Year 2

Unit	Term 1 (14 wks)				Suggested Texts
Fiction Traditional tales and Fairy stories (3 wks)	To use and reflect on ground rules for dialogue. Participate in discussions/collabo rative conversations, staying on topic, taking turns, listening to what others say and gaining the interest	Grammar, Punctuation and Vocabulary In reading, investigate: The use of coordinating conjunctions (and, or, but) The use of subordinating conjunctions (when, if, that, because)	Reading and Writing - Recap traditional tales from Year 1 Introduce new traditional tales. Discuss why traditional tales were written e.g. to show safe and dangerous places Explore settings e.g. vague setting and formulaic language Identify the structure of a traditional tale e.g. recount and chronological order Retell Traditional Tales.	Teaching strategies Talk for Writing (Imitation) (Innovation) (Invention) Guided Writing (To include Write Away Together) -Read aloud and retell stories (Year 1 key texts) -Orally retell new stories book talk - Audience and purpose.	
	of listeners. To develop an awareness of the differences between spoken and written language.	Examples of nouns, and adjectives in a text How expanded noun phrases are used for further description	- Write own story in the style of a traditional tale. Include typical settings, events and language features.	- Jumpstart vocabulary games - boxing up - read lots of Traditional Tales and identify similarities, patterns and repeated phrases Oral retelling - whole class/ groups/ pairs/ to other classes.	

Correct choice and	-story maps
consistent use of	- innovation
past and present	-
tense	Write Away Together
The use of capital	
letters, full stops,	
question marks and	
exclamation marks	
to demarcate	
sentences	
In writing,	
children will	
apply these skills	
to:	
Include	
coordinating and	
subordinating	
conjunctions	
Conjunctions	
Use nouns,	
adjectives and	
expanded noun	
phrases	
III mark and	
Use past and	
present tense	
consistently	

	Punctuate their
	work correctly
	Pupils will also be
	able to use the
	following
	terminology:
	Noun, noun
	phrases, statement,
	question,
	exclamation,
	command,
	compound, suffix,
	adjective, adverb,
	verb, tense (past,
	present),
	apostrophe,
	comma.
	Vocab
	Formulaic story
	language –
	favourite words and
	phrases
	Discussing and
	clarifying new
	vocabulary
	Time conjunctions
	Understand the
	difference in
	meaning between
	homophones and
<u> </u>	

(eg quite/quiet) (refer to Y2 spelling list).

Reading Outcomes: Pupils will be able to identify the purpose of Traditional tales and identify settings and the structure of Traditional Tales.

Spoken Language Outcomes: Pupils will be able to retell Traditional Tales.

Writing Outcomes: Pupils will be able to write their own story in the style of a Traditional Tale.

Key stories	To answer and ask	In reading,	- Recap key stories read in	Teaching strategies
(3wks)	questions.	investigate:	Year 1.	Talk for Writing
` ,	To develop an	The use of	- Introduce new key story.	(Imitation)
	awareness of the	coordinating	- Discuss their understanding	(Innovation)
	differences between	conjunctions (and,	of the story read. Role play to	(Invention)
	spoken and written	or, but)	develop and order their ideas.	Guided Writing
	language.		- Consolidate basic story	(To include Write
		The use of	structure (beg, middle and	Away Together)
		subordinating	end), noticing the way events	Reciprocal reading
		conjunctions	are linked.	strategies.
		(when, if, that,	- Recognise simple recurring	-Read aloud and orally
		because)	literary language.	retell familiar stories.
			- Predict what might happen on	-Boxing up parts of
		Words used to	the basis of what has happened	the story pictorially
		indicate the passing	so far.	and/or using key
		of time	- Plan and write own story	notes.
			using the structure (beginning,	- book talk
		Examples of nouns,	middle and end). Think about	- role play, hot
		and adjectives in a	typical settings and characters,	seating, drama
		text	as well as events.	activities

How expanded noun phrases are used for further description Correct choice and consistent use of past and present tense The use of capital letters, full stops, question marks and exclamation marks to demarcate	- Say out loud what they are going to write about, encapsulating what they want to say sentence by sentence Read aloud what they have written.	- story boxes/ props - Inference from pictures focused on characters. Refer back to the text story map - oral rehearsal write adapted version of the story (Innovation) -Invention Write Away Together	
In writing, children will apply these skills to: Include coordinating and subordinating conjunctions Include words which indicate the passing of time			

