Year 2 Medium Term Planning

Spellings An a level appropriate to Year 2: listen and respond appropriately to adults and their paers. At a level appropriate to Year 2: ask relevant questions to extend their understanding and knowledge. At a level appropriate to Year 2: ask relevant attractions to extend their understanding and knowledge. At a level appropriate to Year 2: ask relevant attractions to extend their understanding and knowledge. At a level appropriate to Year 2: ask relevant attractions are arguments and apprisence on appropriate to Year 2: ask relevant attractions arguments and apprisence on an arratives for different purposes, including for expressing feelings of the to Year 2: seel page to Year 2: seel page to develo	Handwriting:	Form lower-case letters of the correct size relative to one another.
Write capital laters and digits of the correct size, or intertation and relationship to one another and to lower case latters **Common exception words = learn to spell and use them correctly in their writing: **Door Floor Fore Poescuse Find Kind Mind Behind Child Children Wild Climb etc (appendix 1) **Add suffixes	rianawriing.	
Spellings - Common exception words - learn to spell and use them correctly in their writing: Door Floor Poe Recause Find Kind Mind Behind Child Children Wild Climb etc (appendix 1) - Add suffixes - renth ness, -ful, -less, -ly Enjoyment Sonhess Careful Playful Hopeless Plainness Badly - Know the rules and exceptions eg - merriment and happiness Adding-es to nours and verbs ending in -y with a consonant before it Adding-es to nours and verbs ending in -y with a consonant before it Adding the endings - ing, -er and -est to root words ending in -e with a consonant before it Adding the endings-ring, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. - el and all words Explain rules el used of ther m, n, r, s, v, w - all not many nours end with this BUT adjectives do Speaking and listening At a level appropriate to Year 2: ask relevant questions to extend their understanding and knowledge. At a level appropriate to Year 2: use relevant strategies to build their vocabulary . At a level appropriate to Year 2: use relevant strategies to build their vocabulary . At a level appropriate to Year 2: use relevant strategies to build their vocabulary . At a level appropriate to Year 2: use relevant strategies to build their vocabulary . At a level appropriate to Year 2: use relevant strategies to build their vocabulary . At a level appropriate to Year 2: use relevant strategies to build their vocabulary in collaborative conversations, staying on topic and initiating and responding to comments . At a level appropriate to Year 2: use speken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. At a level appropriate to Year 2: speak audibly and fluently with an increasing command of Standard English. At a level appropriate to Year 2: speak audibly and fluently with an increasing command of Standard English.		
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Term/	Unit and	WALTS	Grammar for	Vocabulary,	Composition	Transcription	Reading -	Expecte
week	Stimulus/Key		focus	Grammar and			Word objectives to	end of
	texts			Punctuation			be covered	unit
							throughout the year	piece
	NARRATIVE 3	Understand inferences can	Present and past	Use both familiar and new	Develop positive attitudes	Learn new ways of spelling	Read accurately by blending	PRODUCE
	WEEKS	be made from both text	tense	punctuation correctly,	towards stamina for	phonemes for which one or	the sounds in words that	OWN
	Flat Stanley	and images.	Third person Expanded noun	including full stops, capital letters, exclamation and	writing by writing narratives about personal	more spellings are already known, learn some words	contain the graphemes taught so far, especially	ADVENTU
		Develop the skill of	phrases	question marks	experiences and those of	with each spelling,	recognising alternative	E STORY
	READ CH 1 CH2 & CH	answering questions fully.	Subordinating	Learn how to use expanded	others(real and fictional)	including a few common	sounds for graphemes.	FOR FLAT
	3		conjunctions	noun phrases to describe and	Consider what they are	homophones	Develop pleasure in reading,	STANLEY
		Know how to recognise	Sentence types:	specify eg: The blue	going to write about	Spell by learning to spell	motivation to read,	
		adjectives.	Statement, commands,	<u>butterfly</u> The light blue butterfly	before beginning by writing down ideas/ key	common exception words Write from memory simple	vocabulary and understanding by discussing	
		Understand inverted	exclamation,	Learn how to use the present	words inc new vocabulary	sentences dictated by the	the sequence of events in	
		commas.	questions	and past tense correctly and	Consider what they are	teacher that include words	books and how items of	
			Punctuation: ?! "" , .	consistently including the	going to write before	using GPCs, common	information are related.	
		Know that there are		progressive form	beginning by encapsulating	exception words and	Develop pleasure in reading,	
		different tenses.		Use of suffixes -er, -est in adjectives and the use of -ly	what they want to say, sentence by sentence	punctuation taught so far.	motivation to read, vocabulary and	
		Know how to edit and		in Standard English to turn	Make simple additions,		understanding by recognising	
\$ # >		improve work.		adjectives into adverbs	revisions and corrections		simple recurring literary	
reel TR					to their own writing by		language in stories and	
7 w 3ess 0E		Understand how to			evaluating their writing		poetry.	
A A SS P		develop a setting.			with the teacher and other pupils		Develop pleasure in reading, motivation to read,	
Autumn 17 weeks 1 week Assessment 1 week POETRY		Develop the skill of			Re-read work to make sure		vocabulary and	
uto We		planning ideas.			their writing makes sense		understanding by discussing	
∢ ⊷					and that verbs to indicate		and clarifying the meanings	
		Know ideas develop to			time are used correctly		of words, linking new	
		form narratives.			and consistently: including verbs in the continuous		meanings to known vocabulary.	
		Develop the skill of setting			form		Understand both the books	
		the scene.			Read aloud what they have		that they can already read	
					written with appropriate		accurately and fluently and	
		Develop the skill of re-			intonation to make the		those that they listen to by	
		reading work to make			meaning clear.		making inferences on the	
		sure it makes sense.					basis of what is being said and done.	
		Know how to make simple					Understand both the books	
		additions/corrections.					that they can already read	
							accurately and fluently and	
		Understand how					those that they listen to by	
		dictionaries are used to					answering and asking	
	1	check spelling.	1		1	1	questions.	

