

Inspiring and enabling our school community to live life to the full



**Crowthorne Church of England Primary School
YEAR 2**

English – Annual Overview of Learning

Through our English curriculum, the children will be taught to speak and write fluently and will acquire the essential language skills needed to participate fully as a member of society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Characteristics of an Effective Learner

- Courage
- Commitment
- Collaboration
- Creativity
- Curiosity

AUTUMN TERM			
Unit 1: Narrative – Descriptive writing (1 week)			
Key texts: Tell Me a Dragon – Jackie Morris			
Writing	Reading	VPG	Speaking and Listening
<p>Inc: Handwriting and Presentation</p> <p>Composition: Develop positive attitudes towards and stamina for writing by writing <u>descriptions</u>. Consider what they are going to write before beginning by:- planning or saying out loud what they are going to write about. Make simple additions, revisions and corrections to their own writing by:- proof-reading for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Handwriting: (lower case focus) Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>Word Reading (These objectives are also taught during phonics sessions) Read further common exception words, noting unusual correspondence between spelling and sound where these occur. Read accurately words of 2 syllables or more that contain the same graphemes as above.</p> <p>Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:- listening to discussing and expressing views about <u>stories</u> at a level beyond which they can read independently. Discuss and clarify the meaning of favourite words and phrases. Gain understanding by drawing on what they already know or on</p>	<p>Understand grammatical terminology – noun, adjective, noun phrase. Use expanded noun phrases to describe and specify. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Give well-structured descriptions and explanations.</p>

	background information and vocabulary provided by the teacher.		
Unit 2: Narrative – Character description and Story Writing (2 Weeks)			
Key texts: Eliot Midnight Superhero – Anne Cottringer			
Writing Inc: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<p>Composition: Develop positive attitudes towards and stamina for writing by writing <u>character descriptions</u> and <u>stories</u>. Consider what they are going to write before beginning by: writing down ideas/key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by:- proof-reading for errors in spelling, grammar and punctuation.</p> <p>Handwriting: (lower case focus) Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>Word Reading (These objectives are also taught in Phonics) Read further common exception words, noting unusual correspondence between spelling and sound where these occur.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Develop pleasure in reading, motivation to read, vocabulary and understanding by:- listening to discussing and expressing views about <u>stories</u> at a level beyond which they can read independently. Discuss the sequence of events in books and how items are related. Recognising simple recurring literary language in stories. Gain understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Make inferences on the basis of what is said and done. Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Understand grammatical terminology – sentence, statement, conjunction (joining word). Punctuate sentences correctly with a capital letter and full stop. Use capital letters for names. Use co-ordination (or, and, but). Commas to separate items in a list.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>
Unit 3: Non Fiction – Instructions (2 weeks)			
Key texts: “Fun Things to Make” – Big Book			
Writing	Reading	VPG	Speaking and Listening

<p>Inc: Handwriting and Presentation</p> <p>Composition: Develop positive attitudes towards and stamina for writing by writing <u>instructions</u>. Consider what they are going to write before beginning by: encapsulating what they want to say sentence by sentence. Make simple additions, revisions and corrections to their own writing by:- evaluating their writing with the teacher and other pupils. Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Handwriting: (lower case focus) Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>Word Reading (These objectives are also taught in Phonics.) Read further common exception words, noting unusual correspondence between spelling and sound where these occur. Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Develop pleasure in reading, motivation to read, vocabulary and understanding by:- listening to discussing and expressing views about <u>non-fiction</u> at a level beyond which they can read independently. Understand the different ways that non-fiction books are structured.</p>	<p>Understand grammatical terminology – verb, command, comma, question, question mark. Use sentences with different forms:- commands, questions. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use commas in a list.</p>	<p>Listen and respond appropriately to adults and their peers. Speak audibly and fluently with an increasing command of Standard English.</p>
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Unit 4: Non Fiction – Recount (1 week)
Key texts: The Great Fire of London – Big Book

