

Year 2

Unit	Term 1 (14 wks)				Suggested Texts
Fiction Traditional tales and Fairy stories (3 wks)	Spoken language To use and reflect on ground rules for dialogue. Participate in discussions/collaborative conversations, staying on topic, taking turns, listening to what others say and gaining the interest of listeners. To develop an awareness of the differences between spoken and written language.	Grammar, Punctuation and Vocabulary In reading, investigate: The use of coordinating conjunctions (and, or, but) The use of subordinating conjunctions (when, if, that, because) Examples of nouns, and adjectives in a text How expanded noun phrases are used for further description	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. - Write own story in the style of a traditional tale. Include typical settings, events and language features.	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. - 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.	Hansel and Gretel

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		<p>Correct choice and consistent use of past and present tense</p> <p>The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>In writing, children will apply these skills to:</p> <p>Include coordinating and subordinating conjunctions</p> <p>Use nouns, adjectives and expanded noun phrases</p> <p>Use past and present tense consistently</p>		<p>-story maps - innovation - Write Away Together</p>	
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		<p>Punctuate their work correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p>Vocab</p> <p>Formulaic story language – favourite words and phrases</p> <p>Discussing and clarifying new vocabulary</p> <p>Time conjunctions</p> <p>Understand the difference in meaning between homophones and</p>			
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		near-homophones (eg quite/quiet) (refer to Y2 spelling list).			
<p>Reading Outcomes: Pupils will be able to identify the purpose of Traditional tales and identify settings and the structure of Traditional Tales.</p> <p>Spoken Language Outcomes: Pupils will be able to retell Traditional Tales.</p> <p>Writing Outcomes: Pupils will be able to write their own story in the style of a Traditional Tale.</p>					
Key stories (3wks)	To answer and ask questions. To develop an awareness of the differences between spoken and written language.	<p>In reading, investigate:</p> <p>The use of coordinating conjunctions (and, or, but)</p> <p>The use of subordinating conjunctions (when, if, that, because)</p> <p>Words used to indicate the passing of time</p> <p>Examples of nouns, and adjectives in a text</p>	<ul style="list-style-type: none"> - Recap key stories read in Year 1. - Introduce new key story. - Discuss their understanding of the story read. Role play to develop and order their ideas. - Consolidate basic story structure (beg, middle and end), noticing the way events are linked. - Recognise simple recurring literary language. - Predict what might happen on the basis of what has happened so far. - Plan and write own story using the structure (beginning, middle and end). Think about typical settings and characters, as well as events. 	<p>Teaching strategies</p> <p>Talk for Writing</p> <p>(Imitation)</p> <p>(Innovation)</p> <p>(Invention)</p> <p>Guided Writing</p> <p>(To include Write Away Together)</p> <ul style="list-style-type: none"> -- Reciprocal reading strategies. -Read aloud and orally retell familiar stories. -Boxing up parts of the story pictorially and/or using key notes. - book talk - role play, hot seating, drama activities 	

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		<p>How expanded noun phrases are used for further description</p> <p>Correct choice and consistent use of past and present tense</p> <p>The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>In writing, children will apply these skills to: Include coordinating and subordinating conjunctions</p> <p>Include words which indicate the passing of time</p>	<p>- 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.</p>	<p>- 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</p> <p>Write Away Together</p>	
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		<p>Use nouns, adjectives and expanded noun phrases</p> <p>Use past and present tense consistently</p> <p>Punctuate their work correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p>Vocab simple recurring literary language</p>			
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		<p>shades of meaning to compare and contrast emotions, e.g. synonyms for words like happy, sad, cross</p> <p>discuss strength of alternative words and use them appropriately in context</p> <p>Understand the difference in meaning between homophones and near-homophones (eg there/their/they're) (refer to Y2 spelling list).</p>			
<p>Reading Outcomes: Pupils will be able to discuss their understanding of the story read and identify basic structure story, noticing the way events are linked.</p> <p>Spoken Language Outcomes: Pupils will be able to role play the key story to develop and order their ideas.</p> <p>Writing Outcomes: Plan and write their own story using the structure beginning, middle and end.</p>					
Instructions (2 wks)	To listen and follow instructions	In reading, investigate:	- Listen to and follow a series of complex	Teaching strategies Talk for Writing	