Understand inferences can Present and past Use both familiar and new Develop positive attitudes Learn new ways of spelling Read accurately by blending be made from both text towards stamina for phonemes for which one or the sounds in words that tense punctuation correctly. WRITE A and images. Third person including full stops, capital writing by writing more spellings are already contain the graphemes DESCRIPTION DESCRIPTI Expanded noun letters, exclamation and known, learn some words narratives about personal taught so far, especially READ CH THE ON OF Know how to create phrases with each spelling, auestion marks experiences and those of recognising alternative MUSEUM THIEVES HOW THE suspense and drama for Subordinating Learn how to use expanded others(real and fictional) including a few common sounds for graphemes. MUSEUM It seemed to get Consider what they are homophones Develop pleasure in reading, the reader. conjunctions noun phrases to describe and **THIEVES** quieter, too, with the Sentence types: specify eq: The blue going to write about Spell by learning to spell motivation to read, Understand how to common exception words vocabulary and darkness. There was Statement, butterfly before beginning by **ENETERED** develop a setting. The light blue butterfly writing down ideas/ key Write from memory simple understanding by discussing commands. THE absolutely no sound at exclamation, Learn how to use the present words inc new vocabulary sentences dictated by the the sequence of events in MUSEUM all. teacher that include words books and how items of Develop the skill of reauestions and past tense correctly and Consider what they are 2 WEEKS Punctuation: ?! "" ... consistently including the going to write before using GPCs, common information are related. reading work to make sure progressive form beginning by encapsulating exception words and Develop pleasure in reading, it makes sense. Use of suffixes -er. -est in what they want to say, punctuation taught so far. motivation to read, Know how to make simple adjectives and the use of -lv sentence by sentence vocabulary and in Standard English to turn Make simple additions, understanding by recognising additions/corrections. adjectives into adverbs revisions and corrections simple recurring literary language in stories and to their own writing by Understand how evaluating their writing dictionaries are used to poetry. with the teacher and Develop pleasure in reading, check spelling. other pupils motivation to read. Re-read work to make sure vocabulary and their writing makes sense understanding by discussing and that verbs to indicate and clarifying the meanings time are used correctly of words, linking new and consistently: including meanings to known verbs in the continuous vocabulary. Understand both the books Read aloud what they have that they can already read written with appropriate accurately and fluently and intonation to make the those that they listen to by meaning clear. 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.