Writing	Reading	VPG	Speaking and Listening
<p>Inc: Handwriting and Presentation</p> <p>Composition: Develop positive attitudes towards and stamina for writing by writing about <u>real events</u>. Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about Make simple additions, revisions and corrections to their own writing by:-</p>	<p>Word Reading (These words are also taught in phonics.) Continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and fluent. Read aloud books closely matched to their improving phonics knowledge, sounding out unfamiliar words</p>	<p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Expanded noun phrases to describe and specify [for example, the blue butterfly] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Listen and respond appropriately to adults and their peers. Speak audibly and fluently with an increasing command of Standard English.</p>

<p>evaluating their writing with the teacher and other pupils.</p> <p>Handwriting: (upper case focus) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>automatically and without undue hesitation.</p> <p>Comprehension Discuss and clarify the meaning of new words, linking meanings to know vocabulary. Be introduced to non-fiction books that are structured in different ways. Check the text makes sense as they read and correcting inaccurate reading.</p>		
<p>Unit 5: Narrative –Story Writing (2 weeks) Key texts: Little Red Riding Hood</p>			
<p>Writing Inc: Handwriting and Presentation</p>	<p>Reading</p>	<p>VPG</p>	<p>Speaking and Listening</p>
<p>Composition: Develop positive attitudes towards and stamina for writing by writing <u>narratives</u>. Consider what they are going to write before beginning by: writing down ideas/key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by:- re-reading to check that their writing makes sense and that verbs are in the correct tense.</p> <p>Handwriting: (upper case focus) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters.</p>	<p>Word Reading (These objectives are also taught in Phonics.) Read words containing common suffixes. Read further common exception words, noting unusual correspondence between spelling and sound where these occur.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Develop pleasure in reading, motivation to read, vocabulary and understanding by:- listening to discussing and expressing views about <u>stories</u> at a level beyond which they can read independently. Discuss the sequence of events in books. Become increasingly familiar with and retell a wider range of stories, fairy</p>	<p>Understand grammatical terminology – past tense, suffix, exclamation. Use past tense correctly and consistently, including the progressive form. Use sentences with different forms: - exclamations. Use exclamation marks to punctuate an exclamation sentence. Form past tense verbs by adding the suffix –ed. Form past tense verbs (progressive) using the suffix –ing. Correct choice and consistent use of present tense and past tense throughout writing</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>

Use spacing between words that reflects the size of the letters.	stories and traditional tales. Recognising simple recurring literary language in stories. Answering and asking questions.		
Unit 6: Narrative – Persuasive Writing (1 week) Key texts: The Owl Who Was Afraid of the Dark – Jill Tomlinson			
Writing Inc: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<p>Composition: Develop positive attitudes towards and stamina for writing by <u>writing to persuade</u>. Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about Make simple additions, revisions and corrections to their own writing by:- evaluating their writing with the teacher and other pupils. Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Handwriting: (upper case focus) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>Word Reading (These objectives are also taught in Phonics) Read further common exception words, noting unusual correspondence between spelling and sound where these occur. Read most words quickly and accurately without overtly blending and sounding when they have been frequently encountered.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Develop pleasure in reading, motivation to read, vocabulary and understanding by:- listening to discussing and expressing views about <u>stories</u> at a level beyond which they can read independently. Recognising simple recurring literary language in stories. Gain understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Make inferences on the basis of what is said and done. Predict what might happen on the basis of what has been read so far. Participate in discussion about books that are read to them and those they</p>	<p>Understand grammatical terminology – conjunction (joining word). Use subordination (when, if, that, because). Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Articulate and justify answers, arguments and opinions. Participate in discussions, presentations, performances and debates. Gain maintain and monitor the interest of the listener. Consider and evaluate different viewpoints, attending to and building on the contribution of others.</p>