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	accurately, asking for help and clarification when necessary.	<p>Correct choice and consistent use of present tense and recognise the use of the imperative verb</p> <p>The use of capital letters and full stops to demarcate sentences</p> <p>In writing, children will apply these skills to: Use present tense consistently and include the imperative verb</p> <p>Punctuate their work correctly Pupils will also be able to use the following terminology: Noun, noun phrases, statement, question, exclamation,</p>	<p>instructions e.g. PE.</p> <ul style="list-style-type: none"> - Analyse instructional texts and note their function, form and typical language features. - Write a series of complex instructions. 	<p>(Imitation, innovation) (Guided Writing)</p> <ul style="list-style-type: none"> - Reciprocal reading strategies. <ul style="list-style-type: none"> - Orally give and model following a series of short instructions. - Listening comprehension - Model using simple text map (pictorial) and include imperative verbs to support giving oral instructions. - Guided reading - Read and follow pictorial and or written instructions 	
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		command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma. Vocab Use of imperative verbs			
<p>Reading Outcomes: Pupils will be able to identify the function, form and typical language features in instructional texts.</p> <p>Spoken Language Outcomes: Pupils will be able to listen and follow a series of complex instructions (with 4 or more steps).</p> <p>Writing Outcomes: Pupils will be able to write a series of complex instructions.</p>					
Recounts (2wks)	Explain/describe a process or present information, ensuring items are clearly sequences, relevant details are included and accounts ended effectively. To answer and ask questions.	<p>In reading, investigate:</p> <p>The use of coordinating conjunctions (and, or, but)</p> <p>The use of subordinating conjunctions (when, if, that, because)</p> <p>Examples of nouns, and adjectives in a</p>	<ul style="list-style-type: none"> - Revise recounts from Year 1. - Read and analyse personal recounts and begin to recognise the generic structure e.g. the order of the sequence of events and use of words e.g. <i>first next after when</i>. - Write a first person recount of an event linked to personal experience. - Read aloud their recount to the class. 	<p>Teaching strategies</p> <p>Talk for Writing</p> <p>(Imitation)</p> <p>(Innovation)</p> <p>(Guided Writing)</p> <ul style="list-style-type: none"> - Reciprocal reading strategies. - Teacher model orally alongside text map (with sentence signposts e.g. first, next, then). - boxing up to support sequencing events. - read and order simple written or pictorial 	

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		<p>text</p> <p>How expanded noun phrases are used for further description</p> <p>Correct choice and consistent use of past tense</p> <p>The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>In writing, children will apply these skills to:</p> <p>Include coordinating and subordinating conjunctions</p> <p>Use nouns, adjectives and expanded noun phrases</p>		<p>recounts.</p> <ul style="list-style-type: none">- Children orally retell sequence of events from own text map based on shared experience as a class (take photos to support chn).- Innovation – text maps and oral rehearsal	
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		<p>Use past tense consistently</p> <p>Punctuate their work correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p>Vocab</p> <p>Use time conjunctions</p> <p>Use a bank of expanded noun phrases</p> <p>Linking new</p>			
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		<p>vocabulary to known meanings.</p> <p>Understand the difference in meaning between homophones and near-homophones (eg there/their/they're) (refer to Y2 spelling list).</p>			
<p>Reading Outcomes: Pupils will be able to identify the generic structure of recounts.</p> <p>Writing Outcomes: Pupils will be able to write a first person recount linked to personal experience.</p>					
Information text (2wks)	<p>To answer and ask questions.</p> <p>Explain/describe a process or present information, ensuring items are clearly sequences, relevant details are included and accounts ended effectively.</p>	<p>In reading, investigate:</p> <p>The use of coordinating conjunctions (and, or, but)</p> <p>The use of subordinating conjunctions (when, if, that, because)</p> <p>Examples of nouns, and adjectives in a</p>	<ul style="list-style-type: none"> - Revise research skills from Year 1. - Linked to another curriculum area, children to pose a question ahead of writing. - Use titles, contents page, index and alphabetically ordered texts to locate information (using page numbers). - Plan and write an information text using the information gathered. 	<p>Talk for Writing (Imitation) (Innovation) (Invention)</p> <p>Guided Writing (To include Write Away Together)</p> <ul style="list-style-type: none"> - Book talk - Reciprocal reading strategies. - Model how to phrase a question - Guided reading to analyse features. - Shared reading – 	