Use nouns, adjectives and expanded noun phrases Use past and present tense consistently	
Punctuate their work correctly Pupils will also be able to use the following terminology: Noun, noun	
phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.	
Vocab simple recurring literary language	

		shades of meaning to compare and contrast emotions, e.g. synonyms for words like happy, sad, cross			
		discuss strength of alternative words and use them appropriately in context			
		Understand the difference in meaning between			
		homophones and near-homophones (eg there/their/they're)			
Pooding Outcom	og. Dunile will be able to	(refer to Y2 spelling list).	anding of the story road and is	lantify basis atmostyre story	noticing the wey
events are linked. Spoken Language	e Outcomes: Pupils wi	ll be able to role play t	anding of the story read and ic he key story to develop and or ructure beginning, middle and	der their ideas.	noticing the way
Instructions (2 wks)	To listen and follow instructions	In reading, investigate:	- Listen to and follow a series of complex	Teaching strategies Talk for Writing	

accurately, asking		instructions e.g. PE.	(Imitation, innovation)
for help and	Correct choice and	- Analyse instructional	(Guided Writing)
clarification when	consistent use of	texts and note their	- Reciprocal reading
necessary.	present tense and	function, form and typical	strategies.
	recognise the use of	language features.	- Orally give and
	the imperative verb	- Write a series of complex	model following a
		instructions.	series of short
	The use of capital		instructions.
	letters and full stops		- Listening
	to demarcate		comprehension
	sentences		- Model using
			simple text map
	In writing,		(pictorial) and
	children will apply		include imperative
	these skills to:		verbs to support
	Use present tense		giving oral
	consistently and		instructions.
	include the		- Guided reading
	imperative verb		- Read and follow
			pictorial and or
	Punctuate their		written instructions
	work correctly		
	Pupils will also be		
	able to use the		
	following		
	terminology:		
	Noun, noun		
	phrases, statement,		
	question,		
	exclamation,		

		command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Vocab			
		Use of imperative verbs			
		VELUS			
Reading Outcome	es: Pupils will be able	to identify the function	, form and typical language f	eatures in instructional texts.	
_	-	<u> </u>		structions (with 4 or more steps).	
		o write a series of com		1 /	
Recounts	Explain/describe a	In reading,	- Revise recounts from	Teaching strategies	
(2wks)	process or present	investigate:	Year 1.	Talk for Writing	
	information,	The use of	- Read and analyse	(Imitation)	
	ensuring items are	coordinating	personal recounts and	(Innovation)	
	clearly sequences,	conjunctions (and,	begin to recognise the	(Guided Writing)	
	relevant details are	or, but)	generic structure e.g. the	- Reciprocal reading	
	included and		order of the sequence of	strategies.	
	accounts ended	The use of	events and use of words	- Teacher model orally	
	effectively.	subordinating	e.g. first next after when	alongside text map (with	
	To answer and ask	conjunctions	Write a first person	sentence signposts e.g.	
	questions.	(when, if, that,	recount of an event linked	first, next, then).	
		because)	to personal experience.	-boxing up to support	
			- Read aloud their recount	sequencing events.	
		Examples of nouns,	to the class.	- read and order simple	
		and adjectives in a		written or pictorial	

	<u> </u>
text	recounts.
	- Children orally retell
How expanded	sequence of events from
noun phrases are	own text map based on
used for further	shared experience as a
description	class (take photos to
	support chn).
Correct choice and	- Innovation – text maps
consistent use of	and oral rehearsal
past tense	
The use of capital	
letters, full stops,	
question marks and	
exclamation marks	
to demarcate	
sentences	
Someness	
In writing,	
children will apply	
these skills to:	
Include	
coordinating and	
subordinating	
conjunctions	
Conjunctions	
Use nouns,	
adjectives and	
expanded noun	
phrases	

	ı	
Use past tense consistently		
Punctuate their		
work correctly		
Pupils will also be		
able to use the		
following		
terminology:		
Noun, noun		
phrases, statement,		
question,		
exclamation,		
command,		
compound, suffix, adjective, adverb,		
verb, tense (past,		
present),		
apostrophe, comma.		
apostropiie, comma.		
Vocab		
Use time		
conjunctions		
Use a bank of		
expanded noun		
phrases		
Linking new		

		vooobulom to		
		vocabulary to		
		known meanings.		
		Understand the		
		difference in		
		meaning between		
		homophones and		
		near-homophones		
		(eg		
		there/their/they're)		
		(refer to Y2		
		spelling list).		
Reading Outcom	es: Pupils will be able	to identify the generic	structure of recounts.	
_	-	•	ecount linked to personal expe	erience
Willing Outcome	es. I apiis wiii de adie t	to write a first person is	ecount mixed to personal expe	criticiee.
Information	To answer and ask	In reading,	- Revise research skills	Talk for Writing
text (2wks)	questions.	investigate:	from Year 1.	(Imitation)
		The use of	- Linked to another	(Innovation)
	Explain/describe a	coordinating	curriculum area, children	(Invention)
	process or present	conjunctions (and,	to pose a question ahead of	Guided Writing
	information,	or, but)	writing.	(To include Write Away
	ensuring items are	, ,	- Use titles, contents page,	Together)
	clearly sequences,	The use of	index and alphabetically	- Book talk
	relevant details are	subordinating	ordered texts to locate	- Reciprocal reading
	included and	conjunctions	information (using page	strategies.
	accounts ended	(when, if, that,	numbers).	- Model how to
	effectively.	because)	- Plan and write an	phrase a question
	criectivery.	occause)		± ±
		Examples of norms	information text using the	- Guided reading to
		Examples of nouns,	information gathered.	analyse features.
		and adjectives in a		- Shared reading –