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	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.	Informal language First person Conjunctions Sentences of different forms Past tense Exclamation and question marks	Use and apply grammatical terminology using punctuation correctly including full stop, capital letters, exclamation and question marks Use commas for lists within a short paragraph Understand and use effective expanded noun phrases to describe and specify Independently use the present and past tenses correctly and consistently including the progressive form within their writing Understand and apply subordination and coordination Use and understand the formation of nouns using suffixes such as -ness, -er and compounding	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.	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Spell common exception words Spell more words with contracted forms Use the possessive apostrophe Use spelling rules and knowledge of the year 2 spelling list Write from memory more complex sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.	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 nonfiction 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.	

Book review and	Develop the skill of	Subordinating	Use both familiar and new	Develop positive attitudes	Learn new ways of spelling	Read accurately by blending	
Character description.	sharing my views.	conjunctions	punctuation correctly,	towards stamina for	phonemes for which one or	the sounds in words that	
2 weeks	(linked to character)	Simple past tense	including full stops, capital	writing by writing	more spellings are already	contain the graphemes	
E Weeks		Simple present	letters, exclamation and	narratives about personal	known, learn some words	taught so far, especially	
Constant local	Know how to write an	tense	question marks	experiences and those of	with each spelling,	recognising alternative	
Greater depth	effective book review.	Expanded noun	Learn how to use expanded	others(real and fictional)	including a few common	sounds for graphemes.	
WAGOLL 2016 Diary		phrase	noun phrases to describe and	Consider what they are	homophones	Develop pleasure in reading,	
of a killer cat.	Understand how to	Apostrophes for	specify eg: <u>The blue</u>	going to write about	Spell by learning to spell	motivation to read,	
	describe a character.	singular possession	<u>butterfly</u>	before beginning by	common exception words	vocabulary and	
	(personality, appearance,	Sentence types:	The light blue butterfly	writing down ideas/ key	Write from memory simple	understanding by discussing	
	behaviour, movement)	Statement,	Learn how to use the present	words inc new vocabulary	sentences dictated by the	the sequence of events in	
		commands,	and past tense correctly and	Consider what they are	teacher that include words	books and how items of	
	Know how to edit and	exclamation,	consistently including the	going to write before	using GPCs, common	information are related.	
	improve writing.	questions	progressive form	beginning by encapsulating	exception words and	Develop pleasure in reading,	
		Punctuation: ?! "" , .	Use of suffixes -er, -est in	what they want to say,	punctuation taught so far.	motivation to read,	
	Understand how redraft.		adjectives and the use of -ly	sentence by sentence		vocabulary and	
			in Standard English to turn	Make simple additions,		understanding by recognising	
			adjectives into adverbs	revisions and corrections		simple recurring literary	
				to their own writing by		language in stories and	
				evaluating their writing		poetry.	
				with the teacher and		Develop pleasure in reading,	
				other pupils		motivation to read,	
				Re-read work to make sure		vocabulary and	
				their writing makes sense		understanding by discussing	
				and that verbs to indicate		and clarifying the meanings	
				time are used correctly		of words, linking new	
				and consistently: including		meanings to known	
				verbs in the continuous		vocabulary.	
				form		Understand both the books	
				Read aloud what they have		that they can already read	
				written with appropriate		accurately and fluently and	
				intonation to make the		those that they listen to by	
				meaning clear.		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.	