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		<p>text</p> <p>How expanded noun phrases are used for further description</p> <p>Correct choice and consistent use of past and present tense</p> <p>The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>In writing, children will apply these skills to:</p> <p>Include coordinating and subordinating conjunctions</p> <p>Use nouns, adjectives and expanded noun</p>		<p>modelling posing questions and retrieving information.</p> <ul style="list-style-type: none"> - Read as a reader. - Talk partners - Use model text (extended caption). Orally rehearse, pictorial representation to support writing. - -Boxing up using pictures and key words. 	
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		<p>phrases</p> <p>Use past and present tense consistently</p> <p>Punctuate their work correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p>Vocab</p> <p>Use: title, caption, contents page, index</p> <p>Understand the difference in meaning between</p>			
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		homophones and near-homophones (eg there/their/they're) (refer to Y2 spelling list).			
<p>Reading Outcomes: Pupils will be able to use titles, contents page, index and alphabetically ordered text to locate and record information.</p> <p>Writing Outcomes: Pupils will be able to plan and write an information text.</p>					
<p>Contemporary and classic poetry (Approx 2 wks)</p>	<p>To speak clearly and audibly and convey ideas confidently, gaining the interest of listeners.</p>	<p>In reading, investigate:</p> <p>Examples of nouns, and adjectives in a poem</p> <p>How expanded noun phrases are used for further description</p> <p>Recognise simple recurring literary language and</p>	<p>- Using contemporary and classic poetry, e.g. Michael Rosen and Edward Lear, discuss simple poetry patterns.</p> <p>- Recognise simple recurring literary language.</p> <p>- Choose and perform a classic poem.</p> <p>- Learn and recite the poem by heart with appropriate intonation to make the meaning clear.</p>	<p>Teaching strategies</p> <p>Talk for Writing</p> <p>(Imitation)</p> <p>(innovation)</p> <p>(Invention)</p> <p>Read and listen to a range of contemporary and classic poetry.</p> <p>-discuss vocab used and play games to develop the children's use of vocabulary (Jumpstart by Pie Corbett)</p> <p>-children to innovate by changing the vocab used</p>	

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		<p>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.</p> <p>Vocab</p> <p>Recurring patterns of language Explaining the meaning of new words to pupils within the context of what they are reading.</p>		<p>but by keeping the structure the same.</p> <ul style="list-style-type: none"> - 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. 	
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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 Traditional Tales and Fairy stories (2wks)	Spoken language To initiate conversations, express their own view and respond to comments.	Grammar, Spelling, Punctuation and Vocabulary In reading, children will investigate: Examples of verbs and adverbs in a text How the grammatical patterns in a sentence indicate its function as a statement, a question, exclamation or	Reading and Writing <ul style="list-style-type: none"> - Recap traditional tales known to children. - Introduce a new traditional tale. - Explore good and bad characters and their characteristics. - Identify what the hero searching for. - Explore 'Fairy tale endings'. - Recognise simple recurring literary language e.g. <i>run, run as fast as you can</i> - Analyse the archaic language used. - Write own story in a traditional style using formulaic sentences at the beginning and end and use archaic language throughout. 	Pied Piper of Hamelin