T	
text	modelling posing
	questions and
How expanded	retrieving
noun phrases are	information.
used for further	- Read as a reader.
description	- Talk partners
	- Use model text
Correct choice and	(extended caption).
consistent use of	Orally rehearse,
past and present	pictorial
tense	representation to
	support writing.
The use of capital	Boxing up using
letters, full stops,	pictures and key
question marks and	words.
exclamation marks	
to demarcate	
sentences	
In writing,	
children will apply	
these skills to:	
Include	
coordinating and	
subordinating	
conjunctions	
Use nouns,	
adjectives and	
expanded noun	

phrases
Use past and
present tense
consistently
Punctuate their
work correctly
Pupils will also be
able to use the
following
terminology:
Noun, noun
phrases, statement,
question,
exclamation,
command,
compound, suffix,
adjective, adverb,
verb, tense (past,
present),
apostrophe, comma.
Vocab
Use: title, caption,
contents page,
index
Understand the
difference in
meaning between

Reading Outcomes: Pupils will be able to use titles, contents page, index and alphabetically ordered text to locate and record information text. Contemporary and classic poetry (Approx 2 wks) Confidently, gaining the interest of listeners. In reading, and adjectives in a poem Fecuring literary In the poem In the p			homophones and near-homophones (eg there/their/they're) (refer to Y2			
Contemporary and classic poetry (Approx 2 wks) Approx 2 wks) To speak clearly and audibly and convey ideas (Approx 2 wks) (Approx 2 wks) To speak clearly and audibly and convey ideas (Approx 2 wks) (Approx 2 wks) To speak clearly and audibly and convey ideas (Approx 2 wks) Examples of nouns, and adjectives in a listeners. Examples of nouns, and adjectives in a poem How expanded noun phrases are used for further description Recognise simple Pie Corbett)			spelling list).			
Contemporary and classic poetry (Approx 2 wks) Approx 2 wks) To speak clearly and audibly and convey ideas confidently, gaining the interest of listeners. Examples of nouns, and adjectives in a listeners. In reading, investigate: Classic poetry, e.g. Michael Rosen and classus simple poetry patterns. Feward Lear, discuss simple poetry patterns. Recognise simple How expanded noun phrases are used for further description Recognise simple Pie Corbett) Teaching strategies Talk for Writing (Imitation) (Invention) Read and listen to a range of contemporary and classic poetry. -discuss vocab used and play games to develop the children's use of vocabulary (Jumpstart by Pie Corbett)						
and classic poetry (Approx 2 wks) (Approx 2	Ç	•	•			
and classic poetry and audibly and convey ideas (Approx 2 wks) (Invention) (Inventio	Contemporary	To speak clearly	In reading,	- Using contemporary and	Teaching strategies	
(Approx 2 wks) confidently, gaining the interest of listeners. Examples of nouns, and adjectives in a poem How expanded noun phrases are used for further description Recognise simple Choose and perform a classic poem. Learn and recite the poem by heart with appropriate intonation to Redward Lear, discuss simple (Invention) Read and listen to a range of contemporary and classic poetry. - Choose and perform a classic poem. - Learn and recite the poem by heart with appropriate intonation to Pie Corbett)	and classic	and audibly and		classic poetry, e.g.		
the interest of listeners. and adjectives in a poem A Recognise simple recurring literary How expanded noun phrases are used for further description Recognise simple - Recognise simple - Choose and perform a classic poem. - Choose and perform a classic poem. - Learn and recite the poem by heart with Recognise simple Recognise simple Invention	poetry	convey ideas		Michael Rosen and	(Imitation)	
listeners. poem - Recognise simple recurring literary How expanded language. noun phrases are used for further description Recognise simple - Recognise simple recurring literary language Choose and perform a classic poem. classic poem. classic poem. play games to develop the children's use of poem by heart with poem by heart with Recognise simple Recognise simple Read and listen to a range of contemporary and classic poetry discuss vocab used and play games to develop the children's use of poem by heart with poem by heart with Pie Corbett)	(Approx 2 wks)	confidently, gaining	Examples of nouns,	Edward Lear, discuss	(innovation)	
How expanded language. noun phrases are used for further description Recognise simple recurring literary of contemporary and classic poetry. - Choose and perform a classic poetry. - Choose and perform a play games to develop the children's use of vocabulary (Jumpstart by Pie Corbett)		the interest of	and adjectives in a	simple poetry patterns.	(Invention)	
How expanded noun phrases are used for further description Recognise simple Ianguage. - Choose and perform a classic poetry. - Choose and perform a classic syocab used and play games to develop the children's use of vocabulary (Jumpstart by Pie Corbett)		listeners.	poem		_	
noun phrases are used for further description Recognise simple - Choose and perform a classic poem. - Learn and recite the poem by heart with appropriate intonation to - Choose and perform a classus vocab used and play games to develop the children's use of vocabulary (Jumpstart by Pie Corbett)					_ · ·	
used for further description classic poem. Learn and recite the poem by heart with Recognise simple classic poem. Learn and recite the poem by heart with appropriate intonation to Pie Corbett)			1 -			
description - Learn and recite the poem by heart with Pie Corbett) Recognise simple - Learn and recite the poem by heart with appropriate intonation to Pie Corbett)			1 -	1		
poem by heart with vocabulary (Jumpstart by appropriate intonation to Pie Corbett)				1		
Recognise simple appropriate intonation to Pie Corbett)			description			
			D	1 -		
recurring literary make the meaning clear. -children to innovate by					· · · · · · · · · · · · · · · · · · ·	
language and changing the vocab used				make the meaning clear.	_	

