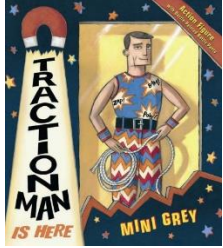
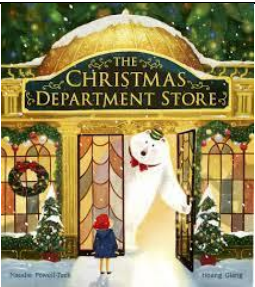
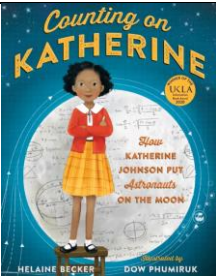


	Autumn term	Spring	Summer term
Main book focus and genre	 Variations and parodies on traditional tales Plan and write own stories with a logical sequence of events, using complete sentences.	 Recount Discuss the sequence of events recounted/ Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day	 Narrative – sequence events from Traction man and retell. Extend – Traction man on another adventure (Could take an action man dressed as Traction Man on a trip (or follow his day at school) – photograph and retell). Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.
Supporting book/media focus and genre	 Poetry -comment on which words have most effect, noticing alliteration - discuss simple poetry patterns - make adventurous word choices to describe closely observed experiences; - create a pattern or shape on the page; use simple repeating phrases or lines as model	 Sentence work: Character development Who is Katherine? Sentence work based on the facts retrieved from the book.	 Instructions How to make a toy -Listen to and follow a series of more complex instructions - Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams - Analyse some instructional texts and note their function, form and typical language features: - Include: a statement of purpose, list of materials or ingredients, sequential steps, - Use direct/imperative language
Reading Comprehension-VIPERS	Year 2 V-discussing and clarifying the meanings of words; link new meanings to known vocabulary V- recognise some recurring language in stories and poems I-make inferences about characters' feelings using what they say and do P-predicting what might happen on the basis of what has been read in terms of plot, character and language so far	Year 2 V-discussing their favourite words and phrases I-. infer basic points and begin, with support, to pick up on subtler references. I-answering and asking questions and modifying answers as the story progresses	Year 2 I-use pictures or words to make inferences E-discuss some similarities between books E-listen to the opinion of others R- remember significant event and key information about the text that they have read R-Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read

	R-independently read and answer simple questions about what they have just read. S-discuss the sequence of events in books and how items of information are related.	P-make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them E-explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves E- express my own views about a book or poem R-asking and answering retrieval questions R-draw on previously taught knowledge	S-retell using a wider variety of story language. S-order events from the text. S-begin to discuss how events are linked focusing on the main content of the story
Reading fluency Year 1- 70WPM Year 2-90 WPM	Year 2 -continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (e.g. purple-gold book band)	Year 2 -read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word -read many Y2 CE words automatically by sight	Year 2 -read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending; -check that the text makes sense to them as they read, and correct inaccurate reading; use expression appropriately to support the meaning of sentences, including those which use subordination
Sentence structure/punctuation objectives	Year 2 Use of capital letters, full stops to demarcate sentences. statement question exclamation command	Year 2 -Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Year 2 -Commas to separate items in a list. -Apostrophes to mark singular possession in nouns (for example, the girl's name).
Grammar objectives	Year 2 -Subordination (using when, if, that, because) and co-ordination (using or, and, but).	Year 2 -How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. -noun phrase compound adjective suffix comma -Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon).	Year 2 -understand that an adverb can add detail to a sentence. -Correct choice and consistent use of present tense and past tense throughout writing.
Vocabulary and spelling objectives	Phase 5 GPCs Phase 5 GPCs and relevant homophones Phase 5 polysyllabic words /ai/ sound /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' /s/sound spelt 'c' before 'e', 'i' and 'y' /n/ sound spelt 'kn' and 'gn' at the beginning of words	/aɪ/sound spelt 'y' Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>) Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it /i:/ sound spelt 'ey' r/ sound spelt 'wr' Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel spelt 'a' after 'w' and 'qu' ʒ/ spelt 's', segmentation and syllable clapping Adding '-es' to nouns and verbs ending in 'y' Adding '-es' to nouns and verbs ending in 'y'	Words ending '-tion' The /l/ or /əl/ sound spelt '-el' at the end of words Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The /ɔ:/sound spelt 'a' before 'l' and 'll' Suffixes '-ment' and '-ness' The /ɜ:/ sound spelt 'or' after 'w' The /l/ or /əl/ sound spelt '-al' at the end of words /ʌ/ sound spelt 'o' Homophones /l/ or /əl/ sounds spelt 'il' at the end of words Statutory word test Statutory word test Statutory word test

Handwriting Nelson Handwriting	Year 1 c a d g q o e s f Year 2 First join: un um ig id ed eg an or ing ung	Year 1 i l t u y j k r n m Year 2 Second join: ch sh th tl ll ill sli slu ck ack st sti ink unk	Year 1 h b p v w x z Year 2 Third join: od pg re ve oon oom Fourth join: wl vl of ff fl flo
End of Year Expectations	Children in Year 2 will be able to use their phonic knowledge to spell polysyllabic words correctly. They will spell most of the Common Exception words for year 2 correctly in their work. They will know how to add the suffix –ed and –ing onto verbs. They will use commas, full stops, capital letters, exclamation marks, question marks and apostrophes for possession and contraction. They will be able to write coherently in the past tense. They will be able to write sequenced piece of narrative writing. They will start to extend their sentences with: and, so, if, but, because and when		