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		<p>command</p> <p>How apostrophes are used to mark where letters are missing and to mark singular possession in nouns (e.g the girl's name)</p> <p>In writing, children will be able to apply these skills to:</p> <p>Use a range of verbs and adverbs to add variety to a text</p> <p>Write a variety of sentence types to add interest</p> <p>Use apostrophes to mark where letters are missing and to mark</p>		
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		<p>singular possession in nouns (e.g the girl's name)</p> <p>Pupils will also be able to use the following terminology:</p> <p>Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p>Vocab</p> <p>Simple recurring literary language</p> <p>Archaic language</p> <p>Formulaic language</p> <p>Using morphology (eg prefixes) to work out the meaning of</p>		
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		unknown words.		
<p>Reading Outcomes: The children will be able to identify the characteristics of good and bad characters, recurring literary language and fairy tale endings.</p> <p>Writing Outcomes: The children will be able to write their own traditional tale using formulaic sentences and archaic language.</p>				
<p>Key stories (2 wks)</p>	<p>To speak clearly and audibly and convey ideas confidently, gaining the interest of listeners.</p> <p>To initiate conversations, express their own view and respond to comments.</p>	<p>In reading, investigate:</p> <p>The use of coordinating conjunctions (and, or, but)</p> <p>The use of subordinating conjunctions (when, if, that, because)</p> <p>Words used to indicate the passing of time</p> <p>Examples of nouns, and adjectives in a text</p> <p>How expanded noun phrases are</p>	<ul style="list-style-type: none"> - 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. 	

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		<p>used for further description</p> <p>Correct choice and consistent use of past and present tense</p> <p>The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>In writing, children will apply these skills to:</p> <p>Include coordinating and subordinating conjunctions</p> <p>Include words which indicate the passing of time</p>		
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		<p>Use nouns, adjectives and expanded noun phrases</p> <p>Use past and present tense consistently</p> <p>Punctuate their work correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p>Vocab</p> <p>Use of causal</p>		
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		<p>conjunctions Use the language of stories Increasing pupil's vocabulary so that they understand the difference between spoken and written language.</p> <p>Understand the difference in meaning between homophones and near-homophones (eg one/won) (refer to Y2 spelling list).</p>		
<p>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.</p> <p>Spoken Language Outcomes: The children will be able to use role play to explore characters.</p> <p>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.</p>				
Instructions (1wk)	To listen and follow	In reading, investigate:	- Analyse instructional texts and note statement of purpose, list of materials and/or ingredients and	

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	instructions accurately, asking for help and clarification when necessary.	<p>Correct choice and consistent use of present tense and recognise the use of the imperative verb</p> <p>The use of capital letters and full stops to demarcate sentences</p> <p>In writing, children will apply these skills to:</p> <p>Use present tense consistently and include the imperative verb</p> <p>Punctuate their work correctly</p> <p>Pupils will also be able to use the following terminology:</p>	<p>sequential steps.</p> <ul style="list-style-type: none">- Identify imperative verbs- compose a set of instructions using the above features. <p><i>N.B. If numbers or bullet points are used there is no need to use a time conjunction. An imperative verb is sufficient!</i></p>	
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		<p>Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p>Vocab Use of imperative verbs in oral and written instructions.</p>		
<p>Reading Outcomes: The children will be able to identify the purpose, sequential steps and language used in instructional texts.</p> <p>Writing Outcomes: The children will be able to compose a set of instructions using the above features.</p>				
Recount (2wks)	Explain/describe a process or present information, ensuring items are clearly sequences,	<p>In reading, investigate: The use of coordinating conjunctions (and, or, but)</p>	<ul style="list-style-type: none"> - Read and analyse recount texts. - Consolidate the structure and language features of recount texts. - Use a recount text as a model for their own writing. - Plan and write a recount text. - Listen to others' recount texts and ask relevant questions. 	