patterns of poetry Pupils will also be able to use the following terminology: Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.	but by keeping the structure the same. - likes/ dislikes - Book talk - Modelling identifying patterns and explaining what you notice. - Model how to recite and perform in rhythm. - Recite poem as a class, in groups, pairs. - Film pupils performing poem, peer assessment with teacher support and improve.
Vocab Recurring patterns of language Explaining the meaning of new words to pupils within the context of what they are reading.	

Reading Outcomes: To identify simple poetry patterns.

Spoken Language Outcomes: Pupils will be able to perform a classic poem and learn and recite the poem by heart.

Where there is no writing outcome, this is an opportunity for teachers to focus on group writing targets during guided writing sessions.

Unit	Term 2 (11 wks)			Suggested Texts
Fiction	Spoken	Grammar,	Reading and Writing	Pied Piper of
	language	Spelling,		Hamelin
Traditional		Punctuation and		
Tales and Fairy		Vocabulary		
stories	To initiate	v	- Recap traditional tales known to children.	
(2wks)	conversations,	In reading,	- Introduce a new traditional tale.	
` ,	express their	children will	- Explore good and bad characters and their	
	own view and	investigate:	characteristics.	
	respond to		- Identify what the hero searching for.	
	comments.	Examples of verbs	- Explore 'Fairy tale endings'.	
		and adverbs in a	- Recognise simple recurring literary language e.g. <i>run</i> ,	
		text	run as fast as you can	
			- Analyse the archaic language used.	
		How the	- Write own story in a traditional style using formulaic	
		grammatical	sentences at the beginning and end and use archaic	
		patterns in a	language throughout.	
		sentence indicate		
		its function as a		
		statement, a		
		question,		
		exclamation or		

command	
How apostrophes are used to mark where letters are missing and to mark singular possession in nouns (e.g the girl's name)	
In writing, children will be able to apply these skills to:	
Use a range of verbs and adverbs to add variety to a text	
Write a variety of sentence types to add interest	
Use apostrophes to mark where letters are missing and to mark	

. ,
singular
possession in
nouns (e.g the
girl's name)
Pupils will also
be able to use the
following
terminology:
Noun, noun
phrases,
statement,
question,
exclamation,
command,
compound, suffix,
adjective, adverb,
verb, tense (past,
present),
apostrophe,
comma.
Vocab
Simple recurring
literary language
Archaic language
Formulaic
language
Using morphology
(eg prefixes) to
work out the
meaning of
mouning or

		unknown words.				
fairy tale endings	Leading Outcomes: The children will be able to identify the characteristics of good and bad characters, recurring literary language and airy tale endings. Writing Outcomes: The children will be able to write their own traditional tale using formulaic sentences and archaic language.					
Key stories (2 wks)	To speak clearly and audibly and convey ideas confidently, gaining the interest of listeners. To initiate conversations, express their own view and respond to comments.	In reading, investigate: The use of coordinating conjunctions (and, or, but) The use of subordinating conjunctions (when, if, that, because) Words used to indicate the passing of time Examples of nouns, and adjectives in a text How expanded	 Recap stories read and introduce new key story. Discuss their understanding of the new story read. Analyse what happens to a familiar character (follow the character through the same story) Use role play to help pupils explore characters. Explore cause and effect e.g. what has prompted the character's behaviour in a story. Focus on the endings. Offer alternative solutions to a problem. Plan and write own story. Use the structure of, opening, something happens, events to sort it out and ending. Remember past tense and third person. Proof read for errors in spelling, grammar and punctuation. Read aloud what they have written. 			
		noun phrases are				

used for further description Correct choice and consistent use of past and present tense The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences In writing, children will apply these skills to: Include coordinating and subordinating conjunctions Include words which indicate the passing of time

