>Know how to sequence information.</p> <p>Understand how to improve work.</p> <p>Know the importance of presentation to an audience.</p>	<p><i>Use and apply grammatical terminology using punctuation correctly including full stop, capital letters, exclamation and question marks</i> <i>Use commas for lists within a short paragraph (accurately)</i> <i>Understand and apply subordination and coordination</i></p>	<p>Develop positive attitudes and stamina by writing for a range of purposes in a range of contexts Consider what they are going to write before beginning by writing down ideas/ key words including new vocabulary.</p>	<p><i>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>Spell common exception words</i> <i>Spell more words with contracted forms</i> <i>Use the possessive apostrophe</i> <i>Use spelling rules and knowledge of the year 2 spelling list</i></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far. Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done. Understand both the books that they can already read accurately and fluently and those that they listen to by</p>	<p>Write information about woodland animals from this country and where they live.</p>

						answering and asking questions.	