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	<p>relevant details are included and accounts ended effectively. To answer and ask questions. To speak clearly and audibly and convey ideas confidently, gaining the interest of listeners.</p>	<p>The use of subordinating conjunctions (when, if, that, because)</p> <p>Effective use of nouns and adjectives in a text</p> <p>How expanded noun phrases are used for further description</p> <p>Correct choice and consistent use of past tense</p> <p>Use of the progressive form of past tense for example, he was shouting.</p> <p>The use of capital letters, full stops, question marks and exclamation marks to</p>		
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		<p>demarcate sentences</p> <p>Apostrophes to demarcate where letters are missing eg can't.</p> <p>In writing, children will apply these skills to:</p> <p>Include coordinating and subordinating conjunctions</p> <p>Use nouns, adjectives and expanded noun phrases</p> <p>Use past tense consistently</p> <p>Punctuate their work correctly</p> <p>Pupils will also</p>		
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		<p>be able to use the following terminology: Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p>Vocab Time conjunctions Questions: who, when, what, why, where Increase their knowledge of the vocabulary and grammar with standard English.</p>		
<p>Reading Outcomes: The children will be able to identify the structure and language features of recount texts.</p> <p>Spoken Language Outcomes: The children will be able to listen to other's recount texts and ask relevant questions.</p>				

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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.	<p>In reading, investigate:</p> <p>The use of coordinating conjunctions (and, or, but)</p> <p>The use of subordinating conjunctions (when, if, that, because)</p> <p>Effective use of nouns and adjectives in a text</p> <p>How expanded noun phrases are used for further description</p> <p>Correct choice and consistent use of past and present tense</p> <p>The use of capital</p>	<ul style="list-style-type: none"> - 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. 	

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		<p>letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>In writing, children will apply these skills to:</p> <p>Include coordinating and subordinating conjunctions</p> <p>Use nouns, adjectives and expanded noun phrases</p> <p>Use past and present tense consistently</p> <p>Punctuate their work correctly</p> <p>Pupils will also be able to use the following</p>		
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		<p>terminology: Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p>Vocab skimming scanning close reading title page contents chapter heading illustration</p> <p>Use the language of evaluation, e.g. I like that word because... That is not a good word because....</p>		
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		Understand the difference in meaning between homophones and near-homophones (eg there/their/they're) (refer to Y2 spelling list).		
<p>Reading Outcomes: The children will be able to use an appropriate reading skill to find answers to the questions they have posed prior to reading.</p> <p>Writing Outcomes: The children will be able to plan and write an information text from the research gathered.</p>				
Contemporary and classic poetry (2wks)	To speak clearly and audibly and convey ideas confidently, gaining the interest of listeners.	<p>Effective use of nouns and adjectives in a poem</p> <p>How expanded noun phrases are used for further description in poetry</p> <p>Recognise simple recurring literary language and patterns of poetry</p>	<ul style="list-style-type: none"> - Discuss and analyse further examples contemporary and classic poetry. - Children to discuss their own views, subject matter and possible meanings. - 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 appropriate intonation to make the meaning clear. 	

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		<p>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.</p> <p>Vocab Use simple recurring literary language and patterns of poetry Using new vocabulary from their reading during discussion.</p>		
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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 Traditional Tales and Fairy stories (3wks)	Spoken language To speak clearly and audibly and convey ideas confidently, gaining the interest of listeners. To develop an understanding of what is being learnt by imagining and exploring ideas, making	Grammar, Spelling, Punctuation and Vocabulary In reading, investigate: How noun phrases are used to specify a particular person or thing (e.g. the man in the moon) How the progressive forms of verbs are used to add variety to text How apostrophes are used to mark singular	Reading and Writing - 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. - Read aloud to the class. - Evaluate own traditional tale according to criteria in the subject knowledge papers.	

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	<p>connections between one event and another.</p>	<p>possession in nouns (e.g the girl's name)</p> <p>In writing, children will be able to apply these skills to:</p> <p>Use noun phrases to specify a particular person or thing (e.g. the man in the moon)</p> <p>Use the progressive forms of verbs to add variety to text</p> <p>Use apostrophes to mark singular possession in nouns (e.g the girl's name)</p> <p>Pupils will also be able to use the following terminology:</p> <p>Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p>		
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		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).		
<p>Reading Outcomes: The children will be able to identify themes in traditional tales as well as good and bad characters.</p> <p>Spoken Language Outcomes: The children will be able to read their story aloud to the class.</p> <p>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.</p>				
Key stories (3wks)	To develop an understanding of what is being learnt by imagining and	In reading, investigate: How noun phrases are used to specify a particular person or thing (e.g. the man in the	- Recap key stories from previous terms. - Introduce a key story to be studied. Predict what might happen in the story on the basis of what has happened so far. - Learn about characters by looking at what they say and do.	