Use nouns, adjectives and expanded noun phrases Use past and present tense consistently Punctuate their work correctly Pupils will also be able to use the following terminology: Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Vocab Use of causal

	1	
conjunctions		
Use the language		
of stories		
Increasing pupil's		
vocabulary so that		
they understand		
the difference		
between spoken		
and written		
language.		
Understand the		
difference in		
meaning between		
homophones and		
near-homophones		
(eg one/won)		
(refer to Y2		
spelling list).		
	what happens to a familiar character, explore cause and effect of t	tha

Reading Outcomes: The children will be able to identify what happens to a familiar character, explore cause and effect of the character's behaviour and focus on endings.

Spoken Language Outcomes: The children will be able to use role play to explore characters.

Writing Outcomes: The children will be able to plan and write their own story using the structure of opening, something happens, comma, events to sort it out and ending.

Instructions	To listen and	In reading,	- Analyse instructional texts and note statement of	
(1wk)	follow	investigate:	purpose, list of materials and/or ingredients and	

instructions		sequential steps.	
	C . 1 . 1		
accurately,	Correct choice and	- Identify imperative verbs	
asking for help	consistent use of	- compose a set of instructions using the above features.	
and clarification	present tense and	N.B. If numbers or bullet points are used there is no need	
when necessary.	recognise the use	to use a time conjunction. An imperative verb is	
	of the imperative	sufficient!	
	verb		
	VC10		
	The use of conite!		
	The use of capital letters and full		
	stops to demarcate		
	sentences		
	In writing,		
	children will		
	apply these skills		
	to:		
	Use present tense		
	consistently and		
	include the		
	imperative verb		
	imperative vero		
	Punctuate their		
	work correctly		
	Pupils will also		
	be able to use the		
	following		
	terminology:		

		Noun, noun		
		phrases,		
		*		
		statement,		
		question,		
		exclamation,		
		command,		
		compound, suffix,		
		adjective, adverb,		
		verb, tense (past,		
		present),		
		apostrophe,		
		comma.		
		Vocab		
		Use of imperative		
		verbs in oral and		
		written		
		instructions.		
Reading Outcon	nes: The children w	ill be able to identify	y the purpose, sequential steps and language used in instr	ructional texts.
		•		
Writing Outcom	es: The children wi	Ill be able to compos	se a set of instructions using the above features.	
8		1	6	
Recount	Explain/describe	In reading,	- Read and analyse recount texts.	
(2wks)	a process or	investigate:	- Consolidate the structure and language features of	
, , ,	present	The use of	recount texts.	
	information,	coordinating	- Use a recount text as a model for their own writing.	
	ensuring items	conjunctions (and,	- Plan and write a recount text.	
	are clearly	or, but)	- Listen to others' recount texts and ask relevant	
	sequences,	, ,	questions.	
	sequences,		questions.	1

relevant details	The use of	
are included and	subordinating	
accounts ended	conjunctions	
effectively.	(when, if, that,	
To answer and	because)	
ask questions.		
To speak clearly	Effective use of	
and audibly and	nouns and	
convey ideas	adjectives in a text	
confidently,		
gaining the	How expanded	
interest of	noun phrases are	
listeners.	used for further	
	description	
	Correct choice and	
	consistent use of	
	past tense	
	Use of the	
	progressive form	
	of past tense for	
	example, he was	
	shouting.	
	onoung.	
	The use of capital	
	letters, full stops,	
	question marks	
	and exclamation	
	marks to	

demarcate
sentences
Apostrophes to
demarcate where
letters are missing
eg can't.
In writing,
children will
apply these skills
to:
Include
coordinating and
subordinating
conjunctions
Use nouns,
adjectives and
expanded noun
phrases
Use past tense
consistently
Punctuate their
work correctly
Pupils will also

be able to use the following terminology: Noun, noun phrases, statement.

Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.

Vocab

Time conjunctions Questions: who, when, what, why, where Increase their knowledge of the vocabulary and grammar with standard English.

Reading Outcomes: The children will be able to identify the structure and language features of recount texts.

Spoken Language Outcomes: The children will be able to listen to other's recount texts and ask relevant questions.