	can read for themselves, taking turns and listening to what others say.		
Unit 7: Non Fiction – Non chronological Report (1 Week)			
Key texts: Owls – Usborne			
Writing Inc: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<p>Composition: Develop positive attitudes towards and stamina for writing by <u>writing non-chronological reports</u>. Consider what they are going to write before beginning by: writing down ideas/key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by:- re-reading to check that their writing makes sense and that verbs are in the correct tense.</p> <p>Handwriting: (upper case focus) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>Word Reading (These objectives are also taught in Phonics) Read words containing common suffixes. Read further common exception words, noting unusual correspondence between spelling and sound where these occur. Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Develop pleasure in reading, motivation to read, vocabulary and understanding by:- listening to discussing and expressing views about <u>non-fiction</u> at a level beyond which they can read independently. Discuss how items of information are related. Understand the different ways that non-fiction books are structured.</p>	<p>Understand grammatical terminology – suffix. Add the suffixes –er and –est to create new adjectives. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Ask relevant questions to extend their understanding and build vocabulary and knowledge.</p>
Unit 8: Poetry – Nonsense Rhymes (2 weeks)			
Key texts: The Owl and the Pussycat – Edward Lear			
Writing Inc: Handwriting and Presentation	Reading	VPG	Speaking and Listening
Composition:	Word Reading	Use capital letters for names and	Ask relevant questions to extend

<p>Develop positive attitudes towards and stamina for writing by writing <u>nonsense poems</u>. Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about Make simple additions, revisions and corrections to their own writing by:- evaluating their writing with the teacher and other pupils.</p> <p>Handwriting: (upper case focus) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>(These objectives are also taught in Phonics.) Read further common exception words, noting unusual correspondence between spelling and sound where these occur.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Develop pleasure in reading, motivation to read, vocabulary and understanding by:- listening to discussing and expressing views about <u>poems</u> at a level beyond which they can read independently. Recognising simple recurring literary language in poetry. Discuss favourite words and phrases. Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Gain understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>places. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>understanding and build vocabulary and knowledge.</p>
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SPRING TERM			
Unit 1: Narrative – Character description and Story Writing (3 weeks)			
Key texts: Horrid Henry – Francesca Simon			
Writing Inc: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<p>Composition: Develop positive attitudes towards and stamina for writing by writing <u>character descriptions and stories</u>. Consider what they are going to write</p>	<p>Word Reading (These objectives are also taught in spelling sessions.) Read accurately by blending the sounds in words that contain the</p>	<p>Understand grammatical terminology – apostrophe, contraction, progressive past tense. Use an apostrophe correctly when spelling contracted forms.</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>

<p>before beginning by: writing down ideas/key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by:- re-reading to check that their writing makes sense and that verbs are in the correct tense.</p> <p>Handwriting: (ascenders focus) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>graphemes taught so far especially recognising alternative sounds for graphemes.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Participate in discussion about books, poems etc that are read to them and that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems etc , both those that they listen to and those they read for themselves. Discuss the sequence of events in books. Make inferences on the basis of what is said and done. Predict what might happen on the basis of what has been read so far.</p>	<p>Use the progressive form of the past tense correctly. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	
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Unit 2: Poetry – Patterns (1 week)
Key texts: Who has seen the wind? – Christina Rossetti I do not mind you winter wind – Jack Prelutsky

<p>Writing Inc: Handwriting and Presentation</p>	<p>Reading</p>	<p>VPG</p>	<p>Speaking and Listening</p>
<p>Composition: Develop positive attitudes towards and stamina for writing by writing <u>shape poems</u>. Consider what they are going to write before beginning by: writing down ideas/key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by:- evaluating their writing with the teacher and other pupils.</p> <p>Handwriting: (ascenders focus)</p>	<p>Word Reading (These objectives are also taught in spelling sessions.) Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Participate in discussion about books,</p>	<p>Understand grammatical terminology – present tense. Use the present tense correctly and consistently. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>

<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Form lower case letters of the correct size in relation to one another.</p> <p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>poems etc that are read to them and that they can read for themselves, taking turns and listening to what others say.</p> <p>Participate in discussions about poems that are read to them and that they can read themselves , taking turns and listening to each other.</p> <p>Explain and discuss their understanding of books, poems etc , both those that they listen to and those they read for themselves.</p> <p>Recognising simple recurring literary language in poetry.</p> <p>Discuss favourite words and phrases.</p> <p>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>		
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Unit 5: Non Fiction – Story Writing and Non Chronological Report (2 weeks)
Key texts: Flight of the Honey Bee