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	<p>exploring ideas, making connections between one event and another.</p> <p>To answer and ask questions.</p> <p>To speak clearly and audibly and convey ideas confidently, gaining the interest of listeners.</p>	<p>moon)</p> <p>How the progressive forms of verbs are used to add variety to text</p> <p>How apostrophes are used to mark singular possession in nouns (e.g the girl's name)</p> <p>In writing, children will be able to apply these skills to:</p> <p>Use noun phrases to specify a particular person or thing (e.g. the man in the moon)</p> <p>Use the progressive forms of verbs to add variety to text</p> <p>Use apostrophes to mark singular possession in nouns (e.g the girl's name)</p>	<ul style="list-style-type: none"> - Make inferences about the characters on the basis of what is said and done e.g. the way characters speak reflect their personalities. - Notice how characters change in the course of a story. - Explore cause and effect e.g. what has prompted the character's behaviour in a story. - Plan and write own story using dialogue to describe the character and move the plot forward. - Evaluate their writing to check it makes sense. - Read aloud what they have written. 	
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		<p>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.</p> <p>Vocab Use causal conjunctions Use their knowledge of the vocabulary and grammar of standard English. Use new vocabulary from their reading.</p> <p>Understand the difference in meaning between homophones and near-homophones (eg sun/son) (refer to Y2 spelling list).</p>		
<p>Reading Outcomes: The children will be able to Make inferences about the characters on the basis of what they say and do.</p> <p>Spoken Language Outcomes: The children will be able to read aloud what they have written.</p>				

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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 (1wk)	To listen and follow instructions accurately, asking for help and clarification when necessary.	In reading, investigate: Correct choice and consistent use of present tense and recognise the use of the imperative verb 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 to use the following terminology: Noun, noun phrases, statement, question,	- Analyse a wider range of instructional texts e.g. plans, constructions. - Compose a set of instructions using a title to show what they are about, define the goal or desired outcome, list materials or equipment needed in order, work out the sequence needed to achieve the planned goal.	

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		<p>exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p><u>Vocab</u></p> <p>To use the imperative verb when giving instructions.</p>		
<p>Reading Outcomes: The children will be able to evaluate a wide range of instructional texts for effectiveness.</p> <p>Writing Outcomes: The children will be able to compose a set of instructions and work out the sequence needed to achieve the planned goal.</p>				
Recount (2wks)	<p>Explain/describe a process or present information, ensuring items are clearly sequences, relevant details are included and accounts ended effectively.</p>	<p>In reading, investigate:</p> <p>The use of coordinating conjunctions (and, or, but)</p> <p>The use of subordinating conjunctions (when, if, that, because)</p> <p>Effective use of nouns and adjectives in a text</p> <p>How expanded noun</p>	<p>- Read and analyse the opening paragraph and closing statement of a recount.</p> <p>- Use a recount text as a model for their own writing maintaining consistency in structure, tense and person.</p> <p>- Write a recount including an opening and closing statement e.g. summary of what happens.</p>	

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		<p>phrases are used for further description</p> <p>Correct choice and consistent use of past tense</p> <p>Use of the progressive form of past tense for example, he was shouting.</p> <p>The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to demarcate where letters are missing eg can't.</p> <p>In writing, children will apply these skills to:</p> <p>Include coordinating and subordinating conjunctions</p>		
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		<p>Use nouns, adjectives and expanded noun phrases</p> <p>Use past tense consistently</p> <p>Punctuate their work correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p><u>Vocab</u></p> <p>Using technical terms, linked to the topic, use these in their writing appropriately.</p> <p>Understand the difference in meaning between homophones and near-homophones</p>		
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		(eg two/too/to) (refer to Y2 spelling list).		
<p>Reading Outcomes: The children will be able to identify the characteristics of the opening paragraph and closing statement of a recount text.</p> <p>Writing Outcomes: The children will be able to write a recount including an opening and closing statement.</p>				
<p>Information (1wk teaching and 1 wk application in another subject)</p>	<p>To answer and ask questions.</p>	<p>In reading, investigate:</p> <p>The use of coordinating conjunctions (and, or, but)</p> <p>The use of subordinating conjunctions (when, if, that, because)</p> <p>Effective use of nouns and adjectives in a text</p> <p>How expanded noun phrases are used for further description</p> <p>Correct choice and consistent use of past and present tense</p> <p>The use of capital</p>	<ul style="list-style-type: none"> - 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. 	