Year 2

Writing Outcomes: The children will be able to write a recount text.				
Information (2wks)	Explain/describe a process or present information, ensuring items are clearly sequences, relevant details are included and accounts ended effectively.	In reading, investigate: The use of coordinating conjunctions (and, or, but) The use of subordinating conjunctions (when, if, that, because) Effective use of nouns and adjectives in a text How expanded noun phrases are used for further description Correct choice and consistent use of past and present tense	- Recap features of research skills and writing information texts. - Linked to another curriculum area, children to pose a question ahead of writing. - Teach skimming, scanning and close reading and when each is appropriate. - Using an appropriate reading skill, read title, contents page, illustrations, chapter headings to speculate what a book might be about. - Evaluate its usefulness for the research in hand. - Draw on knowledge to plan and write an information text.	
		The use of capital		

latters full stone
letters, full stops,
question marks
and exclamation
marks to
demarcate
sentences
In writing,
children will
apply these skills
to:
Include
coordinating and
subordinating
conjunctions
Use nouns,
adjectives and
expanded noun
phrases
Use past and
present tense
consistently
Punctuate their
work correctly
Pupils will also
be able to use the
following

terminology: Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Vocab skimming scanning close reading title page contents chapter heading illustration Use the language of evaluation, e.g. I like that word because... That is not a good word because....

		TT 1 . 1.1		
		Understand the		
		difference in		
		meaning between		
		homophones and		
		near-homophones		
		(eg		
		there/their/they're)		
		(refer to Y2		
		spelling list).		
Writing Outcom		-	d write an information text from the research gathered.	
Contemporary	To speak clearly	Effective use of	- Discuss and analyse further examples contemporary and	
and classic	and audibly and	nouns and	classic poetry.	
poetry	convey ideas	adjectives in a	- Children to discuss their own views, subject matter and	
(2wks)	confidently,	poem	possible meanings.	
		poem	possible meanings Draw inferences from the poems discussed.	
- •	confidently, gaining the interest of	poem How expanded		
	gaining the		- Draw inferences from the poems discussed.	
	gaining the interest of	How expanded	Draw inferences from the poems discussed.Children to perform a selected poem individually or	
- •	gaining the interest of	How expanded noun phrases are used for further	 Draw inferences from the poems discussed. Children to perform a selected poem individually or together, speaking clearly and audibly. Children to learn and recite the poem by heart using 	
	gaining the interest of	How expanded noun phrases are	- Draw inferences from the poems discussed Children to perform a selected poem individually or together, speaking clearly and audibly.	
- •	gaining the interest of	How expanded noun phrases are used for further description in	 Draw inferences from the poems discussed. Children to perform a selected poem individually or together, speaking clearly and audibly. Children to learn and recite the poem by heart using 	
	gaining the interest of	How expanded noun phrases are used for further description in poetry	 Draw inferences from the poems discussed. Children to perform a selected poem individually or together, speaking clearly and audibly. Children to learn and recite the poem by heart using 	
	gaining the interest of	How expanded noun phrases are used for further description in poetry Recognise simple	 Draw inferences from the poems discussed. Children to perform a selected poem individually or together, speaking clearly and audibly. Children to learn and recite the poem by heart using 	
- •	gaining the interest of	How expanded noun phrases are used for further description in poetry	 Draw inferences from the poems discussed. Children to perform a selected poem individually or together, speaking clearly and audibly. Children to learn and recite the poem by heart using 	

Pupils will also be able to use the following terminology: Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Vocab Use simple recurring literary language and patterns of poetry Using new vocabulary from their reading during discussion.

Reading Outcomes: The children will be able to discuss their own views and meanings using inference.

Spoken Outcome: The children will be able to perform a selected poem individually or together using a appropriate intonation to make the meaning clear.

Where there is no writing outcome, this is an opportunity for teachers to focus on group writing targets during guided writing sessions.

Unit	Term 3 (14 wks)			Suggested Texts
Fiction	Spoken	Grammar, Spelling,	Reading and Writing	
	language	Punctuation and		
Traditional Tales and Fairy stories (3wks)	To speak clearly and audibly and convey ideas confidently, gaining the interest of listeners. To develop an	In reading, investigate: How noun phrases are used to specify a particular person or thing (e.g. the man in the moon)	 Revisit traditional tales from previous terms. Identify themes in traditional tales e.g. good over evil, wise over foolish. Plan their own traditional tale with a traditional theme, creating a good and bad character. Write own story in the style of a traditional tale using typical fairy story language and written in the past tense. 	
	understanding	How the progressive	- Read aloud to the class.	
	of what is being learnt by	forms of verbs are used to add variety to text	- Evaluate own traditional tale according to criteria in the subject knowledge papers.	
	imagining and	to add variety to text	eriteria in the subject knowledge papers.	
	exploring ideas,	How apostrophes are		
	making	used to mark singular		

connectio	ons possession in nouns (e.g	
between		
event an	-	
another		
another	will be able to apply	
	these skills to:	
	these skins to.	
	Use noun phrases to	
	specify a particular	
	person or thing (e.g. the	
	man in the moon)	
	mun in the moon,	
	Use the progressive	
	forms of verbs to add	
	variety to text	
	variety to text	
	Use apostrophes to mark	
	singular possession in	
	nouns (e.g the girl's	
	name)	
	Pupils will also be able	
	to use the following	
	terminology:	
	Noun, noun phrases,	
	statement, question,	
	exclamation, command,	
	compound, suffix,	
	adjective, adverb, verb,	
	tense (past, present),	
	apostrophe, comma.	

