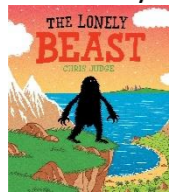
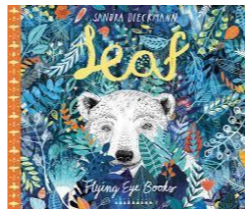
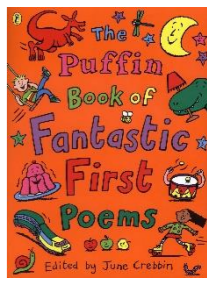
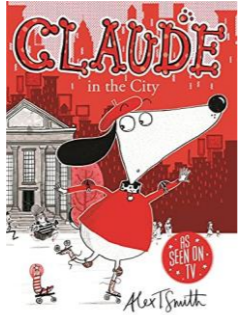
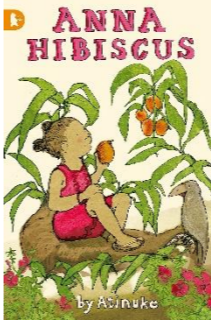
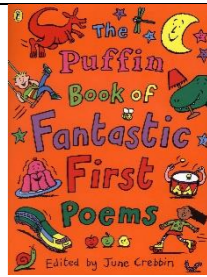


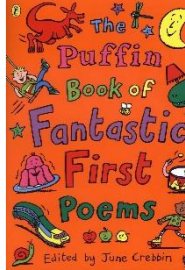


Year 2		Autumn Term					
Text	The Lonely Beast 			Leaf 			The Puffin Book of Fantastic First Poems Poetry Poems about food 
Writing Outcomes	Narrative- retelling of the beast's journey to the city	Recount- diary	Newspaper	Creating descriptive poem	Persuasive letter	Narrative- retelling the story	Respond to poetry through illustration and performance Develop own versions of existing poems
Vocabulary, Grammar and Punctuation Outcomes	-Use of capital letters and full stops to demarcate sentences -Joining words and joining clauses using and -Expanded noun phrases for description and specification	-Correct choice and consistent use past tense throughout writing - <i>Spelling- ed</i> -How the grammatical patterns in a sentence indicate its function as a statement	-Use of capital letters and full stops to demarcate sentences -Subordination (because) -How the grammatical patterns in a sentence indicate its function as a question -Question marks	-Expanded noun phrases for description and specification -Subordination (because, when)	-Subordination (if) -- How the grammatical patterns in a sentence indicate its function as an exclamation and command -Exclamation marks - <i>Suffix- est</i>	-Expanded noun phrases for description and specification -Correct choice and consistent use past tense throughout writing -Use of the progressive form of verbs in the past tense to mark actions in progress -Co-ordination and subordination (and, because, when)	Reading Listen to, discuss and express views about a wide range of poems -Investigate and use new vocabulary -Expanded noun phrases for description and specification -Sentences in different forms
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 2						
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 2						
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document						
Timescale	6 weeks			5 weeks			1 week

Year 2			Spring Term				
Text	Claude in the City 	Anna Hibiscus 			The Puffin Book of Fantastic First Poems Poetry Poems about holidays and days out 		
Writing Outcomes	Recount Postcard/ Diary	Newspaper	Narrative: Write a new adventure	Narrative <i>Setting description</i>	Non-Chronological report <i>(Africa or Canada)</i>	Letter to inform <i>(Anna writes about her family)</i>	Respond to poetry through illustration, movement and performance Create class poems Compose own poems using an existing structure
Vocabulary, Grammar and Punctuation Outcomes	-Commas to separate items in a list -Apostrophes for contracted forms -Turn adjectives into adverbs- <i>ly</i> -Correct choice and consistent use past tense throughout writing	-Use of the progressive form of verbs in the past tense to mark actions in progress] -Subordination (when, if, that, because) -How the grammatical patterns in a sentence indicate its function as a statement	-Expanded noun phrases for description and specification -Co-ordination (or, but, and) -Adverbs (<i>ly</i>)	-Use of capital letters and full stops to demarcate sentences -Expanded noun phrases for description and specification -Commas to separate items in a list -Spelling- <i>er, est</i>	-Correct choice and consistent use of present tense throughout writing -Co-ordination (and, or, but) -How the grammatical patterns in a sentence indicate its function as a statement and question -Question marks -Apostrophes to mark singular possession in nouns	-Use of the progressive form of verbs in the present to mark actions in progress -Apostrophes to mark singular possession in nouns -How the grammatical patterns in a sentence indicate its function as a question and exclamation -Question marks -Exclamation marks -Turn adjectives into adverbs- <i>ly</i>	Reading Listen to, discuss and express views about a wide range of poems -Investigate and use new vocabulary -Expanded noun phrases for description and specification -Sentences in different forms
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 2						
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 2						
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document						
Timescale	6 weeks			6 weeks		1 week	

Year 2			Summer Term				
Text	The Hodgehog 		The Secret Sky Garden 			The Puffin Book of Fantastic First Poems Poetry Poems about seasons 	
Writing Outcomes	Persuasive letter (Persuade Max not to cross the road)	Narrative	Non-chronological report	Instructions (<i>How to deal with litter</i>)	Explanation (<i>Leaflet/ article for school website- problem of littering</i>)	Narrative (<i>Writing own story about friendship</i>)	Respond to poetry through illustration, movement and performance Compose own poems using an existing structure
Vocabulary, Grammar and Punctuation Outcomes	-Correct choice and consistent use of present tense throughout writing -How the grammatical patterns in a sentence indicate its function as an exclamation and command -Spelling- <i>er, est</i> -Subordination- when, if, because	-1 st person -Apostrophes for contracted forms -Expanded noun phrases for description and specification -Turn adjectives into adverbs- <i>ly</i> -Co-ordination	-Use of capital letters and full stops to demarcate sentences -Correct choice and consistent use of present tense throughout writing -How the grammatical patterns in a sentence indicate its function as a statement and question -Question marks -Commas to separate items in a list	- Use of capital letters and full stops to demarcate sentences -How the grammatical patterns in a sentence indicate its function as a command -Turn adjectives into adverbs- <i>ly</i> --Correct choice and consistent use of present tense throughout writing -time words	-Correct choice and consistent use of present tense throughout writing -How the grammatical patterns in a sentence indicate its function as a question -Question marks -Commas to separate items in a list -Apostrophes for contracted forms -Subordination and Co-ordination	-Apostrophes to mark singular possession in nouns -Use of the progressive form of verbs in the present and past tense to mark actions in progress -Expanded noun phrases for description and specification -Turn adjectives into adverbs- <i>ly</i> -Subordination and Co-ordination	Reading Listen to, discuss and express views about a wide range of poems -Investigate and use new vocabulary -Expanded noun phrases for description and specification -Sentences in different forms
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 2						
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 2						
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document						
Timescale	5 weeks		6 weeks			1 week	