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		<p>letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>In writing, children will apply these skills to:</p> <p>Include coordinating and subordinating conjunctions</p> <p>Use nouns, adjectives and expanded noun phrases</p> <p>Use past and present tense consistently</p> <p>Punctuate their work correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present),</p>		
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		apostrophe, comma. <u>Vocab</u> Use the technical terminology of information texts. Use new vocabulary from their reading and wider experiences.		
<p>Reading Outcomes: The children will be able to scan texts to find specific sections.</p> <p>Spoken Language Outcomes: The children will be able to pose their own questions prior to conducting research.</p> <p>Writing Outcomes: The children will be able to write a non-fiction text including purpose with consistency of tense.</p>				
Explanations (2wks)	Explain/describe a process or present information, ensuring items are clearly sequences, relevant details are included and accounts ended effectively.	<p>In reading, investigate:</p> <p>The use of subordinating/causal conjunctions (when, if, that, because)</p> <p>Vocabulary used to indicate the passing of time</p> <p>Correct choice and consistent use of past and present tense</p>	<ul style="list-style-type: none"> - Identify that explanation texts answer the questions <i>How</i> and <i>why</i> (not what happened). - From another curriculum area write an explanation text. - Choose a title that incorporates explaining <i>how</i> or <i>why</i> (How do hedgehogs survive the winter? Why does it get dark?) - Look at an explanation text, focusing particularly on the general opening statement and the steps or phases in the process. - Plan an explanation text using a simple flowchart. - Children to write an explanation text. 	

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		<p>The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>In writing, children will apply these skills to:</p> <p>Include subordinating/causal conjunctions</p> <p>Use words to indicate the passing of time</p> <p>Use past and present tense consistently</p> <p>Punctuate their work correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb,</p>		
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		<p>tense (past, present), apostrophe, comma.</p> <p><u>Vocab</u> Use the technical terminology of explanation texts. Use temporal connectives eg First, next etc.</p>		
<p>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.</p> <p>Writing Outcomes: The children will be able to plan and write an explanation text.</p>				
<p>Contemporary and classic poetry (2wks)</p>	<p>To speak clearly and audibly and convey ideas confidently, gaining the interest of listeners.</p>	<p>In reading, children investigate:</p> <p>Effective use of nouns, verbs, adverbs and adjectives in a poem</p> <p>How expanded noun phrases are used for further description and specification in poetry</p> <p>Recognise simple recurring literary</p>	<ul style="list-style-type: none"> - look at a range of contemporary and classic poetry and discuss themes and preferences. - using this as a model, chn to create own poem. - learning and reciting poems by heart with appropriate intonation to make the meaning clear. 	

Year 2

		<p>language and patterns of poetry</p> <p>In writing, children will apply these skills to:</p> <p>Use nouns, verbs, adverbs and adjectives in a poem effectively</p> <p>Use expanded noun phrases for further description and specification in poetry</p> <p>Use simple recurring literary language and patterns in poetry</p> <p>Pupils will also be able to use the following terminology:</p> <p>Noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p><u>Vocab</u></p>		
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Year 2

		Understand the meaning of words in a new context and link to known words.		
<p>Reading Outcomes: The children will be able to identify the themes and features of contemporary and classic poetry.</p> <p>Spoken Language Outcomes: The children will be able to discuss their preferences and recite poems by heart using intonation to make the meaning clear.</p> <p>Writing Outcomes: The children will be able to use a contemporary or classic poem studied as a model to create their own poem.</p>				