Vocab Use typical fairy tale language Use alternative words for good and bad Use their knowledge of the vocabulary and grammar of standard English. Understand the difference in meaning between homophones and near-homophones (eg blew/blue) (refer to Y2 spelling list).

Reading Outcomes: The children will be able to identify themes in traditional tales as well as good and bad characters.

Spoken Language Outcomes: The children will be able to read their story aloud to the class.

Writing Outcomes: The children will be able to plan, write and evaluate their own traditional tale incorporating a traditional theme and a good and bad character.

Key stories		In reading, investigate:	- Recap key stories from previous terms.	
(3wks)	To develop an		- Introduce a key story to be studied. Predict	
	understanding	How noun phrases are	what might happen in the story on the basis of	
	of what is being	used to specify a	what has happened so far.	
	learnt by	particular person or	- Learn about characters by looking at what they	
	imagining and	thing (e.g. the man in the	say and do.	

			3.5.1.1.0	
_	ng ideas, moon)		- Make inferences about the characters on the	
	king		basis of what is said and done e.g. the way	
conne		e progressive	characters speak reflect their personalities.	
		f verbs are used	- Notice how characters change in the course of	
		ariety to text	a story.	
ano	other.		- Explore cause and effect e.g. what has	
	How ap	ostrophes are	prompted the character's behaviour in a story.	
To ansv	ver and used to	mark singular	- Plan and write own story using dialogue to	
ask que	stions. possess	ion in nouns (e.g	describe the character and move the plot	
	the girl	's name)	forward.	
To spea	k clearly		- Evaluate their writing to check it makes sense.	
and aud	libly and		- Read aloud what they have written.	
convey	ideas In writ	ing, children		
confide	ntly, will be	able to apply		
gaining	the these sl	xills to:		
interest	of			
listeners	s. Use not	in phrases to		
	specify	a particular		
	person	or thing (e.g. the		
		the moon)		
		,		
	Use the	progressive		
		f verbs to add		
	variety			
	Use and	ostrophes to mark		
	-	r possession in		
	_	e.g the girl's		
	name)			
	name)			

Pupils will also be able to use the following terminology:

Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.

Vocab

Use causal conjunctions
Use their knowledge of
the vocabulary and
grammar of standard
English.
Use new vocabulary
from their reading.

Understand the difference in meaning between homophones and near-homophones (eg sun/son) (refer to Y2 spelling list).

Reading Outcomes: The children will be able to Make inferences about the characters on the basis of what they say and do.

Spoken Language Outcomes: The children will be able to read aloud what they have written.

Year 2

Writing Outcomes: The children will be able to plan and write their own story using dialogue to describe the character and move the plot forward.

Instructions	To listen and	In reading, investigate:	- Analyse a wider range of instructional texts	
(1wk)	follow		e.g. plans, constructions.	
	instructions	Correct choice and	- Compose a set of instructions using a title to	
	accurately,	consistent use of present	show what they are about, define the goal or	
	asking for help	tense and recognise the	desired outcome, list materials or equipment	
	and clarification	use of the imperative	needed in order, work out the sequence needed	
	when necessary.	verb	to achieve the planned goal.	
		The use of capital letters		
		and full stops to		
		demarcate sentences		
		In writing, children		
		will apply these skills		
		to:		
		Use present tense		
		consistently and include		
		the imperative verb		
		Punctuate their work		
		correctly Pupils will also be able		
		Pupils will also be able to use the following		
		terminology:		
		Noun, noun phrases,		
		statement, question,		
		statement, question,		

Reading Outcomes: The children will be able to evaluate a wide range of instructional texts for effectiveness.

Writing Outcomes: The children will be able to compose a set of instructions and work out the sequence needed to achieve the planned goal.