Narrative - Story	Know the difference	Third person	Use both familiar and new	Develop positive attitudes	Learn new ways of spelling	Read accurately by blending
continuation - Staring	between first and third	Inverted commas	punctuation correctly,	towards stamina for	phonemes for which one or	the sounds in words that
Grace - next	person.	Noun phrases	including full stops, capital	writing by writing	more spellings are already	contain the graphemes
	1	Expanded noun	letters, exclamation and	narratives about personal	known, learn some words	taught so far, especially
adventure	Understand how to report	phrases	question marks	experiences and those of	with each spelling,	recognising alternative
	facts.	Specific nouns -	Learn how to use expanded	others(real and fictional)	including a few common	sounds for graphemes.
2 weeks		Proper nouns	noun phrases to describe and	Consider what they are	homophones	Develop pleasure in reading,
	Understand how	List of three -	specify eg: The blue	going to write about	Spell by learning to spell	motivation to read,
	characters are formed.	adjectives and	<u>butterfly</u>	before beginning by	common exception words	vocabulary and
		actions	The light blue butterfly	writing down ideas/ key	Write from memory simple	understanding by discussing
	Know how characters are		Learn how to use the present	words inc new vocabulary	sentences dictated by the	the sequence of events in
	different.		and past tense correctly and	Consider what they are	teacher that include words	books and how items of
			consistently including the	going to write before	using GPCs, common	information are related.
	Understand how		progressive form	beginning by encapsulating	exception words and	Develop pleasure in reading,
	scenes/settings are		Use of suffixes -er, -est in	what they want to say,	punctuation taught so far.	motivation to read,
	formed.		adjectives and the use of -ly	sentence by sentence		vocabulary and
			in Standard English to turn	Make simple additions,		understanding by recognising
	Know how to describe a		adjectives into adverbs	revisions and corrections		simple recurring literary
	setting.			to their own writing by		language in stories and
				evaluating their writing		poetry.
	Understand how to use a			with the teacher and		Develop pleasure in reading,
	narrative to extend a			other pupils		motivation to read,
	story.			Re-read work to make sure		vocabulary and
				their writing makes sense		understanding by discussing
	Develop the skill of using			and that verbs to indicate		and clarifying the meanings
	speech.			time are used correctly		of words, linking new
	Know how to improve			and consistently: including verbs in the continuous		meanings to known vocabulary.
	writing.			form		Understand both the books
	Understand how to			Read aloud what they have		that they can already read
	evaluate writing.			written with appropriate		accurately and fluently and
	evaluate withing.			intonation to make the		those that they listen to by
				meaning clear.		making inferences on the
				meaning crear.		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

Use both familiar and new

Develop positive attitudes

Learn new ways of spelling

Understand inferences can be made from both

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, based task 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.

As Little Bear write about why vou are scared descriptive

Can't Sleep Little Bear?