<p>Writing Inc: Handwriting and Presentation</p>	<p>Reading</p>	<p>VPG</p>	<p>Speaking and Listening</p>
<p>Composition: Develop positive attitudes towards and stamina for writing by writing <u>stories</u> and <u>non chronological reports</u> . Consider what they are going to write before beginning by: writing down ideas/key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by:- evaluating their writing with the teacher and other pupils.</p> <p>Handwriting: (ascenders focus) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Word Reading (These objectives are also taught in spelling sessions.) Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes. Read words containing common suffixes.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Participate in discussion about books, poems etc that are read to them and that they can read for themselves,</p>	<p>Understand grammatical terminology – noun, adjective, noun phrase, verb, adverb. Use expanded noun phrases to describe and specify. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Give well-structured descriptions and explanations.</p>

<p>Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>taking turns and listening to what others say. Explain and discuss their understanding of books, poems etc , both those that they listen to and those they read for themselves. Discuss favourite words and phrases.</p>		
<p>Unit 6: Narrative – Setting Description, Book Review and Recount (4 weeks) Key texts: Wind in the Willows – Kenneth Graham</p>			
<p>Writing Inc: Handwriting and Presentation</p>	<p>Reading</p>	<p>VPG</p>	<p>Speaking and Listening</p>
<p>Composition: Develop positive attitudes towards and stamina for writing by writing <u>setting descriptions</u>, <u>book reviews</u> and <u>recounts</u>. Consider what they are going to write before beginning by: writing down ideas/key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by:- evaluating their writing with the teacher and other pupils.</p> <p>Handwriting: (ascenders focus) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>Word Reading (These objectives are also taught in spelling sessions.) Read words containing common suffixes. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Participate in discussion about books, poems etc that are read to them and that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems etc , both those that they listen to and those they read for themselves. Discuss favourite words and phrases. Gain understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Make inferences on the basis of what is said and done. Predict what might happen on the</p>	<p>Add the suffixes –ful and –less to create new words. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Consider and evaluate different viewpoints, attending to and building on the contribution of others.</p>

	basis of what has been read so far.		
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SUMMER TERM

Unit 1: Narrative – Interview, Instructions and Story Writing (4 weeks)
Key texts: The Iron Man – Ted Hughes

Writing Inc: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<p>Composition: Develop positive attitudes towards and stamina for writing by writing <u>interviews</u>, <u>instructions</u> and <u>stories</u>. Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, and writing down ideas/ key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by:- proof-reading for errors in spelling, grammar and punctuation.</p> <p>Handwriting: (presentation focus) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>Word Reading (These objectives are also taught in spelling sessions.) Read words using common suffixes Read accurately words or 2 syllables or more that contain the same graphemes.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Participate in discussion about books, poems etc that are read to them and that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems etc , both those that they listen to and those they read for themselves. Discuss the sequence of events in books. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Discuss favourite words and phrases. Gain understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Make inferences on the basis of what</p>	<p>Understand grammatical terminology – statement, question, exclamation, command. Be able to write sentences with different forms. Use the full range of Y2 punctuation correctly. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Listen and respond appropriately to adults and their peers.</p>

	is said and done. Predict what might happen on the basis of what has been read so far.		
Unit 2: Narrative – Instructions (2 weeks)			
Key texts: Bible Stories - (David & Goliath, Noah, Daniel in the Lion’s Den)			
Writing Inc: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<p>Composition: Develop positive attitudes towards and stamina for writing by writing stories. Consider what they are going to write before beginning by: writing down ideas/key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by:- re-reading to check that their writing makes sense and that verbs are in the correct tense.</p> <p>Handwriting: (ascenders focus) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>Word Reading (These objectives are also taught in spelling sessions.) Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Participate in discussion about books, poems etc that are read to them and that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems etc , both those that they listen to and those they read for themselves. Discuss the sequence of events in books. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p>	<p>Understand grammatical terminology – conjunction (joining word). Use co-ordination (or, and, but) and subordination (when, if, that, because). Use a range of powerful verbs and adverbs to enrich their writing.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
SATS WEEK			
		Revision of weaker elements.	
Unit 3: Narrative – Letter writing (3 weeks)			
Key texts: The Day the Crayons Quit – Drew Daywalt			
Writing Inc: Handwriting and Presentation	Reading	VPG	Speaking and Listening
Composition:	Word Reading	Understand grammatical terminology	Select and use appropriate registers