Recount	Explain/describe	In reading, investigate:	- Read and analyse the opening paragraph and
(2wks)	a process or	The use of coordinating	closing statement of a recount.
	present	conjunctions (and, or,	- Use a recount text as a model for their own
	information,	but)	writing maintaining consistency in structure,
	ensuring items		tense and person.
	are clearly	The use of subordinating	- Write a recount including an opening and
	sequences,	conjunctions (when, if,	closing statement e.g. summary of what
	relevant details	that, because)	happens.
	are included and		
	accounts ended	Effective use of nouns	
	effectively.	and adjectives in a text	
		How expanded noun	

phrases are used for further description Correct choice and consistent use of past tense Use of the progressive form of past tense for example, he was shouting. The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to demarcate where letters are missing eg can't. In writing, children will apply these skills to: Include coordinating and subordinating conjunctions

Use nouns, adjectives and expanded noun phrases Use past tense consistently Punctuate their work correctly Pupils will also be able to use the following terminology: Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Vocab Using technical terms, linked to the topic, use these in their writing appropriately. Understand the difference in meaning between homophones and near-homophones

		(eg two/too/to) (refer to Y2 spelling list).	
Reading Outcome recount text.	es: The children wi	ill be able to identify the cha	racteristics of the opening paragraph and closing statement of a
Writing Outcome	es: The children wi	ll be able to write a recount	including an opening and closing statement.
Information (1wk teaching and 1 wk application in another subject)	To answer and ask questions.	In reading, investigate: The use of coordinating conjunctions (and, or, but) The use of subordinating conjunctions (when, if, that, because) Effective use of nouns and adjectives in a text How expanded noun phrases are used for further description Correct choice and consistent use of past and present tense The use of capital	- Children to pose a question prior to conducting research Review the three reading strategies of skimming, scanning and close reading Scan texts to find specific sections e.g. key words or phrase, subheadings Write a non-fiction text include purpose and maintaining consistency of tense.

letters, full stops, question marks and exclamation marks to demarcate sentences In writing, children will apply these skills to: Include coordinating and subordinating conjunctions Use nouns, adjectives and expanded noun phrases Use past and present tense consistently Punctuate their work correctly Pupils will also be able to use the following terminology: Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present),

apostrophe, comma.	
Vocab	
Use the technical	
terminology of	
information texts.	
Use new vocabulary	
from their reading and	
wider experiences.	

Reading Outcomes: The children will be able to scan texts to find specific sections.

Spoken Language Outcomes: The children will be able to pose their own questions prior to conducting research.

Writing Outcomes: The children will be able to write a non-fiction text including purpose with consistency of tense.

Explanations	Explain/describe	In reading, investigate:	- Identify that explanation texts answer the
(2wks)	a process or		questions <i>How</i> and <i>why</i> (not what happened).
	present	The use of	- From another curriculum area write an
	information,	subordinating/causal	explanation text.
	ensuring items	conjunctions (when, if,	- Choose a title that incorporates explaining <i>how</i>
	are clearly	that, because)	or <i>why</i> (How do hedgehogs survive the winter?
	sequences,		Why does it get dark?)
	relevant details	Vocabulary used to	- Look at an explanation text, focusing
	are included and	indicate the passing of	particularly on the general opening statement
	accounts ended	time	and the steps or phases in the process.
	effectively.		- Plan an explanation text using a simple
		Correct choice and	flowchart.
		consistent use of past	- Children to write an explanation text.
		and present tense	

The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences In writing, children will apply these skills to: Include subordinating/causal conjunctions Use words to indicate the passing of time Use past and present tense consistently Punctuate their work correctly Pupils will also be able to use the following terminology: Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb,

tense (past, present), apostrophe, comma. Vocab Use the technical terminology of explanation texts. Use temporal connectives eg First, next etc.

Reading Outcomes: The children will be able to identify the purpose of explanation texts focusing particularly on the opening statement and steps in the process.

Writing Outcomes: The children will be able to plan and write an explanation text.

Contemporary	To speak clearly	In reading, children		
and classic	and audibly and	investigate:	- look at a range of contemporary and classic	
poetry	convey ideas		poetry and discuss themes and preferences.	
(2wks)	confidently, gaining the interest of listeners.	Effective use of nouns, verbs, adverbs and adjectives in a poem How expanded noun phrases are used for further description and specification in poetry Recognise simple	 using this as a model, chn to create own poem. learning and reciting poems by heart with appropriate intonation to make the meaning clear. 	
		recurring literary		

language and patterns of poetry In writing, children will apply these skills to: Use nouns, verbs, adverbs and adjectives in a poem effectively Use expanded noun phrases for further description and specification in poetry Use simple recurring literary language and patterns in poetry Pupils will also be able to use the following terminology: Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Vocab

Understand the meaning of words in a new context and link to known words.

Reading Outcomes: The children will be able to identify the themes and features of contemporary and classic poetry.

Spoken Language Outcomes: The children will be able to discuss their preferences and recite poems by heart using intonation to make the meaning clear.

Writing Outcomes: The children will be able to use a contemporary or classic poem studied as a model to create their own poem.