Can't Sleep Little Bear?	Understand how to order events.	Use both familiar and new punctuation correctly.	Consider what they are	Learn new ways of spelling phonemes for which one or	Read accurately by blending the sounds in words that	How to have a
'Bedtime' by Eleanor	Manustrania and Araba	11	going to write about	more spellings are already		good night's
Farjeon	Know how to write an advert.	including full stops, capital	before beginning by	,	contain the graphemes	sleep.
Turstanis	Managed to the state of the sta	letters, exclamation and	writing down ideas/ key	known, learn some words	taught so far, especially	
Instructions	Know what instructions are.	question marks	words inc new vocabulary	with each spelling,	recognising alternative	
		Use of suffixes -er, -est in	Make simple additions,	including a few common	sounds for graphemes.	
Skills:	Understand instructions take different forms.	adjectives and the use of -ly	revisions and corrections	homophones	Develop pleasure in reading,	
Time conjunctions	K II I'CC II I I I I I I I I I I I I I I	in Standard English to turn	to their own writing by	Spell by learning to spell	motivation to read,	
Imperative verbs	Know the differences between statements,	adjectives into adverbs	evaluating their writing	common exception words	vocabulary and	
Present tense	commands and simple sentences.	Use commas for lists	with the teacher and	Spell by learning to spell	understanding by recognising	
Bullet points		Use sentences with	other pupils	more words with	simple recurring literary	
Simple sentences	Understand words can be contracted.	different forms: statement,	Re-read work to make sure	contracted forms.	language in stories and	
Commas in lists		question, exclamation and	their writing makes sense		poetry.	
Proper nouns	Know that planning is part of developing writing.	command.	and that verbs to indicate		Develop pleasure in reading,	
			time are used correctly		motivation to read,	
	Develop the skill of writing instructions.		and consistently: including		vocabulary and	
			verbs in the continuous		understanding by discussing	
	Know how to re-read work to make sure it makes		form		and clarifying the meanings	
	sense.		Make simple additions,		of words, linking new	
			revisions and corrections		meanings to known	
	Know how to make adjustments in writing.		to their own writing by		vocabulary.	
			proof-reading to check for		Understand both the books	
			errors in spelling, grammar		that they can already read	
			and punctuation.		accurately and fluently and	
					those that they listen to by	
					making inferences on the	
					basis of what is being said	
					and done.	
					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.	

Can't Sleep Little Bear? Develop the skill of discussing poetry. Use of suffixes -er. -est in Consider what they are Learn new ways of spelling Develop pleasure in reading, Create their 'Bedtime' by Eleanor adjectives and the use of -ly going to write about phonemes for which one or motivation to read. own bedtime Farjeon Understand root words (adjectives) can be altered in Standard English to turn before beginning by more spellings are already vocabulary and poem using to form new words (adverbs). known, learn some words adjectives into adverbs writing down ideas/ key understanding by listening senses. Poetry Understand the formation of words inc new vocabulary with each spelling, to, discussing and expressing Understand how to plan a poem. adjectives using suffixes -Make simple additions, including a few common views about a wide range of ful and -less homophones Skills: revisions and corrections contemporary and classic Capital letters Develop the skill of writing poetry. to their own writing by Spell by learning to spell poetry, stories and non-Contracted words common exception words evaluating their writing fiction at a level beyond that Adjectives Understand how to perform poems for evaluation. with the teacher and Spell by learning to spell at which they can read Adverbs other pupils more words with independently. Verbs contracted forms. Develop pleasure in reading, Re-read work to make sure Full stops their writing makes sense motivation to read, Commas and that verbs to indicate vocabulary and Conjunctions time are used correctly understanding by discussing and consistently: including the sequence of events in verbs in the continuous books and how items of information are related. Read aloud what they have Develop pleasure in reading. written with appropriate motivation to read, intonation to make the vocabulary and meaning clear understanding by recognising Develop positive attitudes simple recurring literary and stamina by writing language in stories and poetry poetry. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and 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. 3 Screated by Kate Sykes

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	Puss in Boots and The Gingerbread Man Party Invitations Skills:	Develop the skill of reading a play script. Understand the differences and similarities between a play scripts and a story. Know that there are different forms of letters. Develop the skill of planning and writing an invite. Know how to proof-read their work.	Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks. Use commas for lists. Use sentences with different forms: statements, questions, exclamations and commands. Use subordination: when, if, that, or, because and coordination: or, and or but.	Develop positive attitudes towards and stamina for writing by writing for different purposes Consider what they are going to write before beginning by planning or saying out loud what they are going to write about Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation	Spell by segmenting spoken words into phonemes and representing these by grapheme, spelling many correctly Spell longer words including -ment, -ness, -ful, -less, -ly Spell by learning to spell more words with contracted forms.	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. 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. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases.	Invite a friend to a Gingerbread party