<p>Develop positive attitudes towards and stamina for writing by writing <u>letters of complaint</u>.</p> <p>Consider what they are going to write before beginning by: writing down ideas/key words, including new vocabulary.</p> <p>Make simple additions, revisions and corrections to their own writing by:- proof-reading for errors in spelling, grammar and punctuation.</p> <p>Handwriting: (presentation focus) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>(These objectives are also taught in spelling sessions.) Re-read books to build up their fluency and confidence in their word reading. Read words using common suffixes.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Participate in discussion about books, poems etc that are read to them and that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems etc , both those that they listen to and those they read for themselves. Discuss favourite words and phrases. Gain understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Make inferences on the basis of what is said and done.</p>	<p>– present tense, apostrophe, possession, contraction. Use the present tense correctly and consistently. Use apostrophes correctly to show possession and in contracted forms. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>for effective communication.</p>
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Unit 4: Poetry – Descriptive poems (3 weeks)
Key texts: The Swing; Bed in Summer; My Shadow – Robert Louis Stevenson

<p>Writing Inc: Handwriting and Presentation</p>	<p>Reading</p>	<p>VPG</p>	<p>Speaking and Listening</p>
<p>Composition: Develop positive attitudes towards and stamina for writing by writing <u>descriptive poems</u>. Consider what they are going to write before beginning by: writing down ideas/key words, including new vocabulary. Make simple additions, revisions and corrections to their own writing by:- evaluating their writing with the</p>	<p>Word Reading (These objectives are also taught in spelling sessions.) Read words containing common suffixes. Read aloud books matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up their</p>	<p>Applying spelling rules correctly when spelling words with suffixes. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Ask relevant questions to extend understanding and build vocabulary and knowledge.</p>

<p>teacher and other pupils. Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Handwriting: (presentation focus) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size in relation to one another. Use the diagonal and horizontal strokes needed to join letters. Use spacing between words that reflects the size of the letters.</p>	<p>fluency and confidence in word reading.</p> <p>Comprehension (These objectives are also taught in Guided Reading.) Participate in discussion about books, poems etc that are read to them and that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems etc , both those that they listen to and those they read for themselves. Discuss favourite words and phrases. Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Gain understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>		
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Year 2 Spellings					
Common Exception Words Homophones	Common Exception Words Homophones	Common Exception Words Syllables	Common Exception Words Homophones	Common Exception Words /i/ - kind, child	Common Exception Words /kn/
Common Exception Words /wh/ question words	Common Exception Words Homophones /al/ - all, always	Common Exception Words /ea/ - bread	Common Exception Words /j/ /ge/ /dge/ /g/	Common Exception Words /c/ - nice	Common Exception Words /gn/

High Frequency Words /y/ - sky	High Frequency Words Contractions /le/ - bubble	High Frequency Words Adding suffixes to words ending in /e/	High Frequency Words /ey/ - money	High Frequency Words /wr/	High Frequency Words Doubling the last consonant when adding suffixes
High Frequency Words	High Frequency Words	High Frequency Words	High Frequency Words	High Frequency Words	High Frequency Words

/a/ - want, squash	/zh/ - treasure, usual	Adding /es/ to words ending in /y/.	Possessive apostrophe	Number words	/tion/
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High Frequency Words /el/ - label	High Frequency Words Adding suffixes to words ending in /y/	High Frequency Words Suffixes - /ment/ /ness/	High Frequency Words /or/ - word	High Frequency Words /al/ - metal, local	High Frequency Words Contractions
High Frequency Words Prefix - /un/	High Frequency Words Homophones	High Frequency Words Compound words	High Frequency Words Revision	High Frequency Words Revision	High Frequency Words Revision