Puss in Boots Understand the events within the book. Use both familiar and new Write a Develop positive attitudes By segmenting spoken Develop pleasure in reading, towards and stamina for words into phonemes and motivation to read. report about and punctuation correctly, The Gingerbread Man Develop the skill of writing a recount. including full stops, capital writing by writing for representing these by vocabulary and the escape of letters, exclamation marks different purposes graphemes, spelling many understanding by discussing the Report Develop the skill of writing a character profile. Consider what they are and auestion marks correctly the sequence of events in Gingerbread Use sentences with going to write before Spell longer words books and how items of Man including -ment, -ness, -Skills: Know the difference between sentence types. different forms: beginning by planning or information are related. Formal language statements, questions, saying out loud what they ful, -less, -ly Develop pleasure in reading, Understand how different sentences can be used. Spell by learning to spell Time conjunctions exclamations and commands are going to write about motivation to read, Third or first person Make simple additions, more words with vocabulary and Use subordination; when, if. Proper nouns Develop the skill of identifying the features of a that, or, because and revisions and corrections contracted forms understanding by becoming Variety of sentence forms newspaper report. coordination; or, and or but. to their own writing by Spell by learning the increasingly familiar with and Commas Discuss their writing proof-reading to check for possessive apostrophe retelling a wider range of Understand the purpose of a headline. errors in spelling, grammar (singular): the girl's book stories, fairy stories and and punctuation Spell common exception traditional tales. Develop the skill of using factual features. Before beginning to write, Develop pleasure in reading, plan or say out loud what motivation to read, Understand the structure of a report. they are going to write vocabulary and about understanding by recognising Know how to make revisions or additions to work. Consider what they are simple recurring literary going to write before language in stories and beginning by writing down poetry. ideas/key words inc new Develop pleasure in reading, vocabulary motivation to read, Make simple additions, vocabulary and revisions and corrections understanding by discussing to their own writing by retheir favourite words and reading to check that phrases. their writing makes sense Understand both the books and that verbs to indicate that they can already read time are used correctly accurately and fluently and and consistently, including those that they listen to by verbs in the continuous checking that the text form. makes sense to them as they read and correcting inaccurate reading. 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 છ accurately and fluently and those that they listen to by Week answering and asking questions.

Puss in Boots and The Gingerbread Man Traditional Tales Skills: Third person Inverted commas Proper nouns Noun phrases Extended noun phrases Sentence variation Conjunctions

Develop the skill of retelling the events of a story.

Understand a range of traditional tales.

Know how to use different tenses.

Develop the skill of setting the scene.

Understand the language used in traditional tale.

Know that planning is part of the writing process.

Develop the skill of writing a traditional tale.

The above is to be done in stages over 3 days -

- set the scene/ character intro
- plot and build up
- resolution.

Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks Use sentences with different forms: statements, questions, exclamations and commands Use subordination; when, if. that, or, because and coordination: or, and or but. Use apostrophes for contracted forms and the possessive (singular) Use the present and past tenses correctly and consistently including the progressive form. Understanding the formation of adjectives using suffixes - ful and -less Discuss their writing

Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others Before beginning to write, plan or say it loud what they are going to write about Consider what they are going to write before beginning by writing down ideas/ key words including new vocabulary Make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form.

By segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Spell longer words including -ment, -ness, ful, -less, -ly Spell by learning to spell more words with contracted forms Spell by learning the possessive apostrophe (singular): the girl's book Spell common exception words.

Develop pleasure in reading, Re write a traditional tale from a play script.

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 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. 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 their favourite words and phrases. 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. 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.

motivation to read.

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	Unit and Stimulus/Key	WALTS	Vocabulary, Grammar and	Composition	Transcription	Reading	Expected end
*	texts	WALIS	Punctuation	Composition	Transcription	Reading	of unit piece
week	IEAIS		Tuneraution				of unit piece
Term/							
	The Story Thief	Understand how characters are formed.	Independently use punctuation correctly, inc	Develop positive attitudes towards and stamina for	Learn new ways for spelling words which sound	Understand both the books that they can already read	Write as Anansi about
	Recount	Develop the skill of writing in the first person.	full stops, capital letters, exclamation and guestion	writing by writing for different purposes in a	the same but have different meanings and	accurately and fluently and those that they listen to by	when she met Nyame and
	Skills:	Know the difference between past and present	marks	range of contexts	can use these correctly in	checking that the text	how she was
	Past tense	tense.	Accurately use apostrophes	Consider what they are	their work	makes sense to them as they	feeling, what
	Time conjunctions		for contracted forms and	going to write before	Spell words that do not	read and correcting	she thought
	Third or first person	Understand how to sequence events.	the possessive (singular)	beginning by writing down	follow a spelling pattern	inaccurate reading	etc
	Proper nouns	·	Use and apply sentences with	creative ideas/ key words	and use them in writing	Develop pleasure in reading,	Use elements
	Correct use of full stops,	Know how to evaluate work.	different forms: statement,	including new vocabulary	Use the possessive	motivation to read,	from the
	capital letters especially I		question, exclamation and	and linking ideas	apostrophe (singular)	vocabulary and	text to help.
			command	Make a range of additions,	independently	understanding by discussing	
			Correctly and consistently	revisions and corrections	Know the difference	their favourite words and	
			inc the past and present	to their own writing	between homophones and	phrases.	
			tenses inc progressive form	independently by	near homophones in their	Develop pleasure in reading,	
			within their writing	evaluating their writing	spelling.	motivation to read,	
			Use, independently,	with the teacher and		vocabulary and	
			subordination and	other pupils		understanding by recognising	
			coordination	Read aloud what they have		simple recurring literary	
			Independently add -ness and	written with appropriate		language in stories and	
			-er to the end of a word to	intonation to make the		poetry.	
			make a range of new words	meaning clear		Develop pleasure in reading, motivation to read.	
			and create new words by joining two different words			vocabulary and	
			together			understanding by discussing	
Sum 1 Week (s)			Discuss their writing,			the sequence of events in	
Sum 1 Week			consistently using the year 2			books and how items of	
ŋs ×			grammatical terminology.			information are related.	
Week (s)	The Story Thief	Know how to write a letter.	Independently use	Consider what they are	Learn new ways for	Understand both the books	Retell the
Week (3)	The Story Thier	Know now to write a terrer.	punctuation correctly, inc	going to write before	spelling words which sound	that they can already read	events of the
	Stories from other	Understand how to contract words.	full stops, capital letters,	beginning by writing down	the same but have	accurately and fluently and	story in a
	cultures	onder ordina new reasonn der wer de.	exclamation and question	creative ideas/ key words	different meanings and	those that they listen to by	shorter
	33.73.73	Know how to set the scene.	marks	including new vocabulary	can use these correctly in	checking that the text	format using
	Skills:		Accurately use apostrophes	and linking ideas	their work	makes sense to them as they	element of
	Past tense/ present tense	Understand author's choice of language.	for contracted forms and	Make a range of additions,	Spell words that do not	read and correcting	description
	Verbs		the possessive (singular)	revisions and corrections	follow a spelling pattern	inaccurate reading	built up from
	Adverbs	Develop the skill of varying sentences.	Use and apply sentences with	to their own writing	and use them in writing	Develop pleasure in reading,	throughout
	Adjectives		different forms: statement,	independently by	Use the possessive	motivation to read,	the year.
	Paragraphs	Know how to plan.	question, exclamation and	evaluating their writing	apostrophe (singular)	vocabulary and	
	Varied sentence forms		command	with the teacher and	independently	understanding by discussing	
	Punctuation that has been	Know how to form characters.	Correctly and consistently	other pupils	Know the difference	their favourite words and	
	taught eg -		inc the past and present	Read aloud what they have	between homophones and	phrases.	
	,.! ? ""'	Understand how to develop a narrative.	tenses inc progressive form	written with appropriate	near homophones in their	Develop pleasure in reading,	
			within their writing	intonation to make the	spelling.	motivation to read,	
		Understand the use of dialogue.	Independently add -ness and	meaning clear		vocabulary and	

	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 nonfiction 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 nonfiction 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	The Enchanted Wood	Know how to make predictions	Use and apply grammatical terminology using	Develop positive attitudes towards and stamina for	Spell by segmenting spoken words into	Develop pleasure in reading, motivation to read.	Write a letter home
2 (s)	Letters Pg 4-6	Understand how to sequence events.	punctuation correctly including full stop, capital	writing by writing about real events	phonemes and representing these by	vocabulary and understanding by discussing	to a friend to
	Skills:	Develop the skill of writing about emotions and thoughts	letters, exclamation and question marks	Develop positive attitudes and stamina by writing for	graphemes, spelling many correctly	the sequence of events in books and how items of	about what they have
	Informal language First person	Understand how to use reading strategies.	Use commas for lists within a short paragraph	a range of purposes in a range of contexts	Spell common exception words	information are related. Develop pleasure in reading,	discovered
	Conjunctions Sentences of different	Know how to make inferences.	Understand and use effective expanded noun	Consider what they are	Spell more words with contracted forms	motivation to read, vocabulary and	
	forms	·	phrases to describe and	going to write independently before	Use the possessive	understanding by listening	
	Past tense Exclamation and question marks	Understand how to write from personal perspectives.	specify Independently use the present and past tenses	beginning by encapsulating what they want to say a few sentences at a time	apostrophe Use spelling rules and knowledge of the year 2	to, discussing and expressing views about a wide range of contemporary and classic	
		Know how to organise and structure writing.	correctly and consistently including the progressive	Make a range of additions, revisions and corrections	spelling list Write from memory more	poetry, stories and non- fiction at a level beyond that	
		Know how to edit.	form within their writing Understand and apply	to their own writing independently by carefully	complex sentences dictated by the teacher	at which they can read independently.	
		Understand the importance of a final draft.	subordination and coordination Use and understand the formation of nouns using suffixes such as -ness, -er and compounding	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.	that include words using GPCs, common exception words and punctuation taught so far.	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.	
Week 3 qnd 4 (s)	The Enchanted Wood Extended stories	Know the difference between first and third person.	Use and apply grammatical terminology using punctuation correctly	Develop positive attitudes and stamina by writing for a range of purposes in a	Spell by segmenting spoken words into phonemes and	Develop pleasure in reading, motivation to read, vocabulary and	Write a story which tells about what
	Chapter 2 as well as the chapter called THE	Understand how to report facts.	including full stop, capital letters, exclamation and	range of contexts Consider what they are	representing these by graphemes, spelling many	understanding by discussing the sequence of events in	they find as they travel up
	FARAWAY TREE pg16 - 25	Understand how characters are formed.	question marks Understand and use	going to write independently before	correctly Spell common exception	books and how items of information are related.	the 'Faraway tree'
	Skills:	Know how characters are different.	effective expanded noun phrases to describe and	beginning by encapsulating what they want to say a	words Spell more words with	Develop pleasure in reading, motivation to read,	
	Third person Inverted commas	Understand how scenes/settings are formed.	specify Independently use the	few sentences at a time Make a range of additions,	contracted forms Use the possessive	vocabulary and understanding by listening	
	Noun phrases Expanded noun phrases	Know how to describe a setting.	present and past tenses correctly and consistently	revisions and corrections to their own writing	apostrophe Use spelling rules and	to, discussing and expressing views about a wide range of	
	Specific nouns - Proper nouns List of three - adjectives	Understand how to use a narrative to extend a story.	including the progressive form within their writing Understand and apply	independently by carefully proof-reading to check for errors in spelling, grammar	knowledge of the year 2 spelling list Write from memory more	contemporary and classic poetry, stories and non- fiction at a level beyond that	
0 1 11	and actions	Develop the skill of using speech.	subordination and	and punctuation	complex sentences	at which